

LEH Course Descriptions

for Summer and Fall 2013

Anderson, James	Jazz: An Examination of Structure and Improvisation In the Arts	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 lite
Ansaldi, Pamela	Coping with Illness: Writing out the Storm	People admire heroic luminaries like President John F. Kennedy and Sir Winston Churchill who silently endured chronic pain, illness and depression, yet they achieved greatness. But what about the unsung heroes, those everyday people who silently cope with diabetes, asthma, multiple sclerosis, chronic fatigue, migraine, HIV, Hepatitis C, epilepsy, heart conditions, injuries, arthritis, chronic pain, depression, cancer... These are the people whose valiant efforts need to be recognized because usually they suffer in silence, feeling isolated and abandoned by the health profession, family and friends. In this class, through inspiring readings and films, and through writing memoir, poetry, drama, fiction and non-fiction, participants will map out a course through the oSen unchartered waters of illness... They will learn to manage the turbulence...and stay strong and steady at the helm. They will learn to write out the storm...This course is designed for anyone trying to cope with illness or injury of any kind. It is for also those seeking to understand and help loved ones or friends who are ill. Those with careers in the helping professions will gain insight into the inner world of their ailing patients. This course is also for those who are curious about facing illness and managing it instead of being consumed by it.
Ansaldi, Pamela	The Doctor Patient Relationship: Viewed through Art and Science	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 wellbeing—but they oSen seem to be working at cross purposes
Auslander, Diane	Colonial Ireland	This course will examine the relationship between Ireland and England from the coming of the Normans late in the 12th century to the Great Famine in the late nineteenth century. It will examine the issues that made Ireland the testing ground for the development of the colonial attitudes, institutions, and rhetoric that would characterize Britain's colonial enterprise throughout its vast empire. We will do this through a study of both secondary and primary sources. The primary sources will consist of official documents, church decrees, poems, diaries, letters, literature, and music. It is intended that, by the end of the semester, we will all have not only a greater insight into the forces that drove the colonial endeavor, but also a better understanding of the responses to those forces from both the colonists and the colonizers. It is hoped that this course will provide some insights into long-standing conflicts among various ethnic and/or religious sects everywhere in the world.

Auslander, Diane	King Arthur in History, Literature, and Film	<p>King Arthur has been called the 'Once and Future King' and his legend seems to fill a human need for a savior that has acted heroically to save the people once and, it is believed, will come again when the need for a hero is greatest. Arthur is not the only such hero: the Aztec God Quetzalcoatl and even Christ have these same characteristics. This course will look at how the meager history of King Arthur became a legend that has withstood the test of time and has been reproduced for over a thousand years in literature and, more recently, in film. We will look at the early Anglo-Saxon period (late 5th to early ninth centuries), the time in which Arthur may have lived and examine the importance of that period to the story of Europe and the development of Western culture. We will then examine how Arthur's legend grows from a few brief mentions in early medieval sources to the full-blown story of Arthur, Guenevere, and Lancelot, the Knights of the Round Table and the grail quest. We will read the literature that develops these stories from around 1000CE to about 1500CE and look at the historical context in which they were written. We will then move into more modern times and read some of the more recent literature that is based in the legend of Arthur and at some of the many films that have been made about him and his fellow denizens of Camelot. We will focus on why these stories have such great appeal for the human psyche, why the story of Arthur had so much meaning for later English kings and for the knights and nobles of the later medieval period as well as its enduring value to modern audiences. The following questions will be addressed: How are myths created? What is the essence of a hero? What is the importance of the fatal flaw that all literary heroes seem to have? How do such myths shape history?</p>
Auslander, Diane	Robin Hood in History, Literature, and Film	<p>This course will explore the political and cultural milieu in which the legend of Robin Hood originated and developed and trace its popularity through time. It will do this by looking at historic documents of the medieval period, literature, ballads, and poetry about Robin in the Middle Ages and later, and it will explore the modern significance of Robin Hood through watching and analyzing some iconic films that address his legend. It will look at society's fascination with outlaws, the importance of myth and legend to the human psyche, and the realities of life that demand such heroes. We will also consider the way modern film uses the past to promote contemporary messages.</p>
Auslander, Diane	Saints and Harlots: Medieval Women in Contemporary Film	<p>Changes in perceptions of women have come about only relatively recently, but have made major changes in the lives of many women. In the Middle Ages, views on women were dominated by religious doctrine, ancient cultural values, and so-called "scientific" theories with no basis in actual knowledge of the human body. There were no women's movements or "feminism" as we would understand it in the Middle Ages. Yet some few women were held in high esteem both in literature and in history. Some of these women are known from contemporary film only because of their association with famous men: Eleanor of Aquitaine for example. Some few, such as Joan of Arc, have merited starring roles in movies about their lives. Very often the images of these women are manipulated to fit modern concepts of women and their roles in the world. This course will explore how and why these images are changed and how they compare with what the actual lives of these women would have been like. It is my intention that, in the end, we will have a better understanding not only of how the ideology of women has changed over time, but of how our ideals and our psyche have changed with regard to what we need and want to see in women on the screen.</p>
Bacon, Michael	Defining Moments in Film Scoring	<p>Most people are familiar with dozens of actors and directors who can transform a flat screen in a dark room into an amazing dramatic experience for the viewer. The secret weapon of film makers is the musical score, yet most movie fans could only name a few standout composers, like John Williams and Henry Mancini, and are probably not particularly aware of the score as they watch films. Defining Moments In Film Music History will unlock this mysterious art for non-music major students.</p> <p>The work of ten composers will be studied in this course. The historical context of this art will evolve in unexpected ways as we look at the specific technique and artistry that can turn static film edits, dialogue and sound effects into a broad</p>

emotional experience.

The art of film making has only existed for about one hundred years. These ten composers represent the entire history of music for cinema but are as diversified in background as music itself. As we will discover, some of these composers are masters of the Late Romantic European tradition, and some come from pop or jazz backgrounds.

By the end of this course the student should be able to:

- have a heightened sense of the techniques used in film scoring
- list and give facts about 10 film composers
- identify trends and events in film music history
- recognize different composer's styles by ear
- be able to discuss the moods of a film score
- compare and contrast two film composers and their styles
- understand the technical process of synchronization between music and picture
- use non-technical film scoring vocabulary

Belousova, Katia	Everyday Moscow: Past and Present	<p>The course provides an overview of Moscow city culture from both historical and contemporary perspectives. We will explore the organization of Moscow cultural landscapes ("cityscapes"), as they change through the centuries. We'll be looking at the various groups of people inhabiting Moscow and actively participating in creation of its unique and diverse cultural environment. We will discuss the problems related to Russian ethnic and cultural identity, national symbols and myths, thought and religion, body and self, gender and sexuality, social hierarchies and expressive culture. Significant attention will be given to Russian interactions with East and West, to specific problems of transnational communication and global encounters. You will get familiar with Russian literature and arts and have an opportunity to carry out your own research mini projects devoted to analysis of such important art and media genres as photography, literature and film</p>
Belousova, Katia	Sexuality and Sex Roles in Transnational Perspective	<p>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.</p>
Boone, Ralph	"Common Sense" vs Tyranny and Superstition	<p>"THESE are the times that try men's souls." While this quote aptly describes the current situation in the United States today, Thomas Paine originally wrote that line over 234 years ago in his tract <i>The Crisis</i>, to rally Washington's defeated troops and a dispirited nation. Earlier that same year, his pamphlet <i>Common Sense</i> set the fledgling nation abuzz with the idea of independence. Thomas Paine is the first person to use the term, "The United States of America", and Benjamin Franklin, George Washington, James Madison, Thomas Jefferson, John Adams all considered Thomas Paine the Founding Father of the Republic. "Why then is his name not a household name? Why no national holiday celebrating his birthday? Why is Paine angrily dismissed as "a dirty little atheist?" Why is it that two American presidents, Ronald Reagan and Barack Obama, both felt it necessary to quote Thomas Paine in their inaugural addresses to the nation but chose not to credit Paine's authorship? In our search for answers we will read selections from Paine's influential and incendiary writings: <i>The Age of Reason</i>, <i>Common Sense</i>, and <i>Agrarian Justice</i>.</p>

Bullaro, Grace	Women and the Marriage Market	Courtship and marriage are the principal drives in the perpetuation of societies. This course will examine the beliefs and customs associated with marriage as represented cross-culturally in the past "long" century. Among the cultures that our texts, both cinematic and literary, will explore will be the "American," Caribbean, Western European and African.
Campbell, Dinsmore	Bill of Rights: Religion, Guns and Gay Rights in the 21st Century	The course was designed to expose students to the relevance of the Bill of Rights and its application to contemporary hot button topics. Some topics discussed are gun rights, gay marriage and the scope and extent of certain national security measures in a post 911 landscape. The course opens with an introduction to the notion of selective incorporation (why certain provisions of the Bill of Rights are applicable against the states, such as the First and Fourth Amendments, and why others are not). Each amendment is then critically examined first from the perspective of the individual and then through the lens of the society at large.
Carey, Roz	Ancient Philosophy	What is Beauty? Truth? Goodness? What is the nature of Being? As a matter of historical fact, at a certain place and time (Greece, ca. 400 b.c.e), people began to ask such apparent questions, apparently seeking for answers to them. In this course, we follow them in this endeavor, reading the colossally important philosophical texts of the classical period. It might appear completely mysterious why anyone would ask such peculiar questions, and what kind of answer they expected to get—or even if they did expect to get answers. Put another way, it might seem puzzling how philosophical questions differ from those asked in religion or ancient science (e.g., early medicine): is philosophy an oddball species of religion, of myth, poetry, of science, art—or what? For this reason, at the same time that we examine the ancient's views, we will rise above them to ask the premier question , what is philosophy
Carey, Roz	Modern Unbelief	A central question in the philosophy of religion is whether there is a supreme being. This is not the central question of this course. Our question is whether there is positive value in believing in a supreme being and whether the notion of such a being is deserving of human devotion. This kind of critique of religion has become prominent in the last two hundred years or so, as unbelievers has begun to argue that religion is insensitive to the needs of humanity, uninterested in its welfare, immoral and inhumane. In this course we look at their arguments as well as the varied responses of religious apologists.
Carroll, Mary	American Wars in Song and Fiction	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.
Carroll, Mary	Girls Interrupted	In novels, poems, short stories and Tilms, we will look at how girls grow up, with an emphasis on the obstacles that get in their way. Women and girls have a particular task in Tiction. All too often they must negotiate their way through a man's world. In some works that idea is explicit and in others it is implied. Our writing and discussions will focus on who these characters are, what they want, what's in their way and how they succeed (or not) in getting what they want. The selections chosen for the course will remind us that interruptions exist in many cultures.

Carroll, Mary	Monsters: Ancient and Modern	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 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.
Cash, Jeremy	Leisure and Recreation in a Multicultural Society	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.
Castro, Marsham	Film Adaptation from Classic Texts	When a filmmaker uses an established author's work as the basis for his or her own screenplay, we as knowledgeable viewers look at that transformation with the following questions: (1) since an established literary work (the classic) usually has its supporters, critics and fans, what does the filmmaker consider, add and cut; (2) what are the decisions a writer/director makes when transforming a written (static) form into light, sound and movement; (3) how is the filmmaker affected by current social, cultural or political considerations when adapting an older literary work; and (4) does the film transformation reflect the same social, cultural or political considerations that existed when the literary work was written? These and other questions will be taken up when we read a literary work, view its film adaptation and compare both art forms. In this course we will consider, examine and evaluate the relationship between the written word and the visual image. We will explore the transformation of a written work to film – be it a novel, short story, play or journalistic article. The specific films and readings will allow us the historic perspective to address different genres (action, romance, drama, etc.) to answer the question of how the movies and literature interact.
Castro, Marsham	American Outlaw as Anti Hero in Film and Literature	Centered on the disciplines of literature and film with an underlying cultural studies component, this American Outlaw course will examine real and fictional outlaws and/or gangsters of the 19th and 20th century for an understanding of their attraction to the public. In the process we will examine the "ganster/outlaw? Reflection in literature and film that ultimately determines the mood of the country at any given decade. During our short semester you will view appropriately 8 films, read one short nonfiction. You will also read excerpts from biographies and memoirs that are posted in our Bb online library. For literature we will examine excerpts from works that are all
Castro, Marsham	American Southern Gothic: Literature and Film	Southern Gothic Literature and Film will be an examination of fiction, drama, essays and film that define the genre of Southern Gothic. We will look at the Southern "soul" – in a manner of speaking – to determine the ingredients that add up to the mixture that can produce a genre so specific to a time (the first half of the 20th century) and region (the South) of America. In the process we will also read (and view) histories of the southern locales that are the settings of our chosen readings. The authors who we will read for pleasure, examine for information and analyze for meaning are all Southern born and produced their work in the first half of the 20th century. They are identified with the genre of Southern Gothic because of their writing styles, the subjects and environments of their stories and sometimes their own personal lives as Southerners. See the formal definition of Gothic literature as well as Southern Gothic literature in my first and second week lectures.

Colburn, Forrest	Travel, Memory, and Memoir in the Americas	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.
DeSimone, Janet	Ethics and Decision Making in Literature and Film	Through literature and film, this writing-intensive course will examine decision making as a process and the ethical dimensions inherent in making choices that significantly impact the lives of others. Emphasis will be placed on decision-making strategies that embrace integrity, impartiality, authenticity, and respect. Various decision-making theories will also be explored.
Driver, John	Globalization and American Media	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.
Duncker, Judith	American Foreign Policy and Global Challenges	This course introduces students to the political and economic principles that under gird 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.
Esdaile, Lise	American Nightmare: Horror in Literature and Film	What is horror? What is a monster, and is that monster what we are really supposed to be afraid of? That is, what does that monster, the "Other," represent? In this writing intensive course, we will survey the American horror film, with particular emphasis on the horror films produced in the 1970s, a moment of independent political movie making that gave us Easy Rider, Mean Streets, Nashville, and The Godfather (I and II). How did this movement and the political climate of that period affect filmmakers working in horror? We will watch films and also read texts that have helped shape horror as we know it. Themes include: issues of gender, sexuality, and reproduction; race (who has the right to be haunted); class (Freddy Kruger and Jason Voorhees, the working class monsters); history and fears of each decade and how they're manifested (the Cold War and sci fi films, for example); and types of films (e.g., the slasher film and heroine; splatter films; the sequel).

Esdaile, Lise	Invisibility Blues: Passing in Film and Fiction	This course will explore passing in the American context, through novels and films. While focus will be on racial passing, we will discuss other ways that people pass (e.g. gender, sexual, ethnic, economic). What does it mean to pass? How and why does it still occur and in what context? Novels: Charles Chesnutt's <i>The House Behind the Cedars</i> (1900); James Weldon Johnson's <i>Autobiography of an Ex-Coloured Man</i> (1912/1927); Nella Larsen's <i>Passing</i> (1929); Danzy Senna's <i>Caucasia</i> (1999); Mat Johnson's <i>Incognegro</i> (2008). Films: <i>Pinky</i> (1949); <i>Imitation of Life</i> (1959); <i>Watermelon Man</i> (1970), <i>Soul Man</i> (1998). Criticism: W.E.B. DuBois; Coco Fusco; Henry Louis Gates, Jr.; Claudia Tate; Frances Smith Foster.
Francis, Angela	Obsession and Infatuation	It is often said that in order to be successful one must be dedicated to and passionate about one's goals. Yet in a world where it is considered a virtue to be exceptionally driven and, for that matter, exceptionally exceptional, it is all too easy to cross the line into an experience of obsession. Thus people may become anxiously obsessed with a wide range of things—their physical appearance, their prospects of academic or professional success, the threat of a seemingly life-shattering event—and often also endure an often painful obsession centered around the people they love or desire. In this class we will look to psychological, sociological, and philosophical theories regarding obsession as we trace the changes in how it has historically been understood and question its role in our lives. We will ask ourselves: when is obsession helpful and when does it hinder us? How has it altered the way we live our lives and love those who are closest to us? The readings will be culled from theoretical texts combined with a selection of creative fiction and nonfiction (including two longer works and a film), and the students will be responsible for completing an average of 40–50 pages.
Frangos, John	Epidemic Disease in History: From Plague of Athens to the Plague of AIDS	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.
Gantz, David	American Dreams/ American Nightmares: The American Gangster Film	This course is designed to use the philosophical method of analysis and investigation to view films and develop an appreciation of the aesthetics of cinema. We will view the films as "philosophical texts" that will engage us in moral and political questions. The gangster film is one of the seminal works in American Cinema and therefore our focus this semester will be on the film genre of the American Gangster film and how the gangster hero embodies one of the fundamental problems inherent in the American democracy, the individual in pursuit of the American dream and a vision of a democratic society aiming for the moral good.
Gantz, David	Theism, Atheism and Existentialism	Existentialism is one of the most important intellectual movements of the 20th century but the foundations of this philosophy can be found in the writings of the 19th century thinkers, Nietzsche and Kierkegaard. This course will begin with an analysis of Nietzsche and Kierkegaard and how their thoughts influenced two strands of existentialism – theistic and atheistic existentialism and what this implies for the human condition in the modern world. How can we discover meaning when the gods have abandoned us? What does it mean to have genuine faith and responsibility in a meaningless world? These and other themes will be examined through the work of a variety of philosophers and writers including Nietzsche, Kierkegaard, Dostoyevsky, Heidegger, Camus, Sartre, Buber and Ricoeur.

Garrin, Stephen	Berlin in the Twenties	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 phoenixlike 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.
Geiger, Jean	The Family Jewels: Writing Your History	This writing intensive course will examine the importance of preserving individual and family histories. Through representative diaries, journals and memoirs, students will explore the power of documenting family/group narratives in the context of community, culture, and society. We will also consider the recent rise in popularity of memoirs in publishing, the efficacy of art journaling/idea notebooks, digital family blogs, mixed media techniques, and the billion-dollar-plus memory album/scrapbooking industry in the U.S. Students will gather, transmute and retell their individual, family or community stories through weekly in-class writing exercises, journaling, storytelling and other written forms, culminating in an album of remembrances by the end of the term. A discussion of oral history will be accompanied by interviewing exercises. Mixed media presentations will be discussed and students will be encouraged to incorporate alternate forms of expression into their completed albums (i.e. photos, paper ephemera, three-dimensional objects, digital documentation, and artwork). Archival and preservation techniques will be investigated.
Gersh, Sheila	Using Multimedia to Visualize American Culture	It is a multidisciplinary course, which allows for theoretical discussions about aesthetics, the body, and the power of cinema (visually, economically, and politically). For example, we will discuss issues of scopophilia and the gaze, as articulated by Laura Mulvey in her groundbreaking and controversial 1975 essay "Visual Pleasure and Narrative Cinema" and later scholars who challenge Mulvey's heterosexist assumptions about desire and appropriation. Likewise, we will look at essays on the black body in visual culture, drawing from the work of Valerie Smith and bell hooks. How far has the black female body progressed, or regressed, when looking at Sara Baartman (the "Hottentot Venus") and say, Jennifer Lopez, both ethnic women whose backsides have been admired, desired, reviled, and mocked? How does black female artist Renee Cox signify on this "text"? (Although not a film, it is still an artistic visual text, which lends to discussions about [re/mis] appropriation.) What is feminist camp and what does it have to do with representations of the female body?
Glasser, Marilynn	Americans at Play: Defining a National Character through Leisure	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.
Harmon, Gregory	Slavery in New York	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 antiabolitionist 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.

Hodge, Jean	Women & Minorities in Film and Literature	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."
Hollander, Liz	Writing About Pictures	The ancient Roman orator Horace declared that poetry should communicate as effectively as pictures, but the visual arts have also been an especially powerful subject to write about as a topic of philosophical speculation or cultural commentary, as an occasion for description, and sometimes as a kind of muse or rival for poetic expression. On the other hand, pictures draw much of their meaning from literary and historical traditions, and the way we see them is profoundly affected by what we have learned to think and express in words. "Composition" is a concept applied to both written and visual work. A picture is worth a thousand words but one word can also generate a thousand images. Who is counting and why? Every kind of writing that involves pictures whether it's advertising copy or epic poetry, art history or news reporting, a gothic novel or an instruction manual, an essay in critical theory or a comic book makes, or shakes, different assumptions about the relation between words and images. This course explores the how different disciplines of Literature, Journalism, Art History, Cultural Criticism and Philosophy acknowledge the terrific impact of images on our minds and our language, and asks students to formulate their own approach to particular images.
Hyman, David	Retellings, Adaptations, Appropriations	Of all the qualities of narrative, 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 our 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.
Ihde, Thomas	Irish Language Cinema	Major Irish-language filmmakers and their themes, styles, and social significance through the viewing and discussion of selected major films (with English subtitles). Complementary readings of selected works of Irish-language literature (in English translation) that have influenced the aesthetics and evolution of Irish-language films.
Johnson, Geoff	Hip Hop and the Urban Crisis	The course will be focused on post-WWII urban history -- American cities in the 1970s, 1980s, and 1990s -- and will also include the disciplines of music and sociology. Historians, sociologists, anthropologists and other scholars interested in

		<p>urban phenomena often make reference to an "urban crisis" in the United States which begins in the mid-late 1960s and arguably continues down to the present day. In this course we will investigate the highly complex nature of the "urban crisis" and problematize the term in order to see how the very definition of "urban crisis" is multifaceted and contested. The course will begin by constructing a broad overview of post-WWII U.S. urban history, then turn to various aspects of the "urban crisis" during the last few decades. The class will draw on a wide variety of readings from week to week including work by academic historians and sociologists, cultural criticism, and primary sources such as newspaper articles (there will be several required texts, but much of the reading will come in the form of handouts). Another key point of entry into our discussion of the urban crisis will be music, specifically hip-hop. In the thematic section of the course we will spend part of each class period listening to and discussing hip-hop songs which offer insight into aspects of American urban history. Hip-hop music and culture will not only serve to better illuminate the urban crisis in the United States, we will also consider ways in which hip-hop itself is both part of the urban crisis and simultaneously a source of possible solutions to problems in American cities.</p>
Joyce, Regina	Latin American Violence (The Violent Children of Cain)	This course will provide an overview into Latin American violence emphasizing the complexity of repression and rebellion in this region's history. Rosenberg in <i>Children of Cain</i> states "that one doesn't necessarily have to be pathological to do horrible things. but rather this belongs to the society." If society contains the answer, this course will consider a wide range of texts trying to not only understand the origins of violence in Latin America but also the point where global history enters into this equation. Themes of postcolonial mindsets and behavioral paderns, reflecting current political and economic relationships will emerge and the role of certain social movements will be examined.
Joyce, Regina	Criminal Obsessions: Crime, the State, and Global Disorder	The 19th and 20th centuries have seen events reflecting colonialism, post colonialism, totalitarianism, torture and killing. Now the 21st century is starting to take shape, with social groups laboring toward democracy and equality amidst struggles of illegality and criminality. If the elements of this emerging pattern prove to be true, the following questions seem to prevail. How does violent crime appear in, mix with, match or transcend different regions and nation states? How does global power produce disturbing preoccupations and unhealthy motivations for successful 21st century living? Where are society, politics, religion, gangs, drugs, immigration, literature and corporate greed located, in this worldwide arena? Where is the murky line really drawn between order and chaos, legal and illegal, and culture
Lessing, Shana	'Invisible Wounds of War': Trauma and Soldierhood in the United States	Our understandings of the psychological effects of combat on soldiers have undergone enormous shiSs over the last century. We have seen changes not only in clinical and diagnostic terms (e.g., from 'shell shock' to posdramatic stress disorder), but also in American public interest and investment in the psychological well-being of soldiers. Behaviors that are seen today as symptoms of combat-related trauma (demanding sympathy, recognition, and therapeutic intervention) were once dismissed as 'cowardice' or 'degeneracy,' character flaws punishable with demotion, discharge, or even execution. This course will examine the history and contemporary realities of 'combat trauma' by exploring the following questions: (1) What are the origins of the concept of 'psychological trauma,' and how has the idea of 'trauma' become so prominent in the American cultural imagination? (2) What are the psychological hardships of soldierhood? What makes certain experiences 'traumatic'? (3) How have approaches to trauma changed in relation to broader cultural and political shiSs in American society? (4) How have American attitudes toward war and militarism been affected by ideas of trauma? How, for example, have antiwar movements drawn on the 'psychologically wounded warrior' as a symbol of social injustice and the horrors of war? (5) How have competing images of the combat veteran – as stoic hero or psychological casualty, shameful malingerer or sympathetic victim – both informed and reflected ideas of what it means to 'be an American'? (6) How do concerns for the psychological well-being of U.S. soldiers manifest in current debates around the wars in Iraq and Afghanistan?

Maybee, Julie	Disability, Ethics and the Body	The course will examine how disability is defined and ethical issues surrounding the treatment of people with disabilities. Topics will include the role of the body in defining disability, in the experience of disability, and in shaping disability identity; issues surrounding the embodiment of disability in our society, including access to health care, the accessibility of buildings and public transportation, and violence and abuse against people with disabilities; bioethical issues such as eugenics, physician assisted suicide, and prenatal screening; and ethical issues surrounding rehabilitation, such as substance abuse and debates over "normalization."
Mazza, Kate	Medicine, Illness and the Body in American History	How have our modern and still evolving definitions of health changed over the last two hundred years? How have people understood their bodies' functioning and health practices at various points in American history? In this course we will explore these questions through selected topics in the history of medicine, public health, psychiatry, and sexuality. We will explore the relationship of illness to American culture and society through readings by health advocates, physicians and of illness to American culture and society through readings by health advocates, physicians and patients as well as selected fiction and films. The class will not only learn about expert knowledge, but will examine how people understood health and experienced illness. The various historical topics include: development of medicine and public health; social construction of disease; psychiatry and mental illness; relation of health to deviance; health and immigration; sexuality; practices in hygiene, diet, exercise and birth control. Many topics will be brought to the present.
McCoy, Rita	Wrongly Convicted: (Mis)identifications, False Confessions	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.
Mellen, Abigail	Nuclear Energy- What is it? What do we do with it?	The purpose of this course is to enable the students to "get access to" [this amazing resource] the phenomenon of nuclear energy, its impact and potential on our world today. While this is not a science course, in order to understand the parameters of the general field of nuclear energy we will begin by exploring some scientific concepts and how they evolved in physics, in biology. We will go on to examine several different areas that reflect the wide use of nuclear energy and its concepts-medicine, power generation [President Eisenhower's "atoms for peace" initiative], the arts, foreign policy strategies and war. The course will be structured in 4-5 sections, each one focusing on one of these areas. Beside class work, I would also hope to take students on field trips to nuclear facilities in the New York area. Our exploration of the meanings and uses of nuclear energy will take us through different contemporary sources-reading articles by scientists and journalists, reading selections of science fiction, watching documentary and creative films. In addition to materials I present, students will be asked to do some research and exploration by finding materials they feel give additional interesting information about the particular area we are examining.
Monge, Angela	Racism and ethnic prejudice: An examination of related health consequences	In recent years, burgeoning research has evidenced significant racial and ethnic disparities in health patterns across the United States. The course will examine the contribution of indirect and direct forms of racism and ethnic prejudice to health outcomes. The goal of this class is to provide a formal education on what constitutes as racism, different levels of racism (i.e. institutional, interpersonal, internalized, and cultural racism), as well as their associated outcomes and measurement limitations. We will begin with the validity of current measurement techniques for racism (how do people assess for racism?), and follow with an examination of the literature and findings in the field. This course will be conducted in a manner similar to seminars--we will have class discussions and relate the literature

		to real world dilemmas.
Murdaco, Barry	Nihilism in Interbellum Germany	This course will focus on German culture and art produced in the interbellum period between World War I and II. The devastating experiences of the first war, the psychological trauma of losing the war, followed by economic depression and the rise of political extremism all contributed to a unique cultural perspective that still has value today. Germans were forced to confront a sense of nihilistic meaninglessness in the world brought on by a dehumanizing technological rationality that seemingly crushed humanity rather than elevating it. The possibilities of authentic experience and man's place in the universe were other areas of concern as Germans struggled to find a sense of meaning in a world that has seemingly lost all meaning. Forced to confront hard questions regarding the supposed superiority of Western civilization and notions of progress in civilization, the German response to these questions remains a vital part of culture today.
Newman, Zelda	Immigrant Jewish Experience in America	Exploration of early Yiddish culture in America, to include Passove cook book put out in the early 20th century, sections of Sholem Aleikhem readings, selections from the Yiddish Radio Project, screenings of early Yiddith films and "crucial" patriotic songs (i.e., The Star Spangled Banner) circulated in the immigrant community.
Newman, Zelda	Women in the Bible	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
Ojserkis, Ray	Booms and Busts in US History	We will study economic contraction and expansion in several selected eras of US History. In the first half of the course, we will focus on events through the 1980s. In the second half of the course, we will focus especially on the events immediately preceding, during, and following our most recent boom and bust cycle. We will pay special adention to possible causes of economic growth and contraction, but we will also focus on the oSen related subject of 'booms and busts' in asset prices.
O'Neill, Teresa	Multilingualism in New York City	Most New Yorkers are accustomed to encountering several different languages in their daily lives, but few know that the city is home to about 700 different languages. While some of the more widely spoken languages, like English, Spanish, and Korean, enjoy strong institutional support, others are more elusive and may be spoken by just a handful of people. In New York City, one can even find languages that are nearly extinct, and no longer spoken in their traditional homelands. This course will explore social, political, and linguistic facets of the unique linguistic profile of New York City. Through online readings, podcasts, discussion, and on the ground research in their local communities, students will engage directly with the linguistic topography of their city. Academic disciplines to be represented include linguistics, anthropology, and history.
Peterson, Terri	Bioethics What is (or ought to be)	the relationship between ethics and politics? For example, in the area of genetics and stem cell technologies, it is arguably the case that the various bioethics panels have served more to assuage an uneasy public than to move policy in any particular direction, or, for that mader, to affect the course of such research itself. In this course, then, we will tack between the three fields of activity and argumentation: bioethics, the policy making process, and the laboratory bench. While we will focus on recent badles over human embryonic stem cell research, wetill detour into related historical and contemporary cases, especially those concerning genetic and reproductive technologies. While it is not expected that you know much about science entering the class, you will learn enough basic genetic science to make sense of the pizalls and promises of ART and hESC research. Thus, in order for you to gain some mastery over the controversies surrounding human embryonic stem cell (hESC) research and assisted reproductive technologies (ART), wetill begin with the basics of these technologies. Once you are expert (!) in the science and technology, we will spend the rest of our time examining what are the ethical issues involved in this work, and what are the arguments of the various sides. While ethical issues are

		<p>divided into simplistic >pro/conti categories, the partisans in biotechnological research oSen occupy multiple ethical positions. For example, some accept research for the purposes of X, but not for Y. We will also consider how the regulatory and policy making processes on biotechnology both do and do not take ethical arguments into account, how ideological positions can both enhance and undercut ethical positions, and how lidle or how much the ethical and political debates affect the actual research.</p>
Pettipiece, Deirdre	Scientific Writing: Advanced Practicum	<p>This course aims to demystify the writing process and teach the fundamentals of effective scientific writing. Instruction will focus primarily on the process of writing and its audience-based nature. Students will create scientific documental typical of the specific expectations of situations and audiences they will experience in the professional world. In addition to writing for graduate courses and for scholarly journals, students will also develop an understanding of grant-writing and the review process. The course wil be presented in two segments: Part (1) teaches students how to write effectively, concisely, and clearly and part (2) takes them through the preparation of an actual scientific manuscript or grant.</p>
Piccolomini, Manfredi	Birth of the Renaissance in Florence	<p>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</p>
Quarrell, Susan	Folktales and Literary Fairytales	<p>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 Lidle 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 Bedelheim'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.</p>
Quarrell, Susan	Widows and Maids in Women in Chaucer's "The Canterbury Tales"	<p>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.</p>
Renshon, Stanley	Immigration and I National Identity	<p>What does it mean to be an American? Large scale immigration since 1964 has made this country more diverse than it has ever been. But the question remains: What hold America together? Is there something distinctive about national identity and citizenship in the United States? If so, what is it? Is it a mader of culture, beliefs, or something else? Is citizenship the same as "being an American?" How do immigrants fit into American identity? Is a national identity useful, or even possible,</p>

		<p>in an age of globalization? There are many questions to ask, and this course will examine them.</p>
Ricourt, Milagros	Dominican Culture	<p>This course engages students in the journey of present Dominican culture in its unique blend of Africa, Spain, and Tainos manifested in religion, music, dance, and food. The objective of this course is to teach students about the origins and development of Guloyas, Gaga, Palo, Rachata, and Merengue music, African influence in religion, as well as food.</p>
Rosen, Marjorie	Movie Heroines in a Changing World	<p>The goal of this course is to understand how patriarchal attitudes toward women, love, and various notions of beauty, youth, and marriage and happily ever after endings provided the underpinnings for movies from the very beginning, and influenced women along the way.</p>
Ruiz, Philip	Film Adaptation: Transforming Classic Texts	<p>This course considers, examines and evaluates the relationship between the written word and the visual image. Specifically, the transformation of a written work (may it be novel, short story, play, historical account or graphic novel) to film will be explored. Adapting a literary work to film is a complex and intricate undertaking. By examining literary works and their film adaptation and the periods of their creations an understanding of the theory and practice of film adaptation can be learned. All written work has its "reader" and its particular relationship with the written work. Also, a written work has its supporters, critics, fans and apologists. When translated to Film, what does the filmmaker consider, add and cut? How and what are the decisions a writer/director make in transforming a written form into light, sound and movement? How is the filmmaker affected by current social, cultural or political considerations when adapting an older literary work? Does it reflect the same social, cultural or political considerations when the literary work was written? These and other questions will be considered by reading a literary work, viewing its film adaptation and comparing both art forms.</p>
Sanchez, Julette	New York City and the Lively Arts	<p>Between Van Cortland Park and Coney Island there is, probably more artistic vitality than anywhere else in the world. Students have ability to attend plays and performance 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.</p>
Sanford, Victoria	Human Rights in Latin America	<p>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.</p>
Santangelo, Lauren	Women and New York City	<p>Historically, cities have been assumed to be dangerous places for women. Perhaps nowhere in the United States were those concerns more intense than in New York City. Why was this the case? To what extent were these concerns based in reality? How were women both empowered by the resources in New York City as well as limited by anxieties about their safety? How was this complicated by assumptions about race and class? To what extent does this belief still exist? This course will use historical articles/monographs, literature, film, and geographical studies to help us explore the relationship between the metropolis," new York City, and women.</p>

Schulman, Jason	American Protest, Politics and Popular Culture	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 blackinfluenced popular music, the Black Power era, and the beginning of "blaxploitation" films.
Schultz, Lenore	Perception and Thinking: Your Language Becomes You	In this course, we will explore how, of all the events and information that are taken in by our senses, we process only a small percentage and how those are unique to each of us. We will study how these bits of our perception process are linked to how we understand, interpret and utilize our language, including how we categorize concepts and things, how we form abstractions, opinions, attitudes, values and beliefs, how we use tools of persuasion to influence others and, conversely, how we in turn are influenced by others and by the technology that surrounds us and bombards our tools of thought it numbs our thinking. To this end, we will study those parts of the human brain that perceive and process language and we will learn how to become more independent thinkers once we understand the thinking process. We will learn how to think creatively and become mindful
Shloznikova, Katherine	Humor: A Symptom of American Culture	Laughter is not an easy matter. Why do humans laugh but not animals? Why do some consider comedy to be more tragic than tragedy? We will first examine humor in its relation to pleasure and pain, happiness and unhappiness, creativity and gender. We will look at the mechanisms of jokes and psychological structures of wit, irony and sarcasm (Freud). Our readings/media will include: new and old comedy (Shakespeare and Woody Allen); satire (Lucian and Colbert Report); tragicomic (Beckford and Garcia Marquez). Then we will examine humor in American culture: stand up comedy, TV shows, comics and humor in art. Students will submit 2 short papers; there will be a final exam.
Telliel, Yunus	Resurgence of Religion? Globalization, Culture, and Conflict	Globalization has challenged traditional ways of thinking about religion and its relation to politics, economy, and culture. From rising numbers of Muslim immigrants and Buddhist converts in the West, to the increasing appeal of Protestant churches in 'socialist' China or traditionally Catholic Latin American societies, boundaries among religions and denominations are being remade in the new century. What will the future global religious landscape look like? How will 'religious globalization' shape political convictions, economic exchanges, or cultural belongings? We will ask these questions to identify contemporary dynamics and to adjust our understandings of globalization and religion. We will also consider why and how religion now plays a rather considerable role in global politics. Covering various cases, including the 9/11 terrorist attack, the European Union's embrace of Christian identity, the United Nations' support of interfaith dialogue, and the United States' promotion of international religious freedom, we will examine global religious conflicts, as well as possibilities and examples of cooperation and dialogue.
Vaccara, Stefano	The Mafia: Demystifying a Social and Political Phenomenon	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 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. Our approach in this course will be multi-disciplinary, drawing principally from history, popular literature and cinema.

Vaccara, Stefano	Media & Democracy: from Citizen Kane to WikiLeaks	The course will analyze the role of the media in a democratic society. How did the United States and other democratic societies develop their media system, and how do they differ from those of authoritarian societies? We will examine the possibility that the two could go toward a “third way”. The comparison of the US media with that of other democratic countries will be analyzed with special attention to the case study of the Italian system and the explanation of its “militant democratic media.” We will attempt to answer the question: was Premier Tycoon Silvio Berlusconi inevitable? Could it have also happened in America? While the course will explore apparent similarities and differences between democratic countries (es. Does media tycoon Michael Bloomberg's political career have something in common with that of the Italian Premier Berlusconi?), it will also explore whether the “Italian formula” is compatible with both the “fourth power” in a democratic society and the “propaganda instruments” that are in place in the authoritarian regimes. What has the Italian media system kept, after WWII, of the “Factory of Consensus” that the fascist dictator Benito Mussolini—a journalist himself in his earlier career—had perfected in his twenty years in power? Special focus will also be given to the propaganda system created during Stalin's Soviet Union for its similarity and differences with today's Russia. We will ask the question: which media systems are having most success in influencing and being acquired by developing countries around the world? The impact of press media in a democratic society will be studied in view of the different technological discoveries which have occurred in the last 100 years: film, radio, TV and internet. Video from news broadcasts around the world will be shown to depict similarities and differences. Orson Welles' “Citizen Kane”, the film considered by major movie critics to be the greatest of all time, will be fully analyzed along with the life and the power of media tycoon William Randolph Hearst (there is the excellent biography by CUNY Historian David Nasaw “The Chief: the Life of William Randolph Hearst”, 2000). The rise and power of Silvio Berlusconi will also be studied through Italian Director Nanni Moretti's movie “Il Caimano” (2006) and Alexander Stille's book “The Sack of Rome” (2006).
Viano, Bernardo	Mexican Muralism: Revolution and Other Universal Themes	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 leaves 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.
Weisz, Carole	The Pursuit of Happiness.	The Pursuit of Happiness traces the evolution of the American dream over seventy years of film history, focusing on the differences in the experiences, perceptions, and psychologies of the male versus the female in American culture. The course focuses on the following: (a) key themes and fantasies implicit in the American dream, (b) key symbols and how they differ for males and females, (c) theories of American culture and psychology, (d) a focus on the American dream of today—the positive and negative sides. The course is divided chronologically into decades, with a film that focuses on the male in American society, and one that focuses on the female, thus providing comparison of the experiences, perceptions and psychologies of each. The course will combine a historical, cultural, and psychological perspective of the cinema that reflects the pursuit of happiness.

Williams,
Carolyn

Critical Issues in
Global Citizenship

The course provides an interdisciplinary overview using a seminar format for students to explore and analyze what it means to live in and come of age in an ever-changing, unpredictable, and interdependent globalized world. We will examine the increasingly complex nature of human society with special attention to the evolving tensions between modern and traditional societies as well as the complicated issues that are challenging human progress toward a sustainable future. We will also examine the consequences that are likely to occur if these challenges are not appropriately addressed with an approach that seeks integrated, systematic, methods to create a holistic approach that engages a diverse universe of stakeholders. We will conclude by clarifying the nature of global citizenship in terms of underscoring the roles of leadership as a core competency for exercising global civic engagement.

Most people are familiar with dozens of actors and directors who can transform a flat screen in a dark room into an amazing dramatic experience for the viewer. The secret weapon of film makers is the musical score, yet most movie fans could only name a few standout composers, like John Williams and Henry Mancini, and are probably not particularly aware of the score as they watch films. Defining Moments In Film Music History will unlock this mysterious art for non-music major students.

The work of ten composers will be studied in this course. The historical context of this art will evolve in unexpected ways as we look at the specific technique and artistry that can turn static film edits, dialogue and sound effects into a broad emotional experience.

The art of film making has only existed for about one hundred years. These ten composers represent the entire history of music for cinema but are as diversified in background as music itself. As we will discover, some of these composers are masters of the Late Romantic European tradition, and some come from pop or jazz backgrounds.

By the end of this course the student should be able to:

- have a heightened sense of the techniques used in film scoring
- list and give facts about 10 film composers
- identify trends and events in film music history
- recognize different composer's styles by ear
- be able to discuss the moods of a film score
- compare and contrast two film composers and their styles
- understand the technical process of synchronization between music and picture
- use non-technical film scoring vocabulary