

YESHIVA COLLEGE CORE COURSES

FALL 2017

CONTEMPORARY WORLD CULTURES

COWC 1012 TRAVEL, TECHNOLOGY AND MODERNITY PROF. D. BURGESS

Section 361

TTh 6:45-8 pm

This course examines how mechanized transport revolutionized travel in the 19th and 20th centuries: fostering imperialism, creating the modern “tourist” and transforming perceptions of cultures encountered en route. From the fantasies of Jules Verne to the modern seagoing behemoths of today, our understanding of the world has been irrevocably shaped by the machines we employ to reach it.

Course Requirements: Midterm, final exam, class attendance and participation

COWC 1014 AMERICAN MUSICAL CULTURES PROF. J. SCHAPIRO

Section 231

MW 3-4:15

Through readings, assigned listening, in-class listening, and class discussion, we will examine the relationship between a diverse American culture and its music, as well as subcultures and their music. Concepts like cultural theft and conquest will also be introduced.

We will consider waves of American immigration as both a force acting to alter America’s cultural landscape and a crucial ingredient in developing its music. Similarly, we analyze the African American experience, from slavery, to emancipation, to the migration from southern fields to northern cities, as well as America’s expansion across an entire continent as sources of musical cultures. All of these historic trends have implications not only in musical culture but in the aesthetic components we hear in American music.

COWC 1024 THEATER AS AN AGENT OF SOCIAL CHANGE PROF. L. SNIDER

Section 261

MW 6:45 – 8:00 pm

This course will examine examples of worldwide 20th and 21st century plays and theater groups that have commented on and had an impact on the societal conditions of the countries within

which they were created. We will particularly look at the theater's role in bringing reform to several Latin American countries, South Africa and the United States. We will explore the conditions surrounding the development of each play or theater company that gave rise to the playwrights', producers' and actors' concerns, the reception and reaction to each and the resulting changes that took place.

We will read and watch excerpts from the plays discussed and look at and respond to essays and books examining the effect of theater on social change. By the conclusion of the course the students will have gained a greater appreciation of the centrality of theater in modern cultures and the influence of the theater in widening the audience's perspective on their societies and bringing about expanded human rights and freedoms.

COWC 1026/1026H FACE-TO-FACE: MODERN COMPLEX IDENTITIES

PROF. E. STEWART

Sections 311 TTh 1:30-2:45
and
HONORS: Section 261 M 6:45-9:15 PM

The basis of identity is to a large extent visual, and images are the bricks and mortar of what we eventually come to think of as cultural identity. As Aristotle claimed, we learn to become ourselves by imitating what we see (on the stage) in front of us—for us, the film screen—and we become ourselves by imitating our cultural ideals. This course explores the role cinematic images play in creating narratives about a multiplicity of cultural identities. Aristotle also insisted that it is the “ideal” character created on the stage who will aid in creating “ideal” citizens. In other words, Aristotle knew that the visual/verbal arts—in his case, theater, in our case film—have not only a representative function, but an ideological one as well. But cinematic images, like images in the other arts, have also held the function of “naturalizing” certain structures of oppression and domination as well as challenging them. This course will explore how American and foreign film represents various racial, class, gender, ethnic, and national identities, and how they reproduce and challenge those representations at the same time. While the course pays attention to both cognition and affect in our reception of film, it will emphasize the study of affect in cinematic identification, projection, and enjoyment.

Films include:

Crash (Haggis 2004)
Zelig (Allen 1983)
Birth of a Nation (Griffiths 1915)
Beasts of No Nation (Fukunaga 2015)
Triumph of the Will (Riefenstahl 1936)
Rear Window (Hitchcock 1961)
Peeping Tom (Powell 1960)
Memento (Nolan 2000)
Cache (Haneke 2005)
Fight Club (Fincher, 1999)

The Pervert's Guide to Ideology (Slavoj Zizek/Sophie Fiennes 2012)

Selected readings in film theory.

Students in the Honors section should be aware that the reading component of the course plays a significantly larger part of the course content. Readings in the field of film theory, psychoanalytic theory, and philosophy.

Requirements: class participation; 1 shot analysis (1-2pp); 1 scene analysis (2-4pp); **Honors:** 1 final essay; **non-Honors:** final exam.

CULTURES OVER TIME

CUOT 1002 THE ROMAN EMPEROR IN THEORY AND PRACTICE PROF. W. STENHOUSE

Section 231 MW 3-4:15

This course examines various ways of approaching the figure of the Roman emperor, by focusing on the first emperor Augustus. We will consider a range of textual and visual sources for the emperor, including poems, historical accounts, and coins, and place the emergence of the sole rulers within Rome's political, religious, and cultural traditions. We will see how Augustus adapted long-standing governmental and social institutions to secure his own rule, and consider some of the ways in which he has been viewed after his death. We will also look at the impact of Rome's colonial policy, with a particular focus on Roman Judaea. Finally, we will compare the achievements of Augustus with those of one of his notorious successors, Nero. In the course of the semester, students will also have the chance to study the exhibition on the Arch of Titus at the Yeshiva University Museum. Assessment will be by exams and a range of short papers.

CUOT 1003H THE MONSTROUS PROF. D. LAVINSKY

Section 241 MW 4:30-5:45

A monster is a person who has stopped pretending. In a zombie apocalypse ("Night of the Living Dead") or a secret alien takeover ("Invasion of the Body Snatchers"), you fall asleep one evening and when you wake up in the morning the world has changed. Your relatives and your friends, your neighbors and the friendly folks who run the dry cleaners reveal themselves as the monsters they've always been, beneath the lie of civilization, of affection. They look the same, but now they want to destroy you, to consume you. And you have to keep running.

--Colson Whitehead, "A Psychotronic Childhood"

Werewolves, dragons, giants, witches, demons, lepers, anthropophagi (a race of cannibals with eyes in their chests)—the Middle Ages were awash in tales of the monstrous. In this honors class, we will consider monsters and the monstrous from the perspectives afforded by history writing, travel accounts, early maps of the world, folklore, drama, and literary texts. Though

sometimes dismissed as the imaginings of a more credulous era, such material not only drew on classical authors but also continued to have wide currency in early modern England, persisting through the change in religious culture known as the Reformation. Indeed, as the word “monster” (derived from the Latin verb monstrare, or “to show”) suggests, stories of the monstrous reveal much about the cultures in which they circulated. Our readings will track medieval and early modern attitudes toward religious identity, birth and reproductive practices, gender, personhood, animality, and the supernatural. Throughout the term, we will make sense of these topics by employing methods, questions, and theoretical propositions from different academic disciplines in the humanities. No previous exposure to the period is assumed, and a wide range of critical and historical texts will help students situate unfamiliar material. Requirements include informed class participation, ungraded response papers, regular postings to an online discussion forum, a short critical essay, and a final project.

CUOT 1010 COFFEE, COFFEEHOUSES & THE CREATION OF MODERNITY PROF. C. LEVIN

Section 231 MW 3-4:15

Coffee, one of the most valuable commodities traded on world markets, is ubiquitous in contemporary American culture - so much so that it's difficult to imagine that there was a time before coffee. But there was. Coffee wasn't introduced into the Ottoman Empire until the end of the fifteenth century and into Europe until the seventeenth century. The world at the end of the eighteenth century looked very different than it had at the beginning of the sixteenth, and coffee had much to do with it.

The early modern world saw the birth of many aspects of culture and society that we consider "modern," including "nightlife" in all its varieties; a bourgeois "middle class;" "consumerism," a "public sphere" and "globalization." Together we'll analyze the central role coffee as beverage, drug, commodity and artifact of daily life played in their creation and in the creation of what we've come to know as "modernity."

We will examine the introduction and reception of coffee in the late medieval Ottoman world and in seventeenth- and eighteenth-century Europe. Using journalistic, literary, and visual sources we will explore how multiple societies responded to the introduction of coffee - a novel, foreign and exotic drink - as well as how the eventual European thirst for coffee impelled the development of a system of colonialism or world trade. Drawing on approaches from disciplines including history, sociology and anthropology, we will trace how coffee, an everyday object, transformed various cultures into which it was introduced. We'll also consider how the act of drinking coffee took on divergent political and cultural symbolism in disparate contexts, including the Ottoman world, European nations, and colonial societies. We'll devote time in class to analysis and close reading of primary sources, including texts of multiple genres as well as images.

Written assignments include brief "webquests," which ask you to evaluate information on the web as it relates to questions we're asking about coffee; two essays which will give you the opportunity to think about the ideas we're discussing in the context of the contemporary coffeehouse and with respect to a commodity other than coffee; and a final exam. Coffee drinkers and non-coffee drinkers are of course welcome.

CUOT 1014H THE ARCH OF TITUS: BETWEEN ROME AND JERUSALEM PROF. S. FINE

Section 611 F 9:30-12:00

This course explores the Arch of Titus, one of the most significant Roman monuments to survive from antiquity, from the perspectives of Roman, Jewish and later Christian history and art. We will examine both the contexts for the construction of this monument and the continued reflection that it has evoked over the last almost 2000 years, and especially since its menorah relief was chosen as symbol for the State of Israel in 1949. This course coincides with an exhibition called *The Arch of Titus: From Jerusalem to Rome, and Back*, to open at YU Museum in September, 2017. Field trips.

CUOT 1033
Section 331

UTOPIAS AND DYSTOPIAS ACROSS TIME
TTh 3-4:15

PROF. P. GEYH

Throughout history, great thinkers and social revolutionaries have imagined and created utopias—visionary communities embodying their ideals. Others, questioning the totalitarian impulses they believed lurked behind such utopian projects, have imagined dystopias that demonstrate the ways such projects might go awry. With attention to the shaping influences of social, political, and economic forces, “Utopias and Dystopias Across Time” will explore utopian and dystopian thought from the 16th-century to the present through works of literature, philosophy, architecture, and film.

Course texts will include Le Guin, “The Ones Who Walk Away from Omelas” and excerpts from *The Left Hand of Darkness*; More, *Utopia*; Marx, excerpts from the *1844 Manuscripts* and “The Communist Manifesto”; excerpts from Bellamy, *Looking Backward* and Morris, *News from Nowhere*; excerpts from Robinson’s *Mars Trilogy*; Freud, *Civilization and Its Discontents*; excerpts from Huxley, *Brave New World* and Piercy, *Woman on the Edge of Time*; and Anderson, *Feed*. Examples of the utopian architecture of Campanella, Fourier, Howard, Le Corbusier, Wright, Soleri, and Archigram. Films will include *Modern Times*; *1984*; *Pleasantville*; and *Wall-E*.

Requirements: Two papers and two exams.

CUOT 1231
Section 241

HISTORY OF NEW YORK CITY

PROF. H. KOSAK

MW 4:30-5:45

The course explores the history of New York from its colonial times to the 21st century and its current character of a post-industrial city. The focus of the course is on New York as an exemplar of emerging urban cultures. Accordingly, the reading material will emphasize the following themes: the people of the city; immigrants, their neighborhoods, their cultures; and the post-World War II economic, social, political, and cultural developments. We will conclude with an analysis of the impact of the globalizing world on the city’s distinct character.

COURSE REQUIREMENTS: There will be a midterm and a final exam. Students will be required to write a short paper (3 pages) based on primary documents, and a research paper (5-7 pages). Details will be discussed in class and guidelines will be distributed.

Field Trips: There will be field trips to the Museum of the City of New York to view relevant exhibitions.

EXPERIMENTAL AND QUANTITATIVE METHODS

EXQM 1002 **ANALYSIS OF ENVIRONMENTAL TOXINS** **PROF. J. JIANG**
Section 231 **MW 3-4:15.**

This one semester course focuses on quantitative analysis of environmental toxins centralized on lead through experimental methods. This course meet every every week for one 75-minutes lecture and one 75-minutes laboratory practice. The lecture covers fundamental aspects of quantitative experimental design and analysis. The lab emphasizes on collecting data and analysis of results, including graphical analysis and calculations.

EXQM 1006 **ANALYZING BIOMEDICAL SCIENCES** **PROF. D. SHAMIR**
Section 241 **MW 4:30-5:45**

In this course students will learn how to analyze and quantify data from experiments in the biomedical sciences using basic scientific methods. The experiments will teach the students how to extract, read, and decipher data in a qualitative and quantitative fashion using several assays (protein estimation, fluorescence microscopy, flow cytometry, fluorescence activated cell sorting, live cell imaging, electron micrographs, and Western blot). In addition students will be exposed to basic statistical models and methods to better interpret their data.

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS

HBSI 1006 **ECONOMICS, EFFICIENCY, AND JUSTICE** **PROF. E. GRIVOYANNIS**
Section 361 TTh 6:45-8 pm

In 1991, when the Nobel prize in Economics went to Ronald H. Coase, and in 1986, when it went to James Buchanan, the Selection of Economics Science Nobel Laureate Committee was convinced that the economics discipline was not only about economic activities in the strictest sense of the word but was also about institutions and, in particular, legal rules. This course is based on selective academic literature that uses economic theory to analyze the efficiency in the operation of legal institutions in improving human behavior during their process of dispensing justice.

The readings are from papers in academic journals and Notes distributed in class by the professor. Topics addressed in this course include: 1) The Economics of Establishment of Norms, Customs and Institutions, 2) The Economics of Institutions of Justice, 3) Economics, Efficiency and Justice, 4) The Economics of Crime and Punishment, 5) The Economic Functions of the Law of Contracts, 6) Economics for Litigation Support, [a) Statistical Analysis for Assessing Liability in Allegations of Employment Discrimination, b) Computational Economics for Assessing Economic Damages in Litigation of Personal Injury and Wrongful Death], 7) The Economics of Health, Insurance and Medical Malpractice, 8) Economic Sociology of Law, 9) Neuroeconomics, Psychology and Law, 10) Political Economy and Law, 11) Economic Morality and Jewish Law.

The course is designed to fulfill the “Human Behavior and Social Institutions” [HBSI] new curriculum requirements of Yeshiva College. As such, it:

- Focuses on “institutions” of justice and it uses economic theory [with brief references to Sociology, Psychology, Political Science and Jewish Law] to examine the complexity of “human behavior” in settling legal disputes and achieving “economic efficiency” in human action, or inaction that affects others.
- Includes readings, written assignments, and at least one comprehensive oral presentation relevant to the social science discipline of quantitative economics [Expert Testimony for litigation support in assessing liability at employment discrimination cases, and expert testimony on Economic Damages mathematically assessed].
- Uses data (qualitative and quantitative) in developing an understanding of human behavior and the way social institutions of justice settle efficiently legal disputes. Through research of data bases, and practical case assignments, students will learn to understand the importance, value, and limitations of different types of data and how to use each type of data to develop hypotheses, describe and analyze findings, and arrive at conclusions supported by empirical research on assessing liability and economic damages for settlement purposes in litigation.
- A few lectures could be taught by a faculty from other Social Science departments, such as Sociology, Psychology, Political Science, and Judaic Studies [on Jewish Law / Talmud].
- This course would also consider the ethical values involved in studying human behavior and social institutions of justice and economic efficiency.

This course is also designed with our Pre-Law, Economics, Sociology, Psychology, and Political Science students in mind.

HBSI 1014 AMERICAN PUBLIC POLICY PROF. J. AROOSI
Section 231 MW 3-4:15

The study of Public Policy is the study of the design and implementation of government policy, and its subsequent effects on social and political life. As such, it is one of the most comprehensive areas of political science, and one of the most interesting. After all, its concern is with what political figures actually do, and how this then shapes and reshapes the world in which we live. Public policy therefore finds us looking beyond the political rhetoric that often masks politics, to the reality that lies underneath.

Given the complexity of the subject, our approach will be thematic. Increasingly, inequality is recognized as the defining issue of late 20th and early 21st century American life, shaping both our society and our politics. Yet, few understand what it actually means, or why it is important. In this class, we will look at what inequality is, as it pertains to various areas of public policy, such as social welfare, the workforce, and healthcare. Following from this, we will then look at how public policy creates such problems, just as we will explore how policy might help alleviate them. In this way, we will gain a comprehensive understanding of the problems and possibilities that lie within the field of public policy.

HBSI 1107/1107H PSYCHOLOGICAL & SOCIAL ASPECTS OF HUMAN COMMUNICATION
PROF. B. GALANTUCCI

Section 311: TTh 1:30-2:45
and
***HONORS: Section 331 TTh 3:00-4:15**
(Honors)

In this multidisciplinary class you will familiarize yourself with a set of diverse scientific perspectives on human communication. These perspectives will cover psychological and social aspects of human communication, providing ample opportunities to acquire a critical appreciation of its multifaceted nature.

Over the course of the class, after a brief exposure to general background material, you will interact with a diverse sample of the scientific literature on human communication. The sample will include the following topics:

- a) The grounding of human signs
- b) Referential communication
- c) Egocentrism and miscommunication
- d) Politeness theory
- e) Expressions of identity in human communication
- f) The emergence of novel forms of communication
- g) Cultural diversity in human communication
- h) Communication in the animal world
- i) Challenges of interstellar communication

HBSI 1301

CRIMINOLOGY

PROF. D. KIMMEL

Section 341

TTh 4:30-5:45

The study of criminal behavior – of how, where, when, and why people break laws or rules – is a central concern for many social science disciplines. But the definition of crime is contingent upon the contours of formal laws, which are shaped by social norms and which vary across place, time, and culture. We will apply social-scientific perspectives to problems of crime and delinquency, examining the meanings of these constructs for law, politics, and society. This course will address three key questions: 1. What are the causes of crime, and can we reduce its occurrence? 2. How does our understanding of crime etiology shape our responses to criminals and to criminal behaviors? 3. To what extent does the way we treat crime intersect with other key social variables such as race, ethnicity, gender, and social class? In the service of these aims we will investigate a number of important criminological theories, and critically read ethnographies and case studies which focus on various aspects of crime and criminality.

HBSI 1311

SOCIAL INEQUALITY

PROF. S. AISENBREY

Section 231

MW 3-4:15

The gap between rich and poor is wider in the U.S. than in any other modern western country and it is still widening. This course will examine the nature, extent, and consequences of economic inequality in America. We will approach this topic by posing the question: "Who gets what and why?" While this seems like a simple question, it's really quite complex: 'Who' can mean individuals or groups, blacks or whites, women or men. 'What' varyingly denotes, for example, income, education, wealth, prestige, status, or power. And 'why' can be looked at in terms of the way society creates inequality, how individuals move around and get rewards, or the ways the social system is maintained and reproduced. The intent of the course is to begin to unpack this complexity from a sociological perspective emphasizing explanations

for the distinct "life chances" available to different members of this society. In this course you will learn how to think talk and write critically about social theories as tools for understanding and explaining social inequalities.

My main goal for this course is that in the future when you look at explanations for why people are rich or poor you will remember that with social inequality, as with so many other things:

"The important thing is not to stop questioning." Albert Einstein

INTERPRETING TEXTS

INTC 1001

BOOKS ON BOOKS, FILMS ON FILMS

PROF. P. GEYH

Section 341

TTh 4:30-5:45

What do literature and film tell us about themselves and each other? How is reading a novel or short story different from "reading" a film? What happens when a story passes from one medium to another? By addressing these questions, this course will help student to develop a deeper understanding of the relationships between literature and film, and through these relationships, of each medium.

The course will begin by examining the key elements of literary and cinematic story telling, and of how these elements come together to produce the meaning of a story. Then we will explore various approaches used in the analysis of literature and film, by studying both theoretical texts about literature and film, and close readings of particular works in both media, with the aim of enabling students to create their own compelling interpretations of literature and film.

Course texts will include Bradbury, *Fahrenheit 451*; Calvino, *If on a Winter's Night a Traveler*; and Zusak, *The Book Thief*. Films will include *The Wizard of Oz*, *Sherlock Jr.*, *Stranger than Fiction*, *Singin' in the Rain*, and *Fahrenheit 451*. Critical texts will include Plato, Book X of *The Republic*; Wilde, "The Decay of Lying"; Rushdie, *The Wizard of Oz*; and Spadoni, *A Pocket Guide to Analyzing Film*.

Requirements: Three papers and an exam.

INTC 1005 H

PARISIAN VIEWS

PROF. R. MESCH

Section 611 F 9:30-12

This course explores the ways that nineteenth-century Paris inspired artistic creation through its cultivation of a variety of new ways of *seeing*, which led in turn to new forms of entertainment. The artistic products of this rich and imaginative time were in many ways responsible for contemporary mass culture and our lingering fascination with the real. Thus, as we consider the wide variety of new desires, seductions and fascinations for which Paris itself seemed wholly responsible, we will also not fail to notice the deep and lasting impact of those practices on our current modes of entertainment and pleasure... from cinema to celebrity culture to reality TV.

We explore this fascinating history to our own cultural tastes through novels and poetry but also

conquest and colonization of the Americas. How did European travel writers make sense of the “New World”? How did they relate to the people that inhabited the “West Indies”? Where can we find the voices of the Native Americans? How did the encounter transform the Europeans and the Native Americans? What challenges do we as modern, western readers face when we attempt to understand the Columbine encounter?

We will pay particular attention to the ways that the Americas and the Americans are imagined, at the same time we will investigate the self-fashioning of the “Imaginers”; how does writing about others impact the self-understanding and self-presentation of the writer/observer?

INTC 1016H **CULTURE OF THE FIN DE SIÈCLE** **PROF. J. OLSON**
Section 331 TTh 3-4:15

The end of the 19th and beginning of the 20th centuries was a period of intense creativity and innovation. In *Culture of the fin de siècle*, we will explore the visual, literary, architectural and other creative endeavors of the turn-of-the-century era focused on the city of Vienna, one of the great urban modernist laboratories. Through close examination of texts, images, film and other media, students will consider the philosophical and intellectual underpinnings of the major themes that occupied thinkers of the period, including psychoanalysis, the *Jugendstil* and Secession, modernist music, and the development of mass politics. Most significantly, we will come to appreciate how useful understanding the intellectual history of the *fin de siècle* is in making sense of the world today. Please be aware that this course seeks to achieve an environment of active learning

INTC 1018 **AESTHETIC REVOLUTIONS** **PROF. D. BELIAVSKY**
Section 361 TTh 6:45-8 pm

Aesthetic Revolutions covers the period of European history defined by Berlioz's *Symphonie Fantastique* (1830), Wagner's opera *Tristan und Isolde* (1859), and Stravinsky's ballet *The Rite of Spring* (1913). An era of significant revolutions in society, and thus in music and the arts, it is a period that forged cultural modernism by exploring the significance and meaning of art.

By exploring this era's remarkable music, philosophy, and art, students will develop critical appreciation and reasoning skills. Students will also learn how this era's major interrelated disciplines built the foundations for 20th century artistic thought and practice in the Western world.

Course methodology incorporates studies of the musicological-societal forces that shape this era with relevant analysis drawn from writings on music and cultural philosophy by Nietzsche, Jankelevitch, Dahlhaus, McClary, and others. Class discussion will draw on composer and performer writings, readings on modernist rhetoric, and video/audio performances of music, including opera and ballet.

The poets, Plato complained in the *Republic*, tell lies. But if it was art's superficial resemblance to the real that troubled Plato, how are we to understand art which crosses the threshold into something else, something far stranger. In this class, we will study how literature and other media can usher us into a claimed actuality very different from the external world as it is collectively perceived or experienced. At least initially, then, the issues we confront will be epistemological in nature—that is, they will concern how art challenges or otherwise defines the limits of what we can know and understand; and yet we will also try to push beyond familiar theoretical frameworks (e.g, Plato, Freud) by pursuing the implications of Martin Heidegger's proposition that "poetic images are imaginings in a distinctive sense: not mere fancies and illusions but imaginings that are visible inclusions of the alien in the sight of the familiar." This concept will guide us through a broad range of textual forms and discourses, from classical epic to contemporary film and television, all variously marked by the ramifying proximity of the alien and the familiar, by moments of estrangement and epistemic disruption. To reference the shadowy parallel dimension from the popular television miniseries "Stranger Things," think of the course as a class trip to the Upside Down and its analogous settings, as afforded by engagements with classical poetry; medieval romance; Arthurian legend; fantasy literature; mystical and visionary writing; magical realism; abstract expressionism; and, by the end of the term, science fiction.

We will read/view selections from Virgil, Dante, Malory, Kempe, Tolkien, Hoffman, Rushdie, Pynchon, Brecht, Borges, Kubrick, Dalí, Asimov, and the Wachowskis, supplementing such material with critical and theoretical readings intended for a general student audience. Requirements will include regular responses to an on-line discussion forum, a critical essay, and at least one collaborative multimedia project.

THE NATURAL WORLD

NAWO 1010 FRONTIERS OF SCIENCE: BIOMEDICAL RESEARCH AND THERAPY
COMMERCIALIZATION IN THE UNITED STATES PROF. D. SHAMIR
Section 261 MW 6:45-8 PM

In this course students will be given a behind the scenes look at biomedical research in the United States and how it translates into real commercialized products that are used by healthcare providers and patients. This will include describing a public health issue, how biomedical research is conducted, and how it moves from the research space to industry. Throughout the course students will follow the research of Alzheimer's disease therapies as a primary case study, as well as other prime examples of classic drugs or devices that made their way through the

development pipeline.