

LEH300	Anderson, James	<i>Jazz and the Improvised Arts</i>	A history of jazz music from New Orleans to New York is coupled with an examination of improvisation in the arts. The class will investigate form and free creativity as applied to jazz, music from around the world, the visual arts, drama, and literature.
LEH300	Ansaldi, Pamela	<i>The Doctor-Patient Relationship: Viewed through Art and Science</i>	In this course, participants will explore the complexities of the doctor-patient relationship by examining selected works of literature, medicine, psychology and art. To the doctor, illness is an analysis of blood tests, radiological images and clinical observations. To the patient, illness is a disrupted life. To the doctor, the disease process must be measured and charted. To the patient, disease is unfamiliar terrain—he or she looks to the doctor to provide a compass. The doctor may give directions, but the patient for various reasons may not follow them. Or, the doctor may give the wrong directions, leaving the patient to wander in circles, feeling lost and alone. Sometimes two doctors can give identical protocols to the same patient, but only one doctor can provide a cure. The surgeon wants to cut out the injured part; the patient wants to retain it at any cost. The physician diagnoses with a linear understanding of illness; the patient may see the sequencing of events leading up to the illness in a different order, which might lead to a different diagnosis. The twists and turns of doctor-patient communication can be dizzying...and the patient goes from doctor to doctor seeking clarity and a possible cure. The intention of this course is to have participants enter the inner world of the doctor and the patient to try to untangle the multitude of emotions inherent in their relationship. They both seek the same result—the patient’s well-being—but they often seem to be working at cross purposes.
LEH300	Artinian, Art	<i>History and Politics of Ideas: Discipline, Punishment, and the Politics of Incarceration, Law Enforcement, and Surveillance</i>	Digital cameras on 42nd street, Google software automatically reading our email, facial recognition software at airports and automated jails, represent the most visible part of contemporary practices of surveillance and disciplining of human beings. With the ongoing "war on terror" in effect, the U.S. and the European Union have engaged in a massive buildup of technologies and practices of keeping track of their populations. Yet, such practices did not start today or even in 2001. Sophisticated systems of surveillance and discipline existed in Nazi Germany during WW II, in the psychiatry wards of 1920s U.S., as well as the slave-labor plantations of the U.S. South and the African and Indian colonies of the European Empires. The aim of this class is to comparatively study the nature, history and current practices of surveillance and disciplining as practiced in the EU and the U.S. We will explore the evolution of surveillance, incarceration and discipline techniques across these two continents and

			ask ourselves: What are the politics of incarceration and discipline? Who organizes our current system of incarceration and rehabilitation? What are the contemporary structures of discipline, surveillance and control and what are its goals? Are there racial and class features that play a key role? Questions such as these will compel us to interrogate our present system of punishment and place it in contemporary global political and economic contexts.
LEH300	Artinian, Art	<i>History and Politics of Ideas: Politics of Public Higher Education</i>	This course will examine the interplay of politics and the idea of public higher education in the U.S. Class readings will deal with the debates surrounding the creation of early public universities (including NYC's Hunter, City College and the creation of Land Grant universities), the expansion of public institutions of higher learning during the New Deal (especially, the debates in New York) and the explosion of public universities after WW II. We will conclude by taking a close look at the most controversial political issues surrounding public college education today: the rising costs of attendance, privatization and corporatization, the debates around affirmative action and curriculum, distance education and the factors played by racial and gender politics in public higher education. Along the way, larger political and historical questions will be raised, questioning the purposes of higher education in the age of globalization and the current American political landscape.
LEH300	Belousova, Katia	<i>Everyday Moscow: Past and Present</i>	This course explores the lives of everyday people living in Moscow, focusing primarily on the late-Soviet and Post-Soviet eras. The course is multidisciplinary, drawing on a wide-range of fields, including art, history, anthropology, literature and cultural studies. Home to a diverse mosaic of cultures, ethnicities and beliefs, Moscow is a concentrated microcosm of the Russian nation, epitomizing Russia's struggle to unite under one roof a vast multi-ethnic population. During the course of the semester we will become acquainted with the hopes, dreams and struggles of people with a wide range of philosophical, religious and cultural backgrounds as they work to co-exist and thrive in this increasingly crowded and complex metropolitan center. Explorations into the lives of Muscovites – both real and imaginary – will help humanize and contextualize their plights. Students interested in urban social issues should find particular interest in the struggles and vibrant creativity that show through in these accounts of Moscow life.
LEH300	Belousova, Katia	<i>Sexuality and Sex Roles in Transnational Perspective</i>	The course is designed to introduce the key concepts and debates in the discussion of human sexuality within social sciences and humanities, but primarily from cultural anthropological perspective. Cultural constructivist approach regards everyday

			behaviors, ideologies and practices as cultural constructs pertinent to particular culture and imposed on its members through the variety of media. Using various theoretical frames, we will look into economic, social and cultural reasons standing behind the development of sexual roles and identities in a particular culture. The topics under discussion will include the distinction between gender and sex, sexual roles and performativity, interconnections of sexuality with gender, class and race, the issues of family and body politics, power and knowledge. Special attention will be given to the mobility of practices and transnational influences characteristic of globalization. Students are expected to study class readings and actively participate in online discussions, posting weekly reading responses and commenting on their peers' statements. Besides reading the articles, students will watch videos on the topics discussed and navigate relevant websites. Students will have a chance to conduct their own ethnographic research projects exploring sexuality issues within their home communities.
LEH300	Brownson, Carl	<i>The Nature of Reality: Metaphysics [with PHI 365]</i>	
LEH300	Bullaro, Grace	<i>Race in Multicultural Cinema</i>	In this course we will explore some definitions and manifestations of prejudice and racism as they have been represented in some films in a variety of cultures. Among the concepts and ideas that we will consider are: definitions of race and ethnicity, the role that socio-economics plays in the labeling of an individual, and the conditions that serve as criteria for the acceptance or rejection of the individual by society. We will examine the topic from the historical, economic and sociological perspectives.
LEH300	Carey, Rosalind	<i>The Origins of Modernity [w PHI243]</i>	We may puzzle over what it means to say "all humans are created equal" but whether we understand it or not, and whether we believe it or not, we rarely doubt that the idea ought to be seen as important, meaningful, and true. Yet the assumption of human equality - which is central to democracy and modernity - has important critics, and their reasons for despising the very core of democracy require examination. In this course, we look at the arguments of these despisers of egalitarianism in an attempt to better judge the value of the belief in the equality of people.
LEH300	Carroll, Mary	<i>Monsters: Ancient and Modern</i>	From the Golem to Godzilla, from gargoyles to Frankenstein, we seem to have an eternal fascination with the monstrous. When you read certain books or see certain films, do you secretly root for the monster? Are you willing to see to see his/her/its point of view? If so, this course is one that you will enjoy. We will be investigating why certain monsters hold such a special place in our cultural and literary lives. Their

			existence is not based simply on being the NOT HERO; they touch deep wells within us that may hold clues to our own selves and, on a broader level, to man's inhumanity to man. Various genres, from novels to cartoons to poetry, art and film will form our course work. In addition, you will go to a museum to find an appropriate painting or sculpture that exemplifies the monstrous in a particular genre we have examined and write a major paper on that work.
LEH300	Cash, Jeremy	<i>Leisure and Recreation in a Multicultural Society</i>	This course will examine the diverse cultures which make up the American Landscape. Culture will be examined using leisure as its theme and starting point. Similarities as well as differences between culture will be identified. Folktales, proverbs, riddles, holidays, rituals and games from around the world will be presented and discussed.
LEH300	Frangos, John	<i>Epidemic Disease in History: From Plague of Athens to the Plague of Aids</i>	Epidemic disease has been present throughout man's history and has had a profound effect on people and events. The purpose of this course is to examine these biological agents, their impact on history and society's responses, ranging from magic and religion to science, medicine, and the institution of the modern hospital. The course, in a topical format, ranges from prehistory to the present and presents disease's impact on history as well as the human response.
LEH300	Gantz, David	<i>Moral Ambiguity of the Film Western [w PHI 248]</i>	
LEH300	Garrin, Stephen	<i>Berlin in the Twenties</i>	Throughout most of her history Berlin was considered a cultural desert. There was no reason to expect that perception to change in the aftermath of the German defeat in World War I. Yet from the very ashes of defeat and humiliation Berlin emerged phoenix-like to take center stage in the rise of "modernism." Berlin in the roaring twenties was a kaleidoscope world. Its hectic pace, chaos and cacophony, hustle and bustle, reflected the convergence of modernism and madness that characterized this great metropolis. Berlin between the two world wars was the epicenter of art, entertainment, and political upheaval. The cafes, cabarets, music and concert halls, cinemas and café houses that burst forth with creativity and unprecedented decadence, provided an all too brief and exciting respite before the catastrophe of World War II. While the Nazi threat was still just rhetoric and the horrors of the Great War were something to be forgotten, Berlin in the 1920's reveled in a frenzied and artistically prodigious present: modernism in extremis.
LEH300	Gellens, Sam	<i>Three Eras of Globalization in Modern World History</i>	Studies in the process of globalization: the seventeenth century and the rise of the Dutch East India Company and slavery as a global trade, the industrializing process of the late eighteenth and then on into the nineteenth century, and finally the shape of

			globalization over the past two decades, 1988-2008.
LEH300	Gellens, Sam	<i>Literature, Art, and Film of WWI</i>	Using an interdisciplinary approach, this course will study a global conflict of cataclysmic proportions which continues to inform current history. Through the use of film, novels, poetry, and art, we will try to understand the effects WWI had on the generation which fought it, why the peace which ended it was so unsatisfactory, and how its memory has ensured that it will never truly become the past. To understand WWI, then, is to grasp the complexity of modern world history in the twentieth century and beyond.
LEH300	Hyman, David	<i>Retellings, Adaptations, Appropriations</i>	Of all the qualities of narratives, one of the most persistent is the fact that the best of them are retold. But these retellings are never identical. Their differences, as much as their similarities, testify both to their enduring power, and to the ways in which different cultural and historical moments shape these narratives to fit the contexts of their own times. While the relationship between different versions of a story has always involved ambiguities and paradoxes, these have increased dramatically in recent years, when the impact of new media versions of stories has proliferated, and new kinds of retellings have begun to emerge. This course will trace four key stories as they manifest themselves in multiple versions: the Story of Orestes, as expressed by Homer, Aeschylus, Euripides, and Sartre; the Story of Superman, as expressed in multiple comics and graphic novels, as well as radio, television, and film; and the Story of Othello, as traced from its earliest version in Cinthio, to its central expression as Shakespeare’s famous tragedy, up to the contemporary film O. In the course of our studies, we will explore many questions concerning the nature of narratives, including: the impact of media on narrative expression; the influence of academic and legal definitions of intellectual property and authorial rights; as well as the ambiguous status of competing and contradictory versions of the “same” story.
LEH300	Jensen, Anthony	<i>“Return again to the beginning”: The Ancients on Wisdom [Taught with PHI242]</i>	
LEH300	Joyce, Regina	<i>Film as Art and Art in Film</i>	By becoming familiar with film analysis, its vocabulary, cinematographic areas (décor, lighting, spacing, costumes, etc.) and techniques (focus, shots, frames, music, etc.), viewing enters into another dimension and level of meaning. When applied biographically to the lives and works of artists, a unique lens appears making aesthetics and social mores more apparent. Artistic struggles emerge more clearly, and individual actions, whether bordering on antisocial and self-destructive habits or transgressing societal boundaries, become more vivid with the use of certain filmic

			<p>devices.</p> <p>Relationships between culture and the ever changing art market will be examined, and the role of agents' decisions about representation and sales will be discussed. Consequences of these areas will be seen, especially regarding the lives and tragic deaths of different artists. Frida Kahlo, Jean Michel Basquiat, Leonardo Da Vinci, Jackson Pollock, and Vermeer will provide the canvas upon which the reality of artistic being and physical existence will be exposed.</p>
LEH300	McCarl, Clayton	<i>Heretics, Swashbucklers and Thieves: Pirates and Piracy in History and the Arts</i>	<p>This course will consider pirates both as historical actors and as an artistic motif. We will look at the European political rivalries that gave rise to piracy in the Caribbean and the Pacific in the sixteenth century, and the changing economic and political climate which led to piracy's heyday and subsequent decline by the early eighteenth century. Special focus will be given to questions of definition ("corsair" vs. "buccaneer" vs. "freebooter," etc.) and perspective (one country's "pirate" is another's hero, of course). We will also examine issues of representation -- the ways in which pirates have been mythologized, demonized and otherwise utilized to a variety of political and aesthetic ends. Students will consider how pirates and piracy are presented in cultural productions of various nations, from the 1500s to the present, including poetry, fiction, visual art and cinema. This course will also experiment with the use of new media in the presentation of student research. No special skills are required, but students should be willing to do some experimenting with technology.</p>
LEH300	Muniz	<i>Images of Master and Slave</i>	
LEH300	Newman, Zelda	<i>Women in the Bible</i>	<p>Crossing the disciplines of literature, history and women's studies, this course will examine the different roles of women in the Bible. We will begin with some of the stories in Genesis that speak of the early people of Israel, and end with the woman-prophetess who speaks of the destruction of the kingdom and temple of Judah.</p>
LEH300	Newman, Zelda	<i>Love, Lust and in Between: the stories of I.B. Singer</i>	<p>From a conflicted transgender woman, to a scholar (unsuccessfully) fighting off the promise of love, to a beautiful woman unable to overcome the pull of the devil (who feeds on lust), I.B. Singer stories examine the many forms of human desire. In this course, we will read I.B. Singer stories and observe how desire (re)appears each time in a different shape.</p>
LEH300	Newmann, Zelda	<i>Tales of Love, Loneliness and Strange Relatives</i>	
LEH300	O'Boy, Deirdre	<i>20th-Century Ireland in Film and</i>	<p>This course will examine Irish literature and film in the 20th Century; beginning with</p>

		Literature	the Irish Literary Revival in 1869, ending with a view of Ireland in the 21st Century. Texts and films will be read thematically, through the lenses of politics, nationality, culture, and geography, with the intent to build an introductory understanding of literature and film in Ireland.
LEH300	Piccolomini, Manfredi	<i>Birth of the Renaissance in Florence</i>	This course examines the revival of all aspects of classical learning, both humanistic and scientific, that took place in Florence at the beginning of the Renaissance. It will concentrate both on the literary and political revolutions of the time, as well as on the influence of the rediscovered principles of Euclidean geometry in the development of perspective in painting and the creation of the maps that led to great geographical discoveries. The goal of the course is to show how the Renaissance, especially as it developed in Florence, was at the basis of the modern world.
LEH300	Quarrell, Susan	<i>Telling Tales: From Oral to Literary Traditions</i>	Disseminated across a wide variety of media from opera to film, fairy tales have continued to flourish kept alive over time by their ability to portray universal human emotions. Exploring their historical and cultural origins and their psychological aspects, this course seeks to examine the cultural legacy of classic fairy tales as a repository of male anxiety and desire and as a model for female fantasy and anticipation. We will watch the opera Bluebeard, cartoon The Little Mermaid, and the film Pan's Labyrinth, and in addition to reading closely the fairy tales we will look at sexual politics in Michael Foucault's The History of Human Sexuality: An Introduction, feminism in Angela Carter's reworking of Perrault's fairy tale, Bluebeard in The Bloody Chamber, and psychology in Bruno Bettelheim's The Uses of Enchantment: The Meaning and Importance of Fairy Tales to come to the greater understanding of the Classic fairy tale not simply as fairy stories but the broader context of powerful male desire and how women are portrayed.
LEH300	Quarrell, Susan	<i>Widows and Maids: Medieval Images of Women in Chaucer's "The Canterbury Tales"</i>	The Middle Ages, despite the pervasive presence of a gloomy repressive church, was a period of immense social change and lively discourse. At the center of this discourse is Geoffrey Chaucer—considered by many to be the father of English Literature. In this course we will examine the Middle Ages and the images of medieval women that emerge as portrayed by Chaucer in his work The Canterbury Tales. We will explore elements of history, economics, sociology, and psychology represented by such figures as the Prioress, Griselda (the Clerk's Tale), and the Wife of Bath, discovering the tensions inherent in the progress of women in medieval society. Discussions of women in the Tales will touch upon the question of whether women are good or bad—modeled on either the Virgin Mary or Eve. Students will gain an understanding of the influence of gender on individual behavior, as well as on contemporary institutions of

			marriage, workplace, and church.
LEH300	Ruiz, Philip	<i>Film Adaptation: Transforming Classic Texts</i>	
LEH300	Sanchez, Julette	<i>History, Memory and the Black Atlantic: Transnational Reflections</i>	One of the many legacies of the Atlantic Slave Trade is the condition of an unquenchable desire for memory and undeniable yearning to belong. At best, what is left is a fragmented history and the haunts of the voices of ancestors who scream their silent testimonies. So, how do we negotiate a past that insists on a place in our present? Do we sum it up as a mere historical blip on the screen of humanity? Do we engage in a myopic sort of examination, and lose sight of larger implications? Or, do we look at the fact of the middle passage as a kind of starting point from which to create specific realities? Many writers and scholars have addressed these very issues in their work in often engaging and provocative ways. In this seminar, we will look at the works of several authors and filmmakers who give voice to the witnesses of this triangular trade route in an attempt to understand this shared heritage. We will also examine how these reflections might be critiques of modernity and transnationalism. Our readings may include: Phillips, Caryl. <i>Atlantic Sound</i> ; Hartman, Saidiya. <i>Lose Your Mother: A Journey Along the Atlantic Slave Route</i> ; Northrup, David. <i>The Atlantic Slave Trade</i> .
LEH300	Shahidi, Samina	<i>Muslim Women: Images and Social Roles</i>	The figure of the Muslim Woman emerges from a particular historical contemporary moment in which she is invoked to support various ideological positions. In example, the oppression of women under the Taliban regime was cited as a significant reason for the recent US invasion of Afghanistan. In roughly the same time period of September 2004, France passed a school policy that social critics contend have violated the rights of girl students to veil in one of Europe’s oldest democracies. In this course we will examine and compare Muslim Women in various mainstream representations and self representations and explore the various layers of gendered meaning and reality communicated by these interpretations. Of particular focus will be historical, aesthetic and literary self representation through the intellectual histories of African, Egyptian and Nigerian women scholars Dr. Leila Ahmed, Nana Asma’u, and Dr. Amina Wadud. We will also engage experimental visual art texts by Zenib Sedira and Jehane Noujaim. We’ll read memoir excerpts of Iranian judge and Nobel Peace Prize recipient Shirin Ebadi and Iranian American journalist Azadeh Moaveni. We’ll also look at examples of mass media including the recently televised Canadian comedy “Little Mosque on the Prairie”, the discussion around Indian tennis

			player Sania Mirza, British comedienne Shazia Mirza and Nuyorican/Def Jam poet Suheir Hammad. Reading and Writing Intensive.
LEH300	Shloznikova, Katherine	<i>On Narcissism: Ideas and Images</i>	The term ‘narcissistic’ is usually misinterpreted when it is used to designate someone as selfish or self-centered. In its correct meaning it refers to a mental process of libidinal investment in the self at the expense of object-relations, or simply put, an inner withdrawal of the psyche. We will start our class by reading Freud’s comprehensive analysis of narcissism, followed by readings from other prominent theoreticians so as to allow us to trace the development of this concept throughout the 20th century. We will then explore different themes of narcissism from selected literary texts: melancholy (Goethe), envy (Proust), pride (Gide), omnipotence (Defoe), disintegration (Gilman), voyeurism (Hernández), death (Montaigne). Finally, films will be screened, and we will look at paintings depicting the ancient myth of Narcissus and Echo.
LEH300	Shloznikova, Katherine	<i>Problems and Narratives of Evil</i>	This course will be an in-depth investigation of the argument that the existence of the evil in the world provides a reason to doubt the existence of an all-powerful, perfectly good God. We will address several of the many different versions of the argument, and several of the many different responses to the argument, and, in so doing, we will address a broad set of related questions about good and evil, free will and moral responsibility, divine intervention, better and worse possible worlds, the nature of God, and the various ways that we can put answers to all of these questions together. Course materials will be drawn primarily from philosophical sources, but we will also draw upon literary sources and religious texts. Readings will include the book of Job, Dostoevsky, Milton, Hume, Leibniz, Voltaire, and a number of recent and contemporary philosophers.
LEH300	Twomey, Rosemary	<i>Rationality, Epistemology, and the Sciences [w/ PHI365]</i>	
LEH300	Vacarra, Stefano	<i>The Mafia: Demystifying a Social and Political Phenomenon</i>	Contrary to popular belief, the Mafia’s roots are not ancient, its murky origin dating back only to the early 19th century. This course will examine the many ways in which this organization, which has constituted virtually a “state within the state” at various points in its history, has undergone multiple transformations as a result of historical, political and economic forces operating in Sicily at its origin and in Italy, the United States and even on a global scale subsequently. Its relations with the legitimate State, whether in Italy or the United States, have ranged the gamut from undeclared war to subversive complicity with the State’s so-called legitimate interests. Like legally

			<p>constituted States, the Mafia has a hierarchical structure that directs its global economic interests, domestic relations and foreign relations—in short a governmental apparatus that has frequently functioned as a parallel state. At the same time the Mafia’s image has become embedded in Italian, American and even global culture. This too has undergone great transformations over time: initially a secret society, today thanks mostly to the media and popular culture, it has become a globally recognized iconic image.</p> <p>Our approach in this course will be multi-disciplinary, drawing principally from history, popular literature and cinema.</p>
LEH300	Viano, Bernado	<i>Mexican Muralism: Revolution and Other Universal Themes</i>	<p>This course explores the interaction of a national, public art (mural painting) and a social event (the Mexican Revolution 1910). Diego Rivera, David Alfaro Siqueiros and José Clemente Orozco, among others, created world-famous murals; their themes are universal, but two dominate: the experience of the Mexican Revolution and the concern of the place of human kind within the 20th century. The Revolution left its indelible mark on Mexican narrative as well; thus, we will read two novels that have something in common with the structure and thematic of muralismo mexicano.</p>
LEH300	Weisz, Carole	<i>Dreams: The Royal Road to Art, Literature and Film</i>	<p>The dream has been the subject matter of literature, art, and film, and investigated by psychologists, philosophers, anthropologists and physiologists. Artists use imagery and symbolism of dreams in their works. Freud perceived dreams as “The road to the unconscious.” In turn, works of art, literature, and cinema are also dreamscapes. Though investigating established and cutting-edge psychological, philosophical, and physiological approaches to dreams, and their many manifestations in a wide range of media, we have the tools to understand not only the meanings and methods of artists, but we can gain insights into our own lives, our psyches, and our visions. We will investigate the dream in its many forms as symbol, as fantasy, as vision.</p>
LEH301	Boone, Ralph W	<i>"Common Sense" vs Tyranny and Superstition</i>	<p>“These are the times that try men’s souls.” With these lines from his pamphlet <i>The Crisis</i>, Thomas Paine rallied not only Washington’s defeated troops but also a dispirited nation. That year <i>Common Sense</i> sold more copies than the Bible. Thomas Paine is the first person to use the term, “The United States of America,” and it is often said that had <i>Common Sense</i> not been published the “Declaration of Independence” would not have come to pass. Benjamin Franklin, George Washington, James Madison, Thomas Jefferson, John Adams all considered Thomas Paine the Founding Father of the Republic. “Why then is the name Thomas Paine not a household name? Why is there no national holiday celebrating his birthday? Why</p>

			did Theodore Roosevelt angrily dismiss Thomas Paine as “a dirty little atheist?” In our search for answers we will read selections from Paine’s writings: <i>Common Sense</i> , <i>The Crisis</i> , and <i>Rights of Man</i> . We will then examine <i>Age of Reason</i> , the work that caused his name to be vilified and virtually stricken from the annals of American history.
LEH301	Brooks, LeRonn	<i>Black Popular Culture</i>	This course examines the folk idiom and evolution of African American culture past and present as reflected in the creative works of black artists in the areas of film, music, sports, and language. Examples are drawn from each of these areas to demonstrate the continuity of these images across artistic domains. Emphasis given to the relationship between historical and contemporary representations of the African American image across different genres of mass media.
LEH301	Carroll, Mary	<i>American Wars in Song and Fiction</i>	In this course we will examine American "war stories" throughout the centuries. How are these stories conveyed to us? What are the many points of view? What is their purpose? How true are they? Not all of the "stories" will be pro war, and likewise, not all will be anti-war. We will begin with our own "war storeis" for we each have at least one in us already.
LEH301	Castillo Diaz, Pablo	<i>America and the World</i>	This is an interdisciplinary course that explores American foreign policy through the lenses of international relations, political science, diplomatic history, and the personal profiles and stories of the individuals involved in policy-making. Using selected case-studies and examples -from the Cuban Missile Crisis to the Iraq war, and from United Fruit Company to the World Trade Organization- the students are expected to leave this course with a growing interest in global affairs and a deeper understanding of current events, contemporary global politics, and the most salient issues facing the United States in the global arena.
LEH301	Castro, Marsham	<i>American Southern Gothic: Literature and Film</i>	
LEH301	Colburn, Forrest	<i>Travel, Memory, and Memoir in the Americas</i>	This course will explore a trove of travel writing, across time periods and settings in the Americas. The focus will be on examining how travel--of different kinds, ranging from that of tourism to migration and exile--leads to self-discovery and conclusions about self and society. The reading will include the chronicle of a shipwrecked Spanish explorer, Cabeza de la Vaca, a memoir of growing up (and leaving) a small Caribbean island by Jamaica Kincaid, Che Guevara's "motorcycle diaries," and John Steinbeck's novel of migration from dusty Oklahoma to verdant California, "Grapes of Wrath." These stimulating readings promise to inform students about the scope of the world, and prompting them to think about how an individual's sense of place

			shapes his or her character. Students will be expected to write about their own experience.
LEH301	Driver, John	<i>Globalization and American Media</i>	From humble origins in the late 1700's, United States media evolved during the early twentieth century and became the foremost world exporter of content, both of a serious nature as well as entertainment. The trend continues, although global dominance of American media may be in question. As we examine the significant highlights in the evolution of American media -- from the newspaper to radio to television to the Internet -- we will take a parallel journey and examine the effects these innovations have had on the world and probe the influence, acceptance and lack of acceptance of US media on a global level. The course seeks to stimulate a better understanding of US and world culture through a study of American media in relation to their influence (both positive and negative) on the world. The course aims to provoke thought and an understanding of US media's impact on the world and attempts to create an environment where students from diverse backgrounds can engage in discussion about the contemporary responsibilities and challenges that face American media. The course will also pose valuable questions about the future of media in the US and the world.
LEH301	Duncker, Judith	<i>American Foreign Policy: Understanding Global Challenges</i>	This course introduces students to the political and economic principles that undergird the major global political economy issues of our day. These issues include: global poverty and inequality; debt relief and development in poor nations; international migration and issues affecting immigration policy; international trade relations; hunger and food security. The course focuses on macroeconomic policy options and their implications for these challenges. It also identifies the significant governmental and non-governmental, national and inter-governmental institutions that directly impinge on the resolution of these challenges. Students will learn to use both qualitative and quantitative measures to assess these pressing global public policy challenges and will employ problem-solving skills to propose solutions to these global public policy issues.
LEH301	Esdaile, Lise	<i>The Black Experience: From Novel to Film</i>	
LEH301	Evangelista, Javiela	<i>Beyond Identity Politics: African Descendants in the Western Hemisphere</i>	
LEH301	Freeman, Brian	<i>Mexican Modernities</i>	This course examines the cultural history of modern Mexico from the late 19th century to the present. The nation's capital, Mexico City, will act as the site for most

			of our analyses, though at times we will venture out into its hinterland as well as to the northern borderlands. Given that the twentieth century brought with it the growing influence of U.S. culture and power in Mexico, we will spend considerable energy contemplating the effects of this often-problematic relationship. Sources covered will include the work of historians, social scientists, writers of fiction, chroniclers, journalists, musicians, and cinematographers.
LEH301	Gersh, Sheila	<i>Using Multimedia to Visualize American Culture</i>	This course is designed to use information technology and digital collections to support the teaching of American Culture. Through the study of culture, historic topics about America, general ideas about American culture, and specific aspects of American culture, students will gain a deeper understanding of America. Student investigations will produce educational “American CultureQuilt” websites from which others can learn.
LEH301	Glasser, Marilyn	<i>Americans at Play: Defining a National Character through Leisure</i>	Leisure experience from pre-colonial times to the present day, with emphasis on the role of leisure behaviors in the development and expression of American identity. Topics include cultural diversity; women's leisure; role of sport and government; the outdoor experience; the arts; media, popular culture and technology; consumerism and deviance.
LEH301	Hagan, Special	<i>Law in American Life: A Pre-Law Perspective</i>	This course is a inter-disciplinary introduction to the role of law in society, legal practice, and legal education. In examining the role of law in society, this course will examine how lawyers represent conflicting groups of people in American life in court. This course also examines how law resolves such conflicts and how lawyers fight on behalf of their clients. Specific examples of legal conflicts allow students to glimpse at the nature of legal practice. The course will also examine how lawyers are selected, educated, and trained.
LEH301	Hall, Polly	<i>American Environmental Policy</i>	American Environmental Politics captures the major issues and stakeholders in the shaping of environmental policy. We will examine how environmental problems are identified and how solutions are formulated and implemented. By addressing the historical roots of environmentalism, milestones in the development of key policies, and current problems and conflicts, we will explore the inter-complexity and importance of the field. In addition to understanding the domestic dimensions of environmental policy, we will also integrate an international perspective on environmental law and issues that require a global response.
LEH301	Harmon, Gregory	<i>Slavery and New York, 1600-1890</i>	This course is a historical survey of slavery as an institution in New York from 1620 to 1890. The course will show slavery under the Dutch from 1620-1664, and the radical

			change once England took over in 1664. The students will gain a better appreciation for the geography of New York City. They will also learn how the growth of New York City's economy was interwoven with the South's slave economy. In addition students will learn about the abolitionist and an anti-abolitionist movements in New York which led to the abolishment of slavery in 1827 (which did not end the intimate economic relationship that New York had with the South). Finally the student will see how blacks in New York evolved from slaves to free men and women.
LEH301	Hodge, Jean	<i>Women & Minorities in Film and Literature</i>	The uniqueness of women and minorities in film from early 1900-present. We will examine the images, impact, messages and how they affect women and ethnic groups, including questions of gender bias, race and ethnicity. What unique contributions have women and people of color made in film? Has politics had any bearing on the roles played by women and minorities in film? The issue of stereotypes will also be confronted, in an attempt to comprehend recurring distortions in characteristics. Finally, we will look at the depiction of women and minorities on the screen and analyze how their characters might serve as valuable tools for stimulating sensitivity. In this writing intensive course, film viewing will be necessary in order to discuss various essays and texts. This writing intensive course will combine film study, literature, political science and history in examining works that includes, David Wark Griffith's "The Birth Of A Nation," Emil Jannings "The Blue Angel," and Akira Kurosawa's "Ikiru."
LEH301	Johnson, Sandra	<i>The Politics of Care and Choice: US and European Health Care Systems</i>	This interdisciplinary course examines the American health system in comparison with European healthcare systems. It focuses on how and why health policy has evolved over time in different countries. Students will study the health systems of the United States, Germany, the United Kingdom, and France, in addition to a European country of their choice, examining the strengths and weaknesses found in each of these national health systems. Placing the U.S. health care system into a broader perspective will not only expand students' understanding of the U.S. health system but encourage them to develop a framework for understanding major healthcare issues that affect the politics, economy, and social health of industrial societies.
LEH301	Joyce, Regina	<i>Spaces of Terror, Cultures of Violence, Windows of Revenge</i>	Terror, violence and revenge have become common 21st Century discourses revealing the complexities of how people define themselves and others. Yet serious questions remain. Where do these phenomena emerge from? Where do they reside and call home? Why do they exist? How is an innate understanding of these areas possible?

			Since violence always has a context, this course will attempt to comprehend various theories of gender, sexuality, patriarchy, history, society, and culture with a relevant interpretive lens, so that an exploration of its ambiguous relationships and multileveled dimensions (ethical, social, psychological, political and religious) will become evident.
LEH301	Kaczynski, Charles	<i>“Real to Reel”</i>: New York Immigration in Film	This course will examine the history of immigration to New York City and its depiction in popular films. By examining the historical record within the framework of cinematic representations of immigration, students will confront issues of historical accuracy versus creative license. Along with comparing “real” immigration to “reel” immigration, students will analyze the films as historical artifacts of the time in which they were produced, recognizing how the films exhibit the attitudes and assumptions commonly held about immigration at particular points in American history.
LEH301	Kaczynski, Charles	<i>Working in Film: Images of American Labor</i>	Concentrating on popular films released between 1931 and 1988, this course examines the changing depiction of work, the American working class and the clash between the political ideals of liberalism and democracy. Some of the films that will be screened this semester include: <i>The Public Enemy</i> (1931), <i>Modern Times</i> (1936), <i>Saboteur</i> (1942), <i>On the Waterfront</i> (1954), <i>Raisin in the Sun</i> (1961), <i>Norma Rae</i> (1979), <i>Nine to Five</i> (1980), and <i>Wall Street</i> (1988). In addition to screening the films, students will read John Bodnar’s <i>Blue-Collar Hollywood: Liberalism, Democracy, and Working People in American Film</i> and assorted journal articles and participate in class discussions. Course assignments will consist of three to four comparative film reviews.
LEH301	Kenyatta Funderburk	<i>Education and Social Justice: The Community Change Model</i>	This practicum course will examine the design and application of the Community Change Model as a means of engaging grades k-12 youth in analyzing and addressing local community concerns by asking critical questions and engaging in dynamic and purposeful activities. Once a target age-group is identified, students in the course will design learning plans that are aligned with education standard using the Community Change Model. These learning plans will be reviewed, discussed and practiced in preparation for Lehman students to implement in one of the partnering public schools. Finally, Lehman students will have the opportunity to be employed to work with public school students in addressing local community issues through Inwood House’s Youth-For-R.E.A.L.’s After-School Programs. This interdisciplinary course (Public Health, Black Studies, Latin Studies, American Studies, Middle/High School Education, and Early Childhood Education) requires a maximum of 8 to 10 hours of

			fieldwork.
LEH301	Kenyatta Funderburk	<i>CareerVisions: Applying Career Interests to Community Concerns</i>	
LEH301	Mackintosh, Will	<i>Restless Americans: Tourism in the United States</i>	In 1825, Alexis de Tocqueville famously called Americans “restless.” In this course, we will examine one kind of American restlessness: tourism. This course will trace the history of tourism in American from its earliest roots in the nineteenth century to the present day. We will ask, what is tourism, and how has it contributed to American identities? Who gets to be a tourist, and what makes tourists’ experiences different from each other? We will survey the work of historians, literary critics, and sociologists in order to debate their answers to these questions, and we will formulate our own answers by reading novels, watching movies, and writing our own experiences. From George Washington’s visits to the Berkeley Springs of Virginia to American tourism in the modern Caribbean, we will examine the changing nature of tourism and its role in American life.
LEH301	McCoy, Rita	<i>Wrongly Convicted: Doing Time Without Doing Crime</i>	This course will explore how false confessions, misidentifications, law enforcement misconduct, incompetent lawyers, faulty science, unreliable informants and racism contribute to miscarriages of justice. Possible reforms that may safeguard against the conviction of innocent people will be evaluated and case studies of people who have been exonerated after conviction will be examined. This course will draw on current research in public policy, psychology, natural sciences, law, and criminal justice studies.
LEH301	Murphy, Denis	<i>From the Old World to the New: The Irish-American Experience</i>	This course will trace the roots of the Irish emigrants who left for the New World of the United States in the nineteenth century. It will survey the Gaelic past from the mythology of Cuchulinn and Maeve in The Tain to the Golden Age, the conquest and the catastrophe of the Famine. From here the course will focus on the new urban Irish in the American city and the experience of the Irish west of the Mississippi. The course will be presented in the framework of the literature, history and culture of the Irish in the "American Experience."
LEH301	Newman, Zelda Kahan	<i>Jewish Immigrant Experience in America</i>	Exploration of early Yiddish culture in America, to include Passover cook book put out in the early 20th century, sections of Sholem Aleikhem readings, selections from the Yiddish Radio Project, screenings of early Yiddish films and "crucial" patriotic songs (i.e., The Star Spangled Banner) circulated in the immigrant community.
LEH301	Petrus, Stephen	<i>Artistic Movements in New York, from Abstract Expressionism to Hip Hop</i>	

LEH301	Petrus, Stephen	<i>Robert Moses and Modern Urban Planning</i>	
LEH301	Pizarro, Maria	<i>Immigration: An American Experience</i>	This course examines immigration experience by reading novels, ethnographic and historical descriptions, and journalistic accounts. These diverse sources are used to raise the political awareness of non-political science majors about the political dimension of immigration experience. The approach is interdisciplinary, but the main focus is the political dimension of the acculturation/adjustment process. A guiding theme in studying this acculturation/adjustment process will be defining and understanding American identity by focusing on issues of class, ethnicity race and gender. Although the United States is a country built by immigrants, Americans have always shown ambivalent attitudes towards immigrants that have continuously tested conceptions of who is an American. Questions to be explored in connection with the issue of identity are: What does it mean to be an immigrant worker (with and without proper “documentation”)? What does it mean to be an American? How has this concept been historically defined in American society? and what has been the immigrant experience in being hyphenated Americans that combine aspects of both ethnic realities? These questions of identity lead to the questions of the underlying conditions of social reality that continuously demand immigrant workers and equally continuously reproduce the idea of the American Dream: Is the promise of achieving the American Dream what gives cohesion and commonality to a culturally and ethnically diverse immigrant labor force? What have been the labor conditions for immigrant workers in pursuit of social mobility? Is there one American dream or several?
LEH301	Rice, Anne	<i>African American Lives: Music, Art, and Text</i>	For many people living in the United States, the idea of freedom has supposedly been embodied in the experience (or dream) of movement across space - whether from the slave South to the labor North, from the urban East to the rural West, from an Old World of repression and want to a New World of innocence, promise, and abundance. This course will examine narratives of migration expressed in literature, art, music, and film. We will consider the myth of the U.S. frontier and its collision with counter-narratives of migration such as the enforced removal of Native Americans, the brutal Middle Passage of African slaves, the journeys of displaced workers and the poor. We will ask what these journeys can tell us about the values and history of this space we call the United States.
LEH301	Sanchez,	<i>New York City and the Lively Arts</i>	Between Van Cortland Park and Coney Island there is, probably, more artistic vitality

	Julette		than anywhere else in the world. It is a banquet and no Lehman student should miss the celebration. Students in this LEH 300 section will have seats at the head table. They will attend plays and performances right here on the Lehman campus. During class meetings, they will also have a chance to read about and discuss what they have seen. The end result should be a greater appreciation and understanding of New York's artistic riches.
LEH301	Sanford, Victoria	<i>Human Rights in Latin America</i>	This course provides an interdisciplinary overview of human rights (e.g., political, social, cultural and economic rights) and their abuses in Latin America. Child soldiers, urban gangs, street children, indigenous rights movements, coca grower movements, drug trafficking, human trafficking, government corruption, illegal land grabs, free trade zones, and rural to urban migration are among the issues affecting, challenging and shaping human rights in Latin America today. What happens when rights collide? Who decides which rights are valid? These questions and issues will be considered in the course as we examine rights issues from Mexico to Central America and the Caribbean, through the Andes and down to the Southern Cone.
LEH301	Schulman, Jason	<i>American Protest, Politics and Popular Culture</i>	This course will examine the impact of protest movements and politics on popular culture in American life in the 20th century. We will first focus on the rise of mass industrial trade unionism in the 1930s and 1940s, as exemplified by the Congress of Industrial Organizations, and the CIO's relations with the New Deal-era Democratic Party and the Communist Party USA. We will examine how the CPUSA helped build not only the CIO but a great array of organizations that impacted on every phase of American life, and how the party and its members influenced jazz and popular music, blues and folk music, and Hollywood movies. We will then move through the "McCarthyist" 1950s to the 1960s and attempt to analyze the relations between the Civil Rights movement and its "freedom songs," black and black-influenced popular music, the Black Power era, and the beginning of "blaxploitation" films.
LEH301	Spear, Thomas	<i>Haiti: Paths to an American Imaginary</i>	A founding moment of the Western Hemisphere, the Haitian Revolution has nourished imaginations around the globe. For C.L.R. James, Caribbeans first came to know their specific identity with this revolution; for Aimé Césaire, it was in "Haiti where negritude stood up for the first time." We will discover figures and themes that have inspired the Haitian imaginary: a pantheon of men and women, vaudou lwas, diverse legends and specific historical events. The course will entail close readings of literary and cinematic representations of these events and actors, concentrating specifically on the Haitian Revolution, the events of 1937, and on the period of the

			Duvalier dictatorship. Schools of music and painting will be presented with guest presentations. Themes for student projects and group discussion may include racial, sexual and economic hierarchies; individual and collective resistance; and the transformation of historical events into fiction and art.
LEH301	Suchma, Phillip	<i>SPORT AS SYMBOL IN AMERICAN FILM</i>	
LEH301	Valentine, Robert	<i>Images of the American Civil War</i>	This course will examine the legacy of the Civil War and how it has been perceived in American culture from 1865 until the present day. Aspects of the "Lost Cause," the rise of Realism and the impact of Veterans' Organizations, the "Compromise" of the 1930s, post-1945 commercialism, the Centennial, the latter-day "re-enactment" culture, and the controversy over the Confederate flag will be covered. We will explore the perceptions of the War through fiction and film, analyze the impact of modern documentaries, and assess the importance of historic preservation and underwater archaeology. Prior knowledge of the American Civil War is beneficial to the understanding of these concepts.
LEH301	Williams, Stacey	<i>The Black Image: From Caricature to HipHop Mass Marketing</i>	This course explores the history of reproduced portrayals of blacks from 19th-century caricatures in illustrated books and images of darkly colored domestics in advertising. The course will look at early studio postcards and anthropological photography that documented subjects' physical as well as scientific racial uniqueness. Around 1900, the W.E.B. DuBois' Negro Exposition displayed photographs of the Negro middle class. Marketing of the New Negro in black newspapers and magazines continued during the Harlem Renaissance, Garveyism, and black is beautiful movements. Questions of how the black image has survived in present versions dubbed by black entertainers and media masters, including grass roots and Hollywood Blaxploitation of the 70s until hip hop's contemporary sexually explicit videos will be examined in depth. Aside from the theme of visual image, the class will learn about the creative environments in which these images were created. Also included is the study of music, literature, theater, fashion, as well as, political trends in which any and all black images are integral.
LEH301	Williams, Stacey	<i>Black is Beautiful: Issues of Culture and Narcissism in American History</i>	This course explores the history of reproduced portrayals of blacks from 19th-century caricatures in illustrated books and images of darkly colored domestics in advertising. The course will look at early studio postcards and anthropological photography that documented subjects' physical as well as scientific racial uniqueness. Around 1900, the W.E.B. DuBois' Negro Exposition displayed photographs of the Negro middle class.

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