

YESHIVA COLLEGE CORE COURSES
SPRING 2020
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CONTEMPORARY WORLD CULTURES (COWC)

ART 1660 CULTURES OF MODERN ARCHITECTURE GLASSMAN

SECTION 461 W 6:45-9:30 PM

Modern architecture is revolutionary in both political and aesthetic terms. Based on local climatic, historical, and social conditions, the expression of that revolution differs from culture to culture. And across cultures it seeks to liberate itself from historical styles, to embrace technological innovation, and to use industrial materials. It rejects decoration, and in fact the Viennese architect Adolf Loos, in his influential essay "Ornament und Verbrechen," equated ornament with crime. From its roots in the guild culture of the Arts and Crafts Movement, we will trace the development of innovative environmental design through the filters of various 20th-century architectural cultures, such as Frank Lloyd Wright's Prairie Style, European expressionism, Ludwig Mies van der Rohe's *Neue Sachlichkeit* (functionalism), Le Corbusier's International Style, up to more recent trends, such as the Metabolic group in Japan, Robert Venturi's postmodernism (conceived theoretically in his *Learning from Las Vegas*), and various forays into deconstructivism by SITE, Morphosis, and Frank Gehry.

Class sessions consist of presentations and discussions with visual material, site visits to key examples of modernist architecture in New York, tours of architecture exhibitions in museums, and writing-intensive exercises, such as reverse outlining, abstracting, and on-sentence observations.

Requirements: Midterm and final exams, class and site-visit attendance, article abstracts, audio-visual presentation, architectural analysis.

ENG 1002 DIASPORA LITERATURE STEWART

SECTION 331 TR 3:00-4:15 PM

This course explores literature about diaspora: "diaspora" as the abandonment of home, whether voluntary or enforced, and a search for a new home, new opportunities, and new beginnings, even as the home of the past lingers in the imagination, in memory and in desire.

The twenty-first century has so far been characterized by massive and often chaotic displacements of peoples seeking refuge from violence, famine, and persecution in their homelands or are simply seeking opportunities for economic survival in an increasingly globalized and politically turbulent world. The twentieth century, the century of totalitarianism and genocide, had already seen seismic shifts in populations fleeing ethnic cleansing, political persecution, and specific events such as WWI and WWII, the Holocaust, African decolonization, the Indian partition, various regime changes, and nation-building. Literature and film in the twentieth and twenty-first century have recorded the histories and fictionalizations of such diasporic experiences. The two oldest and far-reaching global

diasporas were the Jewish and the African. Both were painful, both produced flowering cultural expression, and both continue to develop, centuries later, to this day.

Texts include: W.G. Sebald, *The Emigrants* (German migration to the US and UK), Vladimir Nabokov, *Pnin* (Russian migration to the US), V.S. Naipaul, *A Bend in the River* (African migrations), Dinaw Mengestu (American Ethiopian novelist and journalist), Julie Otsuka, *When the Emperor Was Divine* (Japanese American), Hisham Matar, *The Return* (Libyan American), Eva Hoffman, *Lost in Translation* (Jewish American); some film.

Requirements: short written responses, midterm take-home, final exam.

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 Žižek/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 1371 ROCK, RHYTHM, AND BLUES 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.

POL 1201 POLITICS ACROSS CULTURES

SECTION 341 MW 4:30-5:45 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.

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

POL 2398 MIDDLE EAST SECURITY FREILICH

SECTION 261 M 6:45 - 9:15 PM

At the crossroads of three continents, the Middle East is home to many diverse peoples, with ancient cultures, in varying stages of development, often in conflict. The primary source of the world's energy, it is also the locus of the terror-WMD-fundamentalist nexus, threatening regional and international security. In a state of historic flux, the region's internal sources of unrest and possible upheaval are of great consequence to the international economy and security. The seminar surveys the national security challenges facing the region's primary players (Egypt, Saudi Arabia, Iran, Syria and Lebanon, Israel, the Palestinians, Turkey, Jordan), focusing on their perceptions of the threats and opportunities they face and on the strategies they have adopted to deal with them.

SPA 1102 SPANISH II BAZET-BROITMAN

SECTION 331 TR 3:00-4:15 PM

SPA 1936 THE SPANISH CIVIL WAR BAZET-BROITMAN

SECTION 621 F 10:00 AM-12:30 PM

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, Adam Hirsch, and James Neugass. The course will watch and discuss several documentaries and a movie on the topic.

SPA 2826 SOUTH AMERICAN WARS

BROITMAN

SECTION 341 TR 4:30-5:45PM

This course is about the South American wars of independence from Spain (1808-1826) and the discussions of the time concerning the best type of government, monarchist or republican, for the newly independent countries. The course will focus on the complex background in which the revolutions for freedom and independence took place, and the personalities of the two main leaders who made independence possible.

The course will analyze the social and racial circumstances in the Spanish American colonies, where, as Alexander von Humboldt observed, "The lowest, least educated and uncultivated European believes himself superior to the white born in the New World." At the same time, the creole elites (the educated Spanish American whites) led the revolution against Spain but were themselves frequently concerned by the consequences of the independence. One example out of many: In 1803 a pardo (a person of mixed white and Black descent) tried to enter his son in the University of Caracas, and the latter resisted on the grounds that this would "ruin the university for ever, submerging it in the deep abyss of barbarism and confusion, where the pardos would spread the pernicious seed of their ideas of equality and predominance". Moreover, nature reinforced the divisions imposed by men. The so called "Spanish America" was a conglomeration of countries and cultures. As historian John Lynch wrote: "Was there not a world of difference between the pampas (Argentinian plains) of the Río de la Plata and the altiplano (Bolivian and Peruvian high plains) of Upper Peru, between the Chilean countryside and the plantations of coastal Venezuela, between the agricultural economy of New Granada and the mining zones of Mexico and Peru, between the gaucho (Argentinian cowboy), the llanero (Venezuelan and Colombian herder), the cholo (Peruvian mestizo) and the inquilino (Chilean tenant farmer)? The difficulties of communications further separated the various colonies from each other." Social, racial and geographical separations made it easier for the imperial

metropolis to retain the control of her Spanish American colonies, and more difficult for the revolutionaries to achieve their goals.

The course will also explore the personalities of two revolutionaries who played a fundamental role in the South American wars of independence: the Venezuelan Simón Bolívar, personally responsible for the liberation of Venezuela, New Granada (Colombia), Quito and Peru, and the Argentinian José de San Martín, who led the revolution from Argentina across the Andes to Chile, and up the Pacific to Peru. Given the indisputable fact that without the passion and perseverance of both leaders the course of the South American wars would have been different and perhaps the hegemony of Spain in her American colonies could have survived longer, and the fact that both revolutionaries enjoy now a quasi-divine status in their respective countries, special attention will be paid to their lives, world views, and commitment to independence. Furthermore, Simón Bolívar was also an influential political writer, and some of his writings will be read in this course.

Course readings and discussions will be in Spanish. Advanced fluency in Spanish required.

CULTURES OVER TIME (CUOT)

ENG 1009 FRANCE AND ITS OTHERS

MESCH

SECTION 241 MW 4:30-5:45 PM

While the notion of a cultural “melting pot” is central to American society, French society has been structured around a distinctly French notion of universalism: the idea that there are core universal values that must supersede those of any minority subculture. Thus, although Americans regularly embrace multiple identifications--as African-Americans, or Jewish Americans, for example--in France that double alliance is largely experienced as a tension.

This class traces the roots of that tension by examining ways that otherness has inspired and troubled the French imagination through literary, historical and philosophical readings by major French writers from the 1500s to the present day. From Montaigne’s cannibals to the noble savages of Enlightenment texts, from Zola’s “J’accuse!” to the story of Babar, from the female other to the other as Jew to the other as Jewish female, we will explore the myriad ways through which France’s imagined others serve as manifestations of a cultural fascination with and anxiety about difference in its many forms. As we analyze the various intellectual conflicts that have arisen from the quest to understand what is deemed different, foreign, exotic or strange, we will also trace a struggle to define and circumscribe notions of French identity, selfhood and authority. Finally, at the semester’s end, we will use what we have synthesized from these thinkers to consider contemporary debates in French society about the place of religious and ethnic difference in the public sphere.

Requirements: Active participation based on weekly readings; three short writing assignments; final exam.

ENG 1036 TRAVEL WRITING

LAVINSKY

SECTION 241 MW 4:30-5:45 PM

In this class, we will explore “travel writing” within its changing cultural and historical contexts. Our investigation begins in classical antiquity, with material focused on the westward migration of refugees following the Trojan War. Turning to later periods, it then considers how geographic knowledge and practice were implicated in, or shaped by, events such as crusades, pilgrimages, mass expulsions, and explorations to the far reaches of the known world; key here is the work of Italian merchant adventurer Marco Polo. Next, we consider the so-called age of discovery, and the role maps and other geographic conventions played in early modern representations of the Atlantic, perhaps most notably in Shakespeare and his contemporaries. After considering these and other early modern iterations of the genre (e.g., *Gulliver's Travels*), the semester concludes with travel narratives that frame the experience of the refugee, the migrant, and the asylum seeker. The course follows a chronological pattern in order to facilitate comparison between roughly contemporaneous readings, and thereby to develop a sense for how large topics or themes take shape over time. In addition to critical essays and presentations, students will have the opportunity to write their own travel narratives.

HIS 2331H HISTORY OF NEW YORK CITY

KOSAK

SECTION 241 MW 4:30-5:45 PM

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.

HIS 2801 THE GLORY OF GREECE

STENHOUSE

SECTION 231 TR 3:00-4:15 PM

Like all CUOT courses, *The Glory of Greece* allows students to explore the distinctiveness of the past and how it relates to the present through an investigation of values, traditions, modes of thinking, and modes of behavior of one or more cultures, beginning before 1900. This course does that by focusing on the history and cultural achievements of Athens in the fifth century BCE, and by thinking about the long-term influence of those achievements. It will consider the growth of Athens and Athenian power in the period, and examine key accomplishments in drama, architecture, philosophy, and political theory and practice. As well as reading extracts from two of the most influential historians in the western tradition, Herodotus and Thucydides, students will read plays by some of the great tragic and comic playwrights, examine Plato's portrait of his teacher Socrates, and investigate the nature of Athenian democracy, considering how its model has been received and misrepresented.

Assessment will be by exams and a series of short papers

MUS 1353 EARLY MODERN THEORIES OF MUSIC

BELIAVSKY

SECTION 331 TR 3:00-4:15 PM

This course explores the development of music theory from the Renaissance to the present day, deconstructing the discipline as a series of ideological battles over music's primacy in both sacred and secular European and ultimately American societies.

PHI 1612H ETHICS AND CHARACTER

CARMY

SECTION 331 TR 3:00 - 4:15 PM

20th century ethical theory was dominated by approaches concerned exclusively with duty or with utility. In recent years philosophers have evinced a renewed interest in virtue, i.e. character formation, the good life and the like. This entails greater attention to the concrete ways that ethical theory expresses the ideas and ideals of particular cultures. The cogency and relevance of philosophical argument is enhanced by attending carefully to implicit, unacknowledged presuppositions that require an understanding of social, psychological and religious practices and goals, not only as external influences, but as constituents of philosophical positions themselves.

We begin by examining three representative thinkers—Mill, Kant and Aristotle—with special attention to the place of character in their ethics and their cultural context. We then turn to other major thinkers, like Maimonides, Hume, Kierkegaard and Nietzsche. The third part of the course introduces the late 20th century debate and, time permitting, interdisciplinary themes relating to ethical emotions like honor, shame, guilt.

EXPERIMENTAL AND QUANTITATIVE METHODS (EXQM)

MAT 2462 MATHEMATICAL STATISTICS BELBRUNO

SECTION 241 MW 4:30 – 5:45 PM

Hypothesis testing, confidence intervals, regression analysis, correlation, t-distribution, time series analysis, analysis of variance, F-distribution.

PSY 1021 STATISTICS FOR PSYCHOLOGY ISAACS

SECTION 341 TR 4:30-5:45 PM

This course provides an introduction to the quantitative methods used to analyze data from psychological research. The topics of this course are the basic concepts and terminology of statistics, the display of data, descriptive statistics, correlation and regression, and inferential statistics. The goal of this course is to provide students with a foundational understanding of the data analytic procedures used in psychological research.

PSY 2100C EXPERIMENTAL PSYCHOLOGY COHEN

SECTION 241 MW 4:30-5:45 PM; M 6-7:45 PM

Training in the problems, methods, and evaluation of experimental research in psychology. Students perform individual experiments, prepare reports of results, and are introduced to the literature of experimental psychology.

SOC 2407 EPIDEMIOLOGY KIMMEL

SECTION 341 TR 4:30-5:45

Epidemiology is the study of the distribution and determinants of health and disease in human populations. In recent years, the epidemiological approach has been used to address a wide range of problems, including infectious diseases, genetic risk, environmental threats, social stratification patterns, substance use, violence prevention, and even the spread of knowledge and innovation through social networks. Epidemiology has proven increasingly relevant to clinical medicine, public policy, social science, law, and other fields; as epidemiology becomes more widely applied, it is more important than ever for researchers and professionals in a variety of fields to become familiar with its basic principles.

This course introduces the basic principles of epidemiologic study design, analysis, and interpretation. Course activities will consist of lectures, computer lab lessons in using statistical software, written assignments, exams, and critical appraisal of both classic and contemporary research articles. We will learn how to calculate and interpret some basic epidemiological measures, and investigate the possibilities of using data to make causal inferences. We will examine the strengths of epidemiological science as well as its limits.

SECTION 331 TR 3:00-4:15

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)

SECTION 231 MW 3:00-4:15 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.

SECTION 311 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.

SECTION 331 TR 3:00—4:15 PM

This course introduces the systematic study and analysis of international politics. It exposes students to major theoretical approaches in the study of international affairs and applies these approaches to the analysis of historical and contemporary political issues. The course has three main objectives: 1) to enable students to distinguish between different explanations of world events; 2) to teach students to evaluate strengths and weaknesses of varying explanations; and 3) to teach students to think critically about international politics and to develop their own analytical stance.

SECTION 261 MW 6:45-8:00 PM

Presidential power in domestic and international affairs, and in relation to the rest of the political system, in historical and contemporary perspective. Students will learn about the evolution of the executive branch and its role in today's politics. We will consider why presidents behave the way

they do and what determines presidential success. We will also pay specific attention to the process of electing presidents and how this affects presidential behaviors and perceptions.

**POL 2170 MEDIA AND POLITICS INCANTALUPO
SECTION 231 MW 3:00-4:15 PM**

The mass media are an important political institution and have played an indispensable role in American political history. In order to fully grasp American politics, it is essential we understand how citizens consume and learn from the mass media. Today, more than ever, Americans have a plethora of choices for how they can follow current events and be exposed to politics. In an era of social media and “fake news,” it is more important than ever that we study the relationships between media and politics. This course should be of interest to students of political science, psychology, sociology, and communications. We will draw from a wide range of perspectives in order to develop a holistic understanding of how Americans learn about politics, and how the media operates as a “fourth branch” of government. The readings in this course will be a mixture of classic and cutting-edge research, as well as some commentary (and, of course, media content ranging from broadcasts to articles to op-eds to tweets). Students will write a series of short papers, as well as take midterm and final examinations.

**POL 2185 POWER AND PUBLIC POLICY INCANTALUPO
SECTION 241 MW 4:30-5:45**

Exploration of the relationship between policy and economic outcomes? or "who gets what" 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.

**SOC 2112 POLITICS AND POVERTY IN THE UNITED STATES RAMIREZ
SECTION 361 T 6:45-9:15**

Income inequality in the U.S. has reached historically unprecedented levels, poverty remains high, and racial and gender inequalities are intransigent. The American Dream highlights opportunities for individuals to achieve success based on their own merits. Although large portions of the population still believe in the American Dream, for most Americans the dream is more myth than reality. This course focuses on the experiences of poor people in the U.S., examining the causes and consequences of poverty and the social policies that have been implemented, or may be in the future, to address poverty. We will also compare American wealth and inequalities and social welfare policies to those of other affluent western countries.

Requirements: Quizzes, research project, class attendance and participation.

INTERPRETING THE CREATIVE (INTC)

**ART 1630 AMERICAN ARCHITECTURE: FROM BUNGALOW TO BAUHAUS GLASSMAN
SECTION 361 T 6:45-9:30 PM**

By comparing buildings from different eras and from different cultures, we shall learn about the diverse traditions of American architecture, from its colonial beginnings to post-modern

practices. The result will be the basis for an architectural vocabulary and a greater consciousness of the built environment.

We shall examine what the first colonists found, what they created, and what they brought with them from Europe. Thus, observations on numerous references to roots in European design will bring us to an initial definition of the nature of American architecture. We shall develop an understanding of the vigor and innovations of its building arts. We shall examine not only work of the masters of the discipline, but also architecture without architects. This introductory course will include lecture, discussion, critical written analysis, and oral presentations by each class member. Frequent visits to architectural sites will highlight materials, form, ornamentation, and context.

BIB 1500H LITERARY APPROACHES TO THE BIBLE BERNSTEIN
SECTION 331 TR 3:00-4:15 PM

ENG 1001 BOOKS ON BOOKS/FILMS ON FILMS GEYH
SECTION 341 TR 4:30-5:45 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, Book 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 1005 PARISIAN VIEWS MESCH
SECTION 211 MW 1:30-2:45 PM

This course will consider 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. To explore this fascinating

history to our own cultural tastes, we will employ a host of colorful characters as tour guides: from Balzac's young student, who abandons legal studies for a Parisian education of another sort, to Baudelaire's *flâneur*, who invented a whole new way of wandering the city, to Zola's naïve young woman cruising the newly invented department store.

But we will not limit ourselves to the strictly literary: in addition to reading novels and poetry, we will consider the overlapping ways through which painting, art criticism, photography, early cinema, architecture and various kinds of public exhibits addressed the feelings of excitement and anxiety around the new points of contact that the modern French city offered. Juxtaposing poems with paintings, novels with photographs, we will compare the different idioms through which these art forms attempted to respond to a shared set of questions. As we consider the panoply 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.

ENG 1034 STRANGER THINGS: ART OF THE UNREAL LAVINSKY

SECTION 331 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, Kempe, 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.

SPA 1202 INTERMEDIATE SPANISH II BAZET-BROITMAN

SECTION 311 TR 1:30-2:45

THE NATURAL WORLD (NAWO)

PSY 4930 BEHAVIORAL NEUROSCIENCE SCHECHTER
SECTION 261 MW 6:45-8:00 PM

SCI 1012 SCIENTIFIC LITERACY FOR RESPONSIBLE CITIZENSHIP CAMARA
SECTION 341 TR 4:30-5:45 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.