

YESHIVA COLLEGE CORE COURSES FALL 2018

CONTEMPORARY WORLD CULTURES (COWC)

**COWC 1004/HIS 2913
SECTION 241**

**IMMIGRANT NATIONS: U.S. & ISRAEL
MW 4:30-5:45 PM**

PROF. H. KOSAK

The course surveys the political, cultural, and social implications of largescale immigration to the US and to Israel. Historically, not all immigrants were welcome, and both nations have a record of resorting to selectivity, or, outright exclusion of the less desirable newcomers. In the case of the US, for example, the Act of 1790 which denied citizenship status to black males, was a model and a tool to "racialize" groups such as the Chinese and the Irish in mid-19th century, and later, the Eastern and Southern European newcomers. A similar model was constructed in the early days of the pre-state Palestine when, in second decade of 20th century, Yemenite Jews were assigned by Zionist leadership a secondary role in the construction of the Zionist project.

Focusing on the 20th and 21st centuries, the course will examine the immigration waves to the US and to Israel, including pre-state Palestine. The following topics will be examined: the main waves of immigrants, the changing construction of racial hierarchies and social stratification, the patterns of absorption, and the privileged status granted to western Europeans in the US and to Ashkenazi immigrants in the pre-sate years and in Israel. Throughout the discussions, attention will be paid to the ethno-national character of Israeli nation, and its comparison to the "universal," or, pluralist character of the US.

Under the impact of the Civil Rights revolution, the two last decades of the 20th century witnessed in both US and Israel the incorporation of the diverse populations under the umbrella of multiculturalism - a principle that recognizes and celebrates the cultural uniqueness of ethnicities and races. Significantly, however, contemporary views in the US of immigrants from Latin America and from Muslim nations, and of refugees and foreign workers in Israel reveal a persistent policy of inclusion and exclusion. These are compelling examples of current political debates making use of the language of nativism regarding the construction of national identities.

**COWC 1017/SPA 1936
SECTION 361**

**THE SPANISH CIVIL WAR
TR 6:45-8:00 PM**

PROF. G. BAZET-BROITMAN

This course will study the Spanish Civil War (1936-1939) in literature, films, and political speeches and propaganda. It will have an important introductory section devoted to analyzing the historical and cultural framework, and the root causes of the conflict, as well as its place in the European political and ideological arena. Thus, the course will examine the various ideologies and doctrines at play in Spain, their emergence, development and final, violent and, for many, unavoidable confrontation. Given the almost immediate international dimension that the conflict attained, the course will further connect the Spanish war to the situation in Europe, analyzing not only the various ideologies at play in Europe at the time, but also and in particular the role played in the war and its outcome by the intervention and nonintervention policies on the part of the major world powers of the time. Thorough analyses of historical, literary, and political readings will further expose students to different perspectives from various authors. By examining and decoding films and political speeches, the course will associate the cultural and historical background information to new concepts and experiences. No previous knowledge of the topic is required or expected. The bibliography will include authors like Helen Graham, Stanley

Payne, George Orwell, Ernest Hemingway, Ramón Sender, James Yates, Geoffrey Cox, Paul Preston, and James Neugass. The course will watch and discuss several documentaries and a movie on the topic.

COWC 1021/POL 1201 **POLITICS ACROSS CULTURES** **PROF. L. PERELLO**
SECTION 261 **MW 6:45-8:00 PM**

This course provides an overview of comparative politics. A first section of the class defines the meaning of comparative politics, focusing on the type of questions that scholars try to answer, as well as the research methodologies that are employed. A second section focuses on state formation, political regimes, and comparative development. A third section centers on the ongoing processes of democratization. A fourth section provides a series of case studies that focus on the advances and setbacks of democratization in Latin America and the Caribbean, Eastern Europe and Russia, Northern Africa and the Middle East.

Course Requirements: Midterm, final exam, quizzes (4), class attendance and participation

COWC 1026H **FACE-TO-FACE: MODERN COMPLEX IDENTITIES** **PROF. E. STEWART**
SECTION 231 **MW 3:00-4:15 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:

Zelig (Allen, 1983)

Birth of a Nation (Griffiths, 1915)

Beasts of No Nation (Fukunaga, 2015)

Triumph of the Will (Riefenstahl, 1936)

Picnic at Hanging Rock (Weir, 1975)

Fight Club (Fincher, 1999)

Moonlight (Genkins, 2016)

Rear Window (Hitchcock 1961)

Force Majeure (Ostlund, 2014)

Caché (Haneke, 2005)

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

Selected readings in film theory.

Requirements: weekly short posts, class discussion, 1-2 pp shot analysis, 3-4 pp scene analysis; final essay/ presentation.

**COWC 1371/ MUSIC 1371 AMERICAN MUSIC: ROCK, RHYTHM AND BLUES PROF. J. SCHAPIRO
SECTION 231 MW 3:00-4:15 PM**

This course examines the development of American popular, vernacular music, especially in the 20th century, with attention to the special, and very American, syncretism of European and African musical cultures.

Our subject is large and complex; it may be viewed through many lenses: ethnomusicological, sociological, historical, economic, and political. To gain full understanding of popular music today, one must know its roots, the musical styles from which today's popular music has grown out of that of our cultural past. The course only touches on jazz, though jazz certainly originated as popular music for dancing. Instead, we will be examining those musical styles that do not require sophisticated musical understanding either of performers or of listeners, those that are modern equivalents of the folk music traditions that have always nested in human communities.

CULTURES OVER TIME (CUOT)

**CUOT 1010 COFFEE, COFFEEHOUSES & THE CREATION OF MODERNITY PROF. C. LEVIN
SECTION 241 MW 4:30—5:45 PM**

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 1018/HIS 2601 HISTORY OF THE LAW**PROF. D. BURGESS****SECT 361 TR 6:45—8:00 PM**

This course examines the development of western law from an historical perspective. Through a combination of lecture and discussion of assigned readings, students will be introduced to the foundational documents of the law, their historical context, and their relevance to modern jurisprudence. Students will be expected to recognize and comprehend major themes of private and public law, the relationship of subject and sovereign, rights of the individual, law and statecraft, and the philosophy of law. This survey will increase awareness of the diversity of western culture through the lens of comparative law and the development of legal norms. Students will gain an appreciation of their own role in a legal society, as well as the greater international community.

CUOT 1033**UTOPIAS AND DYSTOPIAS ACROSS TIME****PROF. P. GEYH****SECTION 341 TR 4:30 - 5:45 PM**

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’s “The Ones Who Walk Away from Omelas” and More’s *Utopia*; excerpts from Marx’s the *1844 Manuscripts* and “The Communist Manifesto”; excerpts from Bellamy’s *Looking Backward* and Morris’s *News from Nowhere*; excerpts from Robinson’s *Mars Trilogy*; Freud’s *Civilization and Its Discontents*; excerpts from Piercy’s *Woman on the Edge of Time*; and Anderson’s *Feed*. Films will include *Modern Times*; *Pleasantville*; and *Wall-E*.

Requirements: Two papers and two exams.

CUOT 1035H**THE PRESENCE OF THE PAST****PROF. D. LAVINSKY****SECTION 341 TR 4:30-5:45 PM**

In this interdisciplinary core class, we will explore a wide range of material that locates and authorizes itself in relation to a past both real and imagined. Our primary questions will be interpretive but also methodological in the sense that they will prompt us to examine the assumptions we bring to our own textual and historical practices: What are the uses of “antiquity”? How do texts and their readers negotiate the imperatives of remembrance and reinvention? Can tradition be assimilated to the present in meaningful ways, and which modes of reading and interpretation emerge within the scope of this process? Drawn from disparate contexts and genres, the readings in this class will appeal to a broad audience. We will consider the status of “historical” fiction, the “discovery” of ancient religious writings, the survival of Greek and Roman mythology into later periods, the vogue among some early English writers for invented genealogies, and the various controversies at the moment surrounding US Civil War monuments. If time permits, we may extend our analyses of these texts and topics to include the founding documents of Yeshiva University itself. Requirements: Informed discussion and participation, short writing assignments and critical essays, collaborative presentations, and at least one excursion to a NYC museum, archive, or historical site.

EXPERIMENTAL AND QUANTITATIVE METHODS (EXQM)

EXQM 1000 EXPERIMENTAL AND QUANTITATIVE METHODS STAFF
SECTION 261 MW 6:45-8 PM

HUMAN BEHAVIOR AND SOCIAL INSTITUTION (HBSI)

HBSI 1005/SOC 2305 VIOLENCE, SCHOOLS AND EDUCATION PROF. D. KIMMEL
SECTION 341 TR 4:30—5:45 PM

In today's world, education is probably the most important generalized determinant of life chances. Yet the amount and quality of education people receive is affected by a number of factors, including violence. Violence in schools is an increasing concern in the US and across the world, and its effects - on students, teachers, classrooms, and schools- are widely recognized as harmful and disruptive. This course will address the questions: what are the causes of school violence, and what predicts its uneven distribution across schools? What are some of the forms in which school violence manifests, and what are its impacts on academic functioning? And perhaps most importantly, what can be done to reduce violence in schools and improve at-risk students' academic experience? To assist in this this investigation, we will engage with theoretical and methodological perspectives from the disciplines of sociology, developmental psychology, criminology, and public policy studies.

HBSI 1009H/SOC 2502H INTERROGATING MASCULINITIES (WI) PROF. D. KIMMEL
SECTION 331 TR 3:00—4:15 PM

Masculinity is a dominant ethos in virtually all cultures - yet despite its monolithic appearance, there is no one such thing as "masculinity." The definition of "a real man" changes across time and place, and a surprisingly varied set of traits, behaviors, and expectations are valorized under the umbrella of "masculinity" across cultural contexts. This course will explore various masculine behaviors, myths, ideologies, and experiences. In other words, we will look at what it means to "be a man" in various cultures - both outside of and within the contemporary United States - as well as how those meanings have changed over time. We will deploy an intersectional perspective to think critically about how masculinity interacts with race, ethnicity, class, sexuality, age, institutional context, and other social variables to produce different experiences of masculinity for different people. And we will analyze the ways in which power, expressed in various masculinities, functions within these cultural formations.

HBSI 1104/SOC 2104 MEDIA & SOCIETY STAFF
SECTION 611 F 10:00 AM – 12:30 PM

This course explores contemporary issues and perspectives in new media studies, and aims to foster a critical perspective on mass media in contemporary society. We will address issues including the pervasiveness of entertainment culture, television and American culture, representations of gender, race

and ethnic groups such as Jews in mass media, the cultural and social impact of advertising and marketing, and the future of new media.

HBSI 1185/POL 2185 POWER AND PUBLIC POLICY PROF. M. INCANTALUPO
SECTION 241 MW 4:30—5:45 PM

An exploration of the relationship between policy and economic outcomes in the United States. We will examine the causes of rising inequality and its effects on American democracy, with a focus on wages, taxes, healthcare, education, and criminal justice. The first half of the course will be a look at the current state of inequality and policymaking in the United States. We will discuss the political causes and consequences of economic and social stratification, as well as the role that economic inequality plays in voting and elections. Along the way, we will pick up some basic skills related to statistical literacy and research design, particularly experimental research design. We will conclude this unit with an in-depth exploration of "who governs," as we examine the extent to which government represents the interests of Americans across the income distribution. The second half of the course will be a survey of several policy areas that are influenced by economic inequality and serve to structure socioeconomic outcomes themselves. We will assess the levels of inequality across various dimensions (e.g.: healthcare, criminal justice), as well as analyze policies that serve to ameliorate or exacerbate inequality.

HBSI 1311/SOC 2311 SOCIAL INEQUALITY (WI) PROF. S. AISENBREY
SECTION 231 MW 3:00-4:15 PM

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

HBSI 4930/POL 2295 NETWORKS & POWER IN THE MIDDLE EAST PROF. H. CHOREV
SECT 361 TR 6:45—8:00 PM

The purpose of this course is to expose its students to the new concepts and tools offered by the interdisciplinary field of Network Theory. We shall explore the ways in which these tools and concepts can be used to study historical and contemporary actors and problems in the Middle East particularly, as well as to better understand ethical values involved in studying human behavior and social institutions, in general. In addition to Network Theory, we will apply other approaches based in Middle Eastern history and studies, as well as in Social and Political Sciences. The course opens with an introduction in which we will study basic tools and research approaches of Network Theory. Then, we will apply these tools

and concepts to diverse case studies, ranging from the dawn of Islam to our era. These include the historical networks of Muslim civilization; networks of trade and commerce; networks of identity and political mobilization; familial and informal legal networks; elite networks and networks of online communities.

INTERPRETING TEXTS (INTC)

INTC 1001H/ENG 1001H
SECTION 361

BOOKS ON BOOKS\FILMS ON FILMS
TR 6:45-8:00 PM

PROF. P. GEYH

What do literature and film tell us about themselves and each other? What are the elemental forms and structures of literary and filmic narrative? What approaches might one use for the analysis of literature and film? 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 students to develop a deeper understanding of how narrative literature and film work and how they're related (or aren't).

The course will begin by considering the relationship between truth and fiction, and some ideas about what "art" is and does. We'll examine the roles of readers, film viewers, authors, directors, and critics. We'll explore the forms and structures of literary and cinematic storytelling, and how these elements come together to produce meaning. Finally, we'll briefly survey various approaches used by scholars and critics to analyze literature and film.

Course texts will include Calvino, if on a *Winter's Night a Traveler*, and Zusak, *The Book Thief*. Films will include *The Wizard of Oz*, *Sherlock Jr.*, *The Purple Rose of Cairo*, *Stranger than Fiction*, *Singin' in the Rain*, and *Cinema Paradiso*. Critical texts will include Plato, Books VII and X of *The Republic*; Wilde, "The Decay of Lying"; Wellek & Warren, "The Nature and Modes of Narrative Fiction"; Lynn, *Texts and Contexts*; Rushdie, *The Wizard of Oz*; and Spadoni, *A Pocket Guide to Analyzing Film*.

INTC 1016
SECTION 331

CULTURE OF THE FIN DE SIECLE
TR 3:00—4:15 PM

PROF. J. OLSON

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 sie' cle*, 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 sie' cle is in making sense of the world today. Please be aware that this course seeks to achieve an environment of active learning and therefore I expect tolerance in my students for a fair amount of reading and active participation in discussion, as well as requiring two significant writing assignments and a public presentation.

INTC 1017/ENG 1017 **LAW & LITERATURE**
SECTION 241 **MW 4:30-5:45 PM**

DR. E. STEWART

Human beings live in the realms of physics (nature) as well as nomos (convention). Laws and the legal system constitute nomos, and language, written and oral, underlies them; language and nomos modify and

"normalize" physics.

Thus we all have intimate contact with the world of language and law from the very beginning of our lives. Writing and law have walked hand-in-hand since the very beginnings of human history. Legal opinions, like novels and films, tell stories, stories about the law and the people, places, and things governed and affected by it; the law, like literature, is dependent on narratives as the carriers of the ethics of collective living. It follows then that all who practice law must necessarily also be readers, and thus interpreters, not only of words and sentences but also of narratives. Arguably, law is the area that most immediately demonstrates the practical value of reading and interpreting the written word. And literary narratives, like legal narratives, are the trajectories plotted upon the material reality not only realistically, to describe our reality, but also normatively, to "normalize" it, and perhaps provocatively, in order to change it.

This class explores 1) Law in literature: the ways in which great literature has often helped us think about the law, and to ask, what is Justice? What is moral and what is immoral? Literature describes the ethical component in the law, that is, how people relate to each other. 2) Law as literature: jurists must think fundamentally about whether practicing law means interpreting an original mind or intention, or whether it means garnering norms from living texts, and also whether texts/laws mean different things for different communities. When we read a literary text we must ask ourselves similar questions. 3) Topic: these days we often hear the claim, "We are a country of laws," implying that there are other kinds of law that run counter to our Enlightenment notion that "no one stands above the law." We will discuss how recent shows like *The Sopranos*, *Breaking Bad*, and *The Wire* deal with this issue. We will also examine representations of legal and political crisis and exception in further films and literature.

Readings: Canonical works from the realms of literature and legal theory: Aeschylus, Sophocles, Melville, Kafka, Camus, McEwan, Coetzee, Benjamin, Schmitt, Agamben. A selection of TV series, films.

Requirements: 1 3-page paper; short readings responses; 1 longer term paper.

INTC 1034/ENG 1034 STRANGER THINGS: THE ART OF THE UNREAL PROF. D. LAVINSKY
SECTION 231 MW 3:00-4:15 PM

Reality is not always probable, or likely.

-Jorge Luis Borges

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 examining modern philosophical accounts of literary aesthetics. This work 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, Kemppe, Tolkien, Hoffman, Lovecraft, Rushdie, Pynchon, Borges, Kubrick, Dali, 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)

NAWO 1012 SCIENTIFIC LITERACY FOR RESPONSIBLE CITIZENSHIP PROF. J. CAMARA
SECTION 361 TR 6:45—8:00 PM

Science is the principle means by which we come to understand our environment, the planet and the universe. Science also has the ability not only to affect our day-to-day lives, but also to shape our future as individuals and as societies. The responsible citizen must be able to educate himself/herself about scientific matters that have the potential to impact civilization. This course aims to (1) expose you to current issues in modern science that have potential to impact daily life and (2) to give you the skills necessary to educate yourself and engage in discourse about scientific developments in the modern age. We will explore a variety of scientific topics through various modern media including primary scientific literature, popular science columns, documentary films, podcasts, blogs and social media. We will learn how to critically analyze information in each of these media and how to analyze issues related to the application of scientific breakthroughs to our daily life. Finally, we learn about the government agencies that adjudicate and regulate how science interacts with society in our daily lives.