

<b>LEH300</b>	<b>B301</b>	<b>Fredericks, Teresa</b>	<b>Language and Society: Variation and Change</b>
2897	T-TH	9:30-10:45	This course explores the complex relationship between human language, the individual, and society, through the lens of variationist sociolinguistics. Students will examine the distinction between linguistic competence and performance, and the treatment of different linguistic phenomena in analyses of language put forth by Saussure, Chomsky, and Labov. Students will encounter some of the current variationist literature dealing with lexical, phonological, and syntactic features of different languages in a variety of social contexts. Topics such as language standardization, creolization, and language change will be explored from both a linguistic and a social perspective. Focusing on the inherent variability of language, the course will investigate the sociocultural and linguistic factors constraining language use, the problematic concept of dialect, and the process of language change.
<b>LEH300</b>	<b>C301w</b>	<b>Salmanova, Ekaterina</b>	<b>The Mystery of St. Petersburg: Literature, Art, Film</b>
0776	T-TH	11:00-12:15	Conceived as an embodiment of European progress, St. Petersburg nonetheless witnessed barbaric cruelty. This course will investigate the city's two sides: dark and cruel, bright and inspiring. We will study the works of literature (Pushkin, Gogol, Dostoevsky, Akhmatova, Brodsky and others), art (Zubov, Patterson, Dobuzhinsky) and film ("October", "Autumn Marathon", etc.), connected with the city, as well as some of its historical and architectural features. The course will reveal the relatedness of these different subjects, examine how they reflect reality, and analyze the development of the image of a modern city.
<b>LEH300</b>	<b>C302</b>	<b>Newman, Zelda</b>	<b>Women in the Bible</b>
0777	Tu, Th	11:00-12:15	Crossing the disciplines of literature, history and women's studies, this course will examine the different roles of women in the Bible. We will begin with some of the stories in Genesis that speak of the early people of Israel, and end with the woman-prophetess who speaks of the destruction of the kingdom and temple of Judah.
<b>LEH300</b>	<b>D301</b>	<b>Newman, Zelda</b>	<b>Love, Lust and in Between: the stories of I.B. Singer</b>
0778	Tu, Th	12:30-1:45	From a conflicted transgender woman, to a scholar (unsuccessfully) fighting off the promise of love, to a beautiful woman unable to overcome the pull of the devil (who feeds on lust), I.B. Singer stories examine the many forms of human desire. In this course, we will read I.B. Singer stories and observe how desire (re)appears each time in a different shape.
<b>LEH300</b>	<b>D302</b>	<b>Anderson, James</b>	<b>Jazz and the Improvised Arts</b>
2898	Tu, Th	12:30-1:45	A history of jazz music from New Orleans to New York is coupled with an examination of improvisation in the arts. The class will investigate form and free creativity as applied to jazz, music from around the world, the visual arts, drama, and literature.
<b>LEH300</b>	<b>E301W</b>	<b>Shahidi, Samina</b>	<b>Muslim Women: Images and Social Roles</b>
0779	Tu, Th	2:00-3:15	The figure of the Muslim Woman emerges from a particular historical contemporary moment in which she is invoked to support various ideological positions. In example, the oppression of women under the Taliban regime was cited as a significant reason for the recent US invasion of Afghanistan. In roughly the same time period of September 2004, France passed a school policy that social critics contend have violated the rights of girl students to veil in one of Europe's oldest democracies. In this course we will examine and compare Muslim Women in various mainstream representations and self representations and explore the various layers of gendered meaning and reality communicated by these interpretations. Of particular focus will be historical, aesthetic and literary self representation through the intellectual histories of African, Egyptian and Nigerian women scholars Dr. Leila Ahmed, Nana Asma'u, and Dr. Amina Wadud. We will also engage experimental visual art texts by Zenib Sedira and Jehane Noujaim. We'll read memoir excerpts of Iranian judge and Nobel Peace Prize recipient Shirin Ebadi and Iranian American journalist Azadeh Moaveni. We'll also look at examples of mass media including the recently televised Canadian comedy "Little Mosque on the Prairie", the discussion around Indian tennis player Sania Mirza, British comedienne Shazia Mirza and Nuyorican/Def Jam poet Suheir Hammad. Reading and Writing Intensive.

<b>LEH300</b>	<b>F301</b>	<b>Sanchez, Julette</b>	<b>History, Memory and the Black Atlantic: Transnational Reflections</b>
0780	Tu, Th	3:30-4:45	One of the many legacies of the Atlantic Slave Trade is the condition of an unquenchable desire for memory and undeniable yearning to belong. At best, what is left is a fragmented history and the haunts of the voices of ancestors who scream their silent testimonies. So, how do we negotiate a past that insists on a place in our present? Do we sum it up as a mere historical blip on the screen of humanity? Do we engage in a myopic sort of examination, and lose sight of larger implications? Or, do we look at the fact of the middle passage as a kind of starting point from which to create specific realities? Many writers and scholars have addressed these very issues in their work in often engaging and provocative ways. In this seminar, we will look at the works of several authors and filmmakers who give voice to the witnesses of this triangular trade route in an attempt to understand this shared heritage. We will also examine how these reflections might be critiques of modernity and transnationalism. Our readings may include: Phillips, Caryl. Atlantic Sound; Hartman, Saidiya. Lose Your Mother: A Journey Along the Atlantic Slave
<b>LEH300</b>	<b>F302</b>	<b>Shloznikova, Katherine</b>	<b>Secrets and Secrecy: An Exploration of Contexts</b>
	Tu, Th	3:30-4:45	In this course we will discuss the problem of secrets. What constitutes a secret? How does a secret relate to the forbidden and transgression? Are there secrets without being secret? With the help of selected literary texts, we will explore the meaning of secrecy and the following themes: the secret and the unconscious (Freud); and the desire to know (Henry James: "The Figure in the Carpet" & "The Aspern Papers"); secret and concealment (Poe: "The Purloined Letter"); and the law (Kafka: "Before the Law"); secret and silence (Stendhal: "Armance"); and loneliness (Conrad: "The Secret Sharer"); and betrayal (Greek & Biblical tales); and guilt (Cixous); and sexual orientation (Winterson); finally, secret without a secret (Derrida). We will also look at films and paintings that explore the above themes.
<b>LEH300</b>	<b>F303</b>	<b>Araia, Ghelawdewos</b>	<b>Politics and Cultures of African Peoples in Africa and the Diaspora</b>
	Tu, Th	3:30-5:45	The objective of this course is to introduce students to the basic tenets of politics and culture of the people of African descent in Africa and the Diaspora. The course begins by examining the concepts of politics and culture and their ramifications, and in due course of class discussion, students will explore specific cultures of particular African, Latin American and Caribbean societies. By doing so students will encounter group dynamics that make society with a characteristic way of life or culture – and in the macro sense, a system of values and norms – in relation to which people are organized according to status and role, and this whole fabric systematically linked together by networks of communication in the context of political systems and governance.
<b>LEH300</b>	<b>I301</b>	<b>Frangos, John</b>	<b>Epidemic Disease in History: From Plague of Athens to the Plague of Aids</b>
0781	M, W	11:00-12:15	Epidemic disease has been present throughout man's history and has had a profound effect on people and events. The purpose of this course is to examine these biological agents, their impact on history and society's responses, ranging from magic and religion to science, medicine, and the institution of the modern hospital. The course, in a topical format, ranges from prehistory to the present and presents disease's impact on history as well as the human response.
<b>LEH300</b>	<b>I302</b>	<b>Kim, Young Kun</b>	<b>Comparative Political Thought: East and West</b>
0782	M,W	11:00-12:15	This course will compare and contrast basic social and political ideas in selected major texts in East Asian and Western traditions. Among the most cherished texts in their respective cultural spheres, Confucius's Analects and Plato's Republic will be studied. Secondly, selections from the writings of Han Fei Tzu and Machiavelli's Prince will be examined in order to determine the similarities and differences in political realism.

<b>LEH300</b>	<b>J301W</b>	<b>Brownson, Carl</b>	<b>The Problem of Evil [w PHI 365]</b>
0783	M,W	12:30-1:45	This course will be an in-depth investigation of the argument that the existence of the evil in the world provides a reason to doubt the existence of an all-powerful, perfectly good God. We will address several of the many different versions of the argument, and several of the many different responses to the argument, and, in so doing, we will address a broad set of related questions about good and evil, free will and moral responsibility, divine intervention, better and worse possible worlds, the nature of God, and the various ways that we can put answers to all of these questions together. Course materials will be drawn primarily from philosophical sources, but we will also draw upon literary sources and religious texts. Readings will include the book of Job, Dostoevsky, Milton, Hume, Leibniz, Voltaire, and a number of recent and contemporary philosophers.
<b>LEH300</b>	<b>ONA1w</b>	<b>Carroll, Mary</b>	<b>Monsters: Ancient and Modern</b>
0752		ONLINE	From the Golem to Godzilla, from gargoyles to Frankenstein, we seem to have an eternal fascination with the monstrous. When you read certain books or see certain films, do you secretly root for the monster? Are you willing to see to see his/her/its point of view? If so, this course is one that you will enjoy. We will be investigating why certain monsters hold such a special place in our cultural and literary lives. Their existence is not based simply on being the NOT HERO; they touch deep wells within us that may hold clues to our own selves and, on a broader level, to man's inhumanity to man. Various genres, from novels to cartoons to poetry, art and film will form our course work. In addition, you will go to a museum to find an appropriate painting or sculpture that exemplifies the monstrous in a particular genre we have examined and write a major paper on that work.
<b>LEH300</b>	<b>ONA2w</b>	<b>Piccolomini, Manfredi</b>	<b>Birth of the Renaissance in Florence</b>
0753		ONLINE	This course examines the revival of all aspects of classical learning, both humanistic and scientific, that took place in Florence at the beginning of the Renaissance. It will concentrate both on the literary and political revolutions of the time, as well as on the influence of the rediscovered principles of Euclidean geometry in the development of perspective in painting and the creation of the maps that led to great geographical discoveries. The goal of the course is to show how the Renaissance, especially as it developed in Florence, was at the basis of the modern world.
<b>LEH300</b>	<b>ONA3w</b>	<b>Piccolomini, Manfredi</b>	<b>Birth of the Renaissance in Florence</b>
0754		ONLINE	This course examines the revival of all aspects of classical learning, both humanistic and scientific, that took place in Florence at the beginning of the Renaissance. It will concentrate both on the literary and political revolutions of the time, as well as on the influence of the rediscovered principles of Euclidean geometry in the development of perspective in painting and the creation of the maps that led to great geographical discoveries. The goal of the course is to show how the Renaissance, especially as it developed in Florence, was at the basis of the modern world.
<b>LEH300</b>	<b>ONA4w</b>	<b>Viano, Bernado</b>	<b>Mexican Muralism: Revolution and Other Universal Themes</b>
0755		ONLINE	This course explores the interaction of a national, public art (mural painting) and a social event (the Mexican Revolution 1910). Diego Rivera, David Alfaro Siqueiros and José Clemente Orozco, among others, created world-famous murals; their themes are universal, but two dominate: the experience of the Mexican Revolution and the concern of the place of human kind within the 20th century. The Revolution left its indelible mark on Mexican narrative as well; thus, we will read two novels that have something in common with the structure and thematic of muralismo mexicano.

<b>LEH300</b>	<b>ONA7w</b>	<b>Quarrell, Susan</b>	<b>Classic Fairy Tales: Anxiety and Desire</b>
0758	ONLINE		Disseminated across a wide variety of media from opera to film, fairy tales have continued to flourish kept alive over time by their ability to portray universal human emotions. Exploring their historical and cultural origins and their psychological aspects, this course seeks to examine the cultural legacy of classic fairy tales as a repository of male anxiety and desire and as a model for female fantasy and anticipation. We will watch the opera Bluebeard, cartoon The Little Mermaid, and the film Pan's Labyrinth, and in addition to reading closely the fairy tales we will look at sexual politics in Michael Foucault's The History of Human Sexuality: An Introduction, feminism in Angela Carter's reworking of Perrault's fairy tale, Bluebeard in The Bloody Chamber, and psychology in Bruno Bettelheim's The Uses of Enchantment: The Meaning and Importance of Fairy Tales to come to the greater understanding of the Classic fairy tale not simply as fairy stories but the broader context of powerful male desire and how women are portrayed.
<b>LEH300</b>	<b>ONA8w</b>	<b>Quarrell, Susan</b>	<b>Classic Fairy Tales: Anxiety and Desire</b>
0759	ONLINE		Disseminated across a wide variety of media from opera to film, fairy tales have continued to flourish kept alive over time by their ability to portray universal human emotions. Exploring their historical and cultural origins and their psychological aspects, this course seeks to examine the cultural legacy of classic fairy tales as a repository of male anxiety and desire and as a model for female fantasy and anticipation. We will watch the opera Bluebeard, cartoon The Little Mermaid, and the film Pan's Labyrinth, and in addition to reading closely the fairy tales we will look at sexual politics in Michael Foucault's The History of Human Sexuality: An Introduction, feminism in Angela Carter's reworking of Perrault's fairy tale, Bluebeard in The Bloody Chamber, and psychology in Bruno Bettelheim's The Uses of Enchantment: The Meaning and Importance of Fairy Tales to come to the greater understanding of the Classic fairy tale not simply as fairy stories but the broader context of powerful male desire and how women are portrayed.
<b>LEH300</b>	<b>ONA9w</b>	<b>Belousova, Katia</b>	<b>Everyday Moscow: Past and Present</b>
0760	ONLINE		This course explores the lives of everyday people living in Moscow, focusing primarily on the late-Soviet and Post-Soviet eras. The course is multidisciplinary, drawing on a wide-range of fields, including art, history, anthropology, literature and cultural studies. Home to a diverse mosaic of cultures, ethnicities and beliefs, Moscow is a concentrated microcosm of the Russian nation, epitomizing Russia's struggle to unite under one roof a vast multi-ethnic population. During the course of the semester we will become acquainted with the hopes, dreams and struggles of people with a wide range of philosophical, religious and cultural backgrounds as they work to co-exist and thrive in this increasingly crowded and complex metropolitan center. Explorations into the lives of Muscovites – both real and imaginary – will help humanize and contextualize their plights. Students interested in urban social issues should find particular interest in the struggles and vibrant creativity that show through in these accounts of Moscow life.

LEH300	ONAAw	Belousova, Katia	<b>Sexuality and Sex Roles in Transnational Perspective</b>
0775		ONLINE	The course is designed to introduce the key concepts and debates in the discussion of human sexuality within social sciences and humanities, but primarily from cultural anthropological perspective. Cultural constructivist approach regards everyday behaviors, ideologies and practices as cultural constructs pertinent to particular culture and imposed on its members through the variety of media. Using various theoretical frames, we will look into economic, social and cultural reasons standing behind the development of sexual roles and identities in a particular culture. The topics under discussion will include the distinction between gender and sex, sexual roles and performativity, interconnections of sexuality with gender, class and race, the issues of family and body politics, power and knowledge. Special attention will be given to the mobility of practices and transnational influences characteristic of globalization. Students are expected to study class readings and actively participate in online discussions, posting weekly reading responses and commenting on their peers' statements. Besides reading the articles, students will watch videos on the topics discussed and navigate relevant websites. Students will have a chance to conduct their own ethnographic research projects exploring sexuality issues within their home communities.
LEH300	ONH1w	O'Boy, Deirdre	<b>20th-Century Ireland in Film and Literature</b>
0761	W	2:00-3:15	This course will examine Irish literature and film in the 20th Century; beginning with the Irish Literary Revival in 1869, ending with a view of Ireland in the 21st Century. Texts and films will be read thematically, through the lenses of politics, nationality, culture, and geography, with the intent to build an introductory understanding of literature and film in Ireland.
LEH300	ONH2W	Spear, Thomas	<b>Autobiography and Self-Portraiture</b>
1672	M	9:30-10:45	Traditionally, an autobiography carries an author's intention to tell the truth. Focusing on works where this truth is "bent" will permit us to differentiate autobiography from forms of autofiction, chronicles, memoirs and diaries. Close readings of autobiographical narratives will show how authors emphasize their uniqueness through an individual perspective of religion, "race," or a particular social or economic standpoint. Other autobiographies emphasize the larger community, and portray a specific national and historical context. We will also examine self-portraits by painters and photographers, autobiographical narrative in film, and forms of constructed autobiography, self-promotion and narcissism found online. We will focus on works where the truth-or-fiction element of autofiction and autobiography is most pronounced. Narrative works will be selected from works by authors such as Patrick Chamoiseau, Assia Djebar, Jean Genet and Nathalie Sarraute. Course readings will include some short theoretical essays. Individual projects can focus on a particular painter or photographer, or be drawn from a work by many suggested authors.
LEH300	ONH5w	McCarl, Clayton	<b>Heretics, Swashbucklers and Thieves: Pirates and Piracy in History and the Arts</b>
0756	Sa	12:00-2:40, on 1/31, 2/14, 2/28, 3/14, 3/28, 4/18, 5/2	This course will consider pirates both as historical actors and as an artistic motif. We will look at the European political rivalries that gave rise to piracy in the Caribbean and the Pacific in the sixteenth century, and the changing economic and political climate which led to piracy's heyday and subsequent decline by the early eighteenth century. Special focus will be given to questions of definition ("corsair" vs. "buccaneer" vs. "freebooter," etc.) and perspective (one country's "pirate" is another's hero, of course). We will also examine issues of representation -- the ways in which pirates have been mythologized, demonized and otherwise utilized to a variety of political and aesthetic ends. Students will consider how pirates and piracy are presented in cultural productions of various nations, from the 1500s to the present, including poetry, fiction, visual art and cinema. This course will also experiment with the use of new media in the presentation of student research. No special skills are required, but students should be willing to do some experimenting with technology.

LEH300	ONH6w	McCarl, Clayton	<b>Heretics, Swashbucklers and Thieves: Pirates and Piracy in History and the Arts</b>
0757	Sa	12:00-2:40, on 2/7, 2/21, 3/7, 3/21, 4/4, 4/25, 5/9	This course will consider pirates both as historical actors and as an artistic motif. We will look at the European political rivalries that gave rise to piracy in the Caribbean and the Pacific in the sixteenth century, and the changing economic and political climate which led to piracy's heyday and subsequent decline by the early eighteenth century. Special focus will be given to questions of definition ("corsair" vs. "buccaneer" vs. "freebooter," etc.) and perspective (one country's "pirate" is another's hero, of course). We will also examine issues of representation -- the ways in which pirates have been mythologized, demonized and otherwise utilized to a variety of political and aesthetic ends. Students will consider how pirates and piracy are presented in cultural productions of various nations, from the 1500s to the present, including poetry, fiction, visual art and cinema. This course will also experiment with the use of new media in the presentation of student research. No special skills are required, but students should be willing to do some experimenting with technology.
LEH300	Q01	Carey, Rosalind	<b>The Origins of Modernity [w PHI243]</b>
0762	Tu	2:00-4:40	We may puzzle over what it means to say "all humans are created equal" but whether we understand it or not, and whether we believe it or not, we rarely doubt that the idea ought to be seen as important, meaningful, and true. Yet the assumption of human equality - which is central to democracy and modernity - has important critics, and their reasons for despising the very core of democracy require examination. In this course, we look at the arguments of these despisers of egalitarianism in an attempt to better judge the value of the belief in the equality of people.
LEH300	Q02	Bullaro, Grace	<b>Race in Multicultural Cinema</b>
0763	Tu	2:00-4:40	In this course we will explore some definitions and manifestations of prejudice and racism as they have been represented in some films in a variety of cultures. Among the concepts and ideas that we will consider are: definitions of race and ethnicity, the role that socio-economics plays in the labeling of an individual, and the conditions that serve as criteria for the acceptance or rejection of the individual by society. We will examine the topic from the historical, economic and sociological perspectives.
LEH300	Q03	Ruiz, Philip	<b>Subversive Art and Culture in the 70s</b>
0764	Tu	2:00-4:40	
LEH300	Q04	Lucas, Gregory	<b>Human Rights in the Twentieth Century</b>
1674	Tu	2:00-4:40	We take their legitimacy for granted today, but what are human rights? When and where were they conceived--and by whom? What is their status and function in the world today? Who ensures them and why? This course examines the contested topic of human rights, beginning with readings in political philosophy that lay the foundations for discussions of rights, then moving to historical investigations of the rise of human rights in the twentieth century, and concluding with readings on the state of human rights at the beginning of the twenty-first century. The geographical focus of the course is global.
LEH300	R01	Hyman, David	<b>Subversive Art and Culture in the 70s</b>
0765	Th	2:00-4:40	
LEH300	R02	Joyce, Regina	<b>A Tale of Two Forces: Religion and Global Politics</b>
0766	Th	2:00-4:40	A focus on globalization and religious encounters, examined through film and text, as two actors exerting new forces on 21st century forms of statecraft, anarchy, and morality. Examples of different religions' impact in countries at varying levels of economic and political development will be analyzed and trends in international political economy and contemporary world politics will be discussed.

LEH300	R03	Decker, Corrie	<b>Developing Africa: Race, Sex and Welfare</b>
	Th	2:00-4:40	This course will explore historical themes leading up to the emergence of the development discourse about Africa in the twentieth century. Rather than a history of development as such, we will investigate the connections between colonialism, gender, and notions of progress in the nineteenth and twentieth centuries that set the stage for the post-WWII development debates on Africa. Topics for discussion will include development as a discourse, the "civilizing mission", scientific racism, urbanization, poverty, education, public health, nutrition, maternity and social welfare.
LEH300	XF81W	Weisz, Carole	<b>Dreams: The Royal Road to Art, Literature and Film</b>
1671	F	6:00-8:40	The dream has been the subject matter of literature, art, and film, and investigated by psychologists, philosophers, anthropologists and physiologists. Artists use imagery and symbolism of dreams in their works. Freud perceived dreams as "The road to the unconscious." In turn, works of art, literature, and cinema are also dreamscapes. Though investigating established and cutting-edge psychological, philosophical, and physiological approaches to dreams, and their many manifestations in a wide range of media, we have the tools to understand not only the meanings and methods of artists, but we can gain insights into our own lives, our psyches, and our visions. We will investigate the dream in its many forms as symbol, as fantasy, as vision.
LEH300	XH81W	Gantz, David	<b>Theism, Atheism, and Existentialism [w PHI 365]</b>
0767	Th	6:00-8:40	Existentialism is one of the most important intellectual movements of the 20th century but the foundations of this philosophy can be found in the writings of the 19th century thinkers, Nietzsche and Kierkegaard. This course will begin with an analysis of Nietzsche and Kierkegaard and how their thoughts influenced two strands of existentialism – theistic and atheistic existentialism and what this implies for the human condition in the modern world. How can we discover meaning when the gods have abandoned us? What does it mean to have genuine faith and responsibility in a meaningless world? These and other themes will be examined through the work of a variety of philosophers and writers including Nietzsche, Kierkegaard, Dostoyevsky, Heidegger, Camus, Sartre, Buber and Richard Wright.
LEH300	XH82	Petrus, Stephen	<b>The Urban Crisis in Comparative Perspective</b>
1673	Th	6:00-8:40	This course will examine the transformation of European and American cities since World War II. We will examine how political, economic, and demographic developments reshaped cities such as Berlin, Budapest, Paris, Detroit, New York, and Newark. The class will emphasize the aim of modern urban planners to save the city from obsolescence through the creation of a modern infrastructure, the removal of "blight," and the expansion of the public realm with recreational facilities. There will be special attention on suburbanization, the riots of the 1960s, and major social issues, such as crime, poverty, and gentrification.
LEH300	XM81	Artinian, Art	<b>The Politics of Poverty and Wealth</b>
0768	M	6:00-8:40	The era of globalization, it is claimed, has generated enormous amounts of wealth across the world over the past twenty years. Yet, along with pockets of incredible wealth, one notices the persistent presence of poverty and human suffering. This class will engage with surveying the global patterns of wealth and poverty over the last twenty years and ask fundamental questions such as: how is this newly created wealth distributed around the world? If it is distributed unequally, where does the money go and at whose expense? Is it correct to call the U.S. and most of Europe the "rich" part of the world, or should we also take a deep peek into the distribution of wealth and poverty in the U.S. itself, before we can call our own society a place of "wealth"? Most importantly, we will study different approaches to measuring wealth and poverty throughout the world and interrogate the chief mechanisms through which some can enjoy private jets, while others survive on less than \$3 a day. The class will integrate readings from across several disciplines including, history, sociology, political science, anthropology and economics.

<b>LEH300</b>	<b>XM82W</b>	<b>Cash, Jeremy</b>	<b>Leisure and Recreation in a Multicultural Society</b>
0769	M	6:00-8:40	This course will examine the diverse cultures which make up the American Landscape. Culture will be examined using leisure as its theme and starting point. Similarities as well as differences between culture will be identified. Folktales, proverbs, riddles, holidays, rituals and games from around the world will be presented and discussed.
<b>LEH300</b>	<b>XM83W</b>	<b>Salamandra, Christa</b>	<b>The Middle East through Urban and Popular Culture</b>
0770	M	6:00-8:40	This course explores the creativity and dynamism of a region often known only through the news media's sensational headlines. An alternative approach to understanding the contemporary Middle East focuses not on the actions of politicians and diplomats, but rather on a significant social and cultural process: the growth of major urban centers. We will examine both the development of urbanization and the popular and expressive cultural forms that develop from and give voice to the experience of the modern Middle Eastern city. Historical and ethnographic materials examine film, television, music, dance and domestic architecture in Cairo, Damascus, Istanbul, Algiers and Doha. Requirements of this writing intensive course include a series of essays responding to the assigned readings.
<b>LEH300</b>	<b>XT81</b>	<b>Rosen, Marjorie</b>	<b>Movie Heroines in a Changing World</b>
0771	Tu	6:00-8:40	The goal of this course is to understand how patriarchal attitudes toward women, love, and various notions of beauty, youth, and marriage and happily-ever-after endings provided the underpinnings for movies from the very beginning, and influenced women along the way.
<b>LEH300</b>	<b>XW81</b>	<b>Artinian, Art</b>	<b>Discipline and Punishment: the politics of incarceration, law enforcement and surveillance</b>
0772	W	6:00-8:40	Digital cameras on 42nd street, Google software automatically reading our email, facial recognition software at airports and automated jails, represent the most visible part of contemporary practices of surveillance and disciplining of human beings. With the ongoing "war on terror" in effect, the U.S. and the European Union have engaged in a massive buildup of technologies and practices of keeping track of their populations. Yet, such practices did not start today or even in 2001. Sophisticated systems of surveillance and discipline existed in Nazi Germany during WW II, in the psychiatry wards of 1920s U.S., as well as the slave-labor plantations of the U.S. South and the African and Indian colonies of the European Empires. The aim of this class is to comparatively study the nature, history and current practices of surveillance and disciplining as practiced in the EU and the U.S. We will explore the evolution of surveillance, incarceration and discipline techniques across these two continents and ask ourselves: What are the politics of incarceration and discipline? Who organizes our current system of incarceration and rehabilitation? What are the contemporary structures of discipline, surveillance and control and what are its goals? Are there racial and class features that play a key role? Questions such as these will compel us to interrogate our present system of punishment and place it in contemporary global political and economic contexts.
<b>LEH300</b>	<b>XW82</b>	<b>Gellens, Sam</b>	<b>Three Eras of Globalization in Modern World History</b>
1675	W	6:00-8:40	Studies in the process of globalization: the seventeenth century and the rise of the Dutch East India Company and slavery as a global trade, the industrializing process of the late eighteenth and then on into the nineteenth century, and finally the shape of globalization over the past two decades, 1988-2008.
<b>LEH300</b>	<b>YL01W</b>	<b>Cash, Jeremy</b>	<b>Leisure and Recreation in a Multicultural Society</b>
0773	F	9:00-11:40	This course will examine the diverse cultures which make up the American Landscape. Culture will be examined using leisure as its theme and starting point. Similarities as well as differences between culture will be identified. Folktales, proverbs, riddles, holidays, rituals and games from around the world will be presented and discussed.



<b>LEH300</b>	<b>YL02W</b>	<b>Miller</b>	<b>Suffering and the Human Response [w PHI 365]</b>
0774	F	9:00-11:40	That suffering is a part of human existence, none would deny. There is a sense in which every area of human inquiry conducts itself with an eye to this problem. For the purposes of this course, we will explore how the question of suffering is presented and addressed in the works of artists, poets, philosophers and theologians. We will examine paintings by Grunewald, Gericault, and Picasso; explore tragedies by Sophocles and Shakespeare; and consider the problem of suffering as it is addressed in Buddhist and Epicurean philosophical works and in the Book of Job. The aim of this course, in part, will be to foster a greater understanding of the diverse ways in which the problem of suffering has been described, while also providing an opportunity to explore the breadth of human resources that have been employed in the effort to confront this problem.
<b>LEH300</b>	<b>YL03</b>	<b>Garrin, Stephen</b>	<b>Berlin in the Twenties</b>
1670	F	9:00-11:40	Throughout most of her history Berlin was considered a cultural desert. There was no reason to expect that perception to change in the aftermath of the German defeat in World War I. Yet from the very ashes of defeat and humiliation Berlin emerged phoenix-like to take center stage in the rise of "modernism." Berlin in the roaring twenties was a kaleidoscope world. Its hectic pace, chaos and cacophony, hustle and bustle, reflected the convergence of modernism and madness that characterized this great metropolis. Berlin between the two world wars was the epicenter of art, entertainment, and political upheaval. The cafes, cabarets, music and concert halls, cinemas and café houses that burst forth with creativity and unprecedented decadence, provided an all too brief and exciting respite before the catastrophe of World War II. While the Nazi threat was still just rhetoric and the horrors of the Great War were something to be forgotten, Berlin in the 1920's reveled in a frenzied and artistically prodigious present: modernism in extremis.
<b>LEH301</b>	<b>C301</b>	<b>Petrus, Stephen</b>	<b>American Social Justice Movements, 1954-1974</b>
1676	Tu, Th	11:00-12:15	This course will examine the period from the Brown decision in 1954 to the resignation of Richard Nixon in 1974, an era that contained the Civil Rights Movement, the New Frontier and the Great Society, the beginnings of the Woman's Movement, the birth of gay liberation, the anti-war movement, student radicalism, the New Left, the counterculture, the War on Poverty, the reproductive freedom movement, and white backlash. The course will stress the transformation of liberalism and the revitalization of conservatism.
<b>LEH301</b>	<b>C302</b>	<b>Johnson, Sandra</b>	<b>The Politics of Care and Choice: US and European Health Care Systems</b>
0813	Tu,Th	11:00-12:15	This interdisciplinary course examines the American health system in comparison with European healthcare systems. It focuses on how and why health policy has evolved over time in different countries. Students will study the health systems of the United States, Germany, the United Kingdom, and France, in addition to a European country of their choice, examining the strengths and weaknesses found in each of these national health systems. Placing the U.S. health care system into a broader perspective will not only expand students' understanding of the U.S. health system but encourage them to develop a framework for understanding major healthcare issues that affect the politics, economy, and social health of industrial societies.
<b>LEH301</b>	<b>D301W</b>	<b>Sanchez, Juliette</b>	<b>New York City and the Lively Arts</b>
0814	T, Th	12:30-1:45	Between Van Cortland Park and Coney Island there is, probably, more artistic vitality than anywhere else in the world. It is a banquet and no Lehman student should miss the celebration. Students in this LEH 300 section will have seats at the head table. They will attend plays and performances right here on the Lehman campus. During class meetings, they will also have a chance to read about and discuss what they have seen. The end result should be a greater appreciation and understanding of New York's artistic riches.

<b>LEH301</b>	<b>E301W</b>	<b>Hodge, Jean</b>	<b>Women &amp; Minorities in Film and Literature</b>
0815	Tu,Th	2:00-3:15PM	The uniqueness of women and minorities in film from early 1900-present. We will examine the images, impact, messages and how they affect women and ethnic groups, including questions of gender bias, race and ethnicity. What unique contributions have women and people of color made in film? Has politics had any bearing on the roles played by women and minorities in film? The issue of stereotypes will also be confronted, in an attempt to comprehend recurring distortions in characteristics. Finally, we will look at the depiction of women and minorities on the screen and analyze how their characters might serve as valuable tools for stimulating sensitivity. In this writing intensive course, film viewing will be necessary in order to discuss various essays and texts. This writing intensive course will combine film study, literature, political science and history in examining works that includes, David Wark Griffith's "The Birth Of A Nation," Emil Jannings "The Blue Angel," and Akira Kurosawa's "Ikiru."
<b>LEH301</b>	<b>F301</b>	<b>Newman, Zelda Kahan</b>	<b>Jewish Immigrant Experience in America</b>
0816	T,Th	3:30-4:45	Exploration of early Yiddish culture in America, to include Passover cook book put out in the early 20th century, sections of Sholem Aleikhem readings, selections from the Yiddish Radio Project, screenings of early Yiddish films and "crucial" patriotic songs (i.e., The Star Spangled Banner) circulated in the immigrant community.
<b>LEH301</b>	<b>G301</b>	<b>Boone, Ralph W</b>	<b>"Common Sense" vs Tyranny and Superstition</b>
0817	M,W	8:00-9:15AM	"These are the times that try men's souls." With these lines from his pamphlet <i>The Crisis</i> , Thomas Paine rallied not only Washington's defeated troops but also a dispirited nation. That year <i>Common Sense</i> sold more copies than the Bible. Thomas Paine is the first person to use the term, "The United States of America," and it is often said that had <i>Common Sense</i> not been published the "Declaration of Independence" would not have come to pass. Benjamin Franklin, George Washington, James Madison, Thomas Jefferson, John Adams all considered Thomas Paine the Founding Father of the Republic. "Why then is the name Thomas Paine not a household name? Why is there no national holiday celebrating his birthday? Why did Theodore Roosevelt angrily dismiss Thomas Paine as "a dirty little atheist?" In our search for answers we will read selections from Paine's writings: <i>Common Sense</i> , <i>The Crisis</i> , and <i>Rights of Man</i> . We will then examine <i>Age of Reason</i> , the work that caused his name to be vilified and virtually stricken from the annals of American history.
<b>LEH301</b>	<b>G302</b>	<b>Castillo Diaz, Pablo</b>	<b>America and the World</b>
0818	M,W	8:00-9:15	This is an interdisciplinary course that explores American foreign policy through the lenses of international relations, political science, diplomatic history, and the personal profiles and stories of the individuals involved in policy-making. Using selected case-studies and examples -from the Cuban Missile Crisis to the Iraq war, and from United Fruit Company to the World Trade Organization- the students are expected to leave this course with a growing interest in global affairs and a deeper understanding of current events, contemporary global politics, and the most salient issues facing the United States in the global arena.

<b>LEH301</b>	<b>H301</b>	<b>Jimenez, Miriam</b>	<b>Latino/a in the United States: Ethnic Difference and Political Incorporation</b>
0784	M,W	9:30-10:45	What does it mean to be Latino/a in the U.S. and how are Latinos changing today? What is the future of Latinos in the U.S.? Are Latinos moving into the mainstream U.S. society and politics like other groups did before them? May the Latino electorate eventually become a decisive force in presidential elections and American politics in general? Latinos have had a substantive impact on the demographic face of the United States. In the two decades comprehended between 1980 and 2000 the Latino population doubled; by 2003, they had become the country's largest minority group. Latinos, however, are differentiated among themselves by income, education, citizenship, and ethnic/gender/other identity. This course analyzes the complexity of the Latino/a experience from a multidisciplinary, comparative perspective. The course identifies areas of on-going change and reflects on challenges and opportunities, with an emphasis on political incorporation.
<b>LEH301</b>	<b>H302</b>	<b>Colburn, Forrest</b>	<b>Travel, Memory, and Memoir in the Americas</b>
1679	M,W	9:30-10:45	This course will explore a trove of travel writing, across time periods and settings in the Americas. The focus will be on examining how travel--of different kinds, ranging from that of tourism to migration and exile--leads to self-discovery and conclusions about self and society. The reading will include the chronicle of a shipwrecked Spanish explorer, Cabeza de la Vaca, a memoir of growing up (and leaving) a small Caribbean island by Jamaica Kincaid, Che Guevara's "motorcycle diaries," and John Steinbeck's novel of migration from dusty Oklahoma to verdant California, "Grapes of Wrath." These stimulating readings promise to inform students about the scope of the world, and prompting them to think about how an individual's sense of place shapes his or her character. Students will be expected to write about their own experience.
<b>LEH301</b>	<b>I301</b>	<b>Suchma, Phillip</b>	<b>Sport and the American City</b>
0811	M, W	11:00-12:15	Sport and motion pictures are two of the most popular entertainment institutions in modern American culture. While they can provide a sense of escape and touch on our emotions, they should not be viewed merely as frivolous amusements. This course will use films as a lens for viewing the historical placement of sport in American culture. Sport films covering a variety of genres – drama, comedy, documentary, etc. – will introduce us to discussions on race, gender, urbanization, education, memory, nationalism, and more. It will be through both viewing and discussing these films that we will further out understanding the American sport's historical past.
<b>LEH301</b>	<b>J301</b>	<b>Jimenez, Miriam</b>	<b>Latino/a in the United States: Ethnic Difference and Political Incorporation</b>
0785	M,W	12:30-1:45	What does it mean to be Latino/a in the U.S. and how are Latinos changing today? What is the future of Latinos in the U.S.? Are Latinos moving into the mainstream U.S. society and politics like other groups did before them? May the Latino electorate eventually become a decisive force in presidential elections and American politics in general? Latinos have had a substantive impact on the demographic face of the United States. In the two decades comprehended between 1980 and 2000 the Latino population doubled; by 2003, they had become the country's largest minority group. Latinos, however, are differentiated among themselves by income, education, citizenship, and ethnic/gender/other identity. This course analyzes the complexity of the Latino/a experience from a multidisciplinary, comparative perspective. The course identifies areas of on-going change and reflects on challenges and opportunities, with an emphasis on political incorporation.
<b>LEH301</b>	<b>J302W</b>	<b>Valentine, Robert</b>	<b>The American Revolution: Film and Fact</b>
0808	M,W	12:30-1:45	This course will examine the impact of film upon the historical interpretation of the American Revolution. A series of films on the American Revolution, from the silent era to the present, will be shown in order to assess their historical accuracy, film-making techniques, and overall compatibility for use by educators. Documentaries and other audio-visual material will also be presented and assessed.

<b>LEH301</b>	<b>ONAAW</b>	<b>Hall, Polly</b>	<b>American Environmental Policy</b>
0795		ONLINE	American Environmental Politics captures the major issues and stakeholders in the shaping of environmental policy. We will examine how environmental problems are identified and how solutions are formulated and implemented. By addressing the historical roots of environmentalism, milestones in the development of key policies, and current problems and conflicts, we will explore the inter-complexity and importance of the field. In addition to understanding the domestic dimensions of environmental policy, we will also integrate an international perspective on environmental law and issues that require a global response.
<b>LEH301</b>	<b>ONABW</b>	<b>Lahey, Miriam</b>	<b>American Approaches to Disability: Changing Contexts and Concepts</b>
0796		ONLINE	American Environmental Politics captures the major issues and stakeholders in the shaping of environmental policy. We will examine how environmental problems are identified and how solutions are formulated and implemented. By addressing the historical roots of environmentalism, milestones in the development of key policies, and current problems and conflicts, we will explore the inter-complexity and importance of the field. In addition to understanding the domestic dimensions of environmental policy, we will also integrate an international perspective on environmental law and issues that require a global response.
<b>LEH301</b>	<b>ONA1W</b>	<b>Driver, John</b>	<b>Globalization and American Media</b>
0786		ONLINE	From humble origins in the late 1700's, United States media evolved during the early twentieth century and became the foremost world exporter of content, both of a serious nature as well as entertainment. The trend continues, although global dominance of American media may be in question. As we examine the significant highlights in the evolution of American media -- from the newspaper to radio to television to the Internet -- we will take a parallel journey and examine the effects these innovations have had on the world and probe the influence, acceptance and lack of acceptance of US media on a global level. The course seeks to stimulate a better understanding of US and world culture through a study of American media in relation to their influence (both positive and negative) on the world. The course aims to provoke thought and an understanding of US media's impact on the world and attempts to create an environment where students from diverse backgrounds can engage in discussion about the contemporary responsibilities and challenges that face American media. The course will also pose valuable questions about the future of media in the US and the world.
<b>LEH301</b>	<b>ONA2W</b>	<b>Whittaker, Robert</b>	<b>FEAR: The Cold War and American Culture</b>
0787		ONLINE	How America reacted to the "threat of Communism" and how this fear was reflected in literature, art, film and mass culture (including TV and political propaganda). The historical focus will be on the immediate post-War era of the 1950s and early 1960s.
<b>LEH301</b>	<b>ONA3w</b>	<b>Gersh, Sheila</b>	<b>Using Multimedia to Visualize American Culture</b>
0788		ONLINE	This course is designed to use information technology and digital collections to support the teaching of American Culture. Through the study of culture, historic topics about America, general ideas about American culture, and specific aspects of American culture, students will gain a deeper understanding of America. Student investigations will produce educational "American CultureQuilt" websites from which others can learn.
<b>LEH301</b>	<b>ONA4w</b>	<b>Gersh, Sheila</b>	<b>Using Multimedia to Visualize American Culture</b>
0789		ONLINE	This course is designed to use information technology and digital collections to support the teaching of American Culture. Through the study of culture, historic topics about America, general ideas about American culture, and specific aspects of American culture, students will gain a deeper understanding of America. Student investigations will produce educational "American CultureQuilt" websites from which others can learn.

LEH301	ONA5W	Kaczynski, Charles	<b>"Real to Reel": New York Immigration in Film</b>
0790		ONLINE	This course will examine the history of immigration to New York City and its depiction in popular films. By examining the historical record within the framework of cinematic representations of immigration, students will confront issues of historical accuracy versus creative license. Along with comparing "real" immigration to "reel" immigration, students will analyze the films as historical artifacts of the time in which they were produced, recognizing how the films exhibit the attitudes and assumptions commonly held about immigration at particular points in American history.
LEH301	ONA6W	Sanford, Victoria	<b>Human Rights in Latin America</b>
0791		ONLINE	This course provides an interdisciplinary overview of human rights (e.g., political, social, cultural and economic rights) and their abuses in Latin America. Child soldiers, urban gangs, street children, indigenous rights movements, coca grower movements, drug trafficking, human trafficking, government corruption, illegal land grabs, free trade zones, and rural to urban migration are among the issues affecting, challenging and shaping human rights in Latin America today. What happens when rights collide? Who decides which rights are valid? These questions and issues will be considered in the course as we examine rights issues from Mexico to Central America and the Caribbean, through the Andes and down to the Southern Cone.
LEH301	ONA7w	Williams, Stacey	<b>The Black Image: From Caricature to HipHop Mass Marketing</b>
0792		ONLINE	This course explores the history of reproduced portrayals of blacks from 19th-century caricatures in illustrated books and images of darkly colored domestics in advertising. The course will look at early studio postcards and anthropological photography that documented subjects' physical as well as scientific racial uniqueness. Around 1900, the W.E.B. DuBois' Negro Exposition displayed photographs of the Negro middle class. Marketing of the New Negro in black newspapers and magazines continued during the Harlem Renaissance, Garveyism, and black is beautiful movements. Questions of how the black image has survived in present versions dubbed by black entertainers and media masters, including grass roots and Hollywood Blaxploitation of the 70s until hip hop's contemporary sexually explicit videos will be examined in depth. Aside from the theme of visual image, the class will learn about the creative environments in which these images were created. Also included is the study of music, literature, theater, fashion, as well as, political trends in which any and all black images are integral.
LEH301	ONA8w	Williams, Stacey	<b>Black is Beautiful: Issues of Culture and Narcissism in American History</b>
0793		ONLINE	This course explores the history of reproduced portrayals of blacks from 19th-century caricatures in illustrated books and images of darkly colored domestics in advertising. The course will look at early studio postcards and anthropological photography that documented subjects' physical as well as scientific racial uniqueness. Around 1900, the W.E.B. DuBois' Negro Exposition displayed photographs of the Negro middle class. Marketing of the New Negro in black newspapers and magazines continued during the Harlem Renaissance, Garveyism, and black is beautiful movements. Questions of how the black image has survived in present versions dubbed by black entertainers and media masters, including grass roots and Hollywood Blaxploitation of the 70s until hip hop's contemporary sexually explicit videos will be examined in depth. Aside from the theme of visual image, the class will learn about the creative environments in which these images were created. Also included is the study of music, literature, theater, fashion, as well as, political trends in which any and all black images are integral.

LEH301	ONA9W	Hall, Polly	<b>Politics, Culture, and Human Rights</b>
0794		ONLINE	This course introduces you to the intricate interplay between politics and culture surrounding the issue of human rights. We will explore the impact of American politics and culture on political and social institutions connected to the human rights field, and on international conflict and cooperation related to human rights. We will specifically examine universal (or political) principles declared in various human rights covenants and see how American cultural traditions resist the adoption of some of these principles. We will explore a variety of human rights case studies and compare American politics and culture to the different political and cultural approaches taken by other countries. Concepts of oppression, culture, and patriarchy will be explored to understand their social and political implications. Tensions between cultural traditions and human rights will be explored. This course will be taught from an interdisciplinary perspective, integrating theory and readings from political science, international politics, ethics, sociology, and anthropology.
LEH301	Q01W	Esdale, Lise	<b>American Nightmare: Horror in Literature and Film</b>
0797	Tu	2:00-4:40	"What is horror? What is a monster, and is that monster what we are really supposed to be afraid of? That is, what does that monster, the ""Other,"" represent? In this writing-intensive course, we will survey the American horror film, with particular emphasis on the horror films produced in the 1970s, a moment of independent political movie making that gave us Easy Rider, Mean Streets, Nashville, and The Godfather (I and II). How did this movement and the political climate of that period affect filmmakers working in horror? We will watch films and also read texts that have helped shape horror as we know it, such as Mary Shelley's Frankenstein and Bram Stoker's Dracula. These are canonical horror texts, and we can see permutations of these monsters and the texts' narrative structure in film. Themes include: issues of gender, sexuality, and reproduction; race (who has the right to be haunted); class (Freddy Kruger and Jason Voorhes, the working-class monsters); history and fears of each decade and how they're manifested (the Cold War and sci-fi films, for example); and types of films (e.g., the slasher film and heroine; splatter films; the sequel); and the crossing of genres (Alien films that combine sci-fi with horror)."
LEH301	Q02W	Perry-Ryder, Gail	<b>Black Popular Culture</b>
0798	Tu	2:00-4:40	This course examines the folk idiom and evolution of African American culture past and present as reflected in the creative works of black artists in the areas of film, music, sports, and language. Examples are drawn from each of these areas to demonstrate the continuity of these images across artistic domains. Emphasis given to the relationship between historical and contemporary representations of the African American image across different genres of mass media.
LEH301	R01	Glasser, Marilyn	<b>Americans at Play: Defining a National Character through Leisure</b>
0799	Th	2:00-4:40	Leisure experience from pre-colonial times to the present day, with emphasis on the role of leisure behaviors in the development and expression of American identity. Topics include cultural diversity; women's leisure; role of sport and government; the outdoor experience; the arts; media, popular culture and technology; consumerism and deviance.
LEH301	R02W	Evangelista, Javiela	<b>Politics and Identity: Afro-descendants in the Western Hemisphere</b>
0800	Th	2:00-4:40	

<b>LEH301</b>	<b>R03W</b>	<b>Mazza, Kate</b>	<b>American Modernity (1880-1920)</b>
	Th	2:00-4:40	This course seeks to explore the idea of modernity as it developed in late 19th century and early 20th century in Western culture with an emphasis on the United States. We will learn about historical events and changes that occurred at this time. We will consider what people at the period thought of these developments. We will learn about the following transformations during 1870s-1920s and how people felt about these changes: (1) technology, mechanization, Fordism/Taylorism (2) Urbanization, alienation, crowds, mass society (3) Art and Architecture, modern art, Bauhaus architecture (4) psychology, neurasthenia, Freud, sexuality (5) Gender, masculinity, femininity (6) World War I and its Aftermath, the Lost Generation, trench poets, (7) Anti-modernism, reactions to change.
<b>LEH301</b>	<b>XH81</b>	<b>Schulman, Jason</b>	<b>American Protest, Politics and Popular Culture</b>
0801	Th	6:00-8:40	This course will examine the impact of protest movements and politics on popular culture in American life in the 20th century. We will first focus on the rise of mass industrial trade unionism in the 1930s and 1940s, as exemplified by the Congress of Industrial Organizations, and the CIO's relations with the New Deal-era Democratic Party and the Communist Party USA. We will examine how the CPUSA helped build not only the CIO but a great array of organizations that impacted on every phase of American life, and how the party and its members influenced jazz and popular music, blues and folk music, and Hollywood movies. We will then move through the "McCarthyist" 1950s to the 1960s and attempt to analyze the relations between the Civil Rights movement and its "freedom songs," black and black-influenced popular music, the Black Power era, and the beginning of "blaxploitation" films.
<b>LEH301</b>	<b>XH82W</b>	<b>Evangelista, Javiela</b>	<b>Politics and Identity: Afro-descendants in the Western Hemisphere</b>
0802	Th	6:00-8:40	
<b>LEH301</b>	<b>XH83W</b>	<b>Mazza, Kate</b>	<b>American Modernity (1880-1920)</b>
0804	Th	6:00-8:40	This course seeks to explore the idea of modernity as it developed in late 19th century and early 20th century in Western culture with an emphasis on the United States. We will learn about historical events and changes that occurred at this time. We will consider what people at the period thought of these developments. We will learn about the following transformations during 1870s-1920s and how people felt about these changes: (1) technology, mechanization, Fordism/Taylorism (2) Urbanization, alienation, crowds, mass society (3) Art and Architecture, modern art, Bauhaus architecture (4) psychology, neurasthenia, Freud, sexuality (5) Gender, masculinity, femininity (6) World War I and its Aftermath, the Lost Generation, trench poets, (7) Anti-modernism, reactions to change.

<b>LEH301</b>	<b>XM81</b>	<b>Johnson, Geoff</b>	<b>Hip Hop and the Urban Crisis</b>
0803	M	6:00-8:40	<p>The course will be focused on post-WWII urban history -- American cities in the 1970s, 1980s, and 1990s -- and will also include the disciplines of music and sociology. Historians, sociologists, anthropologists and other scholars interested in urban phenomena often make reference to an "urban crisis" in the United States which begins in the mid-late 1960s and arguably continues down to the present day. In this course we will investigate the highly complex nature of the "urban crisis" and problematize the term in order to see how the very definition of "urban crisis" is multifaceted and contested. The course will begin by constructing a broad overview of post-WWII U.S. urban history, then turn to various aspects of the "urban crisis" during the last few decades. The class will draw on a wide variety of readings from week to week including work by academic historians and sociologists, cultural criticism, and primary sources such as newspaper articles (there will be several required texts, but much of the reading will come in the form of handouts). Another key point of entry into our discussion of the urban crisis will be music, specifically hip-hop. In the thematic section of the course we will spend part of each class period listening to and discussing hip-hop songs which offer insight into aspects of American urban history. Hip-hop music and culture will not only serve to better illuminate the urban crisis in the United States, we will also consider ways in which hip-hop itself is both part of the urban crisis and simultaneously a source of possible solutions to problems in American cities.</p>
<b>LEH301</b>	<b>XM82</b>	<b>Murphy, Denis</b>	<b>From the Old World to the New: The Irish-American Experience</b>
1678	M	6:00-8:40	<p>This course will trace the roots of the Irish emigrants who left for the New World of the United States in the nineteenth century. It will survey the Gaelic past from the mythology of Cuchulinn and Maeve in The Tain to the Golden Age, the conquest and the catastrophe of the Famine. From here the course will focus on the new urban Irish in the American city and the experience of the Irish west of the Mississippi. The course will be presented in the framework of the literature, history and culture of the Irish in the "American Experience."</p>
<b>LEH301</b>	<b>XM83</b>	<b>Colburn, Forrest</b>	<b>Travel, Memory, and Memoir in the Americas</b>
1670	M	6:00-8:40	<p>This course will explore a trove of travel writing, across time periods and settings in the Americas. The focus will be on examining how travel--of different kinds, ranging from that of tourism to migration and exile--leads to self-discovery and conclusions about self and society. The reading will include the chronicle of a shipwrecked Spanish explorer, Cabeza de la Vaca, a memoir of growing up (and leaving) a small Caribbean island by Jamaica Kincaid, Che Guevara's "motorcycle diaries," and John Steinbeck's novel of migration from dusty Oklahoma to verdant California, "Grapes of Wrath." These stimulating readings promise to inform students about the scope of the world, and prompting them to think about how an individual's sense of place shapes his or her character. Students will be expected to write about their own experience.</p>
<b>LEH301</b>	<b>XW81</b>	<b>Kaczynski, Charles</b>	<b>Working in Film: Images of American Labor</b>
0806	W	6:00-8:40	<p>Concentrating on popular films released between 1931 and 1988, this course examines the changing depiction of work, the American working class and the clash between the political ideals of liberalism and democracy. Some of the films that will be screened this semester include: The Public Enemy (1931), Modern Times (1936), Saboteur (1942), On the Waterfront (1954), Raisin in the Sun (1961), Norma Rae (1979), Nine to Five (1980), and Wall Street (1988). In addition to screening the films, students will read John Bodnar's Blue-Collar Hollywood: Liberalism, Democracy, and Working People in American Film and assorted journal articles and participate in class discussions. Course assignments will consist of three to four comparative film reviews.</p>



<b>LEH301</b>	<b>XW82W</b>	<b>Valentine, Robert</b>	<b>The American Revolution: Film and Fact</b>
0810	W	6:00-8:40	This course will examine the impact of film upon the historical interpretation of the American Revolution. A series of films on the American Revolution, from the silent era to the present, will be shown in order to assess their historical accuracy, film-making techniques, and overall compatibility for use by educators. Documentaries and other audio-visual material will also be presented and assessed.
<b>LEH301</b>	<b>YM01</b>	<b>Joyce, Regina</b>	<b>Latin America: The Violent Children of Cain</b>
0809	Fri	12:00-2:40	This course will provide an overview into Latin American violence emphasizing the complexity of repression and rebellion in this region's history. Rosenberg in Children of Cain states "that one doesn't necessarily have to be pathological to do horrible things. but rather this belongs to the society." If society contains the answer, this course will consider a wide range of texts trying to not only understand the origins of violence in Latin America but also the point where global history enters into this equation. Themes of postcolonial mindsets and behavioral patterns, reflecting current political and economic relationships will emerge and the role of certain social movements will be examined.
<b>LEH301</b>	<b>ZL01w</b>	<b>Kenyatta Funderburk</b>	<b>Education and Social Justice: The Community Change Model</b>
1681	Sa	9:00-11:40	This practicum course will examine the design and application of the Community Change Model as a means of engaging grades k-12 youth in analyzing and addressing local community concerns by asking critical questions and engaging in dynamic and purposeful activities. Once a target age-group is identified, students in the course will design learning plans that are aligned with education standard using the Community Change Model. These learning plans will be reviewed, discussed and practiced in preparation for Lehman students to implement in one of the partnering public schools. Finally, Lehman students will have the opportunity to be employed to work with public school students in addressing local community issues through Inwood House's Youth-For-R.E.A.L.'s After-School Programs. This interdisciplinary course (Public Health, Black Studies, Latin Studies, American Studies, Middle/High School Education, and Early Childhood Education) requires a maximum of 8 to 10 hours of fieldwork.
<b>LEH301</b>	<b>ZM01w</b>	<b>Kenyatta Funderburk</b>	<b>CareerVisions: Applying Career Interests to Community Concerns</b>
1682	Sa	12:00-2:40	
<b>LEH301</b>	<b>ZN01</b>	<b>Pizarro, Maria</b>	<b>Immigration: An American Experience</b>
0807	Sa	3:00-5:40	This course examines immigration experience by reading novels, ethnographic and historical descriptions, and journalistic accounts. These diverse sources are used to raise the political awareness of non-political science majors about the political dimension of immigration experience. The approach is interdisciplinary, but the main focus is the political dimension of the acculturation/adjustment process. A guiding theme in studying this acculturation/adjustment process will be defining and understanding American identity by focusing on issues of class, ethnicity race and gender. Although the United States is a country built by immigrants, Americans have always shown ambivalent attitudes towards immigrants that have continuously tested conceptions of who is an American. Questions to be explored in connection with the issue of identity are: What does it mean to be an immigrant worker (with and without proper "documentation")? What does it mean to be an American? How has this concept been historically defined in American society? and what has been the immigrant experience in being hyphenated Americans that combine aspects of both ethnic realities? These questions of identity lead to the questions of the underlying conditions of social reality that continuously demand immigrant workers and equally continuously reproduce the idea of the American Dream: Is the promise of achieving the American Dream what gives cohesion and commonality to a culturally and ethnically diverse immigrant labor force? What have been the labor conditions for immigrant workers in pursuit of social mobility? Is there one American dream or several?