

FRESHMAN GE GUIDE

2018-2019

RECOMMENDED GENERAL EDUCATION COURSES
FOR NEW FIRST YEAR STUDENTS AT OHIO STATE



How do you choose from the more than 12,000 courses in the Ohio State catalog when you've never taken a class here before? How do you know based on a course number and title whether it will be a good fit for you? Thankfully, when it comes to the General Education (GE), you don't have to guess. This guide contains rich descriptions of a selection of key GE courses hand-picked for their appropriateness for incoming first-year students, all broken down by GE category for easy reference. Cuddle up with it before your orientation scheduling appointment and refer back to it for future GE scheduling. We want to make sure you have a fascinating and challenging first semester here at The Ohio State University.

CONTENTS

- Social Science I: Individuals & Groups7
- Social Science II: Organizations & Polities15
- Social Science III: Human, Natural & Economic Resources20
- Historical Study25
- Cultures & Ideas34
- Literature52
- Visual & Performing Arts63
- Mathematical & Logical Analysis70

SOCIAL SCIENCE I: INDIVIDUALS & GROUPS

AFAMAST 2218

CREDITS: 3

Black Urban Experience

Examination of contemporary black urban experience focused on the impact of persistent residential segregation, increasing class polarization, and the global force of hip hop culture.

ANTHROP 2201(H)

CREDITS: 3

DIVERSITY: Global
Studies

Introduction to Archaeology

This course will teach students to discover the past through the material record of human societies and their historical engagements with environments around the world. Students will learn about the nature of the archaeological record and methods archaeologists use through case studies that showcase some of the great archaeological discoveries like Stonehenge, Maya glyphic writing and its decipherment, and "Ötzi" the Iceman.

ANTHROP 2202(H)

CREDITS: 3

DIVERSITY: Global
Studies

Peoples and Cultures: An Introduction to Cultural Anthropology

We cannot think our way into a new way of living; we have to live our way into a new way of thinking. This is the idea behind ANTHROP 2202. This course teaches you to try new things, make connections, and ask new questions about yourself and the world. Coursework will take you out of the classroom and from behind the computer into the real world.

Anthropology is the study of all humans in all times and all places, and the subfield of Cultural Anthropology, in particular, brings these interconnections and the importance of culture into focus. It explores different societies and cultures around the world in all their manifestations. Most importantly, it offers students unique tools and ways of thinking that can be incorporated into their diverse educations, careers, families, and communities.

There has never been a time when Cultural Anthropology has been more important than it is right now. In an increasingly interconnected world, cultural differences lie at the root of many of our most pressing challenges, throughout the world and in our own personal lives.

COMM 1100

CREDITS: 3

OFFERED: AU, SP, SU

Communication in Society

Communication in Society provides an overview of some of the major theories guiding our understanding of communication in various contexts including interpersonal, intercultural, social influence, political, and mass mediated. Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. From the catalogue: Role of communication in society; forms, strategies, theories and issues; interpersonal, group, organizations, public and mass communication.

Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course is a required pre-requisite for admission to the Communication or Journalism major, is a required pre-requisite to the Communication minor, and is taught by a tenured faculty member.

COMM 1101

CREDITS: 3

OFFERED: AU, SP, SU

History of Communication

History of Human Communication provides an overview of the history of communication with a primary focus on the evolution of the media. Themes that we will explore include the relationship between media and culture, the role of regulation in the shaping of how the media develop, and the role of the media in shaping and maintaining the public sphere. While the course focuses on the history of the communication, particular attention will be paid to the last 200 years in the United States.

Students understand the theories and methods of scientific inquiry as they are applied to the study of individuals, groups, organizations, and societies. Students comprehend human difference and similarities in various psychological, social, cultural, economic, geographic, and political contexts. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

This course is a required pre-requisite for admission to the Communication or Journalism major, is a required pre-requisite to the Communication minor, and is taught by a tenured faculty member.

GEOG 2100

CREDITS: 3

OFFERED: AU, SP

Human Geography

This course aims to raise awareness about how geography shapes the human experience and helps people to understand and explain processes of social change over time and across space.

This course helps students understand social structure and human interactions, and students are given the opportunity to explore these concepts in the real world. It is also the introductory course for the Urban, Regional, & Global Studies specialization of the Geography major, so it is a great choice for students who are considering a BA Geography major.

Students develop transferrable skills in historical and spatial perspectives, as well as real world application of larger concepts. Grading is based on short writing assignments, quizzes, and exams.

HDFS 2200

CREDITS: 3

OFFERED: AU, SP, SU

Family Development

The course will introduce students to the dynamics of family interaction over the life cycle with an emphasis on developmental, social, and cultural influences on the family experience. The course allows for students to learn basic methods and theories for analyzing family functioning. Students will learn to find and read current research on families as well as understand some common misconceptions about how family relationships work.

Students who enjoy working with people and/or families or hope to go into careers like counseling, teaching or nursing will likely benefit from the course. Students interested in understanding more about their own family functioning will also likely enjoy the class.

HDFS 2350

CREDITS: 3

OFFERED: AU, SP, SU

Parenting

The purpose of the course is to identify and examine the major psychological and developmental theories applicable to the process of child rearing, familiarize students with a variety of child rearing issues as they pertain to these theories, and present research relevant to the above issues and orientations.

Although most people have opinions about parenting, plan to be parents or anticipate working with parents and their children, few people ever take the time to learn and reflect upon differing theories and ideas about parenting. With an emphasis on practical skills and approaches, this course provides students an opportunity to reflect on their experiences being parented while developing their personal parenting philosophies.

HDFS 2400

CREDITS: 3

OFFERED: AU, SP, SU

Life Span Human Development

A study of how we (human beings) grow and change over the life course, from conception to death. Our development is explored from biological, psychological, and sociocultural angles.

The knowledge gained in the course is applicable to any student because the course content deals with life. Students can gain a better understanding and appreciation of their past development, as well as a better understanding of what they might expect in their future development. Topics like child development, education, puberty, dating, marriage, pregnancy, parenting, work, and aging, offer practical information for individuals of all ages.

HDFS 2410

CREDITS: 3

OFFERED: AU, SP, SU

Child Development

Study of the nature, nurture, and development of children from conception through the childhood years. Students will have an understanding of developmental milestones and background knowledge for the recognition and use of developmentally appropriate activities of different age groups. Students will have a general understanding of childhood, both as age related and as a social creation, and will understand how childhood is both the same and different across cultures. Students will have a good understanding of the implications of caring for and educating children infancy through middle childhood.

Students who enjoy working with children will likely enjoy the course. Students get to participate in observation hours.

HDFS 3440

CREDITS: 3

OFFERED: AU, SP, SU

Human Sexuality

Ever have a question about human sexuality? If so, this is a class for you! Course instruction integrates media, history, theory, and culture to examine the intellectual, physical, social, and emotional aspects of human sexuality to educate students in a fun and safe environment. A sample of topics are: cultural influences on sex/sexuality/development, sexual arousal and response, love styles and attraction, sexual violence, contraception (there are many more options than you might think!), STIs, sexual development, and many more.

Students interested in delving deeper into human sexuality and want to learn more about the human body will likely enjoy this course. It is taught in a fun, interactive, and non-judgmental way to ease the "taboo" of the topic.

INTSTDS 3850

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to Globalization*

Globalization is perhaps the most widely discussed, and controversial, concept of the early 21st century. It has become a watchword among politicians, policy makers, political activists, academics and the media. A common claim is that it is the most profound change taking place in human affairs, a key force shaping our lives and affecting everyone on the planet in one way or another. It remains, however, an essentially contested concept.

Most people have at best a vague understanding of what globalization actually is or means, not least because the debates surrounding this idea are complex and often contradictory. This course is designed to introduce students to these debates and to explore globalization in all its aspects, economic, political, cultural, environmental and technological. Its aim is to provide a critical appreciation of the benefits and costs that contemporary globalization is likely to present for world society.

LING 1100

CREDITS: 3
OFFERED: AU, SP
DIVERSITY: Global
Studies

The Basics of Language for Language Learners

The goal of the course is to provide students with important tools to help them become successful language learners. Students will become familiar with basic elements of language such as parts of speech and the pronunciation of new sounds as a means of enabling them to anticipate and effectively deal with problems in pronunciation, vocabulary building and sentence formation that often come up in foreign language study. Students will also learn how languages differ in terms of, for example, swearing, politeness and body language. They will also learn about different language teaching and learning styles, typical mistakes language learners make, and strategies for making language learning more effective. This information will be presented in the context of the wide variety of languages taught at OSU, thus allowing students to become familiar with some of the more than 30 languages taught on campus.

Students develop transferrable skills in critical thinking, world knowledge, cultural sensitivity, and appreciation for other languages and dialects.

LING 3602

CREDITS: 3
OFFERED: AU, SP
DIVERSITY: Social
Diversity

Language and Social Identity in the U.S.

This course examines the relationships between language and social diversity in the general American speech community. Its aim is to shed light on how individuals and social groups distinguish themselves on the basis of their choice of language, and their sharing (or not) of common norms of social evaluation and interpretation. In particular, it will investigate the relationship between language and such social parameters as social status, ethnicity, race, gender, etc. Finally, it will consider the role of language differences in the creation of social stereotypes, and their implications for social advantage or disadvantage.

Students develop transferrable skills in critical thinking, world knowledge, cultural sensitivity, and appreciation for other languages and dialects.

POLITSC 2150(H)

CREDITS: 3

Voters and Elections

Why do people vote? Are non-voters completely disengaged, or simply engaged in other kinds of political activities that they find more satisfying and more likely to affect their lives? This course examines recent research into voting behavior, the election context of voting, and political participation. We will learn why people are turned off of politics, and consider what kinds of changes might be necessary to rekindle the interest of voters and maintain the legitimacy of elections in the future.

PSYCH 1100(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social
Diversity*Introduction to Psychology*

Introduction to Psychology is an overview of the discipline of psychology, including many sub-fields or areas of specialization. Much more than just the study of psychological disorders, the course is organized in three broad areas:

- Unit 1 focuses on how we study psychology and the biological basis for behavior, including the structure and function of the brain and nervous system, how our sensory systems work and allow us to perceive the world around us, consciousness and the effects of sleep and drugs.
- Unit 2 concentrates on how the mind works, including how we learn new skills and behaviors, how memory works and why our memory sometimes fails us, how our cognitive and social skills change and develop over the lifespan, how and why we experience emotions, and how the body and mind respond to stress.
- In Unit 3, the emphasis is on topics that inform how we relate to other people, including social psychology, intelligence and personality, and psychological disorders. These topics are rich in content relevant to social diversity and appreciating our similarities and differences as individuals.

Throughout the course, content emphasizes social science (how we systematically study these topics and how the content can be applied to solve problems or address social issues) and social diversity (psychological factors that contribute to individuals' similarities and differences, and a broader appreciation and understanding of equality). Thus, the course satisfies General Education (GE) requirements for both Social Science and Social Diversity.

Although many people think of Psychology in terms of psychological disorders and mental health, the course covers a much wider variety of topics of high interest to students including the impact of drugs and alcohol on the brain, social behavior such as conformity and persuasion, the brain, sensation/perception and sensory illusions, and common errors and biases in the way we process information and make decisions, to name a few.

Courses are taught in smaller sections (60-70 students) with one primary instructor of record. The course offers multiple opportunities for extra credit and a variety of different ways to engage with the material. Students have the opportunity to participate in research and learn first-hand how psychological research is conducted.

Much of the content covered in Introduction to Psychology is information students can put to use right away in their daily lives! For example, students might discuss how various strategies for reinforcing behavior are used in consumer loyalty programs, and what study strategies are most likely to help you succeed on that upcoming exam.

Practically speaking, Psychology 1100 is a requirement of many academic programs. Psychology is a "hub science" that informs many different disciplines. Foundational knowledge in psychology is transferrable to many different areas of study so no matter what your major you are likely to find this content useful in your academic career and beyond.

Students completing Psychology 1100 gain the following skills:

- Critical thinking skills that help students think deeply about human behavior and understand what conclusions to draw from research studies
- Personal development skills that help students apply the science of psychology to their own effectiveness as students, as partners in relationships, and as members of the workforce
- Study skills and learning strategies grounded in psychological science
- Stress management and coping skills, and an understanding of mental health and wellness

PSYCH 2367.01

CREDITS: 3

OFFERED: AU, SP

Social Psychology

This course is also a writing course which focuses on scientific writing and communication. Scientific writing is characterized by being very concise and to the point. Unlike many other classes, this class stresses conveying your point very formally in as few words as possible. Students will write two-page papers to apply what they learn in the course. Some sections of the course may involve an oral presentation in lieu of one paper requirement.

Students in Psych 2367.01 gain the following skills:

- Critical thinking skills that help students think deeply about human behavior and understand what conclusions to draw from research studies
- Personal development skills, including the ability to apply what they are learning in class to students' own lives, careers, and relationships,
- Writing skills, especially the ability to synthesize information and express oneself clearly and concisely in a scientific style.
- Oral presentation skills and the ability to create and deliver an effective brief presentation
- Group work and collaboration—many sections include in-class group activities and some presentations may be conducted in teams.

If you consider yourself a “people watcher,” this is the perfect class for you! We talk about how and why people do what they do and what implications this has for human interaction. Almost all of the students who take this course find the content incredibly interesting and relevant for their daily lives. You'll never wonder, “When will I ever need this” in this course!

This course is also one of the few courses in which students get extensive feedback on their writing, but it doesn't require writing one or more huge papers. All of our papers are two double spaced pages or less, which allows students ample time for revision. The course is very small, between 26-28 students, which allows for a great deal of individualized feedback and interaction with the instructor.

PUBHLTH 2010

CREDITS: 3

Introduction to Global Public Health

PUBHLTH 2010 provides a basic introduction to global public health concepts and practice, examining the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the global, national, state, and community levels. This course makes evident the role public health plays in all of our lives, reflects on the monumental strides in health and well-being over the past century, and presents the pressing global concerns of the 21st century. Also explored are potential public health careers and further education in this interdisciplinary field of study.

SOCIOL 2210

CREDITS: 3

OFFERED: AU, SP, SU

Sociological Aspects of Deviance

This course examines the nature of deviance and deviant behavior in contemporary society. The majority of our time is spent on the deviance defining process and much less time is devoted to the deviant selection process. Readings direct attention to major patterns of individual and organizational deviance. The course emphasizes that organizations, not just individuals, routinely engage in deviance. Consider the long-standing deviance of The Ohio State University Marching Band. Faculty changed. Band members came, stayed, a few for as many five years, left, and new band members replaced those who left. Despite complete and frequent change in the members of the organization, the deviance persisted across forty, or so, years.

Students love Sociology 2210 because it is fun and interesting to explore what our society, and we personally, consider deviant. Students will ask themselves questions like: are you deviant; what is the most deviant thing you have done; who should decide what is deviant and what isn't; and is a little deviance just good fun?

The course will develop students' understanding of human behavior and the structure of human societies, cultures, and institutions through the scholarly study of sociological aspects of deviance. Students will hone their critical reading and thinking skills, as well as their ability to articulate their ideas.

SOCIOL 2370

CREDITS: 3

OFFERED: AU, SP

Social Psychology in Sociological Perspective

How does society influence who we are? This course is an introduction to the ways in which society shapes individual thoughts, feelings, and behaviors. This course will introduce you to the core concepts of social psychology, familiarize you with the processes by which society influences individuals, and illustrate the ways in which everyday behavior may maintain or change cultural patterns. The things you learn in this course are applicable to “real life”. After completing this course, you will better understand your own development as an individual within the context of broader society and that of collective action

By the end of this course:

- 1) Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies. In this course we will explore how the individual and society is a two way process, each influencing the other. In this manner we will explore theories of individual and group development processes.
- 2) Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts. In this course we will explore how various factors such as race, ethnicity, social class, gender and social context contribute to individual differences.
- 3) Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making. In this course we will examine the foundations of choice making/ social values. We will examine how these may guide our beliefs and actions in social and interpersonal problem solving.

SOCWORK 1130(H)

CREDITS: 3

OFFERED: AU, SP, SU

Introduction to Social Work in Contemporary Society

The purpose of this course is to provide students with an introductory understanding of the social work profession. The course will examine the underlying assumptions, core values, fundamental goals, unique functions and methods of social work. Social work's response to major social problems such as poverty, mental health, substance abuse, crime and violence, aging, child welfare, and health care will be explored. The impacts of social stratification and stigmatization, as evidenced through racism, sexism, ageism, classism and heterosexism, contribute to the understanding of these social problems and are a critical part of this course. The obligation of social workers to promote social justice on behalf of oppressed and vulnerable populations will be emphasized.

Through this course, students (1) understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups; (2) understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function; and (3) develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

SPANISH 2389

CREDITS: 3

DIVERSITY: Social
Diversity*Spanish in the US: Language as Social Action*

Spanish in the US teaches students to understand and analyze discourses surrounding language and ethnicity in the media today. We focus on connecting theoretical tools to social patterns, with a strong emphasis on current media and culture.

SPHHRNG 3330(H)

CREDITS: 3

OFFERED: AU, SP

Language Acquisition

You have been using language for your entire life. Now come learn about it in a completely different way!

How do children learn language? What factors in their life can impact this process? What is the difference between language and literacy, and what causes children to succeed or struggle? These are just a few topics that you will explore in SPHHRNG 3330.

Students develop skills in critical thinking, professionalism, thinking about an everyday topic in a totally new way, and understanding children.

SPHHRNG 3350

CREDITS: 3

OFFERED: AU, SP

Speech-Language Communication Across the Life Span: Issues and Problems in Our Communities

How do people's communication skills develop throughout their lifespan? What are communication disorders? How do they impact individuals, their families, and society as a whole? This course pairs academic learning with community resources. Learn about communication disorders and the impact that they have!

Students develop skills in critical thinking, assessing internet resources, assessing community resources, and understanding of stages of human development. Useful for pre-med students.

WGSST 1110(H)

CREDITS: 3

OFFERED: AU, SP, May,
SUDIVERSITY: Social
Diversity (can be GE
Cultures & Ideas
instead)*Gender, Sex and Power*

This course will introduce students to thinking critically and analytically about the various ways that gender is constructed locally, nationally, and globally. We will focus on how race, class, gender, sexuality, ability, religion, ethnicity, and geopolitical location structure the lived, cultural, and political experiences that women face across the globe. Furthermore, we will delve into the ways in which these constructions and intersections shape women's lives. Another key area of this course's exploration will be gender inequality. We will engage how women across the globe may endure similar struggles while exploring how time, place, class, differing customs, religions, political struggles, and other social, political, economic, and cultural conditions create distinct differences across the world. We will also investigate the history, current state, and future of feminism.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

SOCIAL SCIENCE II: ORGANIZATIONS & POLITICS

ANTHROP 1100

CREDITS: 3
OFFERED: AU, SP, SU
DIVERSITY: Global
Studies (can be GE
Cultures & Ideas
instead)

Introduction to Anthropology

Anthropology is the science of human similarity and difference. Introduction to Anthropology provides an anthropological perspective on how members of past and present human societies developed cultural traditions and institutions that helped them interact, communicate, and cooperate. The course will help students learn about themselves and understand what it means to be human. This new course introduces four subfields of anthropology: cultural anthropology, archaeology, physical anthropology, and linguistic anthropology, and demonstrates how they are connected. Students will learn how anthropological knowledge, skills, and methods are used to identify and resolve contemporary global issues and problems.

CONSCI 2910

CREDITS: 3
OFFERED: AU, SP

Consumer Problems and Perspectives

Consumer Science 2910 provides a study of common imperfections in the market which manifest themselves in safety, fairness, quality, information and education concerns for consumers. This is an excellent course for understanding consumers as people and people as consumers.

Students will develop skills in critical thinking and communication.

CRPLAN 3500

CREDITS: 3
OFFERED: AU, SP, SU
DIVERSITY: Social
Diversity

The Socially Just City

Social and racial equity represent more than just equality, but should produce societal fairness and equal opportunity. Many groups in the U.S. are marginalized by inequitable conditions, policies and disparate outcomes. These conditions of inequity are most prevalent in impoverished and marginalized communities of color. From the inner city to declining inner suburbs or impoverished rural areas, distressed, opportunity-deprived communities limit the life chances for their residents and impact everyone. The course will explore the processes which produce inequitable outcomes in communities.

The class encourages the exploration of areas affecting society with topics ranging from social justice to health equity to transportation. Students will have a better understanding of the issues and how to approach solutions and predict outcomes.

Assignments include journal projects, midterm exam and group assignment.

ECON 2002(H)

CREDITS: 3

OFFERED: AU, SP

Macroeconomics

Macroeconomics is the study of the economy as a whole. Instead of focusing on individual economic behavior it looks at how countries behave when buying, consuming and producing goods and services. The course introduces the theory of national income, and how economic fluctuations, monetary and government policy affect the economic wealth of countries. International economics is the study of how the behavior of different countries or institutions affect trade worldwide.

Students will (1) understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics, (2) understand the formation of durable political, economic, and social organizing principles and their differences and similarities across context, and (3) comprehend and assess the nature and values of organizations and politics and their importance in social problems solving and policy.

Economics is one of the most popular majors on campus and ECON 2002.01 is a pre-requisite for many other courses in economics, business, and related fields. ECON 2002.01 will introduce you to the core of macroeconomics, how economies grow, how jobs are created, and what institutions like the Federal Reserve do for the economy.

GEOG 3600(H)

CREDITS: 3

OFFERED: AU

Space, Power, and Political Geography

Human geography is produced and politics is at the center of that production. Likewise, politics always has a geography (domestic vs. foreign policy, distinction between state and federal governments, geographically defined jurisdictions, etc). This course will help students to look at the world through the lens of political geography. It will open your eyes! No textbook, so you save money there! The only text you need to buy for this course is an atlas, which is \$3.00.

Students develop transferrable skills in critical thinking, interdisciplinary thinking, and cultural awareness. Grading is based on exams and attendance.

GEOG 3601

CREDITS: 3

OFFERED: SP

DIVERSITY: Global
Studies*Global Politics and the Modern Geopolitical Imagination*

Geopolitics developed in the nineteenth century in response to the severe tensions in the relationship between major world powers. Geopolitics is the conduct of state affairs with respect to other states, and it would become part of the context within which the Second World War was fought. In this course, students learn how the policies of state agents are to be understood in terms of the shifting map of tensions of a politico-economic sort. No textbook, so you save money there! The only text you need to buy for this course is an atlas, which is \$3.00.

Students develop transferrable skills in critical thinking, interdisciplinary thinking, and cultural awareness. Grading is based on exams and attendance.

GEOG 3701

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies*Making of the Modern World*

This is a human Geography course that investigates the character of our modern world. The course is structured around five core themes: the industrial revolution and the spread of capitalism, empire and colonialism, nation-states, the transformation of nature, and the Enlightenment and globalization.

This course draws from case studies from different regions, including Europe, Iraq, Korea, Cuba, China, Egypt, and Mexico, to ground the overarching concepts in real world examples.

Students develop transferrable skills in critical thinking, interdisciplinary thinking, and cultural awareness. Grading is based on exams and written assignments.

INTSTDS 2000

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to Africa*

This course is a survey of the complex forces that have shaped Africa's contemporary economic, political and social realities. It examines African society and culture, polity and economy in multidisciplinary perspectives from pre-colonial kingdoms through the colonial period to contemporary developments. Issues of nationalism, economic development, politics of aid and changing social structures will be examined. Students will learn about Africa's diverse geographical make-up and historical experiences, including political and social resilience in the face of colonial repression. The course also provides an introduction to Africa's global contributions in religious thought, art, music and a variety of literary forms. Through lectures, readings, and research, students will gain a deeper awareness of the historical realities that have created the contemporary array of challenges confronting African nations and peoples. In addition to examining regional and national realities, students will learn about how individuals and families in Africa balance food and income-earning activities in response to sweeping changes in the local and global economy.

INTSTDS 2050

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to China and Japan*

This course provides an introduction to the historical and social development of China and Japan. The primary focus of the course is to demonstrate the contemporary similarities and differences between the two countries in regard to geography/ecology, social structure, religious beliefs, politics, and economics. This course will provide adequate preparations for students interested in pursuing other course work in the culture area of East Asia.

INTSTDS 2200

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to the Modern Middle East*

This course presents the student with a multi-disciplinary analysis of the issues involved in the modern-day transformation of the Middle East. The course begins with a discussion of aspects of the traditional culture relevant to life in the Middle East today and then devotes the bulk of its attention to the problems of rapid change as experienced in this century including most recent developments. Disciplinary perspectives normally represented in the course include anthropology, history, international relations, literature and religion.

INTSTDS 2250(H)

CREDITS: 3

DIVERSITY: Global
Studies*Russia: From Communism to Capitalism*

This course will provide a general survey of the former Soviet bloc countries with a special emphasis on the diversity of the region. Students will explore the rise and fall of the Communist regimes in Eastern Europe and will assess the nature of the post-Communist changes in the area. Particular emphasis will be placed on the disintegration of Communist Yugoslavia and the role played by the U.S. in this process. Students will be expected to develop an understanding of the prospects and challenges facing Eastern Europe today.

INTSTDS 2800(H)

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to Peace Studies*

This course provides a comprehensive overview of the quest for peace. It traces major issues in the field of peace studies and it introduces a variety of strategies to achieve peace. Students are encouraged to explore the numerous dimensions of violence and the prospects for peace in our world today. It is hoped that by gaining a deeper understanding of the global dialogue on the meaning of peace, students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social, political, and economic well-being, social justice, and ecological balance.

POLITSC 1100(H)

CREDITS: 3

Introduction to American Politics

This course is an introduction to the institutions, processes, and influences of American government, politics, and political behavior. The first part of the course will focus on political elites, discussing the history and theories of American democracy, as well as its political institutions (Congress, Executive, and Judiciary). In the second half of the course, we will shift gears and focus on mass political behavior and interests (public opinion, contemporary political debates, voting and campaigns and elections).

POLITSC 1165(H)

CREDITS: 3

Introduction to Politics

Introduction to politics and political science: power, democracy and authoritarianism, political participation, the state, political institutions, subfields of the discipline, and political research methodology.

POLITSC 1200(H)

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to Comparative Politics*

This is a course that introduces students to politics as it takes place outside the United States. The emphasis is on the big questions of the day: How should democracy be structured? How do countries confront the challenges of economic development, inequality, ethnic and racial cleavages, or nation building? What are the politics that make possible transitions from authoritarianism to democracy? And how are different authoritarian political systems structured? The class will address questions of this nature in the context of an analysis of selected wealthy and poor countries around the world.

POLITSC 2300(H)

CREDITS: 3

DIVERSITY: Global
Studies*American Foreign Policy*

Today, the United States possesses unrivaled power and influence in international politics. How is this power used? How is U.S. foreign policy developed and implemented? What interests should the United States pursue in key policy areas like terrorism, economic globalization and weapons proliferation? The goal of this course is to equip students with the knowledge and analytical skills needed to answer these questions and to critically evaluate the role of the United States in the world.

POLITSC 2367(H)

CREDITS: 3

Contemporary Issues in American Politics

Discussion of and critical writing about controversies in contemporary American politics; aimed at fostering analytical abilities in reading comprehension, oral, and written expression.

POLITSC 2400(H)

CREDITS: 3

Introduction to Political Theory

Justice, it is said, requires giving people what they are due – but what exactly are people due? Does justice encompass freedom and equality, or are these often conflicting political values? If so, how do we trade them off against each other? How should a just state distribute the goods that we all need, such as rights and liberties, educational opportunities, and wealth? In addition to studying great philosophical answers to such questions, we will apply those answers to live debates about pressing political questions, for example, regulating sexual conduct, economic markets, affirmative action, environmental sustainability, immigration, and global justice.

RURLSOC 1500

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social
Diversity*Introduction to Rural Sociology*

This course provides the same sociological concepts as an introductory sociology course, but in a different context that looks more at rural issues, food and environmental issues, and rural-urban connections.

By the end of this course, you will be expected to demonstrate: (1) basic knowledge and understanding of concepts and content areas in the discipline of Sociology; (2) an ability to apply sociological concepts to issues and topics concerning you and your relationships within various human groups anywhere in the world; (3) an ability to apply sociological concepts to issues and topics concerning rural and urban places in American society, and of other societies around the world, including the application of sociological principles to agricultural, food and environmental issues; (4) an ability to think critically about issues and topics affecting U.S. society, and of other societies around the world. Thinking critically means (a) understanding the strengths and weaknesses of different and/or opposing points of view (b) no matter how strongly you believe that you are right and everyone else is wrong.

SOCIOL 1101(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social
Diversity*Introduction to Sociology*

Throughout this semester we will question “common sense” and take a critical look at the world around us. We’ll answer questions such as: How many people are on welfare and who gets benefits? Do 50% of marriages really end in divorce? Who benefits from Affirmative Action?

The introductory course, in general, is designed for two purposes. First, it should give you an honest and inviting look into the discipline. To this end, in our sociology 1101 course, we will read works by sociologists to gauge how they study society, what patterns and trends they discover, and how their conclusions help us better understand the social world we live in. Sociology empirically studies the impact of social structure on the members of society; therefore, all other disciplines can be enhanced through an understanding of sociology. Whether or not you chose to continue studying sociology after this course, sociological analysis of the social world is a valuable tool for a scholar or an employee in any field. Additionally, knowledge of the material presented in this course should help you with critical and analytical thinking skills as well as in becoming a more conscientious and developed writer—all valuable skills regardless of your educational pursuits.

To meet these goals for this course, we will read about contemporary social phenomena.

Through careful reading of selected texts, interactive discussion with our peers, and attentive listening to multiple perspectives, this course should give us a better understanding of the world we live in and allow us to deconstruct it. By the end of the course, you should be able to think sociologically about the world around you.

Students who take this course will: 1) understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies; 2) comprehend human differences and similarities in various social, cultural, economic, geographic, and political contexts; and 3) develop the ability to comprehend and assess individual and social values, and recognize the importance of these values in social problem solving and policy making.

SOCIOL 2345(H)

CREDITS: 3

OFFERED: AU, SP

The Social Structure of American Society

“An exposition of the structural patterns of American society, using sociological theories and data to form an integrated perspective.” This course enables students to apply sociological concepts, perspectives, and methods to the investigation of the changing nature of social structure and institutions in the United States in the 21st century. The United States society of today looks quite different from, and is changing more rapidly than, that of previous generations. The primary goal of this course is to develop the students’ ability to understand, and actively participate in, these processes and challenges. This course discusses topics like violence, racism, economic inequality, war and terrorism, and changes in the family.

By the end of this course, students will:

- Develop their sociological imaginations
- Understand the theories and methods of sociological inquiry as they are applied to the study of individuals and groups
- Understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function
- Develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making
- Develop Critical Thinking

SOCIAL SCIENCE III: HUMAN, NATURAL & ECONOMIC RESOURCES

AEDECON 2001(H) *Principles of Food and Resource Economics*

CREDITS: 3

OFFERED: AU, SP

This course is designed to acquaint you to introductory microeconomics. What is microeconomics? Our textbook's definition is: the branch of economics that examines the functioning of individual industries and the behavior of individuals, firms, and households. Sounds cool, but, what does this really mean to you? How does this apply to the real world? Pick up a paper lately? What are some issues?

Have you ever noticed that gas stations always have the same price for their product? Why? Why do gas stations raise their price on the weekend and lower them on Monday? On the other hand, why doesn't your cable bill go down? Will markets change with the growth of the internet and the low cost of developing web sites? Is Apple a behemoth that needs to be stamped out by the government or is it an innovator that is the friend of consumers? We will examine why these market situations differ from each other. We will start with the nuts and bolts about firm cost structures and work our way up to consider why one industry differs from another. There are subtle differences in firm and industry cost structures that result in completely different pricing behavior. Regardless of whether you are a consumer or manager, understanding firm or industry behavior will give you a leg-up in the future.

The vast majority of markets for goods and services work very well. However, some markets don't work as well. What about the health care industry? U.S. health care is the most expensive in the industrial world and in simple measures such as life expectancy and infant mortality rates, the U.S. is about average. What about industries in which their factories pollute? Clearly, nearby residents are suffering from the damage of the pollution through no fault of their own. In all of these examples, there is a possibility that government action could improve the situation. We will discuss why these examples are different from the norm of where government should leave the marketplace alone. Then, we will examine whether government action could make the situation worse.

These are just a few areas and their practical applications that this course will explore. If you are up on what is going on in the world, these issues will be even more interesting to examine.

If after taking this class, any of you has an interest in majoring in AED economics program, I'd be happy to discuss career opportunities in the wide variety of possible fields. Regardless, all people are much better off if they have economic literacy and I believe you will be surprised by how much you liked this course. Many poor business decisions are often caused by economic ignorance. Moreover, our major is excellent training for many different graduate programs (e.g., MBA, Ph.D., Law, JD).

AEDECON 2580

CREDITS: 3

OFFERED: SP

DIVERSITY: Global
Studies*Feast or Famine: The Global Business of Food*

This course, for which there is no prerequisite, addresses trends in the consumption and production of food. Specific objectives reflect a general focus on the allocation of edible commodities and the resources used to produce them.

- To understand population dynamics of relevance to food demand.
- To relate changes in food demand to improvements in living standards.
- To examine the impacts of technological improvement both on agriculture and on the human and natural resources harnessed for crop and livestock production.
- To apply the concept of scarcity to the study of trends in food prices.
- To relate trade and specialization to improved living standards, generally, and the alleviation of hunger, specifically.
- To appreciate that performance of the food economy depends on historical antecedents, environmental conditions, and other factors that vary from one part of the world to another.

ARCH 2220

CREDITS: 3

OFFERED: SP

Sustainability in the Built Environment

The course is an introduction to Sustainability in the Built Environment including architecture, landscape architecture and planning. The built environment is the physical manifestation of a culture's set of needs, beliefs, attitudes, and technologies. The sustainability of those unique environments is a global issue, but understood in a variety of ways and addressed uniquely by each culture. The importance of sustainability is a contemporary social issue, but one rooted through the history of development and building. In this course students will gain an understanding of the cultural context, including contributing geographic, political, social, and economic factors, which influence the form of the constructed world.

Through this course, students understand 1) the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources; 2) the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts; and 3) the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

The course contains 2 writing assignments and exams.

ECON 1100.02

CREDITS: 3

OFFERED: AU, SP

Freakonomics

The purpose of this course is to introduce elementary techniques used in economics and apply economic reasoning when analyzing contemporary social issues. The course uses Steven Levitt's best-selling book *Freakonomics*.

Class discussions cover a variety of topics such as college athletics as monopoly or oligopoly, the economic reasons why sumo wrestler cheat, and a drug dealer's trading market.

Students will (1) be exposed to the systematic study of human behavior and cognition from an economic perspective, (2) gain an understanding of how economics structures are influenced by human societies, cultures and institutions, and (3) discuss the processes by which individuals, groups and societies interact and use economic resources.

ECON 2001(H)

CREDITS: 3

OFFERED: AU, SP

Microeconomics

Microeconomics is the study of how people and organizations make decisions about resource obtainment and allocation. The course is an introduction to economic theory focusing supply and demand for goods and services, opportunity cost, market equilibrium, price elasticity and budget lines.

Students will (1) understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies, (2) understand the behavior of individuals, differences and similarities in the contexts of human existences and the processes by which groups, organizations and societies function, and (3) develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Economics is one of the most popular majors on campus and 2001.01 is a pre-requisite for many other courses in economics, business, and related fields. Econ 2001.01 introduces you to how firms and individuals make decisions and how those decisions impact us. Microeconomics is the study of how people and organizations make decisions about resource obtainment and allocation. The course is an introduction to economic theory focusing supply and demand for goods and services, opportunity cost, market equilibrium, price elasticity and budget lines.

Students will (1) understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies, (2) understand the behavior of individuals, differences and similarities in the contexts of human existences and the processes by which groups, organizations and societies function, and (3) develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Economics is one of the most popular majors on campus and 2001.01 is a pre-requisite for many other courses in economics, business, and related fields. Econ 2001.01 introduces you to how firms and individuals make decisions and how those decisions impact us.

GEOG 2400(H)

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies*Economic and Social Geography*

This course focuses on how we as social actors engage in economic activity. Economic relationships are fundamentally social relationships and cannot exist outside of ourselves.

For those students who enjoy studying economics, this course provides a different lens through which to view economic activity, namely, the human lens. This course also takes into consideration the spaces and places of economic activity and examines the human role in producing them.

Students develop transferrable skills in critical thinking, interdisciplinary thinking, and cultural awareness. Grading is based on exams and weekly Carmen entries.

GEOG 2750

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Economic and Social Geography*

This is an introductory course to world regional geography. Students examine the variety and distinctiveness of places and regions, through key geographical concepts, such as climate, water, population, and culture. This course is the only Geography GE that is offered online, so for those students who perform well in online courses, this is a great option.

Students develop transferrable skills in critical thinking, interdisciplinary thinking, and cultural awareness. Grading is based on exams, homework assignments, and attendance.

GEOG 3800

CREDITS: 3

OFFERED: AU

Geographical Perspectives on Environment and Society

This course aims to answer the question, "Can humans ultimately control the natural world, or does the natural world determine the course of human history?" The question is viewed from a variety of perspectives, geographical, political, historical, and environmental. This is the introductory course for the Environment & Society specialization of the Geography major, so it is a great choice for students who are considering a BA Geography major.

Students develop transferrable skills in critical thinking, interdisciplinary thinking, and cultural awareness. Grading is based on exams, quizzes, and attendance.

INTSTDS 2100(H)

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to Latin America*

The fundamental purpose of this course is to acquaint students with Latin America, in particular the economic progress it has experienced to date as well as the prospects for future development. To begin, the region's geography, demographic characteristics, and history are outlined. Most of the course deals with economic development. Latin America's experience with state-directed approaches to development is described, as is the recent trend toward economic liberalization.

INTSTDS 2500(H)

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to Development Studies*

Examines theories of political economy and development, as well as the historical geography of global capitalism and contemporary issues in international economic development. This course introduces the beginning student to the field of development studies. The subject of development studies is the development process in Latin America, Africa, and Asia. The definition of the concept "development" is controversial, but its core idea is improvement in human well-being. Economics has been the leading discipline in development studies, but historians, anthropologists, sociologists, political scientists and others have also made major contributions to the field.

INTSTDS 3350

CREDITS: 3

DIVERSITY: Global
Studies (can be GE
Historical Study instead)*Introduction to Western Europe*

Presents an introductory overview of the historical background to modern Western Europe. It surveys the development of society & politics, as well as the evolution of art, architecture & music from the 11th Century to the outbreak of WWII.

POLITSC 1300(H)

CREDITS: 3

DIVERSITY: Global
Studies*Global Politics*

What are the causes of war? What are the conditions in which people from different parts of the world can work together to tackle common problems such as climate change? This course provides you with the basic theoretical perspectives to address important issues in world politics such as these, and also covers other topics including economic relations, the role of international organizations, and human rights, so that, at the end of the course, you will be able to critically analyze the phenomena in world politics as an informed citizen.

PUBAFRS 2210

CREDITS: 3

OFFERED: AU, SP, SU

Introduction to Public Affairs

This course is an introduction to the range of topics that constitute "public affairs." The first three weeks of class provide an introduction to the policymaking process—emphasizing theoretical frameworks that help students understand how actors and institutions (both in and out of government) interact to produce public policies. The remainder of the course introduces students to the core crafts on which schools of public affairs focus: policy analysis & evaluation and public administration & management. The former entails the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies and programs. The latter focuses on the management of public agencies and non-profit organizations and the implementation of public policy. Course learning goals and objectives are pursued via lectures, written assignments, and class discussion of case studies and current events.

This class is very practical and application based. Many class sessions include current events discussion and the class utilizes examples and case studies that are based on real-world policy issues. The class also provides a great overview of the field of public affairs and can help students determine whether the public affairs major could potentially be a good fit for them.

Students will develop competence in 1) analysis of policy, the policymaking process, and public administration, and 2) oral and written communication of such analyses.

SOCWORK 1120

CREDITS: 3

OFFERED: AU, SP, SU

Introduction to Social Welfare

This course provides an introduction to the history, structure, and function of the social welfare institution. Students will examine the nature and causes of social problems, explore the influence of societal values and beliefs on the social welfare system, consider issues of diversity and discrimination, and explore their own values and beliefs related to social welfare issues. Topical areas include aging, criminal justice, poverty and homelessness, mental illness, health care, substance abuse, and the welfare of families.

Through this course, students (1) understand the theories and methods of social scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources; (2) understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts; and (3) develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resources use.

SOCIOL 2320

CREDITS: 3

OFFERED: once per year.

Sociology of Education

Schools are a controversial topic. Just ask any real estate agent or politician. One common understanding of schools is that they promote individual learning, that is, individual students gain skills (reading, math, science) to encourage individual social mobility. Others suggest that schools are the best way to remedy social problems. Are schools locations of social reproduction or spaces for social transformation? Are schools the great panacea? How do schools impact social mobility? How do actors gain legitimacy in education-related political contests? These are a few of the types of questions we will explore in this course. This course will offer a variety of theoretical tools to analyze what schools do as cultural, political and social institutions. We will investigate inequalities across and within schools and examine pressing issues such as re-segregation and school privatization in the United States. This course takes a local approach to understanding education issues by engaging with guest speakers from public policy and non-profit organizations and public schools.

Sociology 2320 help students develop critical reading, analytical writing, data collection, and public speaking skills.

HISTORICAL STUDY¹

AFAMAST 1121

CREDITS: 3

DIVERSITY: Global
Studies

CONCUR: English 1110

African Civilizations to 1870

Exploration of the political, social, and economic history of precolonial African civilizations, using a variety of interdisciplinary approaches and materials.

AFAMAST 1122

CREDITS: 3

DIVERSITY: Global
Studies

CONCUR: English 1110

African Civilizations, 1870 to the Present

Exploration of the political, social, and economic history of colonial and independent African countries, using a variety of interdisciplinary approaches and materials.

AFAMAST 2080

CREDITS: 3

CONCUR: English 1110

African American History to 1877

The study of the African American experience in America from arrival through the era of Reconstruction, focusing on slavery, resistance movements, and African American culture.

AFAMAST 2081

CREDITS: 3

CONCUR: English 1110

African American History from 1877

The study of the African American experience in the United States from the era of Reconstruction through the present.

AFAMAST 2085

CREDITS: 3

CONCUR: English 1110

Exploring Race and Ethnicity in Ohio: Black Ohio in the 19th Century

Explores the lives and experiences of African Americans in 19th century Ohio. Sometimes this course is offered in a distance-only format.

CSFRST 2374

CREDITS: 3

OFFERED: AU & SP

Twentieth Century Fashion and Beyond

This course is a study of the rise of twentieth century fashion and beyond from an historical perspective. It considers cultural and global forces related to progress and change in the fashion industry, particularly industry developments leading to mass fashion. The course focuses on the connection between fashionable dress, culture, and society with emphasis on the reciprocal relationship of fashion to social customs, economics, technology, religion, art, war, politics, and entertainment of all sorts – music, theater, dance, sports and more. An important aspect of the course is recognition of the influence of historic dress on contemporary fashion trends.

There are 4 opportunities (with assignments) to view historic artifacts of clothing from the Ohio State University Historic Costume Collection.

¹ All approved Historical Study GE classes may also be used in fulfillment of the Cultures & Ideas GE requirement.

HISTART 2001(H)

CREDITS: 3

DIVERSITY: Global Studies (can be GE Visual & Performing Arts instead)

Western Art I: Ancient and Medieval Worlds

Examination of the history of Western Art from the third millennium BCE to the fifteenth century CE.

HISTART 2002(H)

CREDITS: 3

DIVERSITY: Global Studies (can be GE Visual & Performing Arts instead)

Western Art II: The Renaissance to the Present

Examination of the history of art in Europe and the United States, from 1400 to the present.

HISTORY 2075

CREDITS: 3

CONCUR: English 1110

DIVERSITY: Social Diversity

Introduction to US Latino History

As the largest ethnic minority in the country, Latinas/os have become prominent in recent years in the public sphere—in popular culture, the media, and especially around discussions of immigration. Though people of mixed Spanish-Indian-African ancestry (who may be described as “Latinas/os” or “Hispanics” today) explored the lands of present-day Florida and New Mexico long before English colonizers reached Plymouth Rock, Latinas/os are continually seen as foreigners, immigrants, and “newcomers” to American society. This course aims to place Latina/o populations in the United States within historical context. We will explore Latina/o histories from the Southwest, Midwest, and Eastern United States and across national origin groups—Mexican Americans, Puerto Ricans, Cubans, Dominicans, Central Americans, and South Americans. Throughout the course, we will analyze concepts of race, class, gender, nation, ethnicity, and sexuality.

In this course, students will: 1) acquire a perspective on history and an understanding of the factors that shape human activity; 2) display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding; 3) think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts; 4) describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States; and 5) recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

HISTORY 2201(H)

CREDITS: 3

CONCUR: English 1110

Ancient Civilizations: Greece and Rome

Roman civilizations and then focuses on the broad issues of state-formation, politics, gender, warfare, tyranny, monotheism, and the environment over a period of some two thousand years, allowing students the opportunity to deal with these issues in several historical contexts over the whole of the course. The course concludes with a consideration of the importance of Greek and Roman history in the modern world and the ways in which it is perceived and used today.

This course begins with the beginning of civilization in the ancient Near East (Mesopotamia and Egypt) and continues to Greece and Rome, the most brilliant civilizations of the ancient world, and the foundation for many of the institutions of modern life. The class does not focus on names and dates, but on broad historical development, social history, the roles of women and minorities, and the ideas that lie behind most of modern science, politics, and social thought. The course also focuses on “visual learning” through many images and videos created especially for the class.

The goal of the course is to develop the student’s knowledge of how past events are studied and how they influence today’s society and the human condition. By the end of this course, students should successfully be able to: 1) construct an integrated perspective on history and the factors that shape human activity; 2) describe and analyze the origins and nature of contemporary issues; 3) speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical context; 4) create historical arguments based on reliable evidence and sound logic; 5) consider how the past (including the “deep past” of the Ancient World) is similar to and different from today’s society; and 6) understand how many of the ideas and institutions of the modern world are, in fact, derived from ancient societies.

HISTORY 2204(H)

CREDITS: 3

CONCUR: English 1110

DIVERSITY: Global
Studies*Modern European History*

In this course, we will study fundamental events and processes in European politics, war, economics, intellectual thought, culture, and society from the eighteenth century to the present. We will attempt to explain the origins of the contemporary world; how Europeans and the European world have arrived at where they are today. We will strive to understand how Europeans lived and gave meaning to their lives in the “modern” era. The course is both topically and chronologically organized and emphasizes the common characteristics of European civilization as a whole rather than specific national histories. It traces threads of continuity while also examining the vast changes experienced by European society in these 250 years. In a course that spans several centuries and covers a large geographical area, the majority of peoples and events cannot be studied in detail. We will focus on particular cases that illustrate important patterns of change and conflict that have shaped the European world as we know it now. The content for this course represents the greatest hits of European history.

Students will develop skills in critical thinking, textual and conceptual analytic skills, writing skills, reading skills, oral communication skills, historical perspective, and understanding of origins of contemporary events.

HISTORY 2210

CREDITS: 3

OFFERED: SP

CONCUR: English 1110

DIVERSITY: Global
Studies*Classical Archaeology*

This course is an introduction to Classical Archaeology, the archaeology of the ancient (and medieval) Greek and Roman worlds. In other words, it is the archaeology of the broader Mediterranean area. The course will focus primarily on the history and development of classical archaeology, its methods and techniques, and an introduction to a number of the important archaeological sites of the Mediterranean world. It also takes advantage of the Ohio State University Excavations at Isthmia in order to give you an up-close look at what archaeologists and students of archaeology actually do in the field. It makes use of images and videos to give you a behind-the-scenes look at classical archaeology and the places where it is practiced. The course also examines the way in which historians can use archaeological evidence in their analyses.

Almost everyone has a positive attitude toward archaeology, especially the archaeology of ancient Greece and Rome; it seems romantic and enormously satisfying to do research in the “sunny lands” of the Mediterranean area. We’ll agree that Classical Archaeology is all that, but it is also a serious academic science, with an interesting history of its own (the development of modern archaeological technique and method), and the class will certainly focus on that serious side of the discipline and how it raises important questions about how the “material evidence” from the ancient world helps us understand life in ancient Greece and Rome and also about ourselves, our own biases and ways of looking at ourselves and our own societies. Not surprisingly, the course makes extensive use of images. Students will be introduced to the OSU Museum of Classical Archaeology, and they may have opportunities to examine and study individual artifacts by special arrangement.

The goal of the course is to develop the student’s knowledge of how past events are studied and how they influence today’s society and the human condition. By the end of this course, students should successfully be able to: 1) construct an integrated perspective on history and the factors that shape human activity; 2) describe and analyze the origins and nature of contemporary issues; 3) speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical context; 4) create historical arguments based on reliable evidence and sound logic; 5) consider how the past (including the “deep past” of the Ancient World) is similar to and different from today’s society; and 6) understand how many of the ideas and institutions of the modern world are, in fact, derived from ancient societies.

HISTORY 2220

CREDITS: 3

OFFERED: AU

CONCUR: English 1110

DIVERSITY: Global
Studies*Introduction to the History of Christianity*

Ranging from Jesus to Joel Osteen, this course studies how in 2,000 years the messianic beliefs of a small group of Jews transformed into a worldwide religion of amazing diversity. Our approach is historical and contextual: how have Christian beliefs, practices, and institutions changed over time and adapted to different cultures? We consider major developments in theology (from the Council of Nicaea, to medieval scholasticism, to liberation theology), spirituality (from monasticism, to mysticism, to tent meetings), modes of authority (from apostles, to bishops, to televangelists), and social structures (from house assemblies, to an imperial church, to base communities). We learn that “Christianity” has never been a single monolithic entity, but rather an astonishing collection of individuals and groups creating new and diverse ways of living as followers of Christ. Lectures on key themes are supplemented by recitation sections focused on primary sources.

Because this is an introductory course, we work on several basic transferable skills: close reading and questioning of primary sources, writing, critical thinking. It introduces students to the value of historical perspectives by covering a large swath of history, but with a single focus.

The course offers a way for students to gain exposure to the sweep of western history from antiquity to the present through a single theme (the rise and development of Christianity), but it also has a global focus, as students see how Christianity developed in Asia and Africa well before western missionaries arrived. Important themes in the humanities like gender, authority, and slavery are considered.

HISTORY 2375

CREDITS: 3

OFFERED: AU

CONCUR: English 1110

DIVERSITY: Global
Studies*Islamic Central Asia, From the Arab Conquests to Russian Colonization*

History 2375 is an introductory survey of the history of Islamic Central Asia from the eighth-century Arab conquests to the nineteenth-century Russian colonial era. There are no prerequisites for this course, and so students begin the semester with a brief survey of the historical, anthropological and religious background necessary to navigate this period of Central Asian history. We will then turn to a more focused analysis of Central Asia from the era of the Silk Road into the medieval period, exploring such major social transformations as: the gradual association of Central Asian peoples with the Islamic faith; their attraction to Sufism, mystical Islam; and the “Turkicization” of the region as wave upon wave of Turkic nomads migrated from the pastoral steppe to the southern sedentary areas.

We will then shift our attention to the thirteenth-century unification of the nomadic tribes under Chinggis (Genghis) Khan and the cataclysmic Mongol conquests. As the Mongol World Empire decentralized over the course of the fourteenth century, Central Asia gave rise to the last great nomadic empire, that of Timur (Tamerlane). We will then turn attention to the early modern period, focusing on such topics as: the transformation of the transcontinental Silk Road caravan trade; the mechanisms of state formation and political stability in the three pre-colonial Uzbek states of Bukhara, Khiva and Khoqand; and Russian and Chinese motives and methods for colonial expansion into Central Asia during the eighteenth and nineteenth centuries. Those interested in Russian, Chinese and Middle Eastern history will find considerable value in this course.

Students will develop skills in critical thinking, textual and conceptual analytic skills, writing skills, reading skills, oral communication skills, historical perspective, and understanding of origins of contemporary events.

HISTORY 2393

CREDITS: 3

OFFERED: Spring of
every odd-numbered
year

CONCUR: English 1110

Contemporary India and South Asia

This course examines the political, social, economic, and cultural history of the South Asian subcontinent from independence in 1947 to the present. We will focus on India, Pakistan, and Bangladesh, touching upon other South Asian countries (Sri Lanka, Nepal, Bhutan) when appropriate.

Many observers have noted the seeming paradoxes of modern India: the world's largest democracy has also developed an increasingly authoritarian state; the country's grinding poverty continues amidst the gleaming office parks of the new global economy; powerful movements for social justice contend with the rise of repressive religious nationalisms. Despite some differences in politics and economy, we may find similar themes and historical forces at work in Pakistan and Bangladesh as well. Situating South Asian history in its local, regional, and global contexts, this course examines these paradoxes in a survey of the tumultuous events of the last half-century.

We utilize a wide range of materials, including scholarly articles, films, literature, journalism, and more. The syllabus changes every time the course is offered in order to reflect recent events and introduce new materials, including film, music, and social media. (e.g. what's trending on Twitter about the Indian elections, etc.). This course does not assume prior knowledge about South Asia.

Students will acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues in South Asia, and serve as a foundation for comparative understanding of the region. Additionally, students will: 1) develop critical thinking through the study of diverse interpretations of historical events; 2) apply critical thinking through historical analysis of primary and secondary sources; and 3) develop communications skills through exams, essays, and class discussions.

HISTORY 2452

CREDITS: 3

CONCUR: English 1110

Modern Jewish History

This course investigates modern Jewish history from 1750 to the present. In it, we will examine the social, economic, political, and intellectual forces that shaped Jewish experiences in Europe, the United States, Latin America, and the Middle East. We will pay special attention to the ways in which Jewish life experienced a dramatic transformation during the 19th and 20th centuries.

Students acquire a perspective on history and an understanding of the factors that shape human activity. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will address important contemporary and historical issues of difference and diversity, and it does so within a comparative context, across time and place. Students will be able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. Students will recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

HISTORY 2454

CREDITS: 3

CONCUR: English 1110

History of Antisemitism

What is antisemitism? Is it something particularly modern? This course attempts to answer these and other questions. The course begins in the ancient world. It considers the Christian and pagan roots of antisemitism and investigates a number of key historical periods during the medieval period when different groups voiced hatred toward the Jews. Much of the course studies the development of modern antisemitism in Germany, England, France, Latin America, and the United States. Topics include the politicization of antisemitism by the left and the right, the social dimensions of antisemitism, the role of antisemitism in socioeconomic conflicts, the development of racial antisemitism, and cultural concerns over Jewish difference. The course pays attention to how different groups of Jews have responded to antisemitism over time, and it concludes with an investigation of the development of new strands of anti-Jewish thought, imagery, and action after World War II.

Students acquire a perspective on history and an understanding of the factors that shape human activity. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will address important contemporary and historical issues of difference and diversity, and it does so within a comparative context, across time and place. Students will be able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. Students will recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

HISTORY 2475

CREDITS: 3

CONCUR: English 1110

History of the Holocaust

This course will examine the state-sponsored murder of millions of Jews and non-Jews by the Nazis and their collaborators during World War II. Together we will trace the interrelated individuals, institutions, historical events, and ideologies that allowed for the Holocaust to occur.

This class does not focus only on the Final Solution. Instead, in the first part of the course, we will analyze important historical factors that occurred before the Nazi rise to power. In the next segment of the class, we will examine the crucial period of 1933-1938, paying close attention to the erratic anti-Jewish policies of the era and the myriad of Jewish responses to them. In the third portion of the course, we will explore the Final Solution itself. Next we will study the perpetrators, bystanders, and victims during the Shoah. Finally, we will consider the Holocaust's aftermath and legacy among Jews and non-Jews in Germany, Israel, and the United States.

Students acquire a perspective on history and an understanding of the factors that shape human activity. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will address important contemporary and historical issues of difference and diversity, and they will do so within a comparative context, across time and place. Students will be able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. Students will recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

History of the Holocaust allows students the opportunity to meet survivors, refugees, and World War II veterans.

HISTORY 2701

CREDITS: 3

OFFERED: every other
year

CONCUR: English 1110

Geographical Perspectives on Environment and Society

Our daily lives are shaped by technology. We speak to each other through cellphones and via the internet, we traverse huge distances in our cars and planes, and even the production of our food supply is a heavily technological enterprise. This course explores the historical origins of our “technological society.” We will begin by looking at how historians have approached the question of technology, and the sorts of questions they ask about it. Then, we examine technologies and technological systems in history, beginning with the Paleolithic and Neolithic periods and moving through the ancient and medieval periods in China, the Islamic World, and Europe. Then we explore the impact of the Industrial Revolutions on World History. Following this, we look at a series of key themes in the history of technology – war, accidents, gender, failure and so on.

This course provides a very long-term historical context for contemporary technological issues and problems. Students will learn that technologies that seem inevitable, like the internal combustion engine or nuclear weapons, were not simply adopted because they were technically superior to alternatives, but that social, economic, and political factors played a role. By developing a historical perspective on such technologies, students will be well-equipped to comprehend how and why societies come to make the technological choices that they do. Students will also appreciate the true importance of the shift to fossil fuels since the eighteenth century.

History of Technology offers both a “deep historical approach” and a focus on the histories of everyday, material life. This will give students a very different sense of what history is and how useful it can be to them.

HISTORY 2702

CREDITS: 3

OFFERED: every other
year

CONCUR: English 1110

DIVERSITY: Global
Studies*Food in World History*

Food is implicated in all dimensions of human existence. It is a biological necessity, without which human beings slowly die. Control over food supplies is a basic function of all organized societies and polities. Shared food traditions and tastes shape cultural identities of particular groups. Human history can be told as a history of how food has been produced, distributed and consumed. This course offers a synoptic, global history of food. It begins with the Paleolithic and Neolithic periods, and ends with the recent wave of global “food crises” (late 1940s, early 1970s, early 2000s). The course is divided into three parts. The first section (weeks 1-7) offers a historical narrative of world food history. The second section (weeks 7-11) explores the history of certain key world foodstuffs (e.g. sugar, wheat). The third section (weeks 12-15) looks at several critical themes in more recent world food history, for example famine, dieting, the rise of “mismatch diseases” and an increasing tendency towards food crisis.

This course provides a very long-term historical context for contemporary technological issues and problems. Students will learn that technologies that seem inevitable, like the internal combustion engine or nuclear weapons, were not simply adopted because they were technically superior to alternatives, but that social, economic, and political factors played a role. By developing a historical perspective on such technologies, students will be well-equipped to comprehend how and why societies come to make the technological choices that they do. Students will also appreciate the true importance of the shift to fossil fuels since the eighteenth century.

This course offers both a “deep historical approach” and a focus on the histories of everyday, material life. This will give students a very different sense of what history is and how useful it can be to them.

HISTORY 2704

CREDITS: 3

CONCUR: English 1110

DIVERSITY: Global
Studies*Water: A Human History*

Water defines human life, from the molecular to the ecological to the cultural, political, and economic. We live on the Blue Planet. Our bodies are made up primarily of water—we are in essence mobile sacks of H₂O. Without water, life as we understand it would cease to exist. Yet water resources—the need for clean and accessible water supplies for drinking, agriculture, and power production—will likely represent one of the most complicated dilemmas of the twenty-first century. The World Water Forum, for instance, reported recently that one in three people across the planet will not have sufficient access to safe water by 2025. Many analysts now think that the world will fight over water more than any other resource in the coming decades.

In this course, we will examine a selection of historical moments and themes to explore the relationship between people and water over time and place. We will pay particular attention to the ways in which water has defined and transformed the parameters of human life—how water has been a defining force in human history—and the ways in which humans have manipulated, utilized, and given meaning to water over time and place. The course will examine such historical topics as: Water as a sacred substance; water as power/energy; the politics of water; irrigation and agriculture; water as the foundation of civilization; water for waste and sanitation; drinking water and disease; floods and droughts; fishing; travel and discovery; scientific study of water; water pollution and conservation; dam building; and water wars and diplomacy. Throughout, we will use the case study of water to better understand the methodologies and lessons of the broader historical field of environmental history.

Students will develop skills in critical thinking, textual and conceptual analytic skills, writing skills, reading skills, oral communication skills, historical perspective, and understanding of origins of contemporary events.

HISTORY 2750(H)

CREDITS: 3

CONCUR: English 1110

DIVERSITY: Social
Diversity*Natives and Newcomers: U.S. Immigration and Migration*

Im/migration has been a permanent feature of our nation's history. From the first indigenous peoples who migrated throughout the continent, to Spanish, French, and British explorers in search of wealth, Irish farmers fleeing famine, or Mexican political exiles fleeing revolution, people have for centuries been in motion throughout what is today the United States. Whether they were in motion voluntarily, or relocated against their will, men and women confronted wrenching familial separations and adjustments to new lands, lifestyles, languages, and power dynamics. This course will critically examine the dynamics of im/migration throughout our history and challenge some of our most fundamental ideas on this topic.

In this course, students will: 1) acquire a perspective on history and an understanding of the factors that shape human activity; 2) display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding; 3) think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts; 4) describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States; and 5) recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

INTSTDS 3350

CREDITS: 3

DIVERSITY: Global
Studies (can be GE
Social Science III
instead)*Introduction to Western Europe*

Presents an introductory overview of the historical background to modern Western Europe. It surveys the development of society & politics, as well as the evolution of art, architecture & music from the 11th Century to the outbreak of WWII.

KNSISM 2210

CREDITS: 3

OFFERED: AU & SP

History of Sport in 19th Century America

This course examines the role of sport in American society up through 1900. Topics of discussion include the twin legacies of English folk culture and Puritan religious ideology on American recreational practices; the changing relationship between work and play; urbanization, industrialization, and modernization and their impact on the development of a national sporting culture in the nineteenth century; regional differences in attitudes about work, play, and recreation; the relationship of sport to other forms of urban recreation and voluntary association; the roles played by race, ethnicity, and gender in the development of sporting ideologies; the evolution of baseball, football, boxing, horse racing, and other modern American sports; the relationship of sporting culture to mass media; the relationship between sport and nationalism; the emergence of permanent sporting institutions; the intertwined concepts of “amateurism” and “professionalism”; and the changing definition of “sport” itself.

Following successful completion of this course, students will better understand the role sport played in the shaping of American culture up through 1900; be able to construct an integrated perspective on history and the factors which shape human activity; be able to describe and analyze the historical origins of contemporary issues in American sport; and be able to speak and write critically about the primary and secondary sources through which historians seek to understand past events. Course assignments are designed for students to read, interpret, contextualize, and synthesize these sources.

KNSISM 2211

CREDITS: 3

OFFERED: AU, SP, & SU

History of Sport in 20th Century America

This course examines the role of sport in American society since the turn of the twentieth century. Topics of discussion include the development of competitive athletics as commercial entertainment; the impact of competitive sport on mass media, and vice-versa; sport's intersection with race relations and gender roles; the culture of athletic celebrity; the spread of athletic competition and physical culture throughout the American educational system; the organizational growth of various significant athletic leagues and organizations; and the relationship of athletics to cultural identity. We also examine related developments such as urbanization and industrialization, the growth of consumer-oriented culture, racial segregation and the Civil Rights movement, and the growing impact of American culture and American political power around the world.

CULTURES & IDEAS

ANTHROP 1100

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global

Studies (can be GE

Social Science II instead)

Introduction to Anthropology

Anthropology is the science of human similarity and difference. Introduction to Anthropology provides an anthropological perspective on how members of past and present human societies developed cultural traditions and institutions that helped them interact, communicate, and cooperate. The course will help students learn about themselves and understand what it means to be human. This new course introduces four subfields of anthropology: cultural anthropology, archaeology, physical anthropology, and linguistic anthropology, and demonstrates how they are connected. Students will learn how anthropological knowledge, skills, and methods are used to identify and resolve contemporary global issues and problems.

ANTHROP 2241

CREDITS: 3

DIVERSITY: Global

Studies

The Middle East Close-Up: People, Cultures, Societies

Introduction to the culture of the Middle East as lived in its villages, towns, and cities.

ARABIC 2241 (H)

CREDITS: 3

OFFERED: SP

DIVERSITY: Global

Studies

Culture of the Contemporary Arab World

The course consists of an analytical study of the cultural traits and patterns of contemporary Arab society based on scholarly research, recent field work, and personal experiences and observations in the Arab world. It examines the development of its language and dialects, beliefs, customs, and traditions within the framework of: a dynamically changing society; major ecological structures; the family and its value system; representative social, political and religious institutions; reform and challenges of modernization; trends in literature (with emphasis on the emotional and psychological dimensions of cultural traits and change), education, communications media, arts, and music. The course provides a rich and meaningful educational experience for the expansion of analytic skills, cultivation of aesthetic judgment, and development of insights into another culture, as well as a cultural context for the study of modern colloquial and/or Modern Standard Arabic.

ARABIC 3301

CREDITS: 3

OFFERED: AU

DIVERSITY: Global

Studies

Contemporary Folklore in the Arab World

This course will introduce students to a wealth of Arabic folklore, including the lore of Muslim, Christian and Jewish Arabs as well as Berbers, Kurds and other Arab world communities. For the purposes of this course folklore will be defined as traditional expressive culture—verbal art (e.g., myths, legends, folktales, riddles, jokes), material culture (e.g. the construction of local shrines, homes, boats as well as production of pottery, jewelry, embroidery, carpets), visual presentation of self (e.g., applications of henna, tattoos, dress, hairstyles), folk religion, rituals, festivals, and folk music (e.g., lullabies). Emphasis will be not on finished products but on cultural process. Students will look at what Arab world "folk" from different regions, religions and language and ethnic traditions have in common in regard to ethos, world view, practical and aesthetic needs and how they differ. By the end of the quarter it is to be hoped that students will have an enhanced respect for the power of traditional expressive culture, as a medium for understanding the affective dimension of any culture or community, and that of the Arab world in particular. Students will be given the theoretical tools to begin to be able to study other folklore forms and folk communities in which they are interested.

CLAS 2201(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Classical Civilization: Greece*

The ancient Greeks are fascinating. Their vibrant diversity and astonishingly creative achievements continue to captivate and impress us generation after generation. They are often looked to as the foundation of what we like to think of as 'Western' culture. Democracy, Theater, Philosophy, Mathematics, Architecture, Poetry, etc., all look to ancient Greece for inspiration – and in fact the words themselves are Greek.

This course will be an exploration of ancient Greek culture and identity, approaching the subject from a variety of angles: history, literature, religion, war, society, family, art, etc. We will make use of primary sources (literature/material items from), secondary sources (readings about), and tertiary sources (materials influenced by). There will be a theoretical component – we will practice comparison as a method, and we will consider the problematic nature of sources and their reception and use. We will wrestle with questions concerning how the cultural concepts of 'Hellenism' and 'TheWest' arose and function. Students will be introduced to the contentious debates over the(un)reality of Occidental culture, the effectiveness of classical education, and the 'classism' of canon; students will develop a personalized position on the contemporary value and role of the 'classics'.

CLAS 2202(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Classical Civilization: Rome*

This course is an overview of the basics of Roman history and more importantly the details of their civilization: how they lived, thought, what they built and wrote and sculpted. We'll go from the historical narratives of a Livy or Tacitus to the bars and latrines of Pompeii and Ostia. We'll travel from the heart of Italy, the city of Rome, to the provinces of the Roman empire to see how Rome made its presence felt and how others, like the Gauls or the Greeks, responded to Roman rule and culture.

By the end of the course the student should have a good grasp on the following: 1) The basic details of Roman history from the mid-Republic to the high Empire. 2) The various elements that made up Roman thought and society 3) An appreciation of how looking at another culture critically can spur reflection and critical analysis of one's own culture and assumptions. 4) The ability to communicate those critical reflections in cogent, crisp writing.

COMPSTD 2220

CREDITS: 3

DIVERSITY: Global
Studies*Introduction to South Asian Studies*

A multi-disciplinary introduction to South Asia's geographical, political, cultural, and religious contexts and connections.

COMPSTD 2264

CREDITS: 3

OFFERED: AU, SP

Introduction to Popular Culture Studies

This course introduces students to the major theories and objects of study in the interdisciplinary field of popular culture. The course introduces theoretical, methodological and historical problems, tools and concerns facing popular culture studies, and it will consider the connections between popular culture studies and a range of other disciplines. In addition to looking at contemporary popular culture, we will be addressing historical popular cultures and popular cultures from outside U.S./majority culture. Finally the course will introduce a variety of interdisciplinary methods of research and analysis. The purpose of the course is to give students theoretical frameworks, historical context, and interpretive strategies for approaching a variety of popular texts and artifacts.

This course gives students a tool set of theoretical frameworks, historical context, and interpretive strategies for approaching a variety of popular texts and artifacts. Students will learn new research skills, and improve critical thinking, writing and communication skills.

COMPSTD 2281

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Social
Diversity*American Icons*

This course is an undergraduate introduction to the field of Comparative Ethnic and American Studies. We will focus our attention on selected key figures from the past and present of the United States. In this course, we will focus on how these figures function as icons—that is, as objects of identification, admiration, skepticism, and analysis. The significance of American icons derives not solely from their own internal qualities, but often from the qualities and ambitions that they have come to represent for others. Through a critical examination of their legacies, we will try to understand some of the variety of meanings that each of these figures has come to represent. In the process, we will ask questions about the relevance of the past for the present, the varieties of cultural representation, the impact that different forms of representation have on their content, and the coherence of American culture. Some guiding questions for the course include:

- What does it mean to call someone an icon?
- Why do we need icons? What do they do for us?
- How do icons produce meaning?
- How do systems of meaning produce icons?
- Why is it important to consider the function of icons with respect to American ideas about race, class, gender, age, and sexuality?
- Why is it important to investigate the intersections between various types of media, such as literature, film, music, and popular culture in the production of iconic figures?

COMPSTD 2321

CREDITS: 3

OFFERED: Social

Diversity

Introduction to Asian American Studies

This course introduces students to Asian American studies by examining some of the main themes, issues, and problems that the field has grappled with since its emergence as an academic interdisciplinary in the late 1960's. Reading and viewing across literary and film genres (novels, autobiography, graphic, narrative, essay, poetry, documentary, and film).

COMPSTD 2322

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Social
Diversity*Introduction to Latino Studies*

This course provides an introduction to Latin@ Studies for those interested in learning more about the national, racial, social and economic diversity of Latinos; key issues facing Latinos; and important topics and methods in the study of Latinos. Students will gain an overview of the historical and cultural experience of Latinos from the 19th century forward and study specific political, social and cultural events of relevance to Latinos. Some of the questions we will explore include: What defines, unites or divides Latinos? How have Latinos been viewed in the U.S.? What important political movements have enjoyed Latin@ leadership or participation? What is the significance of sexuality, gender, race and class among Latinos? What kinds of literature and art have Latinos created? How pervasive is Latin@ influence in popular culture? How do Latinos fit into the U.S. mosaic? Surveying the historical and current efforts of Latinos in the legal, religious, political, literary and artistic arenas will allow students to better understand and appreciate the visions of this American community.

Students develop critical thinking skills and improve writing and communication.

COMPSTD 2323

CREDITS: 3

DIVERSITY: Social
Diversity*Introduction to American Indian Studies*

There are currently more than 570 federally recognized American Indian Nations with which the United States maintains government to government relations based upon a sovereign status which is both inherent (i.e., pre-dates the coming of Europeans to this hemisphere) and law/treaty based. This course explores the legal, cultural, historic, and political foundations, experiences, perspectives, and futures of American Indians in the U.S. An introduction to American Indian studies requires a very holistic and interdisciplinary approach, and draws together materials from a variety of sources. Themes will include issues of multiculturalism, individual, and community identity, social justice, Indigenous feminism, sexual orientation, racism, genocide, land ownership, environmental degradation, and ways of knowing and learning. It will include history, sociology, ethics, religious studies, literature, geography, mythology, folklore, economics, education, film studies, linguistics, literature, museum studies, popular culture, and anthropology as well as the oral histories and traditions of the Indigenous peoples of North America. Some of the goals of this course are to broaden your knowledge of American Indian peoples and the ways in which their lives are embedded in, and inseparable from their geographic, historic spiritual, cultural, and social surroundings. Through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities, cultures, histories, perspectives, experiences, lives and contemporary issues.

Students gain an appreciation for Native American Indian histories and perspectives, and develop critical thinking, writing and communication skills.

COMPSTD 2340

CREDITS: 3

OFFERED: AU, SP
DIVERSITY: Global
Studies*Introduction to Cultures of Science and Technology*

This course explores, from a variety of perspectives, the multiple relations among social and cultural formations, scientific and technical work, and the production and circulation of knowledge. Topics include the everyday life of the laboratory, the shifting boundaries of science and other ways of knowing, the political and ethical contours of scientific and technical work, and the social effects of scientific discourses and technological systems.

Students (1) develop the skills to critically analyze the production and circulation of scientific knowledge and technologies and (2) improve writing and communication skills through writing assignments, presentations, and class discussion.

COMPSTD 2341

CREDITS: 3

OFFERED: AU, SP
DIVERSITY: Global
Studies*Technology, Science, and Society*

What inspires scientists and engineers to explore and invent? How do we understand discovery and invention as forces shaping our social world—and vice versa? How do technological systems shape us as persons, and what role does scientific knowledge play in culture and society? How are the benefits and the harms of technological society distributed locally and globally? This class is an introduction to ways of asking social, cultural, and ethical questions about contemporary science and technology, and students will learn how cultural approaches—exploring the role of history, gender, race, and power in sci/tech—can help us better understand and respond to the challenges of technological and social change. We will examine how law and politics shape the technologically and scientifically possible, and ask when and how can we draw the line between the technically possible and the socially desirable. Key topics include the global historical formation of science and technology, and case-studies at the intersection of science, technology, society, and politics—including as energy-consumption and climate change, automation and human autonomy, the medical and scientific meanings of race and identity, and the development of techno-scientific life forms like genetically-modified organisms and cybernetic selves.

This course focuses on developing the historical and critical skills needed to understand and engage in public debates about scientific and technological issues. The emphasis will be on beliefs and practices that orient scientific endeavor, and the human values that are expressed and challenged by innovations in scientific and technological capabilities. Furthermore, case-studies and examples emphasize the global application of science and technology, problems of unequal access to and application of scientific knowledge in disparate global regions and across diverse populations, and the ways in which technology and science shape and reinforce social inequalities and cultural diversities.

COMPSTD 2350(H)

CREDITS: 3

OFFERED: AU, SP

Introduction to Folklore

Folklore is the culture that people make for themselves. Not all of us are specialists, but all of us tell stories, shape our environments, cultivate communities, and take care of our souls and our bodies. The forms of folklore circulate from person to person and group to group, adapting to every change of situation; they lend themselves to a wide array of social purposes. We'll look at a range of genres from both US and international settings: folktales, legends, jokes, song and dance, religious and holiday custom, foodways, craft, and domestic art. You'll conduct a small field project of your choice and learn the basics of these folkloristic skills:

- Interpreting culture. Learn how to “read” a wide variety of cultural messages according to their own conventions and in their social context.
- Field observation and ethnography. Learn how to size up an unfamiliar situation, participate in it appropriately, and describe it in writing.
- Interviewing and rigorous listening. Learn how to understand what someone is telling you without imposing your own agenda on the conversation.
- Understanding diversity. Learn how communities in the US and internationally develop distinctive forms of expression that can foster strong identities, exercise social control, provoke conflict, and build bridges.
- Connecting vernacular and codified expression. Learn about the interchanges and miscommunications among communities, professionals, and institutions.

Students will learn the necessary skills to conduct field observation and ethnographic research. Students will also learn to understand and write about diversity and cultural production in a variety of historical and social contexts.

COMPSTD 2360

CREDITS: 3

OFFERED: AU, SP

Introduction to Comparative Cultural Studies

This is an introduction to the interdisciplinary field of cultural studies with an emphasis on the relation of cultural production to power, knowledge, and authority, globally and locally. This course examines how movement through space and relationships to place produce culture, identity, and history among Native peoples in North America and Pacific Islands. It emphasizes the practices of indigenous mapping and way finding, through comparative histories of canoe building and navigation in both regions. Topics include the cultural, historical and political importance of canoe culture, the indigenous science and technology of building and navigation, the materials and practices associated with canoe cultures, as well as, the social, economic and spiritual impacts of canoe building. We will learn how Pacific Islanders navigate by the stars, learn how native artifacts are displayed and how they have circulated around the world, and study films documenting the revitalization of canoe cultures. This course seeks to contribute to new forms of knowledge produced from ancient cultural practices, from comparative American Indian Studies, and from community activism.

COMPSTD 3302(H)

CREDITS: 3

OFFERED: AU

DIVERSITY: Global
Studies

PREREQ: English 1110

Translating Literature and Cultures

This course explores aspects related to translating literary and non-literary texts from one language into another, from one cultural context into another, and from one historical period into another. We will read a range of theoretical texts from the field of translation studies and focus on issues such as the question of equivalence and/or incommensurability of different languages; historical dimensions of the field; and ideological and institutional aspects. The notion that translation always “rewrites” a text, the fact that translations are composed for specific audiences, the role of editors and publishing houses, and the most recent phenomenon of creating and translating texts and media for global audiences are among the issues at the center of our discussions. In addition, we will consider situations where translation is crucial to cross-cultural communication. The theoretical part of the course will be accompanied by a practical part, that is, every student will be asked to produce translations into English from a foreign language he or she is familiar with. These translations will then be discussed in class. The emphasis will be on identifying problems that occur in the process of translating, and we will evaluate the translations presented in class in light of various theoretical approaches and methodologies. Basic knowledge of a foreign language (two quarters minimum or equivalent) is sufficient to participate in this task.

COMPSTD 3620

CREDITS: 3

OFFERED: SP

PREREQ: English 1110

Everyday Life in South Asia

South Asia (India, Pakistan, Bangladesh, Sri-Lanka, Bhutan, Afghanistan, and Maldives) houses one-fifth of humanity. This course will inform you about how people in this region interact with history, politics, gender, caste, class, globalization, and other processes that define culture. Students will learn about basic tools to understand culture. In addition to lectures and in-class discussions, students will participate in research projects and field-trips.

COMPSTD 3645(H)

CREDITS: 3

OFFERED: AU (Honors),
SP (regular)DIVERSITY: Global
Studies

PREREQ: English 1110

Cultures of Medicine

This interdisciplinary course explores medical arts and sciences, concepts of illness and disease, and representations of the human body in a range of cultural and historical contexts. Topics include metaphors and images of the body, the meanings and symbolism constructed around pathology (cancer, AIDS), the social consequences of “medicalizing” racial and sexual differences, and the social concerns raised by new medical procedures. The goal of this course is to introduce you to the comparative and critical traditions of the humanities, and to explore their utility for the study of medical discourses, practices, and ethics. Like other courses in Comparative Studies, it prepares you to explore the relations among systems of authoritative knowledge, cultural assumptions, and forms of power. Finally, by bringing together texts from a variety of genres and disciplines as well as visual materials, it helps train you to think about the possibilities and limits of particular theories, methods, and media. The learning goals for students in this course are: 1) to gain a working knowledge of theoretical concerns of socio-medical inquiry; 2) to practice applying this knowledge to specific topics; 3) to gain some understanding of current issues in US and world medical systems; and more generally 4) to develop analytical skills that will help us think critically about issues of health, illness, and medicine as we encounter them in our lives and in our world.

COMPSTD 3646

CREDITS: 3

OFFERED: every year

PREREQ: English 1110

Cultures, Natures, Technologies

In this class, we will investigate debates associated with three influential ways of imagining and regulating human interactions with the natural world. We will start by looking at the development of ideas of “wilderness” in the US, culminating in the Wilderness Protection Act of 1964. We will then examine changing ideas about agriculture, from Jefferson’s agrarian democracy to the rise of factory farming. Finally, we will consider questions arising from genetic engineering and biotechnology. Each of these versions of “nature,” we will discover, involves lively controversies about what human beings are, what “culture” means, and the appropriate limits of various technologies.

COMPSTD 3689

CREDITS: 3

DIVERSITY: Global
Studies

PREREQ: English 1110

Transnationalism and Culture in the Americas

This course aims to familiarize students with the diversity of ways that people give meaning to the experience of American life, and it offers practice using several forms of writing and research commonly relied on for making sense of that variety. Over the semester we will read about, discuss, listen to, watch, and write about forms and examples of artistic expression that address the borders that today distinguish—but only rarely completely separate—the Americas into a set of national territories and populations. We will begin by talking about how, when, and by whom the broad territory of the continents was transformed into the present mosaic of countries, and through what broad movements the current populations developed. In part two of the course we will review some different ways that people have defined the key concepts that will guide us over the semester. After having set the stage we will spend the bulk of the semester considering a broad selection of samples and scholarship of popular music from around the Americas, focusing most heavily on how they address the relationship between national boundaries and transnational crossings that has characterized life in the Americas since the late fifteenth century. Part three of the course includes accounts of how a few particular musical forms and compositions assumed preeminence as American national musics, how national politics, international war, and changing economic relations have changed American musics, and how groups and individuals have affected social change in the international order, and how still others have carried, produced, and appropriated national musics in defiance of borders or their own immobility. The course concludes by widening its focus to include a number of expressive forms other than music, while limiting the scope of discussion to how people living in the United States have engaged experiences of living with or against the limits of nationhood through art.

DANCE 3401

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Social
Diversity*Dance in Popular Culture: Embodying American Identities, Ideas and Cultures*

Popular dance in the United States, with an emphasis on how movement constructs identity and community. It's an excuse to see good art and talk about it with like-minded individuals and amazing instructors!

Through this course, students develop:

- skills of observing, describing, and analyzing dance.
- the ability to recognize and trace the changing historical and cultural influences of Western concert dance.
- a familiarity with the characteristics of the work of selected choreographers and performers.
- the ability to discuss the ways in which works of performance express social and cultural issues.

Assignments primarily involve readings, film and video viewings, lecture, discussions, and writing. In addition, occasional movement experiences will provide an opportunity for students to physically embody aspects of the dance being studied. No prior movement experience required!

DANCE 3402

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies*Dance in Global Contexts*

Surveys dance forms from around the globe, offering insights into the religious, social, and political functions of dances in their historical and contemporary practices. It's an excuse to see good art and talk about it with like-minded individuals and amazing instructors!

Through this course, students develop:

- skills of observing, describing, and analyzing dance.
- the ability to recognize and trace the changing historical and cultural influences of Western concert dance.
- a familiarity with the characteristics of the work of selected choreographers and performers.
- the ability to discuss the ways in which works of performance express social and cultural issues.

Assignments primarily involve readings, film and video viewings, lecture, discussions, and writing. In addition, occasional movement experiences will provide an opportunity for students to physically embody aspects of the dance being studied. No prior movement experience required!

ENGLISH 2276

CREDITS: 3

PREREQ: English 1110

Arts of Persuasion

This course will be an introduction to the arts of persuasion as taught and practiced through the discipline of rhetoric and sophistic since the fifth century B.C. We will first review the elements of a rhetorical encounter, including the speaker or producer, the viewer or audience, the topic and text, the cultural context and situation, etc. Then we'll examine a series of different genres of persuasive texts, both verbal, visual, and auditory, to better understand the uses, goals, resources and limitations available to all parties to a rhetorical encounter to make themselves heard, understood and accepted.

ENGLISH 2277

CREDITS: 3

PREREQ: English 1110

Introduction to Disability Studies

How does disability make meaning in contemporary life? We will explore various models of disability, paying attention to the ways that each model intersects with race, gender, class, and sexuality. We'll theorize concepts such as normal, passing, inspiration, and access, and consider how these concepts both emerge and are contested through individual authors' and artists' composing practices.

ENR 3470CREDITS: 3
OFFERED: SP*Religion and Environmental Values in America*

In “Religion and Environmental Values in America,” students will closely examine the development and influence of religious thinking about the environment in America, and explore religious and spiritual contributions to environmental values in American culture through lecture, films, special forums, discussion, and written assignments. In the early weeks of the course, we will explore some of the fundamental questions underlying our intellectual emphases, loyalties, affections, and convictions regarding religion and environmental citizenship. What is Nature? Science? Religion? Ethics? We will also examine the debate about the extent to which Western Judeo-Christian traditions are responsible for modern ecological crises and for generating negative environmental attitudes, and examine social science evidence and other scholarly arguments that address these questions.

The middle part of the course will highlight a range of religious environmental expressions in America, from secular environmentalism itself, to expressions in Jewish, Muslim, Buddhist, and Christian traditions. Because Christianity is the predominant religion in the U.S., a larger share of course material will focus on mainline Protestant, Evangelical, Catholic, and other Christian traditions. We will give careful thought to the three main traditions that sociologists have identified as the primary modes of religious engagement with environmental concerns in America: stewardship, eco-justice, and creation spirituality. Students will examine many case studies: environmental policy statements generated by religious denominations; the embrace of “creation care” by conservative Christians; the Vatican’s bid to become the world’s first carbonneutral state; environmental themes in religious art; the rise of faith-based environmental organizations; pronouncements of environmental pollution as sin; climate change as a topic of widespread faith-community engagement; and faith-based environmental advocacy. We will also examine social thought on character and virtue ethics, and ecologically relevant conceptions of Sabbath, cosmic reconciliation, sin, salvation, thanksgiving, and hope.

At the end of the course, we will reflect on how these diverse religious influences contribute to the variables affecting environmental citizenship behavior. No matter what spiritual tradition we identify with, if any, how do we reconcile our most deeply held values and beliefs with ecological facts, social realities, economic forces, and hopes for sustainability? In what ways do religion, spirituality, and faith provide cultural resources for environmental sustainability, and shape the landscape of environmental citizenship in America? These and other questions will guide our inquiry.

FRENCH 1803

CREDITS: 3

Paris

Exploration of the city of Paris through the study of its history, geography, population, and cultural production, including but not limited to art, architecture, cinema, literature, fashion, and cuisine.

GERMAN 3353

CREDITS: 3

German Intellectual History: Marx, Nietzsche, and Freud

This course offers students an opportunity to learn about three men who have had lasting influence on intellectual, cultural, and political life in the twentieth and twenty-first century. Although it is a 3000 level course, there are no prerequisites for enrollment.

In this course we will examine the positions of three great thinkers on the nature of human history. Karl Marx, Friedrich Nietzsche, and Sigmund Freud were perhaps the three most important German writers for twentieth century thought. Although they worked in different fields – Marx devoted most of his mature thought to political economy, Nietzsche was a philosopher and cultural critic, Freud concentrated on the human psyche – each has had significant influence beyond their more narrow specialty. In particular each developed a unique view of history and of historical process. We will examine important writings of Marx, Nietzsche, and Freud, in order to discern (1) what their views of history were, (2) how their view of history informs or is informed by their more general projects, and (3) how their views of history measure up against each other. We will begin the course with some general reflections on history and historiography, in particular with a brief look at Kant’s and Hegel’s remarks on history. Then we will proceed to texts by the three main authors.

This course focuses on the development of critical thinking. Marx, Nietzsche, and Freud were pioneering in the way that they thought about history and the role of human beings in making history. They challenge assumptions that students have about themselves and their place in the social order, and in the process force students to reflect critically on their beliefs and values.

HEBREW 2210(H)

CREDITS: 3

OFFERED: AU

DIVERSITY: Global
Studies

PREREQ: English 1110

The Jewish Mystical Tradition

Judaism today has its roots in a remarkable movement of intellectuals who remade an entire people's culture in a few short centuries. These people were known as Rabbis, or Teachers, and are responsible for some of the classics of Judaism, such as the intricate dialectic of the Talmud, the fanciful and insightful biblical interpretations of the Midrash, and the poetry of the Jewish prayerbook. In this course students will get to know this movement: its history, its literature, and its religious values. In doing so students will explore questions important to the study of religions, such as how a religious people responds to catastrophe, the relationship of law and spirituality, and the nature of holiness in ancient societies.

HEBREW 2241(H)

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies*Culture of Contemporary Israel*

The purpose of this course is to familiarize students with contemporary Israeli culture in all of its diversity. In the fifty years since the founding of the State, Israeli society has faced a series of dramatic challenges and has undergone tremendous changes. This course will survey the major social, cultural, religious and political trends in Israel, focusing on the post-1967 period. Issues to be explored include responses to founding ideals and ideologies; the impact of the Arab-Israeli conflict; Jewish perceptions of Arabs; efforts to absorb new waves of immigration and to deal with questions of ethnicity; tensions between the religious and secular sectors of society; the centrality of the family; and the social, political and religious status of women. The course will draw on a broad range of material, including print media and films. By the end of the course, students should have an insight into the complexity of Israeli society and an understanding of Israel's role in Jewish life, the Middle East, and the world at large.

LARCH 2300(E)

CREDITS: 3

OFFERED: AU, SP, SU

Outlines of the Built Environment

The course is an introduction to the disciplines of Architecture and Landscape Architecture through the formal analysis of the built environment. Objectives include a development of vocabulary, and conceptual and diagramming tools for use in analyzing built works. The course investigates concepts and themes in design, focusing on historical examples as context for the discussion.

This course covers a great deal of material in a short time, material essential for your career in architecture or landscape architecture. If a student is interested in exploring the field, this is a great option as an introduction to the LARCH and ARCH majors.

Students will learn to think about the built environment through historical through contemporary examples, not only what it looks like, but why it looks that way and how it came into being.

Assignments include writing assignments, quizzes and final exam.

LARCH 2367(E)

CREDITS: 3

OFFERED: AU, SP

Making and Meaning of the American Landscape

The American Landscape as we know it today, both profound and banal, can be read as a palimpsest of the ideas and beliefs of the people that have shaped and reshaped it over the course of the last five hundred years – and continue to shape it today. This course investigates those ideas and systems of belief in order to engender a more profound understanding of and appreciation for the American Landscape, but also in order to problematize our own deep seated “cultural baggage” (our own assumptions, ideas and beliefs) and the effect that they have had, and continue to have on our national landscape.

Assignments include weekly readings coupled with 5 major writing assignments.

LING 2000(H)

CREDITS: 3

OFFERED: AU, SP

Introduction to Language in the Humanities

This course examines language as a system of human communication. It also provides students with the tools needed for the recording, investigation, and close analysis of language. The course consists of a general survey of language and linguistics. A number of topics relating to man's knowledge and use of language are systematically investigated. Examples are drawn primarily from the English language, although other languages are used to illustrate certain concepts. Nevertheless, the focus of the course is not on any specific language or languages; rather, it is on properties common to all languages and on ways in which languages may differ.

Students develop transferrable skills in critical thinking, world knowledge, cultural sensitivity, and appreciation for other languages and dialects.

LING 3601

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Social

Diversity

PREREQ: English 1110

Language, Race, and Ethnicity in the U.S.

This course examines the relationship between language and social constructs such as race and ethnicity, with particular emphasis on race relations in the United States. It is concerned with the ways in which language serves as a basis for inter-ethnic conflict, discrimination and lack of social opportunity. The main focus of the course will be the varieties of English used by members of minority ethnic and racial groups in the United States, and the general relationship between their languages and their place in American society.

Students develop transferrable skills in critical thinking, world knowledge, cultural sensitivity, and appreciation for other languages and dialects.

MEDREN 2211

CREDITS: 3

DIVERSITY: Global

Studies

Medieval Kyoto: Portraits and Landscapes

Kyoto was the capital of Japan from the eighth to the nineteenth centuries. Today it continues to be the site of many temples, shrines, gardens, and other cultural monuments that bear witness to enduring cultural practices and values. This course proposes to introduce you to roughly 600 years in the life of the city, from around 900, when the imperial court came to flourish, up to the late 16th century. Such a time frame allows us first to explore the culture of the imperial court, whose salons fostered creative productivity on the part of writers and other artists that was to set standards that were emulated for generations. Next it allows us to examine the crumbling of the old aristocratic order in the twelfth century, when a rising warrior class with its own ambitions, values, and aesthetic tastes acquires political and economic control of Japan. Cooperation between members of the court aristocracy and the new military elite led to many of the artistic and cultural achievements that are still widely considered to be at the heart of medieval culture, and Japanese cultural identity in general.

MEDREN 2211 is designed both to foster an understanding of the cultural life of Kyoto in medieval times, and to introduce certain cultural values and images from that period that have become part of a shared sense among Japanese of their cultural heritage. What are some of the stories and legends that have most defined the cultural identity of Kyoto? How have they been reinvented over time? What does a selection of enduring monuments in the material culture of the city signify to the people who live among them? Readings and discussions will concentrate on the cultural beliefs and assumptions of people in a very different temporal, spatial, and cultural setting than our own, but, of course, we will also explore what those voices have to say to us in our own contexts today.

MEDREN 2212

CREDITS: 3

DIVERSITY: Global

Studies

Culture of a City-State in the Italian Renaissance

This course introduces you not just to the historical Venice that was a major player in Europe of the Middle Ages and Renaissance, but also to a city that still exists today, as one of the world's great artistic centers and tourist magnets. We will look at Venice over a fifteen-hundred year period, to get to know its politics, economics, social and cultural life. That's a big job for ten weeks, but some day you may actually go to Venice, and this way you will get more out of the place than the average stay-for-six-hours-eats-pizza-and-take-pictures tourist does. We will approach the city in many ways: lectures, films, music, etc.

History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves.

In this course, students (1) acquire a perspective on history and an understanding of the factors that shape human activity; (2) display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding; and (3) think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

MEDREN 2215

CREDITS: 3

DIVERSITY: Global
Studies*Gothic Paris: 1100-1300*

An introduction to arts, architecture, poetry, history, music, theology, foods, fashions, and urban geography in Paris 1100-1300, the age of Gothic cathedrals and the rise of the university.

Students will:

1. be introduced to some of the main currents of medieval culture in Western Europe through the study of Paris, 1100-1300, gaining deeper historical and cultural appreciation and dispelling some misconceptions.
2. learn to recognize major characteristics of the "Gothic" style in art and architecture
3. study the formation of the first major Western university, and use the methods of organization and analysis which developed there (and form the basis of analytical methods today).
4. study a crucial growth period of one of the world's enduring cities, examining the complex web of economic, commercial, political and social forces which contributed to that growth, with the ultimate goal of gaining the ability to transfer that cultural analysis to other times and places.
5. read authentic primary texts in translation, with the goal of appreciating some of the stylistic features and extracting some knowledge of contemporary daily life and ideology.

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes for students in Medieval and Renaissance Studies, for which this is an introductory level course:

1. demonstrate a broad, interdisciplinary appreciation of the history and culture of the Medieval and Renaissance world.
2. demonstrate skill at critical thinking through the study of diverse disciplines and languages.
3. demonstrate skill at utilization of primary and secondary sources.
4. demonstrate the capacity to express themselves and to exercise sharpened communication skills in exams, papers, and discussions.

MEDREN 2217

CREDITS: 3

DIVERSITY: Global
Studies*Shakespeare's London*

This interdisciplinary course will explore roughly one and a half centuries of the history, politics, and culture of London, beginning with the religious upheavals of the Protestant Reformation and culminating with the restoration of monarchical government and the Great Fire of London in 1666. We will begin by studying the factors behind London's phenomenal growth in the sixteenth century, a growth that quickly made London the center of economic and political life in Britain. By reading a range of primary documents including urban surveys, plays, and pamphlets we will consider the opportunities and problems spawned by urbanization (social mobility, poverty, disease) as well as the institutions and structures that regulated the life of the city. At the center of our considerations will be the burgeoning entertainment industry (and especially the public theater) that helped to define London in the eyes of its inhabitants.

In our tour of this vibrant metropolis we will encounter an extraordinary range of figures: alongside the great and the good like Henry VIII, Elizabeth I, and Shakespeare, we will also meet prostitutes, vagabonds, and gulls (!). We will become familiar with the layout and buildings of London, its churches and cathedrals, its palaces and thoroughfares, and of course its iconic river Thames. We will linger especially at the theaters, bear gardens, cockpits, and brothels that made up London's burgeoning entertainment industry.

MEDREN 2510

CREDITS: 3

DIVERSITY: Global
Studies*Court of Charlemagne*

In this course we will concentrate on the history and culture of the Carolingian empire and its immediate aftermath from ca. 750-1050. We will begin with a review of history in Late Antiquity, the barbarian “invasions”, the emergence of the Frankish kingdoms and the formation of an empire under Charlemagne’s rule. Using the cultural renaissance at Charlemagne’s court as a departure point, we will then move on to investigate various social and cultural aspects of the period such as daily life, beliefs and values, Catholicism and monasticism, the emergence and implications of literacy, the medieval book and the inception and rise of vernacular writing, Latin literature, material culture, art and music. The last few weeks of the quarter we will go beyond the Early Middle Ages and discuss the image of Charlemagne in later periods and the creation of a national hero-- both French and German. Class periods will consist of short lectures, visual presentations and analyses (films and slides) and group discussion.

Students will gain an understanding of the so-called “Dark Ages” of Europe roughly 1,000 years ago. They will gain familiarity with the cultural Renaissance at the court of Charlemagne, as well as topics such as daily life at court, in the countryside and in monasteries; beliefs, values, pagan and religious cults; military and religious campaigns; the status of women and minorities; the emergence and implications of literacy; the art of the medieval book; medicine and the development of science and learning; and the later construction of Charlemagne as a national hero for both France and Germany.

MEDREN 2513

CREDITS: 3

DIVERSITY: Global
Studies*Medieval Russia*

From insignificant beginnings, Moscow became the center of an empire that, by the end of the seventeenth century, was the largest country in the world-- and still is, in the early twenty-first century. In this course, we will discuss the emergence of Moscow as a city, a state, a culture, and a world power. We will examine the forces that drove its remarkable expansion: the desire to preserve and regain the heritage of the conquered Kievan state; the imperatives of Eastern Orthodox spirituality; the bitter struggle against external enemies such as the Tartars (Mongols); the belief in an anointed, autocratic ruler; and the ideology of Moscow the Third Rome, which implied that Russia had a manifest destiny to unite and lead the Christian world. All of these factors have become important “national myths” that continue to influence Russian culture to this very day.

You will gain an understanding of important issues in the geography, culture, religions, and history of Russia, with a focus on Moscow from its origin to 1689. This understanding will enable you to analyze and explain critical events and concepts. As the medieval heritage has shaped modern Russian cultural identity in a fundamental way, you will also gain insight into the “riddle wrapped in an enigma inside a mystery” that is the mindset of contemporary Russians; in addition, by comparing and contrasting, you will gain a better understanding of your own culture. Through in-class exercises and homework assignments, you will develop skills in thinking, speaking, and writing about cultures and in analyzing cultural concepts.

You will develop critical thinking and writing skills through analysis of authentic primary texts, literary works, and scholarly articles. You will have a good foundation for further study and for understanding the background of Russian history and current events.

MEDREN 2514

CREDITS: 3

DIVERSITY: Global
Studies*Golden Age of Islamic Civilization*

This course will provide a broad survey of the social history of the “Golden Age of Islamic Civilization” in its world context. To this end the first part of the course will be devoted to a review of the historical processes in the context of which Islamic civilization reached its apogee. We will then proceed to our examination of the scientific, literary and artistic achievements of the Islamic civilization. As one of the aims of this course is to challenge our self-centered conceptions of our contemporary civilization, an over-riding theme of this course will be the contribution of the Islamic civilization to the development of our human heritage. Through our broad survey of this civilization, it is hoped that many of our potential preconceptions about the nature of this and, by implication, other cultural traditions, will be critically examined. Who were the peoples who contributed to the development of this civilization? To what extent was this a homogeneous cultural tradition? Who were the elite of this cultural tradition and what were their achievements? Who were the “masses” and what was their contribution? What does the notion of a “Golden Age” imply and should we be bound by this chronological and value-laden depiction? And finally, and perhaps most importantly, what does all this have to do with our world and the ways in which we perceive ourselves? It is hoped that the poignancy of our contemporary predicament will be brought home to us when we conceptualize it in the trajectory of the human heritage of which we are the beneficiaries.

Students will be able to identify what is meant by “The Golden Age of Islamic Civilization”? They will be familiar with how it started, when and it ended, and who participated in it. They will be able to answer questions such as: what does Baghdad have to do with it? What do algebra and algorithm, alcove and alchemy have in common? How foreign will we be in the world of 1001 Nights? And what does this all have to do with our contemporary civilization? This course enables students to become familiar with medieval Islamic civilization, in both its courtly and popular dimensions, and get a glimpse of part of our human heritage.

MEDREN 2516

CREDITS: 3

DIVERSITY: Global
Studies*The Medieval Jewish Experience*

This interdisciplinary GEC course surveys ten centuries of medieval Jewish history, literature, religion, and culture from the rise of Islam to the death of the false messiah, Shabbetai Zvi. Students will read a wide range of primary sources in English translation. We will examine the transformation of Jewish culture in Europe and the Middle East and will explore the impact of host societies upon specific Jewish communities.

OBJECTIVES:

1. to introduce you to Jewish history, literature, culture, and thought in the Middle Ages;
2. to acquaint you with the Islamic and Christian worlds in which medieval Jews lived;
3. to teach you how to analyze and evaluate a wide range of primary sources — written and visual.

MEDREN 2520

CREDITS: 3

DIVERSITY: Global
Studies*Christians, Muslims, and Jews in the Mediterranean World*

This course is designed to introduce students to Mediterranean studies, focusing on medieval and early modern art, history, literature and culture from the three religious and ethnic communities that shared the Mediterranean world. The following is a course that concentrates specifically on Iberia from approximately 589 AD (the Visigothic conversion to Catholicism) to 1609 (the expulsion of the Moriscos from Spain).

In addition to the introduction to Mediterranean Studies, MEDREN 2520 addresses contemporary issues related to the interaction of Christians, Jews, and Muslims today in the Mediterranean region, Near East and beyond. Students will be encouraged to explore their interests and express their views on historical and contemporary topics related to the three groups in the Mediterranean through exams, brief essays, and a final research project and presentation.

Associated Expected Learning Outcomes in Arts and Humanities category: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

In this course, students (1) develop abilities to be informed observers or active participants in the visual, spatial, performing, spoken, or literary arts and (2) describe and interpret creative work, and/or movements in the arts and literature.

MEDREN 2526

CREDITS: 3

DIVERSITY: Global
Studies*Constantinople: The Imperial Capital of Byzantium*

Washington, D.C., was not the first “imperial” capital designed to evoke the power of ancient Rome. In late antiquity, the Romans themselves had built a New Rome in the East, which was also named Constantinople after its founder, Constantine the Great, the first emperor to convert to Christianity. This city – the Queen of Cities, as it was known – was destined to become the capital of two powerful empires, Byzantium and the Ottoman empire. This course will examine the making of this new Roman capital in the context of late antique history and culture (roughly from 300 to 600 AD). What do “capitals” do in the context of imperial political economies? How do their monuments “speak” to subjects and to posterity? How is history turned into a reservoir of “usable pasts” from which to construct new messages and identities? As we investigate these questions, we will also learn how to handle the different kinds of sources that have survived. Most sessions will combine literary sources, archaeology, art history, and modern scholarship. We will focus on the development of critical skills for analyzing sources and of informed imagination for what our sources do not tell us.

Course goals:

- students will gain an interdisciplinary insight into the history and culture of late antiquity and the Byzantine empire.
- students will learn to analyze art, architecture and literature from Byzantium in comparison with different cities and empires, past and present.
- students will evaluate our ideas about capitals and empires in diverse contexts (political, ideological, economic), and how these ideas shape our beliefs about empires today.

MEDREN 2610

CREDITS: 3

Science and Technology in Medieval and Renaissance Culture

This course explores the history of science in the medieval and early modern world, including medicine, anatomy, alchemy, vision and optics, map-making, engineering, mechanics and technology through images, texts, and material culture. Emphasis will be placed both on understanding the details of scientific theories and on seeing the ways in which this material is culturally constructed. Looking at the influence of medieval and renaissance culture on scientific thought will lead to investigations of religion and theology, monasticism, university culture, and the arts.

Students will:

1. be introduced to some of the main currents of medieval and early modern culture in Western Europe through the study of science and technology.
2. examine the legacy of the classical tradition of science (Plato, Aristotle, Galen, Hippocrates, etc.) in the Middle Ages and Renaissance.
3. examine the way scientific ideas were explored in art and other visual material.
4. investigate the professional context for medieval and early modern science, learning about the training and practice of doctors, teachers, monks, map-makers, architects and engineers.
5. read primary texts in translation, with the goal of appreciating the style, content and sources of scientific texts.

MEDREN 2618

CREDITS: 3

DIVERSITY: Global
Studies*Travel and Exploration*

The European Age of Discovery, initiated by Portuguese conquests in North Africa and exploration of the Atlantic islands in the fifteenth century, involved a revolution in navigational and geographic knowledge and contact with other cultures that ushered in the first era of globalization. In this course we will explore narratives of travel and intercultural contact—not only victorious accounts of discovery and conquest, but also tales of failed expeditions, shipwreck, and captivity—produced by the Portuguese and its main competitors in European imperial expansion, particularly the Spanish, English, and French. We will study the relationship between literature and empire as we examine how such narratives shaped Europeans’ perceptions of their own and other cultures, and how the texts reflect, implement, and/or challenge imperial and colonial discourses.

MEDREN 2666

CREDITS: 3
 DIVERSITY: Global
 Studies

Magic and Witchcraft in the Middle Ages and Renaissance

In this interdisciplinary course, students will explore the history and culture of witchcraft and magic from ca. 400 to 1700 C.E. within sociological, religious, and intellectual contexts. By the end of the course, students will have a better understanding of the practice, persecution, and social construct of magic and witchcraft in the medieval and early modern periods and its far-reaching impact on society.

Students will gain basic knowledge of the history of witchcraft and magic during these periods (both the actual practice and, equally importantly, beliefs about their practice) and develop some ability in understanding why these practices and beliefs developed as they did: what societal and cultural needs drove them?

NELC 2241

CREDITS: 3
 OFFERED: AU
 DIVERSITY: Global
 Studies

The Middle East Close-Up: People, Cultures, Societies

This course provides an ethnographic overview of the "Culture" and cultures of the contemporary Middle East. It is designed to increase student knowledge and awareness about the Middle East in regard to its cultural, social, political and religious institutions. The history of the region is examined as background to developing a more thorough understanding of the contemporary Middle East as represented by its villages, towns, and cities. This is also a course in the comparative study of culture, addressing essential questions in the study of societies located within a single regional context which are informed by different cultural traditions. Films, tapes, slides and other resources will supplement course readings.

NELC 3204

CREDITS: 3
 OFFERED: SP
 DIVERSITY: Global
 Studies
 PREREQ: English 1110

The Middle East in the Media

With deep historical roots, intricate ties with Europe, Asia, and Africa, and a dynamic contemporary environment, the cultures of the Middle East are suffused with numerous political issues. Not only does the complexity of these issues often make the cultures of the Middle East difficult to understand, reporting on these issues often tends itself to subtle journalistic bias. By focusing on several ongoing situations of modern Middle Eastern history, this course offers student insights into contemporary Middle Eastern cultures while fostering the ability to critically evaluate the media which inform our understanding of international politics.

NELC 3501

CREDITS: 3
 OFFERED: AU
 DIVERSITY: Global
 Studies
 PREREQ: English 1110

Introduction to Islam

This course intends to provide an introductory survey of some of the central premises of Islamic beliefs and practices. It aims to delineate not only the development of Islam as a religion and as a system of belief, but also its growth into a multi-faceted and rich culture and civilization that contributed significantly to the currents of world civilization. This would entail a look at the growth of the major intellectual and spiritual traditions within the Islamic civilization as well as the relation of these to the milieu of their production. The course is broad in scope and introductory in level.

NELC 3620

CREDITS: 3
 OFFERED: SP
 PREREQ: English 1110

Everyday Life in South Asia

The cultural wealth and diversity of South Asia (India, Pakistan, Nepal, Bangladesh, Sri Lanka) mainly comes to the attention of the American public in the form of brief news reports on sectarian and other violence or concerning interruptions of national and international political processes. This course is designed for those who want to know more about how members of the culturally, religiously, and professionally diverse population of this important region experience, manage, and find meaning in their everyday lives. Anthropologists, historians, folklorists, and scholars of religion, media and cultural studies all contribute different insights on this subject. The broad-ranging essay collection of Mines and Lamb, (eds.), *Everyday Life in South Asia*, will ground the course, balanced with readings on contemporary folklore in everyday use and several recent documentary and feature films.

By the end of this course, students will have familiarized themselves with a general picture of South Asian societies and cultures, from written case studies and sample documentary films, and will have had practice in interpreting indigenous folk narratives told in local contexts and international feature films as two kinds of artistic representations of social settings and groups.

NELC 3700

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Mythology of Ancient Egypt and Mesopotamia

This course is designed to provide students with a comparative overview of the mythologies of ancient Egypt and Mesopotamia. Its focus is the stories that were recounted as successful integrators of perceived reality in the context of these two major ancient cultures. As such, it will identify and explain basic theoretical issues involved in the analysis of myth; examine the central narratives that have been preserved from those cultures; and investigate the varied perspectives that characterize the world-views and life-concerns expressed in these texts. By reading representative selections of both primary and secondary sources, students will be exposed to both the ancient texts themselves as well as relevant contemporary scholarship.

PERSIAN 2241

CREDITS: 3

OFFERED: SP

DIVERSITY: Global
Studies*Persian Culture*

This course will expose students to the diversity and richness of Persian culture. Because of the importance of religion in Persian culture, students will study in broad outline the distinguishing features of Shi'a Islam as practiced in Iran and they will be introduced to the main tenets of Persian sufism. The impact on Iran of two outside cultures - that of the Arabs and that of the industrialized West - will also be considered. The course will take into account endemic tensions in Persian culture: for example, between indigenous and outside forces, between absolutism and populism, etc. Much of the instruction will be through the examination of literary works, particularly twentieth century literary works; students will also see Iranian films and receive an introduction to Persian music and the Persian tradition of miniature painting.

PHILOS 1100(H)

CREDITS: 3

OFFERED: AU, SP, SU

Introduction to Philosophy

Philosophy, the love of wisdom, studies everything humans think about. Broadly speaking, there are three areas of concern: 1) The study of what there is, or Metaphysics. For instance, does God exist; or in what sense are there numbers or fictional creatures such as Sherlock Holmes; or is there anything other than whatever our best physics tells us about, for example, tables, or souls, or minds; 2) The study of how one knows (or not) anything, or Epistemology. For instance, what is the difference between deductive and inductive reasoning; or, how do we know about other minds; or, how does thought and language relate to the world; 3) The study of how one should act or live one's life, or Ethics. For instance, what is well-being or happiness; or are values such as good and evil, justice and injustice, objective and out in the world or subjective creations of (human) minds; or what is the best form of government? Different instructors select various topics within these broad areas and approach them from both historical and contemporary readings.

Outside of college, one seldom, if ever, has the time and opportunity to think about big questions, or questions that matter most—what is happiness, or how can minds interact with bodies. If you are interested in such questions, there is no better course in which to think about them.

PHILOS 1300(H)

CREDITS: 3

OFFERED: AU, SP, SU

Introduction to Ethics

What is the morally right thing to do? What should I think about vegetarianism, euthanasia, abortion, and whether I should be giving more to charity? Are there general principles that can help guide me through life's moral challenges? Philosophy 1300 introduces students to major ethical traditions by focusing on real-world problems. Students are given the tools to break down moral problems and to articulate their own moral commitments. Themes typically include the nature of happiness, the significance of good intentions, the virtuous life, the distinction between instrumental and intrinsic value, and the distinction between doing harm and merely allowing harm.

Students have little exposure to moral philosophy prior to college, but it addresses many of the most fundamental questions about the nature of the good life and our obligations to others. To lead one's life in a purposeful and meaningful way, one must learn how to think coherently about the moral challenges that face us both in our everyday lives and collectively over the long-term. Moral philosophy helps us to understand what we have moral reason to do. Far from being an abstract or other-worldly topic, then, moral philosophy is the most practical field of study for any reflective person.

Students develop critical thinking, argumentative writing, public speaking on controversial topics.

Assignments include short papers, exams, and reading response assignments.

PHILOS 1850

CREDITS: 3

Introduction to Philosophy of Religion

Whether you are religious, agnostic, or an atheist, you probably have some views on religious matters and may even have struggled with some fundamental questions surrounding the existence of God or gods. Philosophers of religion try to find good answers to these fundamental questions, for instance to questions like the following: Is there a God and if so, what is this God like? Is the existence of an all-powerful, all-knowing, perfectly good creator compatible with the kinds of evils we observe in the world? Are there good arguments for or against the existence of a God, and is there anything wrong with believing in a God in the absence of good evidence? Is belief in God (or gods) rational, and is disbelief rational? What is the relation between morality and religion—can atheists have good reasons to act morally? What role should religion play in society and politics? This course explores at least some of these questions. We will look at philosophical discussions of central problems in the philosophy of religion, both contemporary and historical, and we will also try to find our own answers.

The question of whether there is a God and what implications God's existence or non-existence has for our lives is among the deepest and most important questions one can ask. Even if you think you already know the answer, you may be uncertain about some of its details or consequences, or you may wish to examine the reasons for or against giving this answer. This course is a perfect opportunity to explore this set of profound questions thoroughly. In addition, the course can function as an introduction to philosophical methodology as well as to the four major areas of philosophy, that is, ethics (the study of morality), metaphysics (the study of fundamental reality), epistemology (the study of knowledge), and logic (the study of arguments).

Like most philosophy classes, this course will help you think more critically and more systematically about complicated subject matters. Among other things, you will become better at distinguishing between successful and unsuccessful ways of arguing for a claim, which will be useful both in analyzing and in producing texts. In these ways, the class will enable you to think, read, write, and argue more carefully.

Assignments typically include short writing assignments, quizzes, and/or exams.

RELSTD 2210(H)

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies*The Jewish Mystical Tradition*

Jewish mysticism has been a constant yet controversial undercurrent in Jewish history, ranging from antiquity to the present day. Its adherents have pursued striking visions of God enthroned on a huge chariot; sought to penetrate the mysteries of the divine personality, perceiving both male and female in the One God; followed a manic-depressive false messiah; worshipped God through joyful song and dance; and imbued classical Judaism with meaning and life its originators could never have imagined. The Jewish Mystical Tradition is a look into this way of interpreting Judaism and how it has affected Jewish history. Jewish mystical texts also provide a rare look into the personal religious experience of individual Jews. Using William James's classic *Varieties of Religious Experience* as our guide, we will probe the human dimensions of these forms of religious expression. We will also learn how to read a mystical text, and to interpret the rich symbolism of the Kabbalah and other systems of Jewish mystical religion. The Jewish Mystical Tradition is also a course in the comparative study of religion and culture. In exploring Jewish mysticism, we will address questions essential to the cross-cultural study of religion: Are all mystical experiences essentially the same? How can we tell the rational from the irrational? Can we reconstruct a person's individual experience from a written text? Is spirituality a force for stability or anarchy in society?

RELSTD 2370(H)

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies*Introduction to Comparative Religion*

This course is intended to provide a general introduction to the comparative study of religions. It is structured around three fundamental questions: 1) What is and isn't a religion? 2) What are the major similarities and differences among the world's religions? 3) What is religious pluralism, and what are some of the challenges that pluralism poses for thinking about religion's place in the world today?

SPANISH 2150

CREDITS: 3

DIVERSITY: Global
Studies*Culture and Literature of Spain*

Introduction to the principal developments of the culture of Spain through literature, art, music, film, and folklore.

TURKISH 2241

CREDITS: 3
 OFFERED: AU
 DIVERSITY: Global
 Studies

Turkish Culture

This is a course exposing students to a diverse and living culture with a great and ancient heritage. Contributions of the local and international Turkish communities, in the form of performances arranged for the class, films, slides, and recordings, will form the in-class experience. Through these means and through assigned readings and discussion, students will comprehend the span and depth of the Turkish contribution to human values, and research one aspect of that culture in some detail according to his or her personal interests. By the end of the course students will have an enlightened understanding of the Turkish role in shaping human history and contemporary events.

WGSST 1110(H)

CREDITS: 3
 OFFERED: AU, SP, May,
 SU
 DIVERSITY: Social
 Diversity (can be GE
 Social Science I instead)

Gender, Sex and Power

This course will introduce students to thinking critically and analytically about the various ways that gender is constructed locally, nationally, and globally. We will focus on how race, class, gender, sexuality, ability, religion, ethnicity, and geopolitical location structure the lived, cultural, and political experiences that women face across the globe. Furthermore, we will delve into the ways in which these constructions and intersections shape women's lives. Another key area of this course's exploration will be gender inequality. We will engage how women across the globe may endure similar struggles while exploring how time, place, class, differing customs, religions, political struggles, and other social, political, economic, and cultural conditions create distinct differences across the world. We will also investigate the history, current state, and future of feminism.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

WGSST 2282

CREDITS: 3
 OFFERED: AU, SP
 DIVERSITY: Social
 Diversity

Introduction to Queer Studies

From a loaded homophobic epithet to an empowering political rallying cry, "queer" has a complex history and continues to resonate in multiple ways in contemporary political and academic conversations. This course focuses on the interdisciplinary project of queer studies since the 1960s and considers the various ways that queerness has been theorized as a political energy, an identity (or resistance to identities), a way to read culture and a way to reconsider the narratives of our lives. While the field of queer studies is most obviously linked with discussions about alternative sexualities and desires, this course will also consider how queer theories account for or overlook the intersecting categories of class, race, gender, ability and nationality. We will be drawing on a variety of fields, including history, literary criticism, political science, feminist analysis, critical race theory, critical trans* theory, sociology and philosophy. This course will consider the advantages and limitations of thinking about sexuality and identities more broadly within the academy and the ways that voices are left out of conversation both in the academy and in mainstream discussions about so-called gay rights.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

LITERATURE

AFAMAST 2251

CREDITS: 3

DIVERSITY: Global
Studies

Introduction to African Literature

An assessment of the oral prose tradition and written prose of African literature; specific emphasis placed on student reading from primary sources.

AFAMAST 2281

CREDITS: 3

DIVERSITY: Social
Diversity

Introduction to African-American Literature

A study of representative literary works by African-American writers from 1760 to the present.

AFAMAST 2367.01

CREDITS: 3

DIVERSITY: Social
Diversity

African-American Voices in U. S. Literature

Discussion, analysis, and writing about issues presented through the diverse voices of African American literature.

AFAMAST 2367.04

CREDITS: 3

DIVERSITY: Social
Diversity

Black Women Writers: Text and Context

Writing and analysis of black women's literary representations of issues in United States social history.

ARABIC 2701

CREDITS: 3

OFFERED: SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Classical and Medieval Arabic Literature in Translation

This course introduces students, through a series of texts in English translation, to important works representative of pre-modern Arabic literature -- the longest continuous literary tradition in the Western world. These works (including pre- and early Islamic poetry, the Qur'an, Abbasid court and urban literature, Hispano-Arabic poetry and the Arabian Nights) are set in their cultural and historical context through reading assignments and classroom lectures, and they are discussed in some depth with full student participation. Students not only become acquainted with a number of masterpieces of a major and highly influential world literature, while considerably expanding their cultural horizons, but also encounter basic approaches of dealing with translations of those texts. Serious attention will be devoted to the nature of literary evidence and its utilization in support of aesthetic and critical judgments.

ARABIC 2702(H)

CREDITS: 3

OFFERED: AU (regular),
SP (Honors)DIVERSITY: Global
Studies

PREREQ: English 1110

Modern Arabic Literature in Translation

This course provides an informative and perceptive account of the literary developments in the Arab world from the beginnings of the literary Renaissance to the rise and development of the major genres of poetry and prose of the 19th and 20th centuries. Poetic selections, short stories, novels, and plays of wide-ranging orientation (romantic, mystical, socio-political, religious, and philosophical) are read and discussed. The course will focus on a number of important modern Arab writers, with particular attention to women writers. Students also develop insights into the nature of literary evidence and its utilization in support of aesthetic and critical judgments.

ARABIC 2705

CREDITS: 3

OFFERED: AU

PREREQ: English 1110

The Arabian Nights

The course treats three related areas: i) the stories of the Nights themselves; ii) the textual history of the collection and its various editions and translations; and iii) some of the transformations and transmogrifications of the Nights, both literary and cinematic. The overall aim of the course is to demonstrate the range of the literary and cultural importance of the Arabian Nights. The origins of the collection lie in the Islamic Middle East, but the versions we know today are a direct result of a fascinating cross-cultural encounter, beginning with Antoine Galland's translations of anonymous Arabic manuscripts in late seventeenth-century Paris. The subsequent vogue for "oriental tales" spread throughout Europe and back to the Islamic world, where subsequently there appeared a number of greatly expanded Arabic editions of the collection, apparently at least partly in response to European manuscript hunters. Within the Arabic world, such frivolous narratives were not regarded as serious literature, a prejudice that has not entirely disappeared today.

The Nights are a remarkable example of a shared literary heritage, and at the same time have played a major part, for better or worse, in shaping Western perceptions of the Arabic-Islamic world. In this course students will be exposed to the original stories, which remain delightful to this day, as well as to the process by which manuscripts were bought, sold, copied, forged and translated. Then we will consider the remarkable diffusion of the tales and their characters, especially in cinema and modern literature.

CLAS 1101(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Introduction to Classical Literature*

Throughout this course, we will read some of the great works of ancient Greek and Roman literature. Through close readings of and discussions about our texts we will examine how this body of literature deals with universal human problems, such as war and political conflict, love, death, and the search for truth. Lectures and discussions will be geared toward enriching your diligent reading by highlighting key themes and issues within the texts and constructing a historical framework in which to locate them. As with all great works of art they can be understood in two basic modes, both of which will be important for our class: 1) as immigrants, i.e. visitors from a different culture through which we can understand ourselves in a new light, and 2) exotic vacations, i.e. opportunities to step outside our assumptions, biases and prejudices to see how another culture addresses the human condition. The experience of tension between these two modes of reading may well offer the most valuable lesson that you can take from this class.

COMPSTD 1100(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Introduction to the Humanities: Cross-Cultural Perspectives*

Organized around a series of key concepts, the course offers an introduction to the humanities from cross-cultural perspectives. Approaching the humanities—those scholarly subjects concerned with human beings and their cultures—from cross-cultural perspectives opens a number of questions that will be discussed throughout the course. For example, from an historical point of view, why have the humanities been considered an instrumental component of every student's education in a university, irrespective of a student's major or career interests, and what are the implications and assumptions informing this history? To whom are the humanities addressed? What is the relation between the humanities as a form of scholarly research and different cultures in the world, and what notion of the individual, indigenous, or collective subject do all these terms and contexts presuppose? How is culture or the humanities represented? Who represents a culture? How do cultural practices—literary and visual—relate to questions of social identity (race, ethnicity, class, gender, sexuality) as well as discourses and practices of justice, community, democracy, war and violence, technology, the environment, nationalism, and colonialism? Finally, what role might the study of the humanities play at the beginning of the twenty-first century, notably in the contexts of contemporary globalization?

COMPSTD 2101(H)*Literature and Society*

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Today as in the past humanitarianism is both part of and resistant to structures of domination. In this course we will examine a number of different literary genres from different historical periods and world regions thematically linked by their focus on humanitarianism. How do the images, ideals and critiques constructed through political treatise, film, memoir, novel, and investigative journalism affect society? How do those images and ideals enhance or limit the possibilities for social transformation and illuminate or obscure continuing inequalities? Throughout we will attend carefully to the ways in which different literary genres work, their particular vocabularies, potentialities and limitations.

In this course, students will (1) read and make sense of literary texts from diverse regions of the world; (2) develop an understanding of the influence of the "imagined" on the "real" and of the "real" on the "imaginable"; (3) practice the art of learning through dialog (class discussion); (4) learn to take effective notes on films, readings, class discussions and presentations; and (5) learn to produce succinct, original literary and film analyses in writing.

COMPSTD 2103(H)*Literature and the Self*

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

In this course we will explore several different modes of literary expression, or genres, with an eye toward understanding the relationship between the self and literature. We will consider psychological, social, cultural and political concepts and processes as these are represented in literature and film about the self in diverse cultures and historical periods. Questions we might pursue include: How does literature imagine the self? Represent the self? Or embody the self? Do writers tell us about themselves or discover themselves as they write? How do we, as readers, come to know ourselves through reading literature? Is the self always individual or can the self be collective? With what purpose does literature imagine the self-interests, desires and needs of individuals? Our readings will provide much food for thought in answering these questions. We will attend to the shape, language and narrative strategies of each piece we read.

In this course, students will (1) uncover thematic, formal, and stylistic connections between diverse texts; (2) develop strategies for analysis and collaborative inquiry, (3) improve analytical writing and communication; and (4) experiment with alternative modes of reflection, analysis, and expression.

COMPSTD 2104(H)*Literature, Science, and Technology*

CREDITS: 3

OFFERED: AU,
occasionally SPDIVERSITY: Global
Studies

PREREQ: English 1110

In this course we will read and view some of the great works of science fiction. One aim of the course is to review the historical evolution of the genre, starting with the work of Jules Verne at the end of the 19th century and ending with great works (books and films) of the late 20th century. How do science fiction authors respond to one another over time? How does the science fiction genre constitute a tradition? Another aim is to consider what make science fiction a recognizable literary and cinematic genre, and what distinguishes it from closely related genres (such as fantasy and utopia). What roles does science play in our fiction? And how does the genre encourage us to reflect on the nature of contemporary social life as we know it and get us to imagine alternatives to it? How does science fiction confront the Unknown-Other worlds, Other cultures, Other creatures, Other beings?

This course stimulates (1) development of critical thinking skills through critical analysis of institutions, history, culture, society, and literature and (2) improvement of writing and communication skills.

COMPSTD 2105*Literature and Ethnicity*

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Social
Diversity

PREREQ: English 1110

In this introductory course on ethnic literature, you will examine ethnicity and race as dynamic categories formed over time, through an active and ongoing process of cultural production. We will use close, careful and critical consideration of novels, poems, short stories, and videos/films, to learn something about the nature of pluralistic ethnic, racial, globalized lives in America today. Many of our texts examine how immigration, colonization, genocide and war act as foundational experiences that shape ethnic and racial identities and relations. Our reading and discussion will be a way into looking at stories about America, being and becoming American, and the ways these stories are increasingly being recast and questioned by new generations of immigrants.

This course stimulates (1) development of critical thinking skills through critical analysis of institutions, history, culture, society, and literature, and (2) improvement of writing and communication skills through class discussion and writing assignments.

COMPSTD 2301

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Introduction to World Literature

This course discusses literatures of the world in their historical and social contexts. We will read texts from the literary traditions of five geopolitical areas: the Middle East; Africa; Asia; Latin and Central America/the Caribbean; and Europe/North America. Classroom discussions will focus on select twentieth century texts from these areas that comment on cultural contact, especially as related to colonization and globalization. Lectures and student presentations will introduce additional examples of literary texts from different time periods.

Students develop skills in critical analysis of literature, critical reading, and communication.

COMPSTD 3603(H)

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Love in World Literature

This course is an exploration of the stories, theories, and practices of love across a variety of historical periods and cultures. We will pay close attention to the language and conventions in which love is expressed. We will work with various tools of narrative theory to analyze how these stories of love “work,” thus gaining a better comprehension of literature and its relationship to our ordinary concepts and practices.

Throughout history writers have imagined love in a multitude of ways – as a powerful force tied to sexual attraction, as the perfect union of two souls, as unselfish devotion, and many other things. We will find that many of the experiences that stories and characters identify as “love” may not be recognizable as such to us. One of the most important things we can do in this class is to be open to these other ways of thinking about love. And we should endeavor to ask challenging questions and listen to the responses both from the various voices in the texts we will be reading, and from our classmates. Some questions we will ask: How are these dimensions of love influenced by cultural and religious customs and beliefs? How do they relate to the sexual and gender norms of a given time and place? How are they connected to one’s social-economic class? How are the very personal experiences of love lived and felt by the characters we encounter? How are practices and beliefs about love connected to political and social structures and institutions? And finally, how are our own ideas about love challenged by these other perspectives? By asking such questions and listening to a great variety of responses, we will be able to more critically examine our own concepts and practices while encountering differences.

COMPSTD 3606

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

The Quest in World Literature

This comparative studies class will be asking some basic but challenging questions: When we study literature on a similar theme from different cultures, what similarities and differences are made apparent across region and time? How can an interdisciplinary theoretical approach enhance our insights as we study in this way? Can the differences we find tell us something about culture and cultural values? How can we best use this information? More specifically, we will be comparing the structure and content of quest narratives from various times and places in order to get a better sense of similarities and differences amongst several cultures. Most of the time, we will use archetypal literary criticism to reach this goal, meaning we will read theorists who have sought to identify common strands of character, place, plot, etc. throughout world literatures over time so that we can get a better grasp on both the classic and modern quest narratives we’re reading. While the theorists provide many examples, we will apply their work to the readings assigned in the class in significant detail. Archetypal investigations of this sort tend to reach into disciplines beyond literature, and thus as we go we will also be discussing psychology, anthropology, cultural history, sociology, comparative religion, and philosophy. Our conversations about why it is that these quest narratives are so ubiquitous will also range across these disciplines. This approach will provide us with themes and binaries such as, but certainly not limited to the need for the hero to travel and encounter the Other, the transformation of consciousness or identity through various trials, questing after an object outside the self and seeking after self-knowledge, intentional and unintentional quests, common quest cycles and narrative structures and their variations, what “killing the dragon” symbolizes in various narratives, what obstacles bring revelations to the hero and why, why all cultures seem to have quest myths (“the monomyth”), the dynamics between quest goals and outcomes, etc. which we will use to analyze the texts. Between the texts and films I have assigned, we will hope to cover a respectable amount of ground on the topic (though inevitably an extremely small portion for this topic), without sacrificing too much depth. The class requires a high degree of participation and engagement. You will be reading several chapters of literature and theory for many of the class sessions. You will then be expected to participate on a discussion board and in class discussions. Passivity will simply not work for you in this environment. You must contribute daily. In exchange, you will develop insights and practice skills to gain higher levels of awareness and aptitude, enabling better analysis of the world around you.

COMPSTD 3608

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Representations of the Experience of War

In addition to these general goals, in this class specifically, we will interrogate the kinds of questions humanity and its various cultures have asked about war. What concerns dictate how people frame their opinions on the topic? What priorities guide how war is described? What can literature tell us about cultural concerns and universal ideas about war? We all experience war. No one person's experience will be valued over another's, and we will all be called to become more aware of the experience of others through reading our authors and hearing our classmates. This class will focus on seeking to pose insightful questions about war rather than espousing hard and fast answers or enacting debates about various conflicts. We will investigate how the questions we and our authors pose shape decision-making and culture in general. We'll then compare the literature and theories to gain a deeper understanding of the complexities of issues surrounding war. In practice and as a concept, war has a very long history. We will start by reading some ancient fundamental texts then work toward studying more modern perspectives, tracking various themes as we uncover them. Some themes will endure across cultures and some will be specific to one or a handful. We'll also look at these themes from other disciplinary perspectives in addition to our primary literature sources, seeking to understand ideas about war from a variety of times and places. The class requires a high degree of participation and engagement. You will be reading several chapters of literature or several pages of theory for each class session. You will then be expected to participate on a discussion board and in class discussions. Passivity will simply not work for you in this environment. In exchange, you will develop insights and practice skills to gain higher levels of awareness and aptitude.

ENGLISH 2201(H)

CREDITS: 3

DIVERSITY: Global

Studies

PREREQ: English 1110

Selected Works of British Literature: Medieval through 1800

An introductory critical study of the works of major British writers from 800 to 1800.

ENGLISH 2202(H)

CREDITS: 3

DIVERSITY: Global

Studies

PREREQ: English 1110

Selected Works of British Literature: 1800 to Present

This course is designed to introduce students to the major periods in British literature from 1800 to the present, namely, the Romantic, Victorian, Modern and Postmodern periods, through the study of representative works and central ideas. The course provides a historical foundation for advanced-level study of British literature.

ENGLISH 2220(H)

CREDITS: 3

DIVERSITY: Global

Studies

PREREQ: English 1110

Introduction to Shakespeare

Study of selected plays designed to give an understanding of drama as theatrical art and as an interpretation of fundamental human experience.

ENGLISH 2260(H)

CREDITS: 3

PREREQ: English 1110

Introduction to Poetry

This course is intended as an introduction to major poems and poets in the English language and will examine poems in historical, literary-historical and broader cultural contexts. We will be concerned especially with poetic form and craft and the many and various uses of such forms as sonnets, ballads, odes, blank and rhymed verse and so on, and we will also focus on the crafting of voice, tone, imagery, sound and rhythm.

ENGLISH 2261(H)

CREDITS: 3

PREREQ: English 1110

Introduction to Fiction

This course has two goals. The first is to familiarize (or re-familiarize) you with some of the basic literary concepts (character, point of view, tone, symbolism, etc.) associated with the genre of fiction. The second is to help you feel comfortable approaching fiction critically. You will learn college-level strategies for analyzing literature, including reading a text with an eye for fine detail (a.k.a. close-reading) and how to construct logical interpretations based on textual evidence.

ENGLISH 2262(H)

CREDITS: 3

PREREQ: English 1110

Introduction to Drama

A critical analysis of selected dramatic masterpieces from Greek antiquity to the present, designed to clarify the nature and major achievements of Western dramatic art.

ENGLISH 2275

CREDITS: 3

PREREQ: English 1110

Thematic Approaches to Literature

An introduction to literature through the examination of a major theme as treated in different genres and periods; topic varies by semester.

ENGLISH 2280(H)

CREDITS: 3

PREREQ: English 1110

The English Bible

You've heard about it, seen movies about it, wondered what's really in it, maybe you've even tried to read it: the Bible continues to be one of, if not the, best-selling book of all time and a book of tremendous importance not only for the religious lives of individuals and communities, but for Western and indeed, world history. Perhaps no book has had as great an impact on as many people and nations across the centuries as the Judeo-Christian Bible. It has long been revered as the authoritative source of moral and spiritual teaching and individual and world salvation. It has also, more recently been reviled for its role in supporting slavery, misogyny, homophobia, racism, colonialism and genocide. Unfortunately, it can also be notoriously difficult to follow, interpret or even understand the Bible's strange language. Compelling stories are often followed by long lists of boring "begats" Strange tales involving improbable characters with unpronounceable names are followed by long-winded speeches or a string of "shalt-nots" that often seem simplistic, impossible to apply or completely irrelevant to contemporary life. Impossibilities and contradictions abound. Who can make sense of it? Our goal in this class is not to produce the final answer on the Bible or its meaning, but simply to get used to its language and to work through some of its most important genres, themes and characters. Our goal is to get a handle on the Biblical story in all its parts and sections, as it has been built up over centuries by dozens or hundreds of mostly anonymous authors. Our goal will also be to get a sense, beyond its many parts and contradictions, of the larger unity of thought and aspiration conveyed through the Bible. We will attempt to get a handle on its message and its purpose.

ENGLISH 2290

CREDITS: 3

PREREQ: English 1110

Colonial and U.S. Literature to 1865

Introductory study of significant works of U.S. literature from its Colonial origins to 1865.

ENGLISH 2291

CREDITS: 3

PREREQ: English 1110

Colonial and U.S. Literature to 1865

This course provides a broad survey of American literature over a century and a half, from the aftermath of the Civil War to the new millennium. Examining a wide range of fiction, nonfiction, poetry and drama, the course studies literary engagements with such historical and cultural phenomena as post-Civil War Reconstruction; the expanding social, economic and cultural networks of the late-nineteenth and early twentieth centuries; immigration and internal migration; race and regional identity; the two World Wars and other armed conflicts of the twentieth-century; and the increasingly rapid pace of social and technological changes over the last half-century. Our investigation of literary responses and influences will include attention to such literary genres, trends and movements as the short story, the emergence of new forms of poetry, realism and its variants, modernism and postmodernism.

ENGLISH 3372

CREDITS: 3

PREREQ: English 1110

Science Fiction and/or Fantasy

Stories about the end of the world have circulated for just as long as there have been stories. But authors became increasingly likely to write post-apocalyptic fiction in the aftermath of the bombing of Hiroshima and Nagasaki in 1945, and these narratives have only become more popular in the 21st century with the urgency of climate change. We will consider the ways these speculative texts provide commentary on human catastrophe, natural crisis and social devolution. We will ask what difference the details make when authors construct their own versions of this archetypal plot? What can this particular subgenre of science fiction tell us about purposes of literary speculation?

FRENCH 1801

CREDITS: 3
 DIVERSITY: Global
 Studies

Masterpieces of the French-Speaking World

Classic works of literature in translation by French and francophone authors from the 17th century to the present, such as Moliere, Madame de Lafayette, Voltaire, Flaubert, Duras, Cesaire, and Senghor.

HEBREW 2700(H)

CREDITS: 3
 OFFERED: frequently
 DIVERSITY: Global
 Studies
 PREREQ: English 1110

Biblical and Post-Biblical Hebrew Literature in Translation

The purpose of this course is to provide the student with some fundamental insights into the Hebrew Scriptures (the Old Testament) within the context of their social, cultural, and historical milieu, as well as their common Near Eastern setting. One of the main objectives is to explore the searching spirit of ancient man for ultimate issues, such as the purpose of existence, the destiny of man, the problem of evil, etc. While this course stresses that the Hebrew Scriptures cannot be understood and still less appreciated without their larger cultural setting, it also strives to point out the distinctive features of these scriptures. Insights from post-biblical Hebrew exegeses (Talmud, Midrash, etc.) are provided. In addition to the traditional approach, contributions from a great many academic disciplines are utilized to provide diverse scholarly and objective views of the Holy Scriptures. This course is taught in English.

HEBREW 2703

CREDITS: 3
 OFFERED: AU, SP
 DIVERSITY: Global
 Studies
 PREREQ: English 1110

Prophecy in the Bible and Post-Biblical Literature

By the end of this course, the student will be able to: 1) articulate the essential features of Israelite prophecy as a distinctive social phenomenon in the context of ancient Near Eastern culture; 2) trace the evolution of the phenomenon in Israel from its rise to its decline and ultimate transformation into apocalyptic; 3) identify the nuances and idiosyncrasies of certain individual prophets; and 4) identify the primary contributions of the prophetic phenomenon to the Judaeo-Christian heritage. To achieve these objectives, class lecture coupled with class discussion will form the core of this course, supplemented by outside readings and written assignments. The readings will include primary and secondary sources, providing the student opportunity for exposure to the prophetic literature at first hand while also supplying input from contemporary scholarship.

HEBREW 2704

CREDITS: 3
 OFFERED: AU
 DIVERSITY: Global
 Studies
 PREREQ: English 1110

Women in the Bible and Beyond

This course examines the cultural images and legal status of women during biblical times and late antiquity. Although its focus will be on the period of ancient Israel, students will also examine how biblical narrative and law have continued to have an impact on Jewish, Christian and secular culture. By looking at the images of women in biblical texts, students will be asked how contemporary feminist readers of the Bible have found new meanings in a literature that has been the subject of so much re-reading and re-writing over the centuries. The course will begin with a general review of biblical literature and a historical survey of the status of women in some ancient societies. Throughout, its approach will be interdisciplinary, inviting students to pursue interests in historical, literary critical, feminist, and religious studies approaches.

ITALIAN 2052

CREDITS: 3
 OFFERED: AU, SP
 DIVERSITY: Global
 Studies

Fictions of Italy: Modern and Contemporary Literature and Society

This course offers a great opportunity to gain exposure to many modern classics of the Italian literary canon. Students will also be introduced to lesser-known works, as well as contemporary literature and film.

History and those that tell it often focus on its protagonists, overlooking those who live(d) at the margins of society. How would our account of history be different if women, the poor, gays, and immigrants were the ones telling it? In this course we will examine works that give voice to those marginalized subjects in Italian culture who have faded from visibility or have been forgotten in historical narratives. Through an analysis of literature and film that spans from the Renaissance to the new millennium, we will attend to narratives of minoritarian subjects that present a more holistic vision of modern Italian politics and society. We will explore works by Manzoni, Verga, Lampedusa, Visconti, Morante, Scola, Gramsci, and Pasolini, among others.

Students will learn critical thinking, historical perspective, and literary analysis & criticism. Course conducted in English.

NELC 3702

CREDITS: 3

OFFERED: AU

DIVERSITY: Global
Studies

PREREQ: English 1110

Literatures and Cultures of the Islamic World

This course is a selective survey of Islamic culture and literature – literature of pre-modern times. Films occasionally shown in class complement lectures and readings.

Religion is one element of culture, and we will concentrate on the religious element in those societies whose populations have been primarily Muslim. Religion is at once a world-view, a collection of abstract principles, and a heritage of concrete, lived experiences--all of which have histories. Understandings and practices of Islam have differed from era to era and place to place, so that while codified principles have a degree of universal validity among Muslims, Islam has been practiced differently in diverse regions at different times. We will concentrate on the roots of Islamic doctrine and belief and on Sufism, Islamic mysticism, which played a central role in the development of literature.

In lectures we will also consider the political history of Muslim states, European relations with the Muslim world and Orientalist views of Islam, as well as Muslim responses to European domination of the regions where Muslims have lived.

NELC 3704

CREDITS: 3

OFFERED: AU

DIVERSITY: Global
Studies

PREREQ: English 1110

The Novel in the Middle East

The novel emerged in part as a self-conscious response to the challenges of modernity in the Middle East. In some cases it played a significant role in a program of cultural revolution. The conflict between east and west, old and new, city and countryside; the experiences of European colonialism, resistance and diaspora, industrialization, urbanization, nationalism and national independence have been common themes. Questions of language and style have often been addressed in terms of traditionalism and modernity, localism and universalism, orientalism and occidentalism. The role of women in society has been contested everywhere in modern times and is a primary concern of the novel in the Middle East as well. We will examine how selected authors have employed novelistic forms in dealing with these concerns.

PERSIAN 2701

CREDITS: 3

OFFERED: SP

DIVERSITY: Global
Studies

PREREQ: English 1110

Persian Literature in Translation

This course will expose students to Persian literature in translation from both classical and modern periods in order to make it available to students and comparativists in other languages and disciplines. The aim of the course is for the student to become acquainted with a number of representative works of Persian literature, to identify enduring themes in the literature, and to see the ways in which modern Persian literature has grown from its classical origins.

PHILOS 2120

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Asian Philosophies*

The course is an historical and philosophical tour of ancient Indian philosophies, Buddhism, Confucianism, and Daoism. In general, the course is concentrated around two questions: (a) what is the origin of suffering and (b) how can one eliminate suffering. We consider these two questions in both the individual and social context.

We begin the course by approaching the questions at the level of the individual by examining key philosophical concepts such as Atman, Brahman, and moksha from ancient Indian philosophies, while also focusing on notions such as anatman, the five skandhas, and nirvana from the Buddhist tradition. We next turn to question of suffering at the social level. This topic is raised in the context of the Warring States Period in ancient China, the period that gave rise to the philosophical traditions of Confucianism, Mohism, Legalism, and Daoism. Daoism and Zen Buddhism are introduced in the final weeks of class.

In many ways, the traditions studied in Asian Philosophies are practical in nature. They aim to explain the roots of suffering and how one can in turn eliminate suffering. As it turns out, though, the explanations of suffering provided by many Asian philosophies presuppose views about what it means to be a person that are radically at odds to the notion of person that we often find in the Western tradition. The course then is not only of some interest to those desiring to learn about novel ways of engaging with one's own suffering, but is also worthwhile for those who want to explore different views on the nature of the person.

One aim of the course is to develop an historical appreciation for Asian Philosophies in general. Students should walk away from the course with an understanding that philosophies are rarely developed in isolation, but are often the result of a philosophical dialogue spanning many centuries. In addition, at each step of the course key philosophers and ideas are introduced alongside primary texts. Students are required to engage with these primary texts by writing a short exegesis of the relevant literature. For example, as the class stands currently, students are required to explain the key points of the Isha Upanishad, the Heart Sutra, the Analects, and the Daodejing. In this way students are actively engaging with literature foundational to Asian Philosophies. But students are also required to approach the literature at a more personal level as well. As part of the writing requirements, they have the option of either (a) explaining how one of the concepts examined in class applied to their own ordinary instances of suffering in everyday life or (b) raising and motivating critical objections to the philosophies studied throughout the course.

Assignments include four in-class exams and four short writing assignments (about 500 words in length).

RELSTD 2102.01

CREDITS: 3

DIVERSITY: Global
Studies*Literature and Religion*

The relationship between religion and literature is both fascinating and complex. This course is designed to explore that relationship, and to expand students' academic appreciation of religion and religious phenomena by examining a series of literary and autobiographical texts. We will consider—and compare—several different narrative genres (e.g., novels, autobiographies, testimonies, anthropologically based accounts, and film), which are related to a wide range of different religious perspectives (e.g., Thai, Japanese, Buddhist; Christian; as well as Yaqui and Maya Indian). Though very different, each of the books addresses a situation involving the intersection and/or conflict between various religious orientations.

RELSTD 2102.02

CREDITS: 3

DIVERSITY: Global
Studies*Comparative Sacred Texts*

What makes a text sacred in the eyes of a religious community? What do people do with one when they have it in your hands? How do people read a sacred text differently from any other? How is it read differently by priests, theologians, historians, or political leaders? In this course we will not only read sacred texts of the world to discover their meaning, we will also ask what a sacred text is. At the same time, we will explore key themes in religion: creation and cosmology, myth and ritual, law and spirit, philosophy and ethics. To help us understand the variety of ways religious communities use sacred texts, we will make use of films and videos, music, dance and art, and pay close attention to the voices of experts and practitioners. This course is also an exercise in the academic comparison of religions. We will learn how to study religions academically, as examples of human behavior and history rather than as statements of divine truth or instructions for living. We will not be asking which religion is better or true, but how religious people behave, what they believe, and how they express themselves. Comparing religions also allows us to see human culture in its commonality and diversity. We will draw on several religious traditions spanning the globe and the centuries, both literate and non-literate. We will pay particular attention to Judaism, Christianity, Islam, and South Asian religions.

SLAVIC 2345

CREDITS: 3
OFFERED: SP
DIVERSITY: Global
Studies

Introduction to Slavic and East European Literature and Culture

The literature of the Czech Republic and the lands known as Bohemia and Moravia will be read and discussed in a cultural and historical context. These discussions will be broadened to include film, drama, art, music and other media.

Students will emerge from this class with a heightened awareness of the critical roles played by the peoples of the traditional Czech homeland in the development of central European art, politics, religion, etc. All readings will be in English.

Slavic 2345 is one of two pre-departure courses available for the Czech Theatre Study Tour **Offered:** in June 2015. Students who enroll in Slavic 2345 will be eligible to apply for this trip (application deadline, February, 1, 2015).

SPANISH 2320

CREDITS: 3
DIVERSITY: Global
Studies

Don Quixote in Translation

Introductory critical reading of Don Quixote in English.

SPANISH 2321

CREDITS: 3
DIVERSITY: Global
Studies

The Spanish Don Juan Theme in the Theatre

Introduction to the Don Juan theme from its origins in Renaissance Spain, through different versions, to the 20th century.

SPANISH 2520

CREDITS: 3
DIVERSITY: Global
Studies

Latin American Literature (in Translation): Fictions and Realities

Critical examination of modern Latin American literature (in English translation), paying close attention to its own literary and cultural traditions. Taught in English. Credit does not apply toward a major or minor in Spanish.

THEATRE 2367.02

CREDITS: 3
DIVERSITY: Social
Diversity

African American Theatre History

Examination of aesthetic and sociological evolution in America of African American theatre, literature, and film.

TURKISH 2701

CREDITS: 3
OFFERED: SP
DIVERSITY: Global
Studies

Turkish Literature in Translation

Students will be introduced to masterpieces of Turkish literature through the reading of texts in translation. They will come out of the course with a basic yet comprehensive knowledge of the history of Turkish discourses, genres, and styles gained through lecture and discussion.

WGSST 2215

CREDITS: 3
OFFERED: AU, SP, May,
SU

Reading Women Writers

This course focuses on literary works written by women from around the world. The primary texts cover different genres and narrative styles, such as poems, novels and personal narratives. The course includes a variety of topics and examines the ways in which women writers address cultural, social and political issues at the intersection of gender, race, class, sexuality, ethnicity, and/or nationality. This course aims to provide a learning environment to practice more responsible and ethical ways of knowing differences, to bridge literary work with current issues and social movements in our time, and to imagine social justice collaboratively. Much of the learning in this course will be through written assignments, critical discussions, group presentations, analysis on the basis of individual and collective efforts and reflection on personal experiences.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

WGSST 2367.01

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social
Diversity*U.S. Women Writers: Text and Context*

This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary analysis of literature by women in the U.S. The emphasis will be on women writers' strategies for articulating their experiences and on the role of literature as a catalyst for social and political change. Although gender will serve as one category of analysis, students also will analyze race, sexuality, class, ethnicity, social identity, age and the intersections among these categories.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

WGSST 2367.02

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social
Diversity*U.S. Latina Writers: Text and Context*

This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary analysis of literature by U.S. Latina women. The course centers on writing and analysis of Latina experiences with an emphasis on interdisciplinary relationships between literature and U.S. Latina socio-political history. Students will explore Latina writers' strategies for articulating Latina experience (through intersections of race, class, sexuality and gender), and on the role of literature as a metaphor for social reality and catalyst for social and political change.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

WGSST 2367.03

CREDITS: 3

OFFERED: every other
yearDIVERSITY: Social
Diversity*U.S. Lesbian Writers: Text and Context*

This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary analysis of literature by U.S. lesbian women. The course centers on writing and analysis of lesbian experiences in the U.S. with an emphasis on interdisciplinary relationships between literature and U.S. lesbian socio-political history. Students will explore lesbian writers' strategies for articulating their experiences (through intersections of race, class, sexuality and gender), and on the role of literature as a metaphor for social reality and catalyst for social and political change.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

WGSST 2367.04

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social
Diversity*Black Women Writers: Text and Context*

This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary analysis of literature written by African American women. The interdisciplinary content of this course – a combination of literary, social, political and cultural readings – will enable the student to read, discuss, and write about how African American female authors have historically depicted and interpreted their own socio-political and cultural status in the USA.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

VISUAL & PERFORMING ARTS

AFAMAST 2288

CREDITS: 3

DIVERSITY: Social
Diversity

Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition

Examines the aesthetic and historical evolution of rhythm and blues: black music tradition including bebop, rock and roll, and hiphop, redefining American popular culture post-WWII.

ART 2100(E)

CREDITS: 3

Visual Studies: Beginning Drawing

An introduction to basic freehand drawing, exploration of a range of drawing methods, media, concepts; emphasis on drawing from observation. The learning in this course is rooted in an intensive studio-based art making experience in which students will gain the necessary skills to begin creating significant works of art within a historically and culturally aware context. This studio practicum prepares each student for the careful interpretation and evaluation of their own work, that of their peers, and artwork of current or historical significance. This capacity for interpretation and evaluation is made possible through the emphasis on learning to see and translating what is seen during the act of drawing.

Studio critiques, class discussions, and/or short research assignments provide a unique opportunity for students to engage in a critical discourse using a shared vocabulary of art and design. During critiques, students learn to assess and analyze each work of art in terms of process, meaning, how it could be improved, and what questions it may pose. Critiques are also an opportunity for each student to be self-reflective about their own learning process and gain a unique perspective about what they have done, how it connects to other work they are seeing, and how they have grown in the process.

ART 2300(E)

CREDITS: 3

Visual Studies: Two Dimensional

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience. Basic concepts of two-dimensional art and design are investigated via problem-solving projects dealing with visual structure—the organization of the fundamental visual elements on a flat surface. This course gives the beginning student an understanding of visual communication and literacy, process, function, form and the relationship of art to the world at large.

ART 2502(E)

CREDITS: 3

Intro to Ceramics - High Fire Techniques

This class provides an introduction to the technical processes of working with clay. Students will explore various methods of forming to make both functional and expressive works out of clay. We will work through many building methods, such as coiling, pinching, slab building and wheel throwing. This class will also focus on different methods of decorating and glazing. No prior ceramic experience is needed for this course. Open-mindedness, willingness to experiment with different techniques and materials, and a desire to work with clay are necessary. Assignments are both sculptural and utilitarian, exploring formal and conceptual issues with a technical understanding of the metamorphic changes that occur in the ceramic process.

The concerns of three-dimensional conception and fabrication are interwoven with two-dimensional surface design. The surface concerns of communication, coloration, linear delineation and texture will be explored through parallel material analysis and application of slip, glaze and oxide. Slide lectures, selected critical readings and visits to our own culturally diverse Art collection (housed in the Arthur E. Baggs Memorial Ceramic Library), will augment the instructor's efforts to help student evaluate the motive and relevance of their own work.

ART 2555(H)

CREDITS: 3

Photography I - Digital Camera

Introduces photographic theory, practice, and aesthetics with image production, commercial lab prints and critiques. Student provides digital camera, minimum 6 mp, with full manual controls and exposure compensation available.

ARTED 1600

CREDITS: 3

OFFERED: AU, SP, SU

Art & Music Since 1945

A survey of the visual arts and music in the western world since 1945, based on live and recorded performances and exhibitions.

ARTED 2367.01(H)

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Social

Diversity

Visual Culture: Investigating Diversity & Social Justice

A study of the artists, the artworks, and art worlds from diverse ethnic cultures in North America.

ARTED 2520(S)

CREDITS: 3

OFFERED: AU, SP, SU

Digital Artmaking

Introductory study of computer graphics in relation to the traditional visual arts and as a distinct art form; computer will be used to produce imagery.

ARTED 2550

CREDITS: 3

OFFERED: AU, SP

Intro to Visual Culture: Seeing and Being Seen

An introduction to issues of representation, spectacle, surveillance and voyeurism explored through a range of visual images and sites.

COMPSTD 3607(H)

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Global

Studies

PREREQ: English 1110

Film and Literature as Narrative Art

At their most basic level, narratives, whether film or literature, tell a story. They can be quite simple and basic or they can be convoluted and labyrinthine, yet at center, to paraphrase Hamlet, the story's the thing. This is a course about the structures of stories and the significance of storytelling. This course surveys texts that represent a diversity of stories (narratives) in order to highlight the overlooked ways in which narrative structures our understanding of the world around us. We will read and watch a variety of genres of fiction and film, and will develop a vocabulary for discussing narrative that will bring insight to its various lineaments, in the process making us better readers and critics of storytelling along the way.

COMPSTD 3686

CREDITS: 3

OFFERED: AU, SP

DIVERSITY: Social
Diversity

PREREQ: English 1110

Cultural Studies of American Musics

This course engages undergraduates in the critical analysis of commercial cultural production in a multiply fragmented society. Students should come away from this class having developed skills of critical listening and thinking that allow them to trace musical influences through and across historical periods and musical genres, to understand the impact of systems of reproduction, communication, commodification, and commercialization on the construction of “the popular,” to analyze the musical production of identities (especially the production of gender, sexuality, and race), and to discuss the social and political grounds of musical pleasure. We will begin by developing an interpretive model that will provide the tools for understanding popular music in its historical and cultural context. We will then read a set of case studies about topics in popular music. The main goal of the case studies is provoke insight and dialogue about the connections between musical experience and social life. An important secondary goal is to provide you with examples of high quality scholarship about popular music.

DANCE 2401

CREDITS: 3

OFFERED: AU, SP

Western Concert Dance – Renaissance to Present

From the European origins of classical ballet, to the influence of the Africanist aesthetic, to boundary-breaking experimentations of the twentieth century, this course investigates chronologically the aesthetic and cultural themes embedded in the history of concert dance in the United States. Topics include significant artists, important traditions, and innovations from the Renaissance to the present, with discussions on artistic concerns, as well as race, class, gender, and sexuality issues. Throughout the course, students will be asked to describe, interpret, and contextualize the dance they see. It’s an excuse to see good art and talk about it with like-minded individuals and amazing instructors!

Through this course, students develop:

- skills of observing, describing, and analyzing dance.
- the ability to recognize and trace the changing historical and cultural influences of Western concert dance.
- a familiarity with the characteristics of the work of selected choreographers and performers.
- the ability to discuss the ways in which works of performance express social and cultural issues.

Assignments primarily involve readings, film and video viewings, lecture, discussions, and writing. In addition, occasional movement experiences will provide an opportunity for students to physically embody aspects of the dance being studied. No prior movement experience required!

ENGLISH 2263

CREDITS: 3

PREREQ: English 1110

Introduction to Film

This course familiarizes students with the basic building blocks of film, the forms that movies use to tell stories, move viewers emotionally, communicate complex ideas, and dramatize social conflicts. It also introduces students to significant developments in film history and ways of approaching film interpretation. Our primary goal is to become skilled at thinking, talking and writing critically about movies and, in the process, to deepen our appreciation and understanding of the film medium.

ENGLISH 2269

CREDITS: 3

PREREQ: English 1110

Digital Media Composing

A composition course in which students analyze and compose digital media texts while studying complex forms and practices of textual production.

FILMSTD 2270.02

CREDITS: 3
OFFERED: SU

Introduction to Film Studies Online

Film Studies 2270.02 provides a chance for students from all walks of life to explore the world's most popular modern art form. During the class students will get to watch and read about multiple types of films from multiple countries as well as use movies and television programs they watch to develop skills in visual literacy, critical analysis, and writing about film. At the end of the course students will participate in building a website using Wordpress which will give students a chance to work independently and within a group to create a film studies based online document of their work.

This course responds to the question: "how do you study film?" During the semester, we will examine several important critical approaches to film analysis and, in the process, become familiar with different schools of film theory. The methods that we will discuss during this semester address a range of different, yet overlapping concerns: the commonalities that distinguish particular groups of films (e.g. genre; auteur); how film functions as an industry; the role of audiences and fans; the significance of new digital technologies; and how films relate to larger historical and social questions (e.g. gender issues, processes of racialization, and constructions of sexuality).

FS2270.02 counts as an introductory course in the film studies minor. (<http://www.film-studies.osu.edu/>).

FRENCH 2801

CREDITS: 3

Classics of French Cinema

Introduction to the study of the cinema and to French film classics. Students will explore cinema as an art form, the social and cultural history of France as it relates to the cinema, and the qualities that make individual films cinematic masterpieces. Taught in English.

HISTART 2001(H)

CREDITS: 3
DIVERSITY: Global
Studies (can be GE
Historical Study instead)

Western Art I: Ancient and Medieval Worlds

Examination of the history of Western Art from the third millennium BCE to the fifteenth century CE.

HISTART 2002(H)

CREDITS: 3
DIVERSITY: Global
Studies (can be GE
Historical Study instead)

Western Art II: The Renaissance to the Present

Examination of the history of art in Europe and the United States, from 1400 to the present.

HISTART 2003(H)

CREDITS: 3
DIVERSITY: Global
Studies

Asian Art

Chronological survey of the most influential and recognized film artists and film movements of the world.

HISTART 2901

CREDITS: 3
DIVERSITY: Global
Studies

Introduction to World Cinema

Art of Asian cultures from ancient through contemporary times.

HISTART 3010H

CREDITS: 3

Gender and Sexuality in Western Art

This course is an introduction to the study of gender and sexuality in the history of art, particularly in Europe between the 12th and 17th centuries. Topics to be explored include the construction of gender through visual images, viewership and the gaze, the historical status of female artists and patrons, queer and feminist art history, portraiture, imagery of sexual violence, and the depiction of the body. In studying these historical contexts, as well as some modern works, it is hoped that we will also uncover the extent to which modern conceptions of gender are also conditioned by the visual arts.

LARCH 2600(E)

CREDITS: 3

OFFERED: AU, SP

Outlines of Landscape Architecture: Visual Literacy in the Built Environment

This course introduces students to the cultural construct of landscape and the profession of landscape architecture through a survey of landscape history and the built environment. The primary goal of the course is to provide students with a critical lens with which to look at the world around them and develop a visual literacy that provides insight into historical and cultural influences on the conditions of landscape.

Students analyze, appreciate, and interpret significant works of art.

Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Assignments include blog discussions that require students to comment and engage in discussion over landscape architecture, art and other related topics; an interactive "road trip" that requires students to create an itinerary mapping out landscapes in Columbus (culminating in an essay); and weekly readings, online quizzes and exams.

MUSIC 2250

CREDITS: 3

OFFERED: AU, SP, SU

DIVERSITY: Global
Studies*Music Cultures of the World*

A survey of musical cultures outside the Western European tradition of the fine arts.

MUSIC 2251(H)

CREDITS: 3

DIVERSITY: Global
Studies*The World of Classical Music*

An introduction to the world of classical music and to its genres, composers, styles, societies, and historical periods. No music background is required.

MUSIC 2252

CREDITS: 3

History of Rock 'n' Roll

This is a historical survey of rock 'n' roll, combining a review of musical elements (sound, form, harmony, melody, and rhythm) with issues of history, generational identity, ethnicity, and broader ideas of culture. We will begin with blues from the 1920s, and we will end with a look at the ways rock splintered into various genres from the 1970s to the present day (into genres like metal, grunge, alternative, indie, hip-hop, glam, and punk), and the role played in this process by those who seek to censor and/or sell rock 'n' roll.

MUSIC 2253

CREDITS: 3

Introduction to Jazz

A study of the characteristics, styles, structures of jazz, and jazz performers.

PHYSICS 3201H

CREDITS: 3

Honors Holography

The basic technique of 3D image making; construction of a diode laser and use of this device to make holograms.

SLAVIC 3310

CREDITS: 3
 OFFERED: AU
 DIVERSITY: Global
 Studies

Science Fiction: East vs. West

Slavic 3320 compares Slavic and Anglophone science fiction on page and screen. It examines how a given culture articulates its dominant concerns in a genre vastly popular in the East (in this instance, Poland and Russia) and West (i.e., America and England). Those concerns emerge in works that imaginatively posit "fantastic" situations rooted in spatial, temporal, and biological explorations and extensions beyond those currently verified by science. On the basis of a wide range of films, novels, and stories, we tackle such topics as progress, utopia, human perfectibility, the limits of science, and the nature of knowledge. Throughout the course we also focus on issues of gender, the male desire to bypass women in the process of reproduction, and the capacity to detect, disguise, or alter aspects of reality and individual identity—a concern bred by the accelerated technological innovations of the last half-century.

It's simultaneously entertaining, 'fun' and serious, for it tackles such issues as world overpopulation, the encroachment of technology on everyday life, the perils and pleasures of virtual reality, and the need to understand otherness.

Students will develop transferrable skills in critical and comparative thinking, historical perspective, ability to analyze literature and film, aptitude in synthesizing and summarizing.

SPANISH 2380

CREDITS: 3
 DIVERSITY: Global
 Studies

Introduction to Latin American Film

Introduction to Latin American film traditions; analysis of genres, filmmakers, and alternate aesthetics; focus on relation of film to social, political, and economic processes.

THEATRE 2100(H)

CREDITS: 3
 DIVERSITY: Social
 Diversity

Introduction to Theatre

This course introduces students to the art and profession of theatre, its components and its contributors, with an emphasis on evaluating and appreciating live performance, theatre's cultural role, and its relationship to issues of social diversity. In addition to a survey of the literature, history, styles, and theories of theatre, this course takes students behind the scenes to explore the production process and the different roles of theatre practitioners who work to bring a play from the page to the stage. The course culminates in a creative project where students will create their own piece of theatre, participating first-hand in the creative and collaborative processes that make theatre work.

THEATRE 2811

CREDITS: 3

The Craft of Acting

The Craft of Acting teaches basic acting techniques in service of creation of character, the art of storytelling and expanding the capacity to communicate physically and vocally. To develop these techniques, students will read and discuss noteworthy plays, explore those plays for performance possibilities and cultural/social impact, create character analyses, perform monologues and scenes, attend and write a written response to two productions discussing each production's interpretation and impact as a piece of staged dramatic literature, and participate in group activities including warm-ups, discussion of scripts and offering constructive feedback to your fellow artists. No prior acting is required and non-majors are welcome.

WGSST 2230

CREDITS: 3
 OFFERED: AU, SP, May,
 SU

Gender, Sexuality and Race in Popular Culture

This course explores how popular culture generates and articulates our understandings of gender and sexuality and their intersections with race, class and ability. We will study a variety of theories and methods used in contemporary feminist/cultural studies on popular culture, as well as examine a number of popular media texts. This course is based on the premise that popular culture is never simply entertainment or a diversion. Instead, "pop" culture provides us with stories, images and scripts through which we imagine and practice femininities, masculinities, and sexualities. These images and stories are also infused with class and racial characteristics. The norms perpetuated and contested through popular culture are evident in our constructions of ourselves and society – from the look we aspire to and the clothes we buy to the ways we understand sex, love, and romance. This course allows us to critically analyze images, practices, and narratives that perpetuate and/or disrupt these norms. By the end of the course, you should have the skills and tools to perform such analyses on your own.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

WGSST 3317

CREDITS: 3

OFFERED: AU, SP, SU

Hollywood, Women, and Film

This course is a critical survey of the representation of women in Hollywood cinema with examples drawn from different historical periods as well as attention to the representation of women, gender, and sexuality in independent film. It is designed to introduce students to the complexities and ambiguities of the film medium by showing how film has, historically and aesthetically, represented women and particularly how the intersection of various aspects of identity, including race, gender, sexuality, and class, are negotiated in Hollywood and independent films.

Students (1) analyze, appreciate, and interpret significant works of art and (2) engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Assignments mainly consist of papers, quizzes, readings, projects, and exams.

MATHEMATICAL & LOGICAL ANALYSIS²

CSE 1111

CREDITS: 3

OFFERED: AU, SP, SU

Introduction to Computer-Assisted Problem Solving

Problem solving techniques using productivity software; spreadsheets, formulas, conditional logic; relational databases, relational algebra; word processing; data presentation; graphics.

Students will gain familiarity with productivity software such as Microsoft Office (Excel, Access, Word, PowerPoint), along with a basic understanding of how a computer and the internet works.

Assignments mainly consist of problem sets, projects, quizzes, and an exam.

LING 2001

CREDITS: 3

PREREQ: Math 1075 or placement level R

Language and Formal Reasoning

In this course, we will work together to investigate reasoning in natural languages (particularly English) and formal languages (symbolic systems such as first order logic), and we will examine similarities and differences between these two kinds of system. We'll look at how both types of system can be used to express ideas, and the relative advantages and disadvantages of each.

One of the main goals of the course will be to build familiarity, confidence, and comfort with manipulating symbols and problem solving. We will also spend time working on how to effectively talk about and write about these technical concepts. Each of these skills can be transferred to many other situations outside of this class. They are skills you will find useful both as a student in the university and in other areas of your life!

PHILOS 1500

CREDITS: 3

PREREQ: Math 1060 or 1075 or equiv; or an ACT Math subscore of 22 or higher; or Math Placement Level R or better

Introduction to Logic

Deduction and induction; principles of clear statement and valid reasoning; fallacies; and the methods by which theories and laws are established.

² These are courses that fulfill this requirement for non-math-based majors outside of the Math courses themselves. Math requirements vary considerably by major. If you're planning to take a course the Math Department, you'll probably need to discuss your math placement and major interests with your advisor before knowing which to take.

PHILOS 1501

CREDITS: 3

PREREQ: Math 1075 or
equiv; or an ACT Math
subscore of 22 or
higher; or Math
Placement Level R or
better

Introduction to Logic and Legal Reasoning

An informal introduction to elementary deductive and inductive logic, concentrating on application to reasoning in legal contexts (e.g., courtroom argumentation and jury deliberation).

PHILOS 2500

CREDITS: 3

PREREQ: Math 1075 or
equiv; or an ACT Math
subscore of 22 or
higher; or Math
Placement Level R or
better

Symbolic Logic

A formal presentation of the elements of modern deductive logic; decision and proof procedures in sentential logic and functional logic.