

LEH300	Ansaldi, Pamela	Coping with Illness: Writing out the Storm	People admire heroic luminaries like President John F. Kennedy and Sir Winston Churchill who silently endured chronic pain, illness and depression, yet they achieved greatness. But what about the unsung heroes, those everyday people who silently cope with diabetes, asthma, multiple sclerosis, chronic fatigue, migraine, HIV, Hepatitis C, epilepsy, heart conditions, injuries, arthritis, chronic pain, depression, cancer... These are the people whose valiant efforts need to be recognized because usually they suffer in silence, feeling isolated and abandoned by the health profession, family and friends. In this class, through inspiring readings and films, and through writing memoir, poetry, drama, fiction and non-fiction, participants will map out a course through the often uncharted waters of illness... They will learn to manage the turbulence...and stay strong and steady at the helm. They will learn to write out the storm...This course is designed for anyone trying to cope with illness or injury of any kind. It is for also those seeking to understand and help loved ones or friends who are ill. Those with careers in the helping professions will gain insight into the inner world of their ailing patients. This course is also for those who are curious about facing illness and managing it instead of being consumed by it.
LEH300	Ansaldi, Pamela	The Doctor-Patient Relationship: Viewed through Art and Science	In this course, participants will explore the complexities of the doctor-patient relationship by examining selected works of literature, medicine, psychology and art. To the doctor, illness is an analysis of blood tests, radiological images and clinical observations. To the patient, illness is a disrupted life. To the doctor, the disease process must be measured and charted. To the patient, disease is unfamiliar terrain—he or she looks to the doctor to provide a compass. The doctor may give directions, but the patient for various reasons may not follow them. Or, the doctor may give the wrong directions, leaving the patient to wander in circles, feeling lost and alone. Sometimes two doctors can give identical protocols to the same patient, but only one doctor can provide a cure. The surgeon wants to cut out the injured part; the patient wants to retain it at any cost. The physician diagnoses with a linear understanding of illness; the patient may see the sequencing of events leading up to the illness in a different order, which might lead to a different diagnosis. The twists and turns of doctor-patient communication can be dizzying...and the patient goes from doctor to doctor seeking clarity and a possible cure. The intention of this course is to have participants enter the inner world of the doctor and the patient to try to untangle the multitude of emotions inherent in their relationship. They both seek the same result—the patient's well-being—but they often seem to be working at cross purposes.
LEH300	Araia, Ghelawdewos	Politics and Culture of the African People	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.
LEH300	Auslander, Diane	King Arthur in History, Literature, and Film	King Arthur has been called the 'Once and Future King' and his legend seems to fill a human need for a savior that has acted heroically to save the people once and, it is believed, will come again when the need for a hero is greatest. Arthur is not the only such hero: the Aztec God Quetzalcoatl and even Christ have these same characteristics. This course will look at how the meager history of King Arthur became a legend that has withstood the test of time and has been reproduced for over a thousand years in literature and, more recently, in film. We will look at the early Anglo-Saxon period (late fifth to early ninth centuries), the time in which Arthur may have lived and examine the importance of that period to the story of Europe and the development of Western culture. We will then examine how Arthur's legend grows from a few brief mentions in early medieval sources to the full-blown story of Arthur, Guenevere, and Lancelot, the Knights of the Round Table and the grail quest. We will read the literature that develops these stories from around 1000CE to about 1500CE and look at the historical context in which they were written. We will then move into more modern times and read some of the more recent literature that is based in the legend of Arthur and at some of the many films that have been made about him and his fellow denizens of Camelot. We will focus on why these stories have such great appeal for the human psyche, why the story of Arthur had so much meaning for later English kings and for the knights and nobles of the later medieval period as well as its enduring value to modern audiences. The following questions will be addressed: How are myths created? What is the essence of a hero? What is the importance of the fatal flaw that all literary heroes seem to have? How do such myths shape history?
LEH300	Belousova, Katia	Everyday Moscow: Past and Present [With SLA365]	The course provides an overview of Moscow city culture from both historical and contemporary perspectives. We will explore the organization of Moscow cultural landscapes ("cityscapes"), as they change through the centuries. We'll be looking at the various groups of people inhabiting Moscow and actively participating in creation of its unique and diverse cultural environment. We will discuss the problems related to Russian ethnic and cultural identity, national symbols and myths, thought and religion, body and self, gender and sexuality, social hierarchies and expressive culture. Significant attention will be given to Russian interactions with East and West, to specific problems of transnational communication and global encounters. You will get familiar with Russian literature and arts and have an opportunity to carry out your own research mini-projects devoted to analysis of such important art and media genres as photography, literature and film.
LEH300	Belousova, Katia	Sexuality and Sex Roles in Transnational Perspective	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.
LEH300	Campbell, Andrianna	Spiral: Art, Mass Media and Politics in the 1960s	In 1963, Romare Bearden and a group of artists formed Spiral. This association aimed at examining the transition from the art of the Harlem Renaissance which adopted African iconography to the art of this new civil rights era which sought an individual voice for each member. This interdisciplinary course explores the new political world order of the 1960s and these artists' reaction against the reductive argumentation of the previous decade. In particular, the course will also address the movement of artists between Mexico, the Caribbean and the United States to enlarge the discussion about artists of color beyond the borders of New York City.
LEH300	Carey, Roz	Ancient Philosophy [Taught with PHI243]	What is Beauty? Truth? Goodness? What is the nature of <i>Being</i> ? As a matter of historical fact, at a certain place and time (Greece, ca. 400 b.c.e), people began to ask such apparent questions, apparently seeking for answers to them. In this course, we follow them in this endeavor, reading the colossally important philosophical texts of the classical period. It might appear completely mysterious why anyone would ask such peculiar questions, and what kind of answer they expected to get—or even if they did expect to get answers. Put another way, it might seem puzzling how philosophical questions differ from those asked in religion or ancient science (e.g., early medicine): is philosophy an oddball species of religion, of myth, poetry, of science, art—or what? For this reason, at the same time that we examine the ancient's views, we will rise above them to ask the premier question, <i>what is philosophy?</i>
LEH300	Carey, Roz	Educating Kings and Philosophers [Taught with PHI365]	Aristotle wrote that ideas about education most properly belong to the discipline of political theory. In America alone, in the last few decades, we have seen how political and politicized schooling has become, from which books and topics a school should adopt to the content of the local elementary school's holiday program. But this is not new; societies and philosophers in them have been devoting attention to what and how and by whom children and young adults should be taught since Plato wrote the Republic over 2,000 years ago. Today's debates over feminism, traditionalism, ethnocentrism, religion, etc., in education, merely echo what has come before. We will explore treatises on education to see how past thinkers answered these essential questions: which members of society should be educated and what do they need to know? The course will be conducted as much as possible as a discussion, with a writing skills component occurring at some point during each session.

LEH300	Cash, Jeremy	Leisure and Recreation in a Multicultural Society	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.
LEH300	Castro, Marsham	Film Adaptation from Classic Texts	When a filmmaker uses an established author's work as the basis for his or her own screenplay, we as knowledgeable viewers look at that transformation with the following questions: (1) since an established literary work (the classic) usually has its supporters, critics and fans, what does the filmmaker consider, add and cut; (2) what are the decisions a writer/director makes when transforming a written (static) form into light, sound and movement; (3) how is the filmmaker affected by current social, cultural or political considerations when adapting an older literary work; and (4) does the film transformation reflect the same social, cultural or political considerations that existed when the literary work was written? These and other questions will be taken up when we read a literary work, view its film adaptation and compare both art forms. In this course we will consider, examine and evaluate the relationship between the written word and the visual image. We will explore the transformation of a written work to film - be it a novel, short story, play or journalistic article. The specific films and readings will allow us the historic perspective to address different genres (action, romance, drama, etc.) to answer the question of how the movies and literature interact.
LEH300	Cromer, Risa	Global Politics of Health	In this course, we will study health, illness and healing across the range of human societies and over the course of human experience. Though health and disease are sometimes thought to be purely biological or "natural" states of being, we will examine the ways in which cultural meanings, social forces, structural inequalities, and historical processes play a role in shaping experiences of sickness and health. Moreover, in light of the increasing role "culture" has assumed within Western medicine to shape diagnoses and treatment, we will explore the benefits and dangers of culture's new role through ethnographic, sociological and historical case studies. Important to our studies will be understanding stratification and the interrelationship between illness and inequalities based on race, class and gender. In sum, we will explore the cultural and historical elements of what appear to be biological "givens" or "universal truths" and will do so through a variety of theoretical approaches. Course materials will draw from anthropology, history, sociology and public health, and our primary learning tools will include regular online discussion, online media and films.
LEH300	Cummins, Paul	Medical Ethics [taught w/ PHI365]	The hallmark of the Bioethics Revolution is the transformation of patients from passive subjects of medical professionals' healing techniques to equal collaborators with medical professionals in their own health. In the provision of medical care the goals of the medical team are no longer preeminent – the goals of a patient now possess equal status in determining the course of medical care. Nonetheless, medical practice is informed by a historical set of goals and values that may conflict with the goals and values of patients. The focus of this course is to examine the values, principles, and duties that now underlie medical professionals' provision of care. Ethical conflicts may arise within clinical encounters because these values, principles, and duties themselves require incompatible actions. The course will explore the conflicts real (from case studies) and imagined (from literature, television, and film) that can arise in clinical medical care, and it will examine a <u>repeatable clinical ethical reasoning procedure for resolving them</u> .
LEH300	Finkelman, Leonard	Philosophy of Science [taught w/ PHI353]	Discussion of the philosophical concepts that underlie scientific practice, including: what separates science from other disciplines; its scope and limits; what may account for its successes and failures; its place in political and moral discourse.
LEH300	Frangos, John	Epidemic Disease in History: From Plague of Athens to the Plague of Aids	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.
LEH300	Garrin, Stephen	Berlin in the Twenties	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 revealed in a frenzied and artistically prodigious present: modernism in extremis.
LEH300	Hollander, Liz	Writing About Pictures	The ancient Roman orator Horace declared that poetry should communicate as effectively as pictures, but the visual arts have also been an especially powerful subject to write about - as a topic of philosophical speculation or cultural commentary, as an occasion for description, and sometimes as a kind of muse or rival for poetic expression. On the other hand, pictures draw much of their meaning from literary and historical traditions, and the way we see them is profoundly affected by what we have learned to think and express in words. "Composition" is a concept applied to both written and visual work. A picture is worth a thousand words - but one word can also generate a thousand images. Who is counting and why? Every kind of writing that involves pictures - whether it's advertising copy or epic poetry, art history or news reporting, a gothic novel or an instruction manual, an essay in critical theory or a comic book - makes, or shakes, different assumptions about the relation between words and images. This course explores the how different disciplines of Literature, Journalism, Art History, Cultural Criticism and Philosophy acknowledge the terrific impact of images on our minds and our language, and asks students to formulate their own approach to particular images.
LEH300	Maybee, Julie	Disability, Ethics and the Body [taught with DST/PHI 336]	The course will examine how disability is defined and ethical issues surrounding the treatment of people with disabilities. Topics will include the role of the body in defining disability, in the experience of disability, and in shaping disability identity; issues surrounding the embodiment of disability in our society, including access to health care, the accessibility of buildings and public transportation, and violence and abuse against people with disabilities; bioethical issues such as eugenics, physician-assisted suicide, and prenatal screening; and ethical issues surrounding rehabilitation, such as substance abuse and debates over "normalization."
LEH300	Mazza, Kate	Medicine, Illness and the Body in American History	How have our modern and still-evolving definitions of health changed over the last two hundred years? How have people understood their bodies' functioning and health practices at various points in American history? In this course we will explore these questions through selected topics in the history of medicine, public health, psychiatry, and sexuality. We will explore the relationship of illness to American culture and society through readings by health advocates, physicians and patients as well as selected fiction and films. The class will not only learn about expert knowledge, but will examine how people understood health and experienced illness. The various historical topics include: development of medicine and public health; social construction of disease; psychiatry and mental illness; relation of health to deviance; health and immigration; sexuality; practices in hygiene, diet, exercise and birth control. Many topics will be brought to the present.
LEH300	McDaniel, Shawn	Dandies, Drugs, and Fetishes: Decadence in Literature, Art, and Film	Through the analysis of novels, short stories, poetry, and non-fiction, this course seeks to familiarize students with the Decadent movement in its multifaceted manifestations. A comparative approach to the study of European, American, and Latin American literature and culture of the fin-de-siècle (end of the 19th century) will shed light on the most significant facets of the Decadent movement, i.e. the figure of the dandy, isolation, drug use, fetishism, immorality, the rhetoric of sickness, and anti-democratic and Orientalist fantasies. Although the majority of works we will read are literary, artistic and cinematic representations of Decadence will also form an important part of the course. This course is interdisciplinary in nature and covers aspects of literature, philosophy, politics, psychology, sociology, film, and art.

LEH300	McDaniel, Shawn	Race and Nature in Latin American Literature: Ethnoecology, Exploitation, and Environmentalism	In this course, we read a variety of critical and social theories drawn from numerous disciplines, such as anthropology, sociology, geography, philosophy, history, political science, literature, linguistics, and art, in order to analyze the constructs that underlie various facets of reality that we take for granted as being "natural" or simply "the way things are." Considering the possibility that reality is socially created, we frame our interrogations, modifications, rejections, and applications of these theories under the umbrella of Americanism and address such topics as ideology, subjectivity, language, meaning, (trans)nationalism, citizenship, space, otherness, subalternity, race, gender, sexuality, ecology, technologization of humanity, and postmodernisms. Our principle objective is to examine the popular conceptions that constitute "Americanness" and consider what it means to be "American" in the 21st century. Theoretical readings will be illustrated through a wide variety of examples from movies, television, the internet, art, music, advertising, literature, and everyday experiences and interactions. In addition, this course incorporates and encourages extensive use of multimedia.
LEH300	Murdaco, Barry	Nihilism in Interbellum Germany	This course will focus on German culture and art produced in the interbellum period between World War I and II. The devastating experiences of the first war, the psychological trauma of losing the war, followed by economic depression and the rise of political extremism all contributed to a unique cultural perspective that still has value today. Germans were forced to confront a sense of nihilistic meaninglessness in the world brought on by a dehumanizing technological rationality that seemingly crushed humanity rather than elevating it. The possibilities of authentic experience and man's place in the universe were other areas of concern as Germans struggled to find a sense of meaning in a world that has seemingly lost all meaning. Forced to confront hard questions regarding the supposed superiority of Western civilization and notions of progress in civilization, the German response to these questions remains a vital part of culture today.
LEH300	O'Boy, Deirdre	20th-Century Ireland	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	Peterson, Terri	Bioethics	What is (or ought to be) the relationship between ethics and politics? For example, in the area of genetics and stem cell technologies, it is arguably the case that the various bioethics panels have served more to assuage an uneasy public than to move policy in any particular direction, or, for that matter, to affect the course of such research itself. In this course, then, we will tack between the three fields of activity and argumentation: bioethics, the policy making process, and the laboratory bench. While we will focus on recent battles over human embryonic stem cell research, we'll detour into related historical and contemporary cases, especially those concerning genetic and reproductive technologies. While it is not expected that you know much about science entering the class, you will learn enough basic genetic science to make sense of the pitfalls and promises of ART and hESC research. Thus, in order for you to gain some mastery over the controversies surrounding human embryonic stem cell (hESC) research and assisted reproductive technologies (ART), we'll begin with the basics of these technologies. Once you are expert (!) in the science and technology, we will spend the rest of our time examining what are the ethical issues involved in this work, and what are the arguments of the various sides. While ethical issues are often divided into simplistic >pro/con= categories, the partisans in biotechnological research often occupy multiple ethical positions. For example, some accept research for the purposes of X, but not for Y. We will also consider how the regulatory and policy making processes on biotechnology both do and do not take ethical arguments into account, how ideological positions can both enhance and undercut ethical positions, and how little or how much the ethical and political debates affect the actual research.
LEH300	Quarrell, Susan	Folktales and Literary Fairytales	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.
LEH300	Quarrell, Susan	Widows and Maids in Women in Chaucer's "The Canterbury Tales"	The Middle Ages, despite the pervasive presence of a gloomy repressive church, was a period of immense social change and lively discourse. At the center of this discourse is Geoffrey Chaucer—considered by many to be the father of English Literature. In this course we will examine the Middle Ages and the images of medieval women that emerge as portrayed by Chaucer in his work The Canterbury Tales. We will explore elements of history, economics, sociology, and psychology represented by such figures as the Prioress, Griselda (the Clerk's Tale), and the Wife of Bath, discovering the tensions inherent in the progress of women in medieval society. Discussions of women in the Tales will touch upon the question of whether women are good or bad—modeled on either the Virgin Mary or Eve. Students will gain an understanding of the influence of gender on individual behavior, as well as on contemporary institutions of marriage, workplace, and church.
LEH300	Rosen, Marjorie	Movie Heroines in a Changing World	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.
LEH300	Salmanova, Ekaterina	The Mystery of St. Petersburg: Literature, Art, Film	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.
LEH300	Shouler, Ken	Philosophy, Sport and Culture	This course covers issues in sport, including defining what a sport is, the ethics of cheating, the ethics of violence, analyzing whether sport is an "art form," whether sport has become a substitute religion, gender and race issues in sport, an analysis of heroism, and economic issues involved in the culture of sport. The course uses a multi-media approach, showing many films, and videos.
LEH300	Spear, Thomas	Autobiography and Self-Portraiture	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	Vaccara, Stefano	The Mafia: Demystifying a Social and Political Phenomenon	Contrary to popular belief, the Mafia's roots are not ancient, its murky origin dating back only to the early 19th century. This course will examine the many ways in which this organization, which has constituted virtually a "state within the state" at various points in its history, has undergone multiple transformations as a result of historical, political and economic forces operating in Sicily at its origin and in Italy, the United States and even on a global scale subsequently. Its relations with the legitimate State, whether in Italy or the United States, have ranged the gamut from undeclared war to subversive complicity with the State's so-called legitimate interests. Like legally constituted States, the Mafia has a hierarchical structure that directs its global economic interests, domestic relations and foreign relations—in short a governmental apparatus that has frequently functioned as a parallel state. At the same time the Mafia's image has become embedded in Italian, American and even global culture. This too has undergone great transformations over time: initially a secret society, today thanks mostly to the media and popular culture, it has become a globally recognized iconic image. Our approach in this course will be multi-disciplinary, drawing principally from history, popular literature and cinema.
LEH300	Viano, Bernado	Mexican Muralism: Revolution and Other Universal Themes	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.
LEH301	Campbell, Dinsmore	Bill of Rights: Religion, Guns and Gay Rights in the 21st Century	The course was designed to expose students to the relevance of the Bill of Rights and its application to contemporary hot button topics. Some topics discussed are gun rights, gay marriage and the scope and extent of certain national security measures in a post 9/11 landscape. The course opens with an introduction to the notion of selective incorporation ( why certain provisions of the Bill of Rights are applicable against the states, such as the First and Fourth Amendments, and why others are not). Each amendment is then critically examined first from the perspective of the individual and then through the lens of the society at large.
LEH301	Castro, Marsham	American Southern Gothic: Literature and Film	Southern Gothic Literature and Film will be an examination of fiction, drama, essays and film that define the genre of Southern Gothic. We will look at the Southern "soul" – in a manner of speaking -- to determine the ingredients that add up to the mixture that can produce a genre so specific to a time (the first half of the 20th century) and region (the South) of America. In the process we will also read (and view) histories of the southern locales that are the settings of our chosen readings. The authors who we will read for pleasure, examine for information and analyze for meaning are all Southern-born and produced their work in the first half of the 20th century. They are identified with the genre of Southern Gothic because of their writing styles, the subjects and environments of their stories and sometimes their own personal lives as Southerners. See the formal definition of Gothic literature as well as Southern Gothic literature in my first and second week lectures.
LEH301	Colburn, Forrest	Travel, Memory, and Memoir in the Americas	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.
LEH301	Cromer, Risa	Human Rights in Latin America	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	Duncker, Judith	American Foreign Policy and Global Challenges	This course introduces students to the political and economic principles that under gird the major global political economy issues of our day. These issues include: global poverty and inequality; debt relief and development in poor nations; international migration and issues affecting immigration policy; international trade relations; hunger and food security. The course focuses on macroeconomic policy options and their implications for these challenges. It also identifies the significant governmental and non-governmental, national and inter-governmental institutions that directly impinge on the resolution of these challenges. Students will learn to use both qualitative and quantitative measures to assess these pressing global public policy challenges and will employ problem-solving skills to propose solutions to these global public policy issues.
LEH301	Esdaile, Lise	Feminism and Film	In this course, we will draw from various disciplines (e.g., history, psychology, English) to read how feminism has impacted U.S. visual culture, particularly film. According to Maggie Humm, "the linkage to feminism and film matters . . . because all representations, visual or otherwise, are what make gendered constructions of knowledge and subjectivity possible. Without representations we have no gender identities, and through representations we shape our gendered world" (vii). Using Humm's <i>Feminism and Film</i> as the central text, along with Jeanine Basinger's <i>A Woman's View</i> , we will go through feminist theory, aesthetics, and film history to arrive at feminist film theory. From there, we will read key texts by feminist/female scholars and critics and look at female representations of women in film, whether in the documentary, the experimental, or the classical narrative; its place of origin/distribution, such as television, the internet, or the theatre (art house or multiplex); or the historical period (silent, pre-Code, feminist movements, etc.); as well as the genre (romantic comedy, drama, western, horror). It is a multidisciplinary course, which allows for theoretical discussions about aesthetics, the body, and the power of cinema (visually, economically, and politically). For example, we will discuss issues of scopophilia and the gaze, as articulated by Laura Mulvey in her groundbreaking and controversial 1975 essay "Visual Pleasure and Narrative Cinema" and later scholars who challenge Mulvey's heterosexist assumptions about desire and appropriation. Likewise, we will look at essays on the black body in visual culture, drawing from the work of Valerie Smith and bell hooks. How far has the black female body progressed, or regressed, when looking at Sara Baartman (the "Hottentot Venus") and say, Jennifer Lopez, both ethnic women whose backsides have been admired, desired, reviled, and mocked? How does black female artist Renee Cox signify on this "text"? (Although not a film, it is still an artistic visual text, which lends to discussions about [re-/mis] appropriation.) What is feminist camp and what does it have to do with representations of the female body?
LEH301	Esdaile, Lise	American Nightmare: Horror in Literature and Film	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 <i>Easy Rider</i> , <i>Mean Streets</i> , <i>Nashville</i> , and <i>The Godfather (I and II)</i> . 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. 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).

LEH301	Francis, Angela	Sex and Gender in the Long 1950s	Using Humm's Feminism and Film as the central text, along with Jeanine Basinger's A Woman's View, we will go through feminist theory, aesthetics, and film history to arrive at feminist film theory. From there, we will read key texts by feminist/female scholars and critics and look at female representations of women in film, whether in the documentary, the experimental, or the classical narrative; its place of origin/distribution, such as television, the internet, or the theatre (art house or multiplex); or the historical period (silent, pre-Code, feminist movements, etc.); as well as the genre (romantic comedy, drama, western, horror).
LEH301	Gantz, David	American Dreams/American Nightmares: The American Gangster Film [with PHI 248]	This course is designed to use the philosophical method of analysis and investigation to view films and develop an appreciation of the aesthetics of cinema. We will view the films as "philosophical texts" that will engage us in moral and political questions. The gangster film is one of the seminal works in American Cinema and therefore our focus this semester will be on the film genre of the American Gangster film and how the gangster hero embodies one of the fundamental problems inherent in the American democracy, the individual in pursuit of the American dream and a vision of a democratic society aiming for the moral good.
LEH301	Gersh, Sheila	Using Multimedia to Visualize American Culture	It is a multidisciplinary course, which allows for theoretical discussions about aesthetics, the body, and the power of cinema (visually, economically, and politically). For example, we will discuss issues of scopophilia and the gaze, as articulated by Laura Mulvey in her groundbreaking and controversial 1975 essay "Visual Pleasure and Narrative Cinema" and later scholars who challenge Mulvey's heterosexist assumptions about desire and appropriation. Likewise, we will look at essays on the black body in visual culture, drawing from the work of Valerie Smith and bell hooks. How far has the black female body progressed, or regressed, when looking at Sara Baartman (the "Hottentot Venus") and say, Jennifer Lopez, both ethnic women whose backsides have been admired, desired, reviled, and mocked? How does black female artist Renee Cox signify on this "text"? (Although not a film, it is still an artistic visual text, which lends to discussions about [re-/mis] appropriation.) What is feminist camp and what does it have to do with representations of the female body?
LEH301	Glasser, Marilynn	Americans at Play: Defining a National Character through Leisure	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	Harmon, Gregory	Slavery in New York	This course is a historical survey of slavery as an institution in New York from 1620 to 1890. The course will show slavery under the Dutch from 1620-1664, and the radical change once England took over in 1664. The students will gain a better appreciation for the geography of New York City. They will also learn how the growth of New York City's economy was interwoven with the South's slave economy. In addition students will learn about the abolitionist and an anti-abolitionist movements in New York which led to the abolishment of slavery in 1827 (which did not end the intimate economic relationship that New York had with the South). Finally the student will see how blacks in New York evolved from slaves to free men and women.
LEH301	Hodge, Jean	Women & Minorities in Film and Literature	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."
LEH301	Joyce, Regina	Latin American Violence (The Violent Children of Cain)	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.
LEH301	Lessing, Shana	'Invisible Wounds of War': Trauma and Soldierhood in the United States	Our understandings of the psychological effects of combat on soldiers have undergone enormous shifts over the last century. We have seen changes not only in clinical and diagnostic terms (e.g., from 'shell shock' to posttraumatic stress disorder), but also in American public interest and investment in the psychological well-being of soldiers. Behaviors that are seen today as symptoms of combat-related trauma (demanding sympathy, recognition, and therapeutic intervention) were once dismissed as 'cowardice' or 'degeneracy,' character flaws punishable with demotion, discharge, or even execution. This course will examine the history and contemporary realities of 'combat trauma' by exploring the following questions: (1) What are the origins of the concept of 'psychological trauma,' and how has the idea of 'trauma' become so prominent in the American cultural imagination? (2) What are the psychological hardships of soldierhood? What makes certain experiences 'traumatic'? (3) How have approaches to trauma changed in relation to broader cultural and political shifts in American society? (4) How have American attitudes toward war and militarism been affected by ideas of trauma? How, for example, have anti-war movements drawn on the 'psychologically wounded warrior' as a symbol of social injustice and the horrors of war? (5) How have competing images of the combat veteran – as stoic hero or psychological casualty, shameful malingerer or sympathetic victim – both informed and reflected ideas of what it means to 'be an American'? (6) How do concerns for the psychological well-being of U.S. soldiers manifest in current debates around the wars in Iraq and Afghanistan?
LEH301	McCoy, Rita	Wrongly Convicted: (Mis)identifications, False Confessions	This course will explore how false confessions, misidentifications, law enforcement misconduct, incompetent lawyers, faulty science, unreliable informants and racism contribute to miscarriages of justice. Possible reforms that may safeguard against the conviction of innocent people will be evaluated and case studies of people who have been exonerated after conviction will be examined. This course will draw on current research in public policy, psychology, natural sciences, law, and criminal justice studies.
LEH301	Mitchell, Christopher	Greenwich Village in the 1950s and 1960s	In the immediate post-war decades, a culture of conformity gripped the United States as the government engaged in an ideological and diplomatic Cold War in the name of capitalism. Greenwich Village represented an important home for dissent and experimentation in a period otherwise marked by patriotism and suspicion of difference. As the nation faced the apparent contradictions of democracy and racial segregation and discrimination, the domestication of women, compulsory heterosexuality, and imperialist warfare, Greenwich Village represented one of the most racially and culturally diverse neighborhoods in the United States. The site of both consensus and conflict, Washington Square became one of the nation's most important theaters of protest and empowerment in the 1950s and 1960s. Within New York City, Greenwich Village's resistance to the master planning of the Robert Moses era helped to preserve one of the most culturally important and architecturally unique neighborhoods in a city that many had come to view as the world's financial and cultural capital. The launch pad of a reform movement that toppled Tammany Hall and the corruption of organized crime, Greenwich Village was also home to an important movement for governmental transparency and accountability well before the Watergate Era. Home to radicals and artists since the turn of the century, in the postwar era Greenwich Village played midwife to bebop jazz and the folk music explosion, the Beat movement and the New Journalism, postmodern theater and dance, pop art and independent film, not to mention the New Left, Anti-war, Women's and Gay Liberation Movements. Drawing on a range of sources and disciplinary approaches, this course incorporates poems, plays, fiction, music, film, visual art, essays, criticism, and memoirs in order to understand the relationship between place and the most daring invention in American art, culture, and politics.

LEH301	Murphy, Denis	From the Old World to the New: The Irish-American Experience	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."
LEH301	Ojserkis, Ray	Booms and Busts in US History	We will study economic contraction and expansion in several selected eras of US History. In the first half of the course, we will focus on events through the 1980s. In the second half of the course, we will focus especially on the events immediately preceding, during, and following our most recent boom and bust cycle. We will pay special attention to possible causes of economic growth and contraction, but we will also focus on the often-related subject of 'booms and busts' in asset prices.
LEH301	O'Neill, Teresa	Multilingualism in New York City	Most New Yorkers are accustomed to encountering several different languages in their daily lives, but few know that the city is home to about 700 different languages. While some of the more widely spoken languages, like English, Spanish, and Korean, enjoy strong institutional support, others are more elusive and may be spoken by just a handful of people. In New York City, one can even find languages that are nearly extinct, and no longer spoken in their traditional homelands. This course will explore social, political, and linguistic facets of the unique linguistic profile of New York City. Through online readings, podcasts, discussion, and on-the-ground research in their local communities, students will engage directly with the linguistic topography of their city. Academic disciplines to be represented include linguistics, anthropology, and history.
LEH301	Renshon, Stanley	Immigration and National Identity	What does it mean to be an American? Large-scale immigration since 1964 has made this country more diverse than it has ever been. But the question remains: What hold America together? Is there something distinctive about national identity and citizenship in the United States? If so, what is it? Is it a matter of culture, beliefs, or something else? Is citizenship the same as "being an American?" How do immigrants fit into American identity? Is a national identity useful, or even possible, in an age of globalization? There are many questions to ask, and this course will examine them.
LEH301	Sanchez, Julette	New York City and the Lively Arts	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 301 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.
LEH301	Schulman, Jason	American Protest, Politics and Popular Culture	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.
LEH301	Shloznikova, Katherine	Humor: A Symptom of American Culture	Laughter is not an easy matter. Why do humans laugh but not animals? Why do some consider comedy to be more tragic than tragedy? We will first examine humor in its relation to pleasure and pain, happiness and unhappiness, creativity and gender. We will look at the mechanisms of jokes and psychological structures of wit, irony and sarcasm (Freud). Our readings/media will include: new and old comedy (Shakespeare and Woody Allen); satire (Lucian and Colbert Report); tragicomic (Beckett and Garcia Marquez). Then we will examine humor in American culture: stand-up comedy, TV shows, comics and humor in art. Students will submit 2 short papers; there will be a final exam.
LEH301	Vaccara, Stefano	Media & Democracy: from Citizen Kane to WikiLeaks	The course will analyze the role of the media in a democratic society. How did the United States and other democratic societies develop their media system, and how do they differ from those of authoritarian societies? We will examine the possibility that the two could go toward a "third way". The comparison of the US media with that of other democratic countries will be analyzed with special attention to the case study of the Italian system and the explanation of its "militant democratic media." We will attempt to answer the question: was Premier-Tycoon Silvio Berlusconi inevitable? Could it have also happened in America? While the course will explore apparent similarities and differences between democratic countries (es. Does media tycoon Michael Bloomberg's political career have something in common with that of the Italian Premier Berlusconi?), it will also explore whether the "Italian formula" is compatible with both the "fourth power" in a democratic society and the "propaganda instruments" that are in places in the authoritarian regimes. What has the Italian media system kept, after WWII, of the "Factory of Consensus" that the fascist dictator Benito Mussolini - a journalist himself in his earlier career- had perfected in his twenty years in power? Special focus will also be given to the propaganda system created during Stalin's Soviet Union for its similarity and differences with today's Russia. We will ask the question: which media systems are having most success in influencing and being acquired by developing countries around the world? The impact of press media in a democratic society will be studied in view of the different technological discoveries which have occurred in the last 100 years: film, radio, TV and internet. Video from news broadcasts around the world will be shown to depict similarities and differences. Orson Wells' "Citizen Kane", the film considered by major movie critics to be the greatest of all time, will be fully analyzed along with the life and the power of media tycoon William Randolph Hearst (there is the excellent biography by CUNY Historian David Nasaw "The Chief: the Life of William Randolph Hearst", 2000). The rise and power of Silvio Berlusconi will also be studied through Italian Director Nanni Moretti's movie "Il Caimano" (2006) and Alexander Stille's book "The Sack of Rome" (2006).
LEH301	Weisz, Carole	The Pursuit of Happiness.	The Pursuit of Happiness traces the evolution of the American dream over seventy years of film history, focusing on the differences in the experiences, perceptions, and psychologies of the male versus the female in American culture. The course focuses on the following: (a) key themes and fantasies implicit in the American dream, (b) key symbols and how they differ for males and females, (c) theories of American culture and psychology, (d) a focus on the American dream of today—the positive and negative sides. The course is divided chronologically into decades, with a film that focuses on the male in American society, and one that focuses on the female, thus providing comparison of the experiences, perceptions and psychologies of each. The course will combine a historical, cultural, and psychological perspective of the cinema that reflects the pursuit of happiness in America.