

YESHIVA COLLEGE CORE COURSES
Fall 2019

CONTEMPORARY WORLD CULTURES (COWC)

ENG 1026H FACE-TO-FACE: COMPLEX MODERN IDENTITIES IN CONTEMPORARY FILM
STEWART SECTION 361 TR 6:45-8:00 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.

Course Objectives:

- To analyze representations of race, ethnicity, class, gender and nationality on the screen
- To think about and explore various models of multi-ethnic relations
- To recognize forms of social prejudice and oppression as represented as well as active within in cinematic works
- To learn about cinematic image “codes” (framing, focus, costume, setting, performance)
- To become familiar with concepts of ideology in theory and in practice
- To become active and critical viewers of film

Films: *Zelig* (Allen, 1983); *Birth of a Nation* (Griffiths, 1915); *Triumph of the Will* (Riefenstahl, 1936); *Picnic at Hanging Rock* (Weir, 1975); *Fight Club* (Fincher, 1999); *Moonlight* (Jenkins, 2016); *Rear Window* (Hitchcock, 1954); *Force Majeure* (Östlund, 2014); *Caché* (Haneke, 2005); *Beasts of No Nation* (Fukunaga, 2015); *The Pervert’s Guide to Ideology* (Slavoj Zizek/Sophie Fiennes 2012).

Readings: Aristotle, *The Poetics* (excerpts); Stuart Hall, “The Question of Cultural Identity” (excerpts); Laura Mulvey, “Visual Pleasure and Narrative Cinema;” Jacques Lacan, “The Mirror Stage;” Thomas Elsaesser, *Film Theory: An Introduction Through the Senses* (pdf provided).

Requirements: short posts, class discussion, presentations: 30%; 1-2 pp shot analysis: 15%; 3-4 pp scene analysis: 20%; term paper: 30%.

MUS 1391 THREE JAZZ GIANTS
SECTION 231

SCHAPIRO
MW 3:00–4:15 PM

POL 2293 ISRAELI-PALESTINIAN CONFLICT CHOREV
SECTION 241 MW 4:30–5:45 PM

In the course we will discuss the history of the Israeli-Palestinian conflict and the students will acquire knowledge and basic concepts related to the main players and processes involved in the conflict from the late 19th century until the second Intifada in 2000. The course will begin with an introductory historiographical discussion on contradictory narratives and continue chronologically discussing the growth of the Zionist movement; the growth of the Palestinian national movement; World War I and the beginning of the British Mandate; Jewish-Arab relations in Palestine between the World Wars; the preparations for independence and military conflict in the 1940s; the establishment of the State of Israel and the social and political consequences of the 1948 War for the Palestinians; the Palestinian problem and Israel in the inter-Arab and international arenas; the Six Day War; Israeli-Palestinian relationships against the background of peace process with Egypt; the first Intifada; the Oslo process and the eruption of the second Intifada. The course will make use of original documents and short movies.

POL 2299 DEMOCRACY & DEVELOPMENT IN LATIN AMERICA LOSSON
SECTION 261 MW 6:45 – 8:00 PM

Why do countries transition from authoritarianism to democracy? How did colonialism influence Latin America's lasting affair with authoritarianism? What role does economic development play in a country's transformation? This course provides answers to these ambitious questions by using a comparative analysis of Latin American countries. Other topics include women and indigenous movements, poverty and inequality, U.S.-Latin American relations, as well as a series of case studies that focus on Mexico and Central America, the Southern Cone, the Caribbean, and the Andes region.

THEA 1024 THEATER AS AN AGENT OF CHANGE SNIDER
SECTION 261 M 6:45 – 9:15 PM

This course will examine examples of plays, playwrights, and theatrical concepts, styles and groups since the 1930s that have been created with the intention of having an impact on the culture within which they were written. We will examine a wide range of dramatic techniques and tactics that have been used to comment on various societal conditions and inspire change by asking the audience to question the status quo. We will look at the conditions that gave rise to the playwright's concerns or the development of new dramatic practices, the reception to them and the ultimate changes that were instituted as a result of each. At the conclusion of the course the students will have gained a greater appreciation of the range and diversity of theatrical endeavors which have proved central to efforts to improve the conditions of mankind.

CULTURES OVER TIME (CUOT)

ENG 1006 THE MONSTROUS LAVINSKY
SECTION 241 MW 4:30 – 5:45 PM

“A monster is a person who has stopped pretending.”

--Colson Whitehead, “A Psychotronic Childhood”

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.

HIS 2909 MEDIA REVOLUTIONS FREEDMAN

SECTION 341 TR 4:30-5:45 PM

This course will survey the history of media from the ancient world to the present. Taking "media" in the broadest sense to encompass the full range of communications technologies, we will begin with the papyri scrolls of ancient Greece and move from there through the manuscript codex of the Middle Ages, the printed book of the age of Gutenberg, newspapers in the 18th and 19th centuries, radio and film in the 20th century, and the internet and social media of our own digital age. Several recurrent questions will frame our survey of media landscapes: How, to what ends, and in what institutional settings are particular media used? How do they affect modes of thinking? And what are the relations of different media to the various historical forms of religious, political, and economic power? Requirements will include a midterm, final, and a paper of 4-6 pages.

HIS 2914/PSY 4930 HISTORY OF EMOTIONS FREEDMAN

SECTION 331 TR 3:00-4:15 PM

“What is an emotion?” That question, famously posed by William James in the late 19th century, has sparked wide-ranging debate among experimental psychologists, neuroscientists, philosophers, theologians, and literary scholars. This course addresses James’s question by historicizing it. It begins by situating his approach within a long tradition of attempts to define the emotions—or “passions” as they were generally called until the 19th century—from antiquity to the present. Then it turns to an exploration of how the changing conditions of modern life have altered both the character of emotional experience and the conventions governing its expression. Among the themes to which we’ll pay particular attention are the growing demands of emotional self-control, the widening gap between children and adults, the shifting relations between private experience and public expression, and the advancing threshold of disgust. The course will conclude by considering how Americans have sought, over the last two hundred years, to control—or, as it’s now said, “manage”—three particularly intractable sets of emotions: homesickness and nostalgia; fear and anxiety; and anger and resentment. Requirements for the course will include one short reading response, two essays based on assigned readings, and a final exam.

MUS 1352 LATE ROMANTIC & MODERN MUSIC HISTORY BELIAVSKY

SECTION 331331 TR 3:00-4:15

PM

This course concerns music in which tonal procedures, as practiced during much of the Common Practice Period in Western Europe (c. 1650 – 1850), undergo great changes, both in terms of expansion and collapse. The course begins with a detailed examination of the Romantic and late Romantic traditions, and will culminate with the modern era, whose music marks a transition

from late 19th century formal and tonal design to the practices that follow in the 20th century.

In the course's final weeks, we will attempt to show how deviations from traditional Western musical parameters—e.g., those of program, pitch, harmony, harmonic rhythm, melody, phrase and period construction, rhythm and meter, hypermeter, timbre, texture, instrumental ensemble, idiomatic performance technique and practice, formal plan and dramatic contour—defined European and American art music not only as falling within the canonic continuum of development and innovation, but simultaneously as an eclectic collection transformed and considerably influenced by non-Western aesthetic techniques, philosophy, and practice.

Course methodology incorporates studies of the musicological-societal forces that shape music's background, composition, reception, and place in history with relevant analysis drawn from music theory and social history. Class discussion will draw on readings from our textbooks, primary sources, composer and performer writings, readings on modernist rhetoric and philosophy, score study, and video/audio (and when possible, live) performances.

Requirements: Midterm and final examinations; term paper.

PHI 1011 INTRODUCTION TO PHILOSOPHY JOHNSON
SECTION ~~331~~241 MW 4:30-5:45 PM

People study philosophy because they want to know the answers to certain important questions such as those mentioned below. Philosophy usually fails in its attempts to answer them, but people keep returning to it because there is no other path to wisdom about such matters. (There is something to be said for knowing what doesn't work; and the study of philosophy greatly enhances the critical powers of the mind.) We will be concerned with such questions as the following: (i) Does God exist?, (ii) Is there such a thing as human free will, and, if so, what is its nature?, (iii) Is human free will compatible with perfect Divine foreknowledge?, (iv) Is human free will compatible with determinism?, (v) Are there moral truths, and, if so, how do we know what they are?, (vi) What is the nature of truth?, (vii) What is the nature of infinity?, (viii) What is the nature of probability?, (ix) What is the nature of knowledge?, (x) What is the case for, and against, skepticism?, (xi) Do the things around you exist? (Answer: No.), (xii) Are we physical objects?

PHI 2170H ANCIENT AND MEDIEVAL PHILOSOPHY JOHNSON
SECTION ~~331~~261 MW 6:45 – 8:00 PM

From the pre-Socratics to Thomas Aquinas, with emphasis on Plato, Aristotle, Augustine, Boethius, and Aquinas.

PHI 3401/POL 1401 GREAT POLITICAL THINKERS ROGACHEVSKY, SOLOVEICHIK
SECTION ~~331~~331 TR 3:00 – 4:15

PM

Survey of political philosophers in the Western tradition from Plato and Aristotle through Machiavelli, Hobbes, Locke, Hegel, and Marx to Rawls.

SPA 1201 INTERMEDIATE SPANISH BAZET-BROITMAN

SECTION 311**TR 1:30 – 2:45 PM****EXPERIMENTAL AND QUANTITATIVE METHODS (EXQM)**

COM 1300	INTRODUCTION TO COMPUTER SCIENCE	LEFF
SECTION 241		MW 4:30 – 5:45 PM

ECO 1421	ECONOMETRICS	STAFF
SECTION 361		TR 6:45 – 8:00 PM

PHI 1100	LOGIC	JOHNSON
SECTION 231		MW 3:00-4:15 PM

Introduction to formal logic.

POL 2590 TOPICS: EXPERIMENTAL DESIGN	INCANTALUPO
SECTION 261	MW 6:45 – 8:00 PM

In this course, we will learn how to design and analyze experiments in order to answer questions about political and social phenomena. First, we will discuss the scientific method, cause and effect, and what we need to do in order to make causal inferences. Then, we will cover survey experiments, laboratory experiments, field experiments, and natural/quasi experiments. Some of the questions we will attempt to answer are: How do we increase voter turnout and political participation? How do we measure things that people won't admit like prejudice or bribery? What are the effects of campaign advertisements? How do we measure discrimination in the labor market and in access to government services? How do we improve trust and cooperation among groups following violent conflict? Students will complete a series of small assignments. Along the way, we will learn some basic concepts in statistics and data analysis that will be valuable to students in future coursework and a wide array of career paths. This course does not assume or require any background in mathematics or statistics.

STA 1001	INTRODUCTION TO STATISTICS	AISENBREY
SECTION 621		F 10 AM – 12:30 PM

Sources and types of quantitative data; descriptive statistics: graphic displays and frequency distributions, measures of central tendency and variation; samples and populations; shapes of distributions (bimodal, skewness, kurtosis); probability and statistical decision making; sampling distributions (binomial, F, normal, Students, T, U, chi-square); inferential statistics: approximating percentages, estimating procedures, testing hypotheses for differences or relationships (including regression and trend analyses); tests to check model assumptions; correlation versus causation; lying with statistics.

HUMAN BEHAVIOR AND SOCIAL INSTITUTION (HBSI)

ECO 1010	PRINCIPLES OF ECONOMICS	DAVID
SECTION 211		MW 1:30-2:45 PM

Introduction to the principles of micro- and macroeconomics: supply and demand, the behavior of firms and consumers; theory of comparative advantage; how markets work; market failures;

policy issues such as taxation regulation, and redistribution of income, general equilibrium, business cycles, inflation, unemployment; national income accounting; monetary and fiscal policy; public debt and social insurance international trade and exchange rates; long-term growth.

**ECO 1010 PRINCIPLES OF ECONOMICS BLOISE
SECTION 341 TR 4:30-5:45 PM**

Introduction to the principles of micro- and macroeconomics: supply and demand, the behavior of firms and consumers; theory of comparative advantage; how markets work; market failures; policy issues such as taxation regulation, and redistribution of income, general equilibrium, business cycles, inflation, unemployment; national income accounting; monetary and fiscal policy; public debt and social insurance international trade and exchange rates; long-term growth.

**PHI 4930 NORMATIVE ETHICS ZUCKIER
SECTION 361 TR 6:45 – 8:00 PM**

**POL 1101 INTRODUCTION TO AMERICAN POLITICS INCANTALUPO
SECTION 231 MW 3:00—4:15 PM**

Overview of the formal institutions and functions of the national government (Congress, presidency, courts); their interactions with state and local governments, and with informal institutions of political power (political parties, interest groups, social movements, public opinion, media).

**POL 1305 AMERICAN FOREIGN POLICY ZAITSEVA
SECTION 331 TR 3:00 – 4:15**

How American foreign policy is made and implemented; the interrelationship of foreign and domestic policies; the military-industrial complex; the media and the foreign policymaking process; objectives of American foreign policy; the United States as an international actor in the post-cold war order; the United Nations and the United States.

**POL 2145 AMERICAN CONSTITUTIONAL LAW KAMINETZKY
SECTION 361 T 6:45 – 9:15**

Students will gain a deeper understanding of and appreciation for the Supreme Court's role in creating, defining, interpreting, expanding and limiting civil rights in the United States by reading and analyzing Court decisions and the U.S. Constitution. Through an analysis of majority opinions, concurrences and dissents, we will identify, explore and discuss the various methods of constitutional interpretation -- such as Textualism, Original Meaning, Judicial Precedent, Pragmatism, Moral Reasoning, among others – and question the utility, fairness, limitations and risks of each approach. Topics will include right to privacy, free speech, racial and gender discrimination, freedom of religion, right to bear arms, freedom of the press and rights of the criminally accused.

**POL 2390 WEAPONS OF MASS DESTRUCTION ZAITSEVA
SECTION 341 TR 4:30—5:45 PM**

The course introduces students to the challenges posed by the invention and proliferation of

final exam, term project.

SOC 2301 **CRIMINOLOGY** **KIMMEL**

SECTION 341 **TR 4:30 – 5:45** **331**

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.

SOC 2401 **MEDICAL SOCIOLOGY** **STAFF**

SECTION 261 **MW 6:45-8:00 PM**

INTERPRETING THE CREATIVE (INTC)

ART 1650H ARCHITECTURE OF THE SYNAGOGUE
SECTION 361 T 6:45-9:30 PM

GLASSMAN

We shall examine the forms, materials, and structures of synagogues, the centers of Jewish communal life and worship, from their beginnings in the ancient world to the twentieth century. Using the comparative method, we shall explore regional influences in addition to links between liturgy and architectural form. To understand how the choices made in the construction of synagogues reveal the realities and aspirations of Jewish communities at different times and in different places, we shall discuss when and why structural and stylistic forms were adopted, why certain innovations were introduced, and why certain symbolic elements were expressed. Whenever possible, we shall compare synagogues in appropriate respects to buildings of other faiths as well as to secular buildings. Site visits to synagogues in New York will allow us to examine materials and forms first-hand.

ENG 1001 BOOKS ON BOOKS/FILMS ON FILMS
SECTION 311

GEYH
TR 1:30-2:45 PM

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? 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 Zusak’s *The Book Thief* and Calvino’s *If on a Winter’s Night a Traveler*. Films will include *The Wizard of Oz*, *Sherlock Jr.*, *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*.

ENG 1001 BOOKS ON BOOKS/FILMS ON FILMS
SECTION 331 TR 3:00-4:15 PM

GEYH

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ENG 1017 LAW & LITERATURE STEWART
SECTION 341 TR 4:30-5:45 PM

Origin stories and myths about the birth of the political order, of legitimacy, authority, and subjectivity. The nature of judgment, of punishment and redemption. On the whole, the course provides a forum for thinking about law from a humanistic and philosophical perspective. By way of our reading of literary texts such as ancient Greek tragedy, Melville, Kafka, Camus, we will also touch upon the interrelations of law and politics on the political scene today. Thus the course 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. We will discuss these issues in a broad range of literature and some film. Readings: Canonical works from the realms of literature and legal theory, including: Aeschylus, Sophocles, Heinrich von Kleist, Franz Kafka, Albert Camus, Ian McEwan, Walter Benjamin, Carl Schmitt, Giorgio Agamben. Films include *The Children Act* (Richard Eyre, 2014) and *Into the Abyss* (Werner Herzog, 2011). Requirements: short responses, class participation and presentations (33%), midterm (33%), final exam (33%).

ENG 1024 CULTURE OF THE FIN DE SIECLE OLSON
SECTION 331341 TR 4:30-5:45 PM

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 siècle 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.

THE NATURAL WORLD (NAWO)

BIO 1014	PRINCIPLES LECTURES	MAITRA
SECTION 241		MW 4:30 – 5:45 PM

BIO 3804/PSY 3804	PSYCHOBIOLOGY	SHECHTER
SECTION 361		TR 6:45 – 8:00 PM

CHE 1045H	GENERAL CHEMISTRY I	VISWANATHAN
SECTION 241		MW 4:30 – 5:45 PM

CHE 1045R	GENERAL CHEMISTRY I LEC	JIANG
SECTION 241		MW 4:30 – 5:45 PM

PHY 1031R	INTRO PHYSICS LECTURE	CWILICH
SECTION 231		MW 3:00 – 4:15 PM

PHY 1051R	GENERAL PHYSICS I	BULDYREV
231		MW 3:00 – 4:15

SCI 1012	SCIENTIFIC LITERACY FOR RESPONSIBLE CITIZENSHIP	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.