

**University Curriculum:
University Lectures & other Courses Open to All Undergraduate Students
Course Descriptions
Fall 2011**

UNIVERSITY LECTURE COURSES (ULEC) *

* ULEC courses have two parts – the lecture and the discussion section. In order to receive credit for these courses, students must register for both parts.

* Courses with subject codes that begin with “U” other than “ULEC” do not satisfy the ULEC requirement.

* ULEC courses will be over-tallied, and discussion sections added, if necessary if students are blocked from registering for these courses due to enrollment limits. Advisors should contact Carolyn Comiskey (comiskec@newschool.edu) if a student they are working with needs to be placed into a class.

Course Title: **Aesthetics**
Faculty: **Paul Kottman**
Contributing School/Department: **Eugene Lang College / Philosophy**

Lecture

Course Subject: **ULEC**
Course Number: **2320**
CRN: **5591**
Schedule: **Thursday 2-3:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2321**
Schedule:
Section A: CRN: **5592 Thursday 4-5:20pm TBA Faculty**
Section B: CRN: **5593 Thursday 6-7:20pm TBA Faculty**
Section C: CRN: **5594 Friday 10-11:20am TBA Faculty**
Section D: CRN: **5595 Friday 2-3:20pm TBA Faculty**

Credits: **3**

Artistic practices are ways that human beings try to make sense of the world, of nature and of what we do and say with one another. So, in order to understand something about artistic practices, we will have to think about how such practices differ from other ways that human beings make sense of their world – such as religion, education, science or philosophy. And in thinking about what makes artistic practices distinctive, we will of course have to think not only about what such practices ‘mean’ but also about how their meaning is related to their material conditions – stone, paint, sound, the human body or the printed word; and to what effect human beings have transformed these conditions in ‘artistic’ ways through socially and historically specific forms of painting, dance, music, poetry and drama. All of which is to say: We will be asking not only what art *is* (or, what the ‘arts’ are), but also why we *care* about art, if we still do? Among some of the general issues we will explore are: What is the relationship between art and nature? How can we talk meaningfully about the differences between modes of artistic representation? How does mechanical reproduction change our understanding of art? What is philosophy’s relation to art? What does it mean to speak of art as ‘good’ or ‘beautiful’? We will discuss texts by Plato, Aristotle, Schiller, Lessing, Hegel, Cavell and others, as well as artworks by Sophocles, Shakespeare, Michelangelo, Matisse, Beethoven and many others.

PAUL KOTTMAN (Ph.D., University of California, Berkeley) is an Associate Professor. He has written books about political philosophy, theories of tragedy, ethics and drama as well as narrative theory. His work has focused especially on Shakespeare’s dramas. His current research focuses on a philosophical account of the poetics of tragic love, tentatively entitled ‘on love and the social.’ The aim of this work is to decipher the ways in which the poetic fortunes of the Romeo and Juliet story pose questions that continue to resonate at the edges of contemporary social theory. How do the cooperation and mediation of family, society, culture, or at least a shared language or sense of history, determine and condition attachments which appear to exceed, and even to undo or oppose, such cooperation and mediation? How might social theory, by drawing upon poetics, come to terms with relations that are irreducible to, though never fully independent of, pre-existing social, or familial, or cultural dimensions that might sustain and facilitate them?

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Course Title: **America Is Hard to Find**
Faculty: **Jeremy Varon**
Contributing School/Department: **Eugene Lang College / History**

Lecture

Course Subject: **ULEC**
Course Number: **2400**
CRN: **6727**
Schedule: **Tuesday 2-3:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2401**
Schedule:

Section A: CRN: 6728	Wednesday	12-1:20pm	TBA Faculty
Section B: CRN: 6730	Friday	10-11:20am	TBA Faculty
Section C: CRN: 6736	Tuesday	4-5:20pm	TBA Faculty
Section D: CRN: 6737	Thursday	2-3:20pm	TBA Faculty

Credits: **3**

Americans are supremely convinced of their nation's special promise, but also anxious, throughout history, that that promise is being squandered or unfulfilled. And they have bitterly disagreed over the nature of that promise -- over what America is and should be. This course offers a theme-based engagement of post-World War Two American history that seeks to make more navigable the great national conflicts of our day: those over war and peace; the balance of civil liberty and security; the status of America in the world; the meaning of pluralism; and the purpose and scope of government. We will explore the complexity of the defining events, figures, and debates of the recent past, focusing on the origins and evolution of the Cold War; anticommunism and the counter-subversive tradition; the African American freedom struggle; the Vietnam War and opposition to it; New Left student and youth movements; New Right conservatism; the politics of globalization, and recent assertions of military power. The course consists of a weekly lecture and intimate discussion sessions. The readings are challenging and substantial, but enjoyable. We will listen to music, analyze films and images, read a graphic novel, and immerse ourselves in dialogue with the past.

JEREMY VARON (Ph.D., Cornell University) is Associate Professor of History at Eugene Lang College and the New School for Social Research. He is the author of *Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the Sixties and Seventies* (2004) and editor of *The Sixties: A Journal of History, Politics and Culture*. He has been active in a variety of social justice causes, and brings his political commitments to bear on his teaching and research.

Course Title: **Food and Migrations: Hungering for Opportunities**
Faculty: **Fabio Parasecoli**
Contributing School/Department: **New School for General Studies / Food Studies**

Lecture

Course Subject: **ULEC**
Course Number: **2660**
CRN: **TBD**
Schedule: **Tuesday 4-5:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2661**
Schedule:

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Section A: CRN: TBD	Wednesday	10-11:20am	TBA Faculty
Section B: CRN: TBD	Wednesday	12-1:20am	TBA Faculty
Section C: CRN: TBD	Friday	10-11:20am	TBA Faculty
Section D: CRN: TBD	Tuesday	6-7:20pm	TBA Faculty

Credits: **3**

Food has moved into the limelight in the contemporary world, generating debates on power structures, race, ethnicity, and multiculturalism that acquire particular relevance in environments where communities from all over the world live together and interact. This course will examine the complex realities of migration not only in NYC, but also at the national and international level, focusing on how food can become an instrument of communication and cultural exchange, but also of exclusion and xenophobia. Through lectures, interviews, and fieldwork in the city, we will use food as a unique lens to analyze dynamics of cultural adaptation, appropriation, and marginalization in a global framework. Although the approach will be mostly contemporary, some historical aspects of these issues will be explored as well.

In this class, students will:

- use the food they experience in their daily life and surroundings as an entry point for a deeper understanding of the dynamics relating to migrations and the negotiations of cultural identities.
- acquire a better understanding of the cultural and social aspects of food
- improve their observational and analytical skills in fieldwork research
- hone their abilities to interview and communicate with research subjects

FABIO PARASECOLI (Doctorate in Agricultural Sciences, Hohenheim University, Germany) is Associate Professor of Food Studies at the New School in New York City. His research focuses on the intersections among food, media, and politics. His current projects focus on the history of Italian food, food and masculinity in movies and on the socio-political aspects of geographical indications. He is program advisor at Gustolab, a center for food and culture in Rome, and collaborates with other institutions such as the University of Illinois Champaign-Urbana, Universitat Oberta de Catalunya in Barcelona, and the University of Gastronomic Sciences in Colorno and Pollenzo, Italy. Among his recent publications: *Food Culture in Italy* (2004), the introduction to *Culinary Cultures in Europe* (The Council of Europe, 2005) and *Bite me! Food in Popular Culture* (2008). He is general editor with Peter Scholliers of a six-volume *Cultural History of Food* (forthcoming 2011).

Course Title: **Great Transformations: Understanding the Rise of India and China**

Faculty: **Sanjay Ruparelia**

Contributing School/Department: **New School for General Studies and New School for Social Research / Politics**

Lecture

Course Subject: **ULEC**

Course Number: **2710**

CRN:

Schedule: **Wednesday** **4-5:20pm**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2711**

Schedule:

Section A: CRN: TBD	Thursday	12-1:20pm	TBA Faculty
Section B: CRN: TBD	Thursday	2-3:20pm	TBA Faculty
Section C: CRN: TBD	Friday	12-1:20pm	TBA Faculty

Credits: **3**

This course surveys the origins, transformations and rise of India and China since the mid-twentieth century. It seeks to explain their divergent paths to modernity, focusing on their political economies, in comparative historical perspective. The first part of the course examines post-independent India: how a society committed to modern representative democracy, planned industrial development and international non-alignment became increasingly shaped by economic

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liberalization, ascendant cultural nationalism and the empowerment of historically subordinate groups. The second part analyzes the trajectory of post-revolutionary China: from the establishment of the People's Republic in 1949, and its attempts to create a modern communist society through the Great Leap Forward and Cultural Revolution, to a post-Maoist regime defined by capitalist reform, limited political liberalization and increasing global power. The last part of the course compares the records of India and China in securing political liberty, economic opportunity and social equality for their citizens, examines their impact on the global political economy and analyzes their possible futures.

SANJAY RUPARELIA (Ph.D., University of Cambridge) is Assistant Professor of Politics at the New School for Social Research, jointly appointed with the Bachelor's Program at General Studies, and a Fellow of the India China Institute. His areas of training, research and teaching span democratic theory, comparative politics and political economy of development with a particular focus on modern South Asia. He is the co-editor of *Understanding India's New Political Economy: A Great Transformation?* (New York: Routledge, 2011) and author of *Divided We Govern: The Paradoxes of Power in Contemporary Indian Democracy* (forthcoming), as well as several articles on Hindu nationalism, India's democratic exceptionalism, the Indian left, political judgment, and growing economic inequality in India and China. He previously taught at Columbia University, and has been a visiting fellow at Yale and Notre Dame, as well as a consultant to the Asia Foundation (Afghanistan) and United Nations Development Programme (New York). His current research examines the right-to-development movement in India in the wake of its growing urban-rural divide.

Course Title: **Introduction to Microeconomics**
Faculty: **Teresa Ghilarducci**
Contributing School/Department: **New School for Social Research / Economics**

Lecture

Course Subject: **ULEC**
Course Number: **2030**
CRN: **6741**
Schedule: **Tuesday 10-11:20am**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2031**
Schedule:

Section A: CRN: TBD	Wednesday	10-11:20am	TBA Faculty
Section B: CRN: TBD	Thursday	10-11:20am	TBA Faculty
Section C: CRN: TBD	Thursday	12-1:20pm	TBA Faculty
Section D: CRN: TBD	Thursday	2-3:20pm	TBA Faculty
Section E: CRN: TBD	Friday	2-3:20pm	TBA Faculty
Section F: CRN: TBD	Friday	10-11:20am	TBA Faculty
Section G: CRN: TBD	Friday	12-1:20pm	TBA Faculty

Credits: **3**

This course introduces macroeconomic theory in economics, and analyzes how the 'economy in the aggregate' behaves. It focuses on how production, employment and prices are determined in advanced industrial capitalist nations, and explores how these macroeconomic variables determine economic prosperity of a nation over the long run (growth), and what happens when they fluctuate in an unexpected manner (leading to economic crisis). The course is divided in four parts. Part 1 examines how aggregate economy is measured in terms of output, income and employment, and examines the interrelationship between these variables. Part 2 focuses on the issues of aggregate production, and analyzes the process of growth and economic prosperity of a nation. Part 3 focuses on the issues of aggregate exchange and the role of money, and analyzes how aggregate prices are determined in the market. Part 4 focuses on the issues of international trade and globalization. Here we also touch upon the macroeconomic policies in developing nations. In the final part of the course, part 5, the issue of economic downturn and crisis is studied. The theory is examined in the light of the economic crisis of 2008-09 that plagued USA, in particular, and the world economy in general.

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TERESA GHILARDUCCI (Ph.D., University of California, Berkeley) The Irene and Bernard L. Schwartz Professor of Economic Policy Analysis at the New School for Social Research. Previously, she was a professor of economics at the University of Notre Dame for 25 years, 10 of those years as director of the Higgins Labor Research Center at the University. Her new book, *When I'm 65; The Plot Against Pensions and the Plan to Save Them*, for Princeton University Press (forthcoming 2008), investigates the effect of pension losses on older Americans. Her book *Labor's Capital: The Economics and Politics of Employer Pensions* (MIT Press) won an Association of American Publishers award in 1992. Ghilarducci has published in numerous journals and testifies frequently before the US Congress.

Course Title: **Introduction to Psychology**
Faculty: **Howard Steele**
Contributing School/Department: **New School for Social Research / Psychology**

Lecture

Course Subject: **ULEC**
Course Number: **2160**
CRN: **5574**
Schedule: **Monday 10-11:20am**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2161**
Schedule:

Section A: CRN: 5575	Monday	12-1:20pm	TBA Faculty
Section B: CRN: 2983	Tuesday	12-1:20pm	TBA Faculty
Section C: CRN: 2985	Tuesday	2-3:20pm	TBA Faculty
Section D: CRN: 2986	Monday	2-3:20pm	TBA Faculty
Section E: CRN: 4931	Tuesday	10-11:20am	TBA Faculty

Credits: **3**

This course provides an introduction to the broad science and clinical practice of psychology. Weekly lectures are combined with weekly small group seminar discussions to provide the opportunity for exploring how the scientific method has been applied to the challenge of understanding age-related changes, and individual differences in, human thought, feeling and behavior. Who am I? What is real? How have these centuries-old question been approached by the academic and applied discipline known as psychology? Are there cultural differences to be reckoned with? Further basic questions guiding the lectures and seminars include: How to design a psychological research investigation? Are there long-term influences of early experiences upon personality development? How does memory work? How do psychologists decide what is normal? How do psychologists treat anxiety or depression? How should we understand the interplay between nature and nurture reflecting, if not determining, who we are? By the end of the course, students will have answers to these questions, as well as an appreciation for the history and current status of cognitive, developmental, social, and clinical psychology.

HOWARD STEELE (PhD, 1991, University College London) is Associate Professor and Director of Graduate Studies in Psychology, at the New School for Social Research. At NSSR, Dr. Steele co-directs (with Dr. Miriam Steele) the Center for Attachment Research, devoted to deepening our understanding, and improving the lives, of developing children and their parents. He is also senior and founding editor of the international journal, *Attachment and Human Development*, and is author of more than 70 journal articles and book chapters on the impact of attachment, loss, trauma, and emotion understanding across the lifespan and across generations.

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Course Title: **Not-Ownning: Designing (in) Systems of Giving and Sharing**
Faculty: **Cameron Tonkinwise**
Contributing School/Department: **Parsons / School of Design Strategies**

Lecture

Course Subject: **ULEC**
Course Number: **2610**
CRN: **4754**
Schedule: **Wednesday 12-1:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2611**
Schedule:
Section A: CRN: **4758** **Wednesday 2-3:20pm** **TBA Faculty**
Section B: CRN: **4759** **Thursday 8-9:20am** **TBA Faculty**
Section C: CRN: **4760** **Thursday 12-1:20pm** **TBA Faculty**
Section D: CRN: **4761** **Thursday 2-3:20pm** **TBA Faculty**
Section E: CRN: **6726** **Friday 12-1:20pm** **TBA Faculty**

Credits: **3**

This course will explore the variety of alternative economies and systems of provisioning that persist, and are perhaps even flourishing, in contemporary capitalism. It will expose participants to the many gift economies, systems of shared use, and local barter networks that evidence that not all aspects of contemporary living have been commercialized. Examples to be considered range from tool or toy libraries and car-pooling, to farmer-consumer associations, childcare exchange clubs, and local currencies. The focus of the course will be contemporary information and communication technologies, particularly in the areas of Web 2.0 (social software and open source crowd sourcing) and Web 3.0 (an internet of things equipped with trackable radio-frequency identification tags), which facilitate systems of shared-use. Classes will examine the extent to which digital file sharing and the new types of trust between strangers that the internet has enabled can be translated to the domain of everyday material things, and thereby begin to decouple ownership and 'usership' in more mainstream ways. Key will be explorations of the role of design in enabling these enabling economies. The course will be co-taught by Faculty from Parsons, NCSR and Milano.

CAMERON TONKINWISE (Ph.D., University of Sydney) is Associate Professor and Associate Dean for Sustainability at Parsons The New School for Design. He was formerly the co-Chair of the Tishman Environment and Design Center. Before coming to The New School, Tonkinwise was the Director of Design Studies at the University of Technology, Sydney, and prior to that, Executive Officer of Change Design, a not-for-profit independent research organization (formerly EcoDesign Foundation). His doctoral research concerned the educational theories of Martin Heidegger and he continues to investigate what the ontological philosophy of Heidegger can teach designers. His current research focuses on 'dematerialization design' -- enhancing societal sustainability by facilitating less materials intense lifestyles through design. This work involves a number of funded research projects exploring service design, design fostering sustainable behavior, and the relation between design and social capital. For example, Tonkinwise is currently researching product sharing, both commercial and non-commercial.

Course Title: **Old Weird America**
Faculty: **Greil Marcus**
Contributing School/Department: **New School for General Studies / Masters Program in Creative Writing**

Lecture

Course Subject: **ULEC**
Course Number: **2640**
CRN: **4741**
Schedule: **Wednesday 4-5:20pm**

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Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2641**

Schedule:

Section A: CRN: 4742	Thursday	10-11:20am	TBA Faculty
Section B: CRN: 4743	Thursday	12-1:20pm	TBA Faculty
Section C: CRN: 4745	Friday	12-1:20pm	TBA Faculty
Section D: CRN: 4746	Thursday	6-7:20pm	TBA Faculty
Section E: CRN: 6063	Friday	10-11:20am	TBA Faculty

Credits: **3**

Throughout American history people excluded from or ignored by the traditional narrative of the country have seized on music as a means of both affirming and questioning individual and cultural existence. Music has been used to make ecstatic, despairing, and symbolic statements about the nature of America and about life itself. These are big words for ordinary, anonymous songs like "The Cuckoo Bird" or "John Henry."—but it is in songs that seem to have emerged out of nowhere, and in songs that as self-conscious works of art are made to reclaim that nowhere, where much of the country's story bides its time. This course examines "commonplace" or authorless songs as elemental, founding documents of American identity. These authorless songs can be examined as a form of speech that is always in flux, especially in the work of Bob Dylan across the last fifty years. Course material includes film excerpts and recordings from the 1920s to the present, as well as Colson Whitehead's 2001 novel *John Henry Days*, the 19th century blackface plays of Thomas "Daddy" Rice and Sarah Silverman's 2007 blackface comedy "Face Wars," Luc Sante's essay "The Invention of the Blues" from the collection *The Rose & the Briar: Death, Love and Liberty in the American Ballad*, Bob Dylan's *Chronicles, Volume 1*, and much more.

GREIL MARCUS was born in San Francisco and lives in Berkeley. He was an early editor at Rolling Stone, and has since been a columnist for Salon, the New York Times, Artforum, Esquire, and the Village Voice; he currently writes a monthly music column for The Believer magazine. He is the author of *The Old, Weird America: The World of Bob Dylan's Basement Tapes* (1997), *Like a Rolling Stone: Bob Dylan at the Crossroads* (2005), as well as *The Shape of Things to Come: Prophecy and the American Voice* (2006), *Lipstick Traces* (1989), *Mystery Train* (1975), *The Dustbin of History* (1995), *Dead Elvis* (1991), and other books. In recent years he has taught seminars in American Studies at Berkeley, Princeton, and Minnesota. With Werner Sollors, he is the editor of *A New Literary History of America*, (published this fall by Harvard University Press).

Course Title: **The Dynamic Metropolis**

Faculty: **Gabrielle Bendiner-Viani**

Contributing School/Department: **Eugene Lang College / Urban Studies**

Lecture

Course Subject: **ULEC**

Course Number: **2620**

CRN: **5596**

Schedule: **Thursday 12-1:20pm**

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2621**

Schedule:

Section A: CRN: 5597	Thursday	2-3:20pm	TBA Faculty
Section B: CRN: 5598	Thursday	4-5:20pm	TBA Faculty
Section C: CRN: 5599	Friday	10-11:20am	TBA Faculty
Section D: CRN: 6725	Friday	12-1:20pm	TBA Faculty

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Credits: **3**

This course introduces students to the tremendous growth and dynamism of cities, suburbs, and metropolitan regions. While the focus is on the United States, examples will be drawn from a wide range of urban agglomerations, including Mexico City, Tokyo, London, Shanghai, and Mumbai. The course surveys several key themes germane to understanding metropolitan regions: the nature of urban life and experience; overlapping systems of governance, policy, and economy; population, immigration, and the shifting spatial distributions of race, ethnicity, and class; the emergence of major institutions such as schools, libraries, and hospitals; technological networks of transit, utilities, and communications; and the changing composition and design of the built environment.

GABRIELLE BENDINER-VIANI (Ph.D., Graduate Center, CUNY) is a Visiting Assistant Professor of Urban Studies at The New School, where she teaches courses on urban communities, visual research and histories of home and housing. She is also a photographer and curator, as well as principal of Buscada, an interdisciplinary practice, which creates projects on place and dialogue. She is co-founder of the Urban Encounters conference on visualurbanism, held for the past two years at the Tate Britain. Bendiner-Viani's current research explores the experience of everyday life in public and home spaces, as well as complicating our understanding of landmarked urban sites through the exploration of everyday material culture. She has worked on projects in London, Buenos Aires, San Francisco and New York, and has exhibited at institutions including the Center for Architecture New York, MIT and UC Berkeley.

Course Title: **Writing and Democracy: The American Constitution**
Faculty: **Linda Tvrdy**
Contributing School/Department: **New School for General Studies / Masters Program in Creative Writing**

Lecture

Course Subject: **ULEC**
Course Number: **2670**
CRN: **TBD**
Schedule: **Tuesday 2-3:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2671**
Schedule:

Section A: CRN: TBD	Wednesday	10-11:20am	TBA Faculty
Section B: CRN: TBD	Wednesday	12-1:20pm	TBA Faculty

Credits: **3**

In our current political environment the only thing everyone seems to agree on is that the other side is destroying the Constitution. This course investigates how the phrase "We the People" gives meaning to our Constitution in a changing world. We explore the history of the Constitution in American culture and politics, using the writings of historians such as Eric Foner, Akhil Reed Amar, and Jill Lepore to give context to historical documents. Throughout American history various interest groups have fought over the meaning of the Constitution, using history to make their arguments. We take a look at two critical areas of constitutional meaning that are hotly contested today: the 14th amendment and its relationship to individual rights, and the Constitution and the national economy. We look at contemporary issues such as gay rights, citizenship, gun control, and economic regulation through the cultural and political commentary that exists on television, in film, and on the Internet. For the final project students participate in a Constitutional convention in which they propose amendments to the Constitution. 3 credits

LINDA TVRDY (J.D., George Washington University; Ph.D. candidate in United States History at Columbia University) has taught at Columbia since 2002 and is a recipient of the Littleton-Griswold Research Grant from the American Historical Association.

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FOREIGN LANGUAGES

Foreign languages represent an important part of the traditional liberal arts curriculum that is increasingly relevant in the interdependent global community of the twenty-first century. Knowledge of one or more foreign languages is a valuable asset for students considering graduate school or seeking employment in the international field. Students at The New School have the opportunity to study more than 15 foreign languages at levels from beginner to advanced.

Foreign Languages at The New School are offered as part of the Undergraduate Degree programs (3-credit language courses, which meet twice a week for 80 minutes during the day) and the Continuing Education program (2-credit, 3-credit, or 4-credit intensive courses, which meet once a week for 110 or 225 minutes, or 110 minutes twice a week in the evening or weekend). Degree students interested in Arabic, Chinese, French, Italian, Japanese, Latin, or Spanish should, whenever possible, register for 3-credit day courses. Degree students interested in languages only offered through the Adult Education program (i.e., German, Hebrew, Portuguese, Russian, Sign Language, Tibetan and Yiddish) may register for these 2-3 or 4-credit courses.

Placement in the appropriate level:

Students who have studied a language in high school or college can place themselves in the appropriate level by using the following formula: one year of high school foreign language equals one semester of foreign language study (i.e., one 3 -credit course) at the college level. For example, a student who has completed four years of high school Spanish should enroll in Spanish Advanced 1.

Students with a score of 4 on an Advanced Placement test in a foreign language should enroll in Advanced Level 1. Students with a 5 on an Advanced Placement test in a foreign language should enroll in either Advanced Level 1 or 2.

Students with questions or with reason to believe that this does not accurately measure their knowledge of a foreign language (e.g., it has been several years since they last studied the language) should either call (212.229.5676) or email (foreignlanguages@newschool.edu) the Department office to set up an appointment to discuss alternate placement.

Language	Code	Course #	Sec.	CRN	Title	Day	Time	Credits
Arabic	NARB	1101	A	3477	Intro 1	TR	12:00-1:20pm	3
	NARB	1103	A	5291	Intro 3	TR	2:00-3:20pm	3
Chinese	NCHM	1101	A	3844	Intro 1	MW	4:00-5:20pm	3
	NCHM	1101	B	3495	Intro 1	TR	10:00-11:20am	3
	NCHM	2101	A	5292	Intermediate 1	MW	10:00-11:20am	3
French	NFRN	1101	A	6975	Intro 1	MW	12:00-1:20pm	3
	NFRN	1101	B	3845	Intro 1	MW	2:00-3:20pm	3
	NFRN	1101	C	3499	Intro 1	TR	8:00-9:20am	3
	NFRN	1101	D	3498	Intro 1	TR	10-11:20am	3
	NFRN	2101	A	3500	Intermediate 1	MW	4:00-5:20pm	3
	NFRN	2101	A	6039	Intermediate 1	TR	2:00-3:20pm	3
	NFRN	3101	A	5296	Advanced 1: La France à l'écran	TR	12:00-1:20pm	3
Italian	NITL	1101	A	3503	Intro 1	MW	10:00-11:20am	3
	NITL	1101	B	5329	Intro 1	MW	2:00-3:20pm	3
	NITL	1101	C	3505	Intro 1	TR	12:00-1:20pm	3

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	NITL	2101	A	3538	Intermediate 1	TR	12:00-1:20pm	3
Japanese	NJPN	1101	A	3507	Intro 1	MW	12:00-1:20pm	3
	NJPN	1101	B	5298	Intro 1	MW	4:00-5:20pm	3
	NJPN	1101	C	3852	Intro 1	TR	8:00-9:20am	3
	NJPN	1102	A	3853	Intro 2	TR	10:00-11:20am	3
	NJPN	2101	A	3508	Intermediate 1	TR	12:00-1:20pm	3
	NJPN	2102	A	6981	Intermediate 2	TR	12:00-1:20pm	3
	NJPN	3101	A	6980	Advanced 1	MW	10:00-11:20am	3
Latin	NLTN	1110	A	TBD	Latin: Philosophy	TR	12:00-1:20pm	3
Spanish	NSPN	1101	A	3488	Intro 1	MW	10:00-11:20am	3
	NSPN	1101	B	3487	Intro 1	TR	10:00-11:20am	3
	NSPN	1101	C	6987	Intro 1	TR	4:00-5:50pm	3
	NSPN	2101	A	3489	Intermediate 1	MW	12:00-1:20pm	3
	NSPN	3100	A	6999	Cita en Espanol	TR	12:00-1:20pm	3
	NSPN	3102	A	5325	Advanced 2: Espana a través del Cine	MW	12:00-1:20pm	3

COURSE DESCRIPTIONS FOR 3-CREDIT COURSES LISTED ABOVE:

Arabic

NARB 1101, Arabic Introductory 1

This course is an introduction to Modern Standard Arabic (MSA) intended for students with no prior knowledge of Arabic. It aims at laying the foundation for the four language skills: listening, speaking, reading and writing. The students will spend the semester recognizing and producing Arabic language sounds accurately, talk about simple daily life situations, read and understand words, phrases, and sentences, and write various forms of the Arabic alphabet, graduating on to basic sentences, short notes and memos. This course is based on the communicative approach in language teaching and learning. It focuses on the functional usage of the language and on communication in context.

NARB 1103, Arabic Introductory 3

This course is a continuing introduction to Modern Standard Arabic (MSA). It aims at further developing and advancing the four language skills: listening, speaking, reading and writing. The students will spend the semester comprehending audio and video materials accompanying the textbook, which includes conversations by native speakers discussing aspects of Arabic culture. They will be able to discuss these materials in Arabic as well as read and write grammatically correct short paragraphs on a variety of topics with the help of an Arabic dictionary. This course is based on the communicative approach in language teaching and learning. It focuses on the functional usage of the language and on communication in context. **Prerequisite:** Arabic Intro 2 or the equivalent.

Chinese (Mandarin)

NCHM 1101, Introductory 1

Chinese Intro 1 is designed for students with no prior exposure to Chinese language. The goal of this course is to build up vocabulary and sentence patterns in communicative contexts with a solid foundation in pronunciation. Students will develop their ability to carry out simple conversations in Chinese on a range of topics. Reading and writing (using traditional characters) will be introduced in conjunction with speaking and listening skills.

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NCHM 2101, Intermediate 1

The goal of Chinese Intermediate 1 is to continue to build up level-appropriate vocabulary and sentence patterns in communicative contexts. Students will expand their ability to carry out conversations in Chinese on tasks of everyday life. Reading and writing will be developed in conjunction with speaking and listening skills. Both traditional and simplified characters will be used in the course. **Prerequisite:** Chinese Intro 2 or the equivalent.

French

NFRN 1101, Introductory 1

This first course is designed for students with no previous knowledge of French or students with one or two years of high school French taken five or more years ago. Students build a solid basis in oral and written skills upon which to develop and expand their knowledge of the French language and culture. In-class time includes a wide range of activities, including listening, role-playing, writing, etc. Grammar covers the present of regular and most common irregular verbs, the near future and basic French idioms. Basic everyday vocabulary is emphasized.

NFRN 2101, Intermediate 1

Beginning with a review of basic French grammatical structures, this course moves on to cover more complex forms such as the conditional and the subjunctive. Special attention is paid to increasing students' ability to understand spoken French and to converse on a number of topics pertaining to different times and places, particularly French-speaking countries. Students also begin to write short compositions on chosen topics and make oral presentations to the class. **Prerequisite:** French Intro 2, the equivalent, or permission of the instructor.

NFRN 3101, Advanced 1: La France à l'écran

In this course, students will develop and hone an appreciation for French literary texts of various periods, from the Renaissance to the twentieth century. The course will focus on a variety of literary formats, including novels, plays, and poetry. Students will further expand their speaking and writing skills through class discussions and short essays. **Prerequisite:** French Intermediate 2 or the equivalent.

Italian

NITL 1101, Introductory 1

This course is aimed at developing proficiency in the four language skills: listening, speaking, reading and writing. It introduces basic vocabulary and grammar and provides opportunities for students to enhance their understanding and appreciation of Italian culture through songs, videos, dialogues and other communicative activities. Intended for students with no previous knowledge of Italian.

NITL 2101, Intermediate 1

Beginning with a review of basic Italian grammatical structures, this course moves to cover more complex forms. Special attention is paid to developing students' conversational abilities on a wide range of topics in Italian. Students also write short compositions on chosen topics and make oral presentations to the class. **Prerequisite:** Italian Intro 2, the equivalent, or permission of the instructor.

Japanese

NJPN 1101, Introductory 1

This course is designed to introduce elementary Japanese to students with no previous background in the language. It is aimed at developing basic proficiency in the four language skills: speaking, listening, reading and writing. This course introduces the three Japanese writing systems from the beginning of the semester. Students are required to learn all 46 Hiragana and 46 Katakana, as well as 43 Kanji (Chinese characters). Course covers Chapters 1 through 4 of the textbook *Genki I*.

NJPN 1102, Introductory 2

This course is designed for students who already have a basic knowledge of Japanese vocabulary and sentence patterns, including Hiragana and Katakana. Students will develop familiarity with Japanese culture by learning

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communicative contexts and strategies. We will cover Chapters 5 through 8 of *Genki I*. Students are required to learn 57 Kanji (Chinese characters) during the semester. **Prerequisite:** Japanese Intro I or equivalent.

NJPN 2101, Intermediate 1

Intended to enhance and increase proficiency beyond the basic level in the four language skills. Students are expected to have a good command in both Hiragana and Katakana. Students will develop familiarity with Japanese culture in a Japanese-speaking environment. A total of 59 Kanji (Chinese characters) will be introduced during the semester. Intermediate I covers Chapters 9 through 12 of *Genki I*. **Prerequisite:** Japanese Intro 2 or the equivalent.

NJPN 2102, Intermediate 2

Students will acquire complex grammatical constructions, increase vocabulary and Kanji knowledge, and continue to improve their skills in expressing themselves and exchanging information on a wide range of topics. Teaching is conducted in Japanese whenever possible. Students are expected to learn 64 Kanji (Chinese characters) during the semester. We will cover Chapters 13 through 16 of the *Genki II* textbook. **Prerequisite:** Japanese Intermediate 1 or equivalent.

NJPN 3101, Advanced 1

Students continue to learn complex grammar structures, to expand their vocabulary, and to refine their conversational skills. Training in aural and oral proficiency in spoken Japanese through exercises, classroom interactions and audio-visual materials will continue. Practice inside and outside of the classroom will incorporate cultural information and practical applications of the language. The total of 77 kanji will be introduced during the semester and we will cover Chapters 17 through 20 of *Genki II* textbook. **Prerequisite:** Intermediate 2 or equivalent.

Latin

NLTN 1108, Latin: Philosophy

This course for beginning and intermediate Latin students traces the development of western philosophy from Augustine to the Enlightenment. We learn just enough Latin to study and contemplate the writings of such philosophers as Anselm, Aquinas, Luther, Descartes, Hobbes, and Spinoza, as they were originally expressed.

Spanish

NSPN 1101, Introductory 1

Intended for students with no previous knowledge of Spanish. Students learn the basic vocabulary, grammar, and culture of Spain and Latin America in a classroom setting that enhances and develops communication skills at a beginner level.

NSPN 2101, Intermediate 1

This intermediate-level course begins with a review of the basic grammar structures of the Spanish language and moves on to more complex grammatical forms, such as the subjunctive and conditional tenses and relative pronouns. Special attention is given to improving the student's ability to understand spoken Spanish and converse as well as write short descriptive paragraphs on a number of topics pertaining to different times and places.

Prerequisite: Spanish Intro 2 or the equivalent.

NSPN 3100, Cita en Espanol

Students expand their vocabulary and knowledge of Spanish, border, and Latin American culture in a classroom setting that enhances and develops communication. In-class discussions are on readings, films, and important social and political issues in Latin America and Spain, including the environment, religion, and gender roles. **Prerequisite:** Spanish Intermediate 2 or the equivalent.

NSPN 3102, Advanced 2: Espana a través del Cine

Description pending. **Prerequisite:** Advanced 1 or the equivalent.

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Continuing Education in Foreign Languages

In addition to the courses listed above, The New School for General Studies offers in its evening and weekend sessions a number of other language courses (2-3 and 4-credit courses) that, while intended primarily for adult learners, are open to undergraduate degree students under certain conditions. For example, degree students may register for courses in languages or literature/culture that are not taught during the day and are offered only in the evening or weekend sessions. Likewise, students who cannot fit a 3-credit day language course into their schedule may enroll for an evening class.

- 4-credit "intensives" cover the equivalent of one and half semesters at the introductory and intermediate levels of courses at the 2-credit level. Two semesters in Arabic, German, Italian and Spanish – one and a half in French.
- Please note the different start and end dates for these courses except a couple of 3-credit evening courses which start at the same time day courses start.
- Most 2-credit foreign languages are taught in a six-term course sequence, described as Levels 1 - 6.
- Each level corresponds to one semester of study.
 - Levels 1 and 2 = beginning stages of language learning
 - Levels 3 and 4 = introductory/intermediate stages
 - Levels 5 and 6 = intermediate/advanced stages
- The study of Arabic at the 2-credit level follows a sequence of courses different from the one outlined above.
 - Levels 1 - 4 = introductory stages of language learning
 - Levels 5 and 6 = intermediate stages
 - Levels 7 and 8 = advanced stages
- Students with prior study of a foreign language should place themselves in the appropriate level (see placement information above for how to do this) or should consult with the Chair of Foreign Languages.

2- 3-and 4-Credit Courses:

Foreign Language courses offered through Continuing Education meet (2-credit classes for 1 hour, fifty minutes once a week, 13 weeks / 4-credit classes for 3 hours, forty-five minutes once a week or twice a week for 1 hour, fifty minutes, 13 weeks/ 3-credit classes for 1 hour, fifty minutes once a week, 15 weeks). These classes are fast-paced and students are expected to supplement their 2 or 4 hours of class time with at least 4-6 hours of homework each week. The following languages are taught only in the evening and weekend CE program:

German	=	NGRM
Modern Hebrew	=	NHBW
Portuguese	=	NPRT
Russian	=	NRSN
Sign Language	=	NSLN
Tibetan	=	NTBN
Yiddish	=	NYDH

Students can find the specific CRNs and schedules by using the search function in ALVIN, with the appropriate subject code:

These courses can also be found in the New School for General Studies Bachelors Program Catalog:

http://www.newschool.edu/ba/02f_courseinfo.aspx?s=3

Students who do need to register for a CE or Continuing Education 2-3 or 4-credit course must be certain to manually make the change from "0" credits to "2" "3" or "4" credits during their web registration. When web-registering, students should ignore the grade mode, which will default to non-credit (and which students have no way to change). The Registration Office will automatically change it to standard letter grade overnight after a student is registered for the course.

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INTRODUCTORY COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

ART

Course Title: **Himalayan Buddhist Visual Culture**
Faculty: **TBA**
Course Subject: **LARS**
Course Number: **2871**
CRN: **7151**
Schedule: **Friday 12-2:40pm**
Credits: **4**

Econometrics is the field of statistical inquiry using economic data, which emphasizes on estimation and testing of the parameters used to specify economic models. In this course, students learn about linear regression, starting from foundations in probability theory. Topics covered from multiple perspectives include parameter estimation, hypothesis testing, and the statistical properties of estimators. Time permitting, the course may conclude with discussions about how the techniques covered can be extended to time-series analysis and other advanced topics.

ECONOMICS

Course Title: **Intro to Econometrics**
Faculty: **TBA**
Course Subject: **LECO**
Course Number: **2011**
CRN: **6461**
Schedule: **Monday & Wednesday 10-11:40am**
Credits: **4**

Econometrics is the field of statistical inquiry using economic data, which emphasizes on estimation and testing of the parameters used to specify economic models. In this course, students learn about linear regression, starting from foundations in probability theory. Topics covered from multiple perspectives include parameter estimation, hypothesis testing, and the statistical properties of estimators. Time permitting, the course may conclude with discussions about how the techniques covered can be extended to time-series analysis and other advanced topics.

EDUCATION STUDIES

Course Title: **Introduction to Educational Theory**
Faculty: **Jaskirin Dhillon**
Course Subject: **LEDU**
Course Number: **2801**
CRN: **4675**
Schedule: **Tuesday & Thursday 10-11:40am**
Credits: **4**

By exploring the beliefs, goals, and practices of education in American life, this course examines the relationship between schooling, democracy, and American society. Drawing on classic and contemporary thought from the intellectual traditions of educational anthropology, history, philosophy, and sociology, it introduces students to some of the important texts and ways of thinking about education in the U.S. Seminar topics include the role of schools and education in American society; the development and organization of schools; philosophical and pedagogical theories of how people learn and the purposes of education; how schools reproduce (or can interrupt) larger social inequalities; historical and contemporary

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issues surrounding race and ethnicity in schools; and the role of families and communities in the education of young people.

ENVIRONMENTAL STUDIES

These courses are part of the University-wide Environmental Studies Program.

(There are additional introductory Environmental Studies courses listed in this document under Interdisciplinary Science.)

*** Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.**

Course Title: **Ecological Communication Design**

Faculty: **TBA**

Course Subject: **PSDS**

Course Number: **1600**

CRN: **TBA**

Schedule: **Monday & Wednesday 9-11:40am**

Credits: **3**

In this course, you will learn the need for, and some introductory techniques to, visually communicate environmental phenomena. Ecosystems and risks of damaging impacts to the sustainability of ecologies tend not to be visible. Toxins are too small or pollutants too voluminously dispersed to be immediately visible, as are the complex consequences of emissions from industrial systems. Consequently, environmental science and environmental activism require careful strategies for visualizing ecological relations. This course, via its computer lab sections, will introduce you to a range of visual communication principles, techniques and tools, such as: figurative and diagrammatic image composition, digital image manipulation, page composition, sequential art, typography and information design. By the end of the course you will have familiarity with the key Design Software and be able to produce to an introductory level resolved compact digital files and print materials. These elements of visual communication design will be learned in the context of seminars about the history of visualizations in environmental science and activism, with topics such as: romantic landscape painting and the establishment of national parks, nature conservation and animal photography, scientific illustrations and the birth of ecology, diagramming ecosystems, visual narratives and ecological politics, visualizing quantitative information and environmental policy, sketching scenarios of desirable sustainable futures. *This course is an introduction to visual literacy related to Environmental Studies. It is an introductory level, Non Liberal Arts course open to all Bachelor students. If a student has completed Foundation year or has completed Design 1 they should not take this course.*

Course Title: **Environment and Society**

Faculty: **TBA**

Course Subject: **UENV**

The state of the air, water, and soil climate change, habitat conversion, invasive species, biodiversity decline, deforestation, overfishing, and many other environmental issues are at the core of most of our pressing economic, social, political and human health concerns. This course examines the roots of the modern environmental crisis, reviewing the most current environmental issues and the underlying science for a critical look at how societies have interacted with the natural environment past and present and requirements for a sustainable future. The course consists of small group discussions, readings and case studies

Course Number: **2000**

CRN: **4657**

Schedule: **Tuesday & Thursday 10-11:20am**

Credits: **4**

Note: Open to all NSU bachelor level students.

Course Number: **2001**

CRN: **6762**

Schedule: **Monday 6-7:50pm**

Credits: **3**

Note: Recommended for Bachelor Program Students. Open to all NSU bachelor level students.

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Course Title: **Planning Sustainable Cities**
Faculty: **Nevin Cohen**
Course Subject: **UENV**
Course Number: **2510**
CRN: **6765**
Schedule: **Monday & Wednesday 8-9:20am**
Credits: **3**

This course explores how urban planning affects the sustainability of cities, for better or worse. Students study land-use practices that have, over decades, led to traffic congestion, air pollution, inefficient energy consumption, loss of open space, inequitable resource distribution, and the loss of community. They explore and evaluate planning principles and tools that are designed to halt, reduce, and reverse the negative effects of poor planning on the urban environment. There are presentations by community activists, government planners, and private developers who are working in the New York metropolitan region to advance sustainable land use planning.

Course Title: **The Harbor and the Hudson**
Faculty: **Robert Buchanan**
Course Subject: **UENV**
Course Number: **2530**
CRN: **7098**
Schedule: **Wednesday 4-5:50pm**
Credits: **3**

This course offers an introduction to the geography, history, and contemporary politics of New York Harbor, its surrounding estuary, and the principal waterways – especially the Hudson River – that connect to it. Weekly lectures and multimedia presentations by New School faculty and guests will address a wide range of harbor- and Hudson-related topics, including the state of Native American society at contact; the cultural legacy of New Amsterdam; the harbor's contribution to the rise of New York City as an economic powerhouse; the role of the Hudson in the development of a new national psyche and the distinctly American lifestyle and sensibilities that resulted; and the contemporary prospects for the ecological restoration of the estuary and the watershed that feeds it. *Notes: There are at least four Saturday field trips; participation in two is mandatory.*

GLOBAL STUDIES

These courses are part of the University-wide Global Studies Program.

*** Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.**

Course Title: **Cultures of Corruption**
Faculty: **Smoki Musaraj**
Course Subject: **UGLB**
Course Number: **2400**
CRN: **7120**
Schedule: **Tuesday & Thursday 10-11:40am**
Credits: **4**

Corruption has been a subject of political debate since the ancient times. But *what exactly* constitutes corruption changes over time, across cultures and political systems. Today, accusations of corruption abound in national and international affairs. They are one of the key reasons for the recent revolutions that swept across the Arab world, a major source of discontent with the authoritarian regime in China, an expression of frustration with the monopoly of economic resources in pseudo-democratic Russia, a source of U.S. foreign policy quandary over allegations of bribery and kickbacks in the U.S. backed government of Afghanistan. These situations raise important questions about ethics in government, about the use and abuse of public office, and the political ramifications of accusations of corruption beyond national borders. This course explores the different meanings of corruption across these various contexts. Through a study of different understandings of corruption, we question the relation between public and private in politics and we compare the different systems of cultural, political and economic values that produce corruption. We discuss, on the one hand, the social meanings that gifts, favors, and bribes have in different cultures. Given these varying value systems, we then

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critically engage with the recent global anti-corruption 'warriors' (international organizations, NGOs, government agencies) that measure and compare perceptions of corruption cross-culturally—from the allegedly least corrupt Sweden to the allegedly most corrupt Somalia. We explore the various implications that these assessments have on the politics of allocating development aid and inscribing North-South relations of dependency and hierarchy.

Course Title: **DisOrder and InJustice**
Faculty: **Jonathan Bach**
Course Subject: **UGLB**
Course Number: **2110**
CRN: **TBA**
Schedule: **Tuesday 12-2:40pm**
Credits: **3**

Our world is interconnected, this we know—but how did these connections come to be and what are their implications? Are we pawns or players in the global system? Why do the best-laid plans for peace, prosperity, and justice seldom work as we wish despite heroic efforts? What is our responsibility to others and to ourselves? This class explores the “global” by asking about the forms of order and justice that frame our understanding, experience, and interaction with the world. Order is often associated with normalcy and stability, and disorder with exceptional or undesirable situations. We often hear about the promise of “new world orders” and the perils of disorder. But what is normal and exceptional, and for whom, is not as straightforward as it might seem! Connected to our construction of order is the question of justice: does one imply the other? How does the concept of justice take different forms at local, national, and global levels? With an ethnographic eye towards intersection of the global and the local we look at how concepts of order and justice are structured, perceived, measured, and dealt with in practice. The readings, drawn mostly from the social sciences, are meant not to convince us of the rightness of a particular approach but to stimulate our own investigations into the meaning and function of (dis)order and (in)justice in our world today. Students will form small groups to follow specific topics of their choosing (in consultation with the instructor) throughout the course, tracing how questions of order and justice shape, constrain, and enable the relation between the global and the local.

Course Title: **Governing the Global**
Faculty: **Alexandra Delano**
Course Subject: **UGLB**
Course Number: **2210**
CRN: **TBA**
Schedule: **Tuesday & Thursday 12-1:40pm**
Credits: **4**

Who “governs” the global and in whose interests? Can international institutions and organizations like the United Nations or the World Bank make global governance work? Are alternatives necessary or possible? This course examines the actors that participate in global governance from two perspectives. First, we study the historical development, goals, and performance of international organizations and the regimes and norms upon which they are based. Second we look at global civil society and how it adapts to changes in citizenship, sovereignty and identity in a globalized world. The course, organized as a seminar, will provide a rich conceptual framework and examine case studies on issues such as human rights, global warming, labor migration, refugees, free trade, human security and regional integration. Students will become familiar with scholarly and policy debates on global governance, drawing from academic readings in International Relations and Political Science, as well as primary source documents, news articles, documentaries, films, podcasts and other sources. A final research project will provide students the opportunity to explore select issues in depth, focusing on the connections between the local and the global.

Course Title: **History, Place, and Conscience: Investigating Guantánamo Bay**
Faculty: **Julia Foulkes**
Course Subject: **UGLB**
Course Number: **3516**
CRN: **TBA**
Schedule: **Monday 6-7:50pm**
Credits: **3**

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Guantánamo Bay has come to symbolize all that has gone wrong with U.S. foreign policy. While the U.S. naval base has played a critical role in recent battles over terrorism, the base's creation in 1903 and its ongoing, various uses encapsulate many of the policies and politics in U.S. history for the last one hundred years. This course uses the naval base to investigate imperialism and colonialism, international law, labor, immigration, public health — and what we remember and forget of the past. In a unique collaboration with the organization *International Coalition of Sites of Conscience*, we look to support their ongoing Guantánamo Public Memory Project to research, reconstruct, interpret, and present the history of Guantánamo Bay to a larger audience. This will afford us the exciting opportunity to research individuals involved throughout the base's history, allowing us to constantly inquire into the role that Guantánamo plays in our understanding of the U.S.

Course Title: **Post Colonial Theory**
Faculty: **Arya Zahedi**
Course Subject: **UGLB**
Course Number: **3211**
CRN: **TBA**
Schedule: **Wednesday 6-7:50pm**
Credits: **3**

This course attempts to understand the theories that make up what has generally fallen under the term "post-colonial theory." We begin by understanding the concepts that gave birth to the paradigm that this body of work attempts to critique. While understanding these questions conceptually, we attempt to historicize them and understand the development of the theory as related to an actual historical development. The main cornerstone on which this course rests is the question of the binary between East and West. How did Europe and the European come to be as a historical subject? How did this European come to know himself and his "Other?" How did this "other" come to know herself? We look at various sources, from philosophy, social science, film, and literature to help us through this maze in order to look at both the problems posed and the solutions offered.

HISTORY

Course Title: **Class Wars in US History**
Faculty: **David Huysen**
Course Subject: **LHIS**
Course Number: **2150**
CRN: **6473**
Schedule: **Monday & Wednesday 8-9:40am**
Credits: **4**

Course Description will be available on the Lang website.

Course Title: **US in the Age of Revolution**
Faculty: **Nathan Perl-Rosenthal**
Course Subject: **LHIS**
Course Number: **2152**
CRN: **7194**
Schedule: **Tuesday & Thursday 4-5:40pm**
Credits: **3**

Course Description will be available on the Lang website.

INTERDISCIPLINARY SCIENCE

Course Title: **Chemistry of Life**
Faculty: **Bhawani Venkataraman**
Course Subject: **LSCI**

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Course Number: **2828**

CRN: **7157**

Schedule: **Monday & Wednesday 10-11:40am**

Credits: **4**

This course investigates basic chemical concepts in the context of topics relevant to chemical evolution and the chemistry that supports life today. Through an understanding of the chemistry and environmental conditions of early earth, the course considers ideas on how the environment supported the synthesis of molecular building blocks of life and how these building blocks become more complex molecules. Also covered is current research on how these complex molecules set the stage for "proto-life". The course incorporates computational molecular modeling and simulation software packages to investigate and visualize chemical concepts. This course satisfies the Foundation requirement for Interdisciplinary Science majors and is offered every year in the fall.

Course Title: **Constructing Laws of Nature**

Faculty: **David Morgan**

Course Subject: **LSCI**

Course Number: **2020**

CRN: **5788**

Schedule: **Monday & Wednesday 2-3:40pm**

Credits: **4**

Sometime during the 17th century, the field of natural philosophy gave rise to a pursuit that we would recognize today as the science of physics. In this class, we examine the origins of the scientific study of nature primarily through the works of Galileo and Newton, contrasting them with what came before and comparing them to what came after. As part of this discussion, we will address the philosophical issue of what constitutes science, explore the relationship between science and mathematics, and consider what it means to speak of the laws of nature. Are laws of nature something that scientists discover, or something they invent? This course satisfies the Foundation requirement for the Interdisciplinary Science major and is offered every year in the fall. *This course is a prerequisite for The Quantum Universe and Space, Time and Einstein.*

Course Title: **Energy and Sustainability**

Faculty: **Alan McGowan**

Course Subject: **LSCI**

Course Number: **2700**

CRN: **4705**

Schedule: **Monday & Wednesday 4-5:40pm**

Credits: **4**

The global increase in energy needs, the politicization of energy, and the growing threat of global climate change are all investigated in this interdisciplinary course. Starting with the history of the discovery of climate change, it investigates the interplay of the sciences, technology, math, and the social sciences. The science of energy from a physical and chemical perspective is discussed illustrating life's dependence on energy. A project based course, students select a country and develop an alternative energy plan for it. This course serves as a gateway course to the Interdisciplinary Science *major*, and is required of *IS majors*. *It is recommended that this course be taken in the freshman or sophomore year. This course is offered every fall, and is a prerequisite to the Renewable Energy course.*

Course Title: **Genes, Environment, and Behavior**

Faculty: **Katayoun Chamany**

Course Subject: **LSCI**

Course Number: **2040**

CRN: **4703**

Schedule: **Tuesday & Thursday 10-11:40am**

Credits: **4**

This course investigates the dynamic relationship between our genetic make up and our environments. Course sessions and assignments will retrace the experiments that led to the discovery of genes and their inheritance patterns, review molecular analyses to understand the functional products of genes, and reveal how the acquisition and accumulation of

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mutations and sex lead to diverse human behaviors that can be influenced by environmental factors in changing social environments. Course readings include newspaper articles, secondary scientific literature, and a textbook, while videos and CD-ROMS depicting molecular DNA techniques and their automation will clarify the more technical aspects of the course. *Prerequisite for all biology intermediate level courses, satisfies the Foundation requirement for the Interdisciplinary Science major, satisfies the elective for Psychology, and is offered every fall.*

Course Title: **Science and Politics of Infectious Diseases**
Faculty: **Laura Palermo**
Course Subject: **LSCI**
Course Number: **2840**
CRN: **4708**
Schedule: **Monday & Wednesday 2-3:40pm**
Credits: **4**

This course investigates the role that infectious diseases play in our changing world. Course discussions and readings review the complex interaction between host and pathogen, the biological processes underlying infection, treatment, and prevention, and the socio- economic/political factors that influence infectious disease progression, such as urbanization, climate change, and cultural practices. Topics include: the human immune system, the rise of drug resistant microbes, and biotechnological advances in diagnostic and vaccine development. Each student is assigned a disease for the semester and presents both the biological and the sociological perspectives of the disease during the last third of the class. *This course can count as a Foundation Course for the Biology of Health Track in the Interdisciplinary Science Major. This course is offered every Fall.*

Course Title: **The Quantum Universe**
Faculty: **David Morgan**
Course Subject: **LSCI**
Course Number: **2030**
CRN: **7156**
Schedule: **Monday & Wednesday 10-11:40am**
Credits: **4**

This course investigates the bizarre world of quantum mechanics, the science of the very small, where the certainty and predictability of the world-at-large dissolves into uncertainty, randomness, and probability. Students explore the early history of quantum ideas (from the likes of Planck, Bohr, Einstein, and Heisenberg) as well as the modern so-called "Standard Model" of fundamental particles and their interactions. The course also examines the ideas of string theory, multiple dimensions, and the ongoing quest for an ultimate "Theory of Everything."

MATHEMATICS

Course Title: **Calculus**
Faculty: **Marla Sole**
Course Subject: **LMTH**
Course Number: **2040**
CRN: **4697**
Schedule: **Monday & Wednesday 2-3:20pm**
Credits: **3**

This course is an introduction to the study of differential calculus. Topics include limits, continuity, derivatives of algebraic and exponential functions and applications of the derivative to maximization, and related rate problems. The principles of calculus are applied to business and economic problems.

Course Title: **Math Models in Nature**
Faculty: **Jennifer Wilson**
Course Subject: **LMTH**
Course Number: **2050**

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CRN: **4834**

Schedule: **Tuesday & Thursday** **10-11:40am**

Credits: **4**

This course combines aspects of quantitative reasoning and mathematical modeling. Quantitative reasoning is the ability to make sense of the numbers that surround us: to find patterns, to estimate, and to create mathematical models that help us make informed decisions. In this course students focus particularly on the role of difference equations to describe complex natural phenomena. Using spreadsheets as computational and graphical aids they develop the basic algebraic, computational, graphical, and statistical skills necessary to understand these models, and learn why difference equations are the primary tools in the emerging theories of chaos and complexity. *This course is required for the Interdisciplinary Science and Environmental Studies majors and is offered every semester.*

Course Title: **Math Tools for Social and Natural Sciences**

Faculty: **Jennifer Wilson**

Course Subject: **LMTH**

Course Number: **3006**

CRN: **4698**

Schedule: **Monday & Wednesday** **12-1:40pm**

Credits: **4**

This course provides students with the basic tools to model dynamic situations in the social and physical sciences. The first part of the course discusses applications to derivatives and integrals, optimization in one and two variables and basic linear algebra. The second half of the course examines systems of difference and differential equations. The focus of the course throughout will be on applications to economics and natural phenomena. *This course is a requirement for the Economics major and satisfies the second math requirement or the Intermediate requirement for the Interdisciplinary Science major. It is offered every fall.*

Course Title: **Mathematics and Images**

Faculty: **Jennifer Wilson**

Course Subject: **LMTH**

Course Number: **2102**

CRN: **6534**

Schedule: **Tuesday & Thursday** **2-3:40pm**

Credits: **4**

Mathematics has been described as the science of patterns, and the language of science. In this course, we will investigate the fascinating relationship between mathematical ideas and visual images. From Euclidean geometry to fractals, mathematicians have striven to analyze the visible world. They have also used visual images to clarify abstract mathematical ideas, inspiring new ideas and fundamentally altering the way we see the world. Topics will include: geometry and perspective; map-making; symmetry, tiling, and architectural decoration; works of Escher and other visual artists; representations of number, space, time and relations; graph and network theory; and chaos. *This course counts as an elective and there are no pre-requisites.*

Course Title: **Quantitative Reasoning**

Faculty: **Marla Sole**

Course Subject: **LMTH**

Course Number: **1950**

Section A: CRN: **4686**

Monday & Wednesday

10-11:20am

Marla Sole

Section B: CRN: **4689**

Monday & Wednesday

12-1:20pm

Marla Sole

Credits: **3**

This course reviews the fundamentals of elementary and intermediate algebra with applications to business and social science. Topics include: using percents, reading and constructing graphs, Venn diagrams, developing quantitative literacy skills, organizing and analyzing data, counting techniques, and elementary probability. Students are also exposed to using technology as graphical and computational aids to solving problems. *This course does not satisfy any requirement towards completion of the Interdisciplinary Science major.*

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Course Title: **Statistics**

Course Subject: **LMTH**

Course Number: **2020**

Section A: CRN: 4690	Monday & Wednesday	12-1:20pm	Audrey Nasar
Section B: CRN: 4691	Monday & Wednesday	12-1:20pm	TBA
Section C: CRN: 4692	Monday & Wednesday	2-3:20pm	Audrey Nasar
Section D: CRN: 4813	Tuesday & Thursday	10-11:20am	Audrey Nasar
Section E: CRN: 4695	Tuesday & Thursday	12-1:20pm	Audrey Nasar
Section F: CRN: 4975	Monday & Wednesday	8-9:20am	Steve Bollon

Credits: **3**

This course covers techniques used to collect, organize, and present data graphically. Students learn how to calculate measures of center and dispersion, apply probability formulas, calculate confidence intervals, and test hypotheses. This course also provides an introduction to software used to analyze and present statistical information. *This course is designed for students in marketing and does not use SPSS, which is commonly employed in psychological studies. If you are a student in Lang, you may wish to check with your department to see if SPSS is required for your field of study.*

Course Title: **Statistics with SPSS**

Course Subject: **LMTH**

Course Number: **2030**

Section A: CRN: 4696	Monday & Wednesday	10-11:40am	Robert Canales
Section B: CRN: 5739	Monday & Wednesday	4-5:40pm	Robert Canales

Credits: **4**

This course is an introduction to statistics using the software package SPSS. Emphasis is on exploring quantitative data and applying concepts to a range of situations. Topics include descriptive statistics, basic probability, normal distributions, correlation, linear regression, and hypothesis tests. The course combines lectures, discussions, and computer assignments. During the semester, students meet at a computer lab to learn specific software skills. Students are expected to go to the lab on a regular basis to complete homework assignments and explore the functionality of SPSS. *This course fulfills the second math requirement for the Interdisciplinary Science major and requirements for the Psychology and Environmental Studies majors. It is offered every semester.*

POLITICS

Course Title: **Conflict-Inequality in International Affairs**

Faculty: **Rafi Youatt**

Course Subject: **LPOL**

Course Number: **2806**

CRN: **7154**

Schedule: **Tuesday & Thursday** **10-11:40am**

Credits: **4**

This course introduces students to some of the central themes in international affairs, including war and peace, power and morality, and inequality and justice. It begins with a brief historical overview of the international state system and engages with contending theoretical perspectives that seek to explain order and instability in it. It then addresses conflict and cooperation. Themes considered include the relationship between war and democracy; the contested nature of power politics; the potentials and pitfalls of international law; the ethics of terrorism and the war on terror; and the impact of transnational activism on world politics. Finally, the course addresses the themes of inequality and hierarchy, by examining development politics and international institutions; free trade and globalization; and debates over empire and global governance.

RELIGIOUS STUDIES

Course Title: **Hebrew Bible in Context**

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Faculty: **Fran Snyder**
Course Subject: **LREL**
Course Number: **2070**
CRN: **3785**
Schedule: **Tuesday & Thursday** **12-1:40pm**
Credits: **4**

Two contexts influence our reading of the Hebrew Bible: the ancient Near East, in which the Bible was formed, and contemporary America, from which we view the canonical text. In this course, students begin reading the Bible alongside the literatures of Mesopotamia and Egypt. Emphasis shifts to the Bible itself, and various biblical genres--poetry, narrative, history, and law--are studied. Biblical ideas of monotheism, covenant, and prophecy are introduced. In addition, students learn modern scholarly methods of reading and analyzing the Bible. Throughout the course students are challenged to negotiate the tension between modernity and antiquity, to replace received notions of the Bible with fresh appraisals, and to learn to read it critically and with an eye for its literary beauty.

SOCIOLOGY

Course Title: **Urban Sociology**
Faculty: **Virag Molnar**
Course Subject: **LSOC**
Course Number: **2850**
CRN: **4710**
Schedule: **Friday** **12-2:40pm**
Credits: **4**

The course offers a survey of the central themes of urban sociology. It draws attention to the spatial dimension of social processes, highlighting the impact of space and the built environment on social life. It emphasizes the significance of the city as a strategic research site for sociology, showing how the study of the modern city offers a lens into key social processes such as social inequality, immigration, and social conflict. The course examines the distinctiveness of the city as a form of social organization. It covers a broad range of topics including street life, crime and the informal economy, the relationship between spatial and social segregation, urban riots and mass protests, the impact of shopping malls and suburbanization, the importance of public space, changes brought about by globalization, and challenges facing cities in the wake of terrorism.

URBAN DESIGN

These courses are part of the University-wide Urban Design Program.

Course Title: **Design 1: Street Life**
Faculty: **Victoria Marshall**
Course Subject: **PUUD**
Course Number: **2010**
CRN: **5486**
Schedule: **Tuesday & Friday** **3-5:40pm**
Credits: **3**

This course will engage cities through an urban design lens. Urban policy and management have dominated our imagination of how change occurs in urban environments; however change always happens independent of these measures. Urban design is a fresh way of looking at cities where all change is engaged toward revealing new patterns of urban life. Urban design works at micro and macro scales, linking our sensory perceptions to material, economic and information flows by engaging the messy life of cities. We will begin this exercise through several fieldwork exercises, learning from observation and documentation of the street life of one NYC street using photography, video and drawing. We will also learn about changes in neighborhood messiness over time using a patch dynamic approach. Finally, we will propose change to the life of one street using design scenarios. *Open to any Bachelors level student. This is a Non-Liberal Arts Course.*

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Course Title: **Drawing: Perceptual Methods**

Faculty: **Jose DeJesus**

Course Subject: **PUUD**

Course Number: **2110**

CRN: **TBA**

Schedule: **Monday 12-2:40pm**

Credits: **3**

Perceptual Methods will introduce students to an ecological approach using analogous drawing exercises and a reading and discussion sequence. Important in this class is introspective exploratory design and research through drawing and the development of a final project. As humans, we continuously create images in our heads that explain our bodies to us. Similarly we continuously create images of our cities as we distractedly walk down the street. In this way our bodies are images amongst other images. As designers we can engage these circuits of images toward new assemblies and environments. Students will explore this relational system for working, thinking and being in the city toward a goal of recognizing their own ecological point of view as well as those of others, and finally as a way of focusing the everyday image-making on pressing issues and challenges of today. *Open to any Bachelors level student. This is a Non-Liberal Arts Course.*

URBAN STUDIES

These courses are part of the University-wide Urban Studies Program.

Course Title: **Consuming Cities**

Faculty: **Scott Salmon**

Course Subject: **LURB**

Course Number: **2016**

CRN: **5773**

Schedule: **Tuesday & Thursday 10-11:40am**

Credits: **4**

This course offers a global perspective on the changing character of cities and the increasing importance that consumption and consumer culture plays in the construction of urban life. Consumption has become both a means and motor of social change; an active ingredient in the construction of space and place; and in constructing subjectivity and social selfhood. Cities are simultaneously being restructured as engines of consumption - providing the contexts in which goods and services are marketed, compared, purchased, used, and displayed - just as they are themselves increasingly being commodified and, in a very real sense, consumed. Increasingly, forms of spectacle have come to shape how cities are imagined and to influence their character and the practices through which we know them - from advertising and the selling of real estate, to popular music and youth cultures, to the regeneration of urban areas under the guise of the heritage and tourist industries. Using examples of cities such as New York, Sydney, Barcelona, Rio de Janeiro, Toronto, London, and Johannesburg this course explores how image and practice have become entangled in the mutual and dynamic relationship between urban development and consumption.

Course Title: **Everyday City**

Faculty: **Joseph Heathcott**

Course Subject: **LURB**

Course Number: **2007**

CRN: **6612**

Schedule: **Monday & Wednesday 10-11:40am**

Credits: **4**

This seminar explores the development of urban landscapes in twentieth century America. The major emphasis is on the dynamic relationship between architecture, technology, and built environments. We examine ordinary artifacts of human design, from factories and industrial processes, to homes, parks, ports, utilities, transportation systems, and information networks. At root, we are concerned with the cultural, political, and social meanings embedded in built environments, and with how groups contest landscapes over time. Not only will we study the production of landscapes such as the subways,

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Lincoln Center, and Levittown, we will also study the varied ways in which these landscapes are mapped, packaged, advertised, sold, and consumed. In the end, we will come to see the urban landscapes that surround us as part of a continual dialogue between producers and consumers, mediated through an ever-shifting envelope of culture.

Course Title: **Historic Preservation**
Faculty: **Joseph Heathcott**
Course Subject: **LURB**
Course Number: **2065**
CRN: **6613**
Schedule: **Tuesday & Thursday** **12-1:40pm**
Credits: **4**

Historic preservation is a critical practice vital to the life of contemporary cities. It is one of the most important innovations to shape the urban landscape in a generation, and it constitutes a powerful tool for citizens, planners, architects, designers, and policy makers. The preservation of buildings in urban environments involves a dense mix of motives, underwritten by a trillion dollar global industry in redevelopment, adaptive reuse, and tourism. At the same time, preservation involves fundamental questions of culture, memory, design, and the public good that arise around historic places. Why do we preserve buildings? How do we determine what is significant and what is disposable? Who should sit at the table where such decisions are made? Through readings, case studies, and on-the-ground laboratories, students will examine the range of possibilities that preservation offers to urban planning, design, place making, and community building. By the end of the seminar, students will gain a thorough understanding of the strengths, weaknesses, achievements and future challenges of urban preservation in a global age.

Course Title: **Urban Arts and Publics**
Faculty: **Gabrielle Bendiner-Viani**
Course Subject: **LURB**
Course Number: **2055**
CRN: **5875**
Schedule: **Monday & Wednesday** **10-11:40am**
Credits: **4**

This course will explore the multiple ways that ideas of the public, art, and community intersect in the urban realm, and will take a critical approach to consider the multiple definitions of these terms. The intersections that we will explore include the transformation of public space through physical and temporal art practices; art that attempts to engage different publics and communities; the politics of art in public life; the social, political, territorial, and personal roles of making marks on the city; and the rise of museums and art centers increasingly concerned with serving multiple kinds of communities. Not confined to contemporary practice, we will consider the breadth of these ideas over time, and will take a comparative approach considering three cities, New York, Los Angeles, and London, will ground the course in specific histories, projects and practices. Field trips to art sites and archives in New York City as well as hands-on projects will focus this course on practice as well as research.

INTERMEDIATE COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

(These courses assume prior knowledge of the subject matter and/or successful completion of (an)other course(s).

ECONOMICS

Course Title: **Economic Models and Methods**
Faculty: **Anwar Shaikh**
Course Subject: **LECO**
Course Number: **3824**
CRN: **6462**
Schedule: **Monday & Wednesday** **4-5:40pm**
Credits: **4**

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Course Description will be available on the Lang website.

Course Title: **Intermediate Microeconomics: Methods and Models**
Faculty: **Duncan Foley**
Course Subject: **LECO**
Course Number: **3823**
CRN: **3949**
Schedule: **Tuesday & Thursday** **12-1:40pm**
Credits: **4**

This course introduces students to modern economic methods of modeling social interactions. Topics include game theory as a method of conceptualizing social interaction, decision theory, self-organization of economies and coordination failures, the ideal-type of competitive markets, and its limitations, labor market contracts and the role of power in the workplace, and an introduction to the theory of economic institutions. All of the mathematics required for the course are covered in the assignments, readings, and lectures. Text used is selected chapters of Samuel Bowles' *Microeconomics: Behavior, Institutions and Evolution*.

Course Title: **Marxian Political Economy**
Faculty: **TBA**
Course Subject: **LECO**
Course Number: **3030**
CRN: **6083**
Schedule: **Monday & Wednesday** **2-3:40pm**
Credits: **4**

This course explores the method and concepts of Marx's reasoning in the context of classical political economy, and aims to equip students with a strong theoretical base in Marxian analysis in order to situate and advance their research interests and practical political work. A major emphasis of the course lies in apprehending Marxian theory both as a critique of contemporary economic thought and a radical approach to understanding present-day capitalism. The course will familiarize students with some of the theoretical controversies surrounding the interpretation of Marx's writings and their practical implications. Topics covered will include: Marx's theory of value and surplus value, the Marxian analysis of the circuit of capital, the theory of the profit rate, Marx's theory of money, varieties of capitalism, and the long-term tendencies of capital accumulation. The primary readings for the course are: Marx's *Capital* Volume I (Penguin Classics edition), Duncan Foley's (1986) *Understanding Capital*, and David Harvey's (2010) *Companion to Marx's Capital*.

Course Title: **Sustainable Globalization**
Faculty: **Edward Nell**
Course Subject: **LECO**
Course Number: **3100**
CRN: **4951**
Schedule: **Tuesday & Thursday** **2-3:40pm**
Credits: **4**

This course contrasts the globalization movement of the late 19th and early 20th centuries, which ended with WWI, to the present processes of globalization. It examines the patterns of trade and focus on the changing role of the financial system. Topics include the history of globalization; free trade and balance of payments problems; capital movements and exchange rates; migration out of agriculture to the cities; corporate social responsibility; and the idea of sustainable globalization in relation to energy, inequality, health, and the environment.

ENVIRONMENTAL STUDIES

These courses are part of the University-wide Environmental Studies Program.

(There are additional introductory Environmental Studies courses listed in this document under Interdisciplinary Science.)

*** Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.**

Course Title: **Mapping the Urban**

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Faculty: **TBA**
Course Subject: **UENV**
Course Number: **3200**
CRN: **6766**
Schedule: **Friday 9-11:40am**
Credits: **4**

This course offers a critical and technical introduction to the graphic representation of urban spaces, landscapes and environments. Students survey the growing use of mapping technology in the practice of planning and spatial research within a contemporary and historical context. They learn spatial analysis techniques with a focus on the role of spatial mapping and representation as a support tool. Techniques covered include Geographic Information Systems (GIS), Google earth, and assorted visualization software. They also examine practices of spatial representation with a specifically insurgent or counter-institutional agenda. Ultimately, the course engages with available technologies for spatial representation and analysis, but does so with a careful eye toward the inherently political aspect of maps. *Notes: This is a Liberal Arts course that is related to both urban programs: Urban Design and Urban Studies and Environmental Studies.*

Course Title: **Women, Food & Agroecosystems**
Faculty: **Kristin Reynolds**
Course Subject: **UENV**
Course Number: **3703**
CRN: **7099**
Schedule: **Tuesday & Thursday 4-5:40pm**
Credits: **4**

In this course we learn about women's important roles in food production, procurement, and preparation, as well as their position as community leaders in the food system. We also explore women's historical and contemporary contributions to conservation and biodiversity through agricultural practices such as low-impact farming and seed saving even within unexpected, often hostile circumstances. Course readings, film, and discussions are put into context by guest speakers and visits to women-run organizations and businesses focused on food, farming, and the environment.

GLOBAL STUDIES

These courses are part of the University-wide Global Studies Program.

*** Courses with subject codes that begin with "U" other than "ULEC" do not satisfy the ULEC requirement.**

Course Title: **Global Gender & Sexuality**
Faculty: **Emily Wills**
Course Subject: **UGLB**
Course Number: **3314**
CRN: **7119**
Schedule: **Monday & Wednesday 4-5:40pm**
Credits: **4**

This course explores issues of gender and sexuality in a global perspective, with a focus on claims for gender and sexual justice across the world. We pay special attention to the modern state as the space where gender roles and sexual hierarchies are produced, reinforced, and challenged. We will examine cases in developed and developing countries and the tension between universal claims about gender and sexuality and local understandings across regions and cultures. Specific topics covered will include the legal regulation of sex, marriage, and parenting; property rights and inheritance; the reproductive politics of the state; the gendered dynamics of economic restructuring; the sexual and gendered politics of nationalism, conflict, and post-conflict reconstruction; and both local and transnational movements for gender justice and sexual freedom.

Course Title: **Topics in: International Law**
Faculty: **TBA**

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Course Subject: **UGLB**
Course Number: **3210**
CRN: **7117**
Schedule: **Tuesday 6-7:50pm**
Credits: **3**

This course is designed as an introduction to the basic concepts and principles of public international law. The object is to enable students to recognize the legal dimensions of state policy and foreign relations acts. Taking an overview approach to a wide body of material, the course aims to give students an understanding of fundamental concepts, including the consensual nature of international rule-making, the existence of affirmative obligations on States to act or refrain from acting in certain ways, key institutional structures supporting implementation of the rules, the consequences of abrogation of the rules, and the interplay between international and municipal law. The later part of the semester will consider special topics in international law, with heavy emphasis on contemporary examples of State practice (mostly in the United States).

INTERDISCIPLINARY SCIENCE

Course Title: **What is Science?**
Faculty: **David Morgan**
Course Subject: **LSCI**
Course Number: **3301**
CRN: **7155**
Schedule: **Tuesday & Thursday 12:00-1:40pm**
Credits: **4**

This course is an introduction for science majors to questions and issues in the history and philosophy of science. It examines not only the works of philosophers of science such as Kuhn and Popper, but the writings of scientists themselves (Einstein, Feynman, Gould, et. al.) who wrote about the process of science. Case studies from the history of science illuminate the process by which controversial new ideas (such as those of Copernicus, Darwin, and others) become widely accepted theories. Topics include: what is a scientific "fact", what makes a good scientific theory, and whether science involves the search for some sort of ultimate "truth" or something else entirely. *Prerequisites: At least one prior 3000-level science course.*

URBAN DESIGN

These courses are part of the University-wide Urban Design Program.

Course Title: **Urban Sensing**
Faculty: **TBA**
Course Subject: **PSDS**
Course Number: **3110**
CRN: **TBA**
Schedule: **Monday & Wednesday 9-11:40am**
Credits: **3**

Urban Sensing introduces students to the design challenge of engaging slowly-changing urban ecosystems that demand our rapid attention. Humans are still learning to live in cities and many of our critical ecosystem processes have either been made invisible or we don't have the apparatus to sense them. In this class we will design ways that these critical ecosystem processes can become legible, relevant and sensible in everyday life. To do this we will explore ecological concepts of onset, event and release, design parameters of scale, fit and measure as well as social science tools of sampling, monitoring and feedback. Students will develop a design project that can adapt, anticipate or even inspire ecosystem change through situated action. The challenge will be to create new design knowledge rather than simply

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fixing problems. *Notes: This is a Non-Liberal Arts course that is related to both urban programs: Urban Design and Urban Studies and Global Studies. Open to any Bachelors level student.*

URBAN STUDIES

These courses are part of the University-wide Urban Studies Program.

Course Title: **Body, City, Nation, World**
Faculty: **Laura Liu**
Course Subject: **LURB**
Course Number: **3036**
CRN: **6615**
Schedule: **Monday & Wednesday 2-3:40pm**
Credits: **4**

How is the city affected by the global? How is the body shaped by the city? This course explores the concepts of space and place together with the concepts of scale (or different hierarchical orderings of space) and of identity (or the ways that social groups and places see themselves and are seen by others). Taking the lens of the city as a starting point, students consider the city's spaces and places—such as urban bodies, homes, public spaces, and neighborhoods—and examine their inter-dependence with others—such as the region, nation, hemisphere, and the global. Looking at these hierarchically related scales will show the different ways social groups are constructed in different spaces and places and through multiple institutions. Throughout the course, students will aim to understand these concepts of scale together with issues of identity, such as gender, class, sexuality, age, race, ethnicity, nationality, and culture.

Course Title: **City Studio: Small Urban Place**
Faculty: **Gabrielle Bendiner-Viani**
Course Subject: **LURB**
Course Number: **3031**
CRN: **3955**
Schedule: **Friday 12-2:40pm**
Credits: **4**

Through intensive fieldwork, this course explores a small urban place or community in New York. Students learn multiple strategies for examining urban spaces such as basketball courts, playground, parks, streets, and neighborhoods. To identify and study the layers of complexity at work in any small urban place, students apply ethnographic, visual, historical, and participatory methods. They consider how these methods can help illuminate issues defined to be important by residents. The course culminates with a student-produced exhibition that will represent our exploration and analyses to a broader public. This course includes a required online component.

Course Title: **Global Cities: Berlin**
Faculty: **Robert Jurgen von Mahs**
Course Subject: **LURB**
Course Number: **3060**
CRN: **7174**
Schedule: **Tuesday & Thursday 12-1:40pm**
Credits: **4**

This course examines the development of Berlin in the context of theories of global cities and in contrast to New York City allowing students to learn about the importance of economic development, cultural and social diversity, and geopolitics in shaping metropolitan areas both historically and contemporarily. The course will be organized in chronological fashion detailing Berlin's rise from a small provincial town to the capital of the German Reich and its subsequent destruction of Berlin during World War II, the city's relative decline and stagnation as a divided city during the Cold War, and its subsequent "rebirth" as the new German Capital following Unification. In this context we pay particular attention as to how economic and cultural forces associated with "Globalization" affect Berlin's development in similar fashion as New York.

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Course Title: **Migrant City**
Faculty: **Laura Liu**
Course Subject: **LURB**
Course Number: **3004**
CRN: **6614**
Schedule: **Monday & Wednesday 10-11:40am**
Credits: **4**

This course explores the ways in which processes of migration, immigration, and mobility fundamentally shape the cultural, economic, and political life of cities. Students examine histories and contemporary examples of urban immigration and migration and the structures and institutions that control movement and mobility at the global, national, regional, and local levels. They consider the interactions, tensions, and alliances between social groups in the "migrant city," as well as transnational linkages between the "migrant city" and other places. Throughout, the focus is on issues of labor and the state; identity and difference; and politics and community, for both newcomers and older residents. The course focuses on New York City and its region as the primary case, but also examines other US "migrant cities" and regions.

Course Title: **Politics of Urban Megadevelopment**
Faculty: **Petra Todorovich**
Course Subject: **LURB**
Course Number: **3301**
CRN: **7175**
Schedule: **Thursday 6-7:50pm**
Credits: **4**

This course explores the politics and the process of implementing complex urban development projects in the New York metropolitan region, focusing on several recent case studies: the rebuilding of the World Trade Center site; the proposed Olympic Stadium/Jets football stadium on Manhattan's far west side; the Atlantic Yards project in Brooklyn; and the MTA financing package that passed the New York state legislature in spring 2009. Taught by an urban planner who has been centrally or peripherally involved in all of the cases mentioned, the class studies the complex forces and diverse interests affecting the physical landscape of New York City and its surroundings. Topics examined include the challenges of building political support, financing large projects, gaining community consensus, navigating the environmental review process, shaping public opinion and media coverage, defining public interest, and the roles of the civic community and advocates.

Course Title: **Screening the City**
Faculty: **Scott Salmon**
Course Subject: **LURB**
Course Number: **3028**
CRN: **4713**
Schedule: **Tuesday & Thursday 2-3:40pm**
Credits: **4**

This course examines the changing representation of cities in film, drawing on major theoretical debates within urban studies to explore the two-way relationship between the cinema and the city. Visually compelling and always modern, cities are the perfect metaphor for the contemporary human condition. Students consider the celluloid city not as a myth in need of deconstruction but as a commentary in need of explicationa resource that offers a unique insight into our complex relationship with the urban experience. Throughout the course, cinema's artistic encounter with the city will intersect with a theoretical and political engagement in which issues such as race, class, sexuality, architecture, planning, the environment, (post)modernity, capitalism, and utopianism are explicitly examined.

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GRADUATE COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

(These courses assume advanced knowledge of the subject matter and/or successful completion of other course(s).)

ECONOMICS

Course Title: **Graduate Macroeconomics**
Faculty: **Edward Nell**
Course Subject: **LECO**
Course Number: **4506**
CRN: **5674**
Schedule: **Tuesday 8-9:50pm and Thursday 6-7:50pm**
Credits: **3**

This course covers the theory of economic growth and fluctuations. The first half of the course covers classical, Keynesian, and neoclassical theories of economic growth, technical change, and endogenous growth theory. The second half of the course centers on the theory of economic fluctuations, including the study of the dynamic interaction of the product, financial, and labor markets. Crosslisted with the New School for Social Research.

Course Title: **Historical Foundations of Political Economy**
Faculty: **Anwar Shaikh**
Course Subject: **LECO**
Course Number: **4510**
CRN: **3788**
Schedule: **Monday 8-9:50pm**
Credits: **3**

This course provides an introduction to the history of classical economic thought. The course begins with a brief survey of political economy to 1776, then turn to the classical economists. The focus is on Smith, Malthus, Ricardo, Mill, and Marx, with about half the semester devoted to a survey of Marx's economics, treated in the context of classical political economy. This course is crosslisted with the New School for Social Research.

Course Title: **Historical Foundations of Political Economy**
Faculty: **Anwar Shaikh**
Course Subject: **LECO**
Course Number: **4510**
CRN: **3788**
Schedule: **Wednesday 6-7:50pm**
Credits: **3**

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