

# FALL 2014

## Global Studies Course Descriptions

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**NOTE: This document is provided for your convenience and is being updated on a daily basis. It is subject to change. The official university online registration version is definitive.**

- I. Core Courses
- II. Electives offered through Global Studies
- III. Collaborative Research Seminars (Junior-level)
- IV. Directed Research Seminar
- V. Global Engagement
- VI. Relevant electives offered elsewhere at the University (*selected list*)

### I. CORE COURSES

#### **UGLB 2110A [Dis]Order and [In]Justice: Introduction to Global Studies**

**Gustav Peebles**

**Wednesday 9:00 - 11:40 AM**

This class serves as an introduction to Global Studies. The focus is on the tension between order and justice as it plays out across the contemporary world, from war to migration, to the changing roles of the state, international institutions, transnational actors, and citizens. A governing metaphor for the class is the "border" and the ways in which it creates order and disorder in the modern system of states. We will examine the creation of the borders of countries, but also the borders between the local and the global, the legal and illegal, the licit and the illicit, self and other. These borders have intertwined histories, structures, and logics that we shall explore together. In particular we will seek to understand order as a dynamic relationship between territory, identity and belonging, and justice as a question of responsibility and ethics at the collective and personal level in an intimate relationship to forms of order. In other words, how did we get to where we are today, and what should—and can—we do about it? We will explore these topics through "global" perspective with an interdisciplinary focus, emphasizing the interconnectedness between global and local spaces and the impact of global issues on the real human lives that are inevitably at the center of our investigations. (3 credits) CRN 4146

#### **UGLB 2111 Global Economies**

**Jonathan Bach**

**Tuesday 12:10 - 2:50 PM**

This class explores the circulation of money, goods, bodies, and ideas that make up the global economy as it is experienced and lived today. This core course introduces students to key global areas where economic dynamics intersects with politics, society, and culture. It explores essential and contested concepts such as value, money, labor, trade, and debt, “licit” and “illicit” economies, and moral economy. We will examine changing trends in the global political economy as well as emerging areas such as the sharing economy (e.g. AirBnB) or technologies such as automated trading. Readings will be drawn from classic texts, contemporary commentary, and case studies from a variety of disciplines that seek to understand the “economic” and relate its logics and workings to our contemporary realities of unparalleled inequality, interconnectivity, and interdependence. (3 credits) CRN 7587

*NOTE: This course is the same as UGLB 2111 **Understanding Global Capitalism**, and counts towards the core requirement in Global Studies. It cannot be taken by students who have already taken ‘Understanding Global Capitalism’.*

## II. ELECTIVES

*NOTE: These electives are offered through the Global Studies Program. Students may also take courses through other departments at the University and count these courses towards their elective requirements. See section VI below.*

### **Knowledge Base Electives:**

#### **UGLB 3233 Global Migration**

**Alexandra Délano**

**Tuesday and Thursday 1:50 PM - 3:30 PM**

With over 215 million international migrants, migration is a top priority on national and international agendas. States, international organizations, NGOs and businesses face a global challenge in terms of minimizing the human costs and maximizing the benefits of migration, making it a choice rather than a necessity. At the same time, the migration experience reveals different ways in which migrants navigate transborder identities that challenge traditional definitions of citizenship and constructions of national belonging. This course will give students the ability to understand and analyze contemporary global migration flows, their causes and effects, the various ways in which migrants experience these processes, and the policies and institutions that respond to these flows across countries and regions. Our discussions will be informed by interdisciplinary academic sources, documentaries, films, news media, photographs, music, and site visits. (4 credits) CRN 7789

### **Cluster 1 Electives: People, Places, Encounters (PPE)**

UGLB 4304 (same as NINT 5381) **Global Soccer, Global Politics**

**Sean Jacobs and Tony Karon**

**Thursday 6:00 - 7:50 PM**

*NOTE: This is a graduate-level course offered in collaboration with the Graduate Program in International Affairs. Students should have completed at least 60 credits with a B or better to register for this course. Contact your Global Studies faculty advisor or the Global Studies academic advisor, Van Lee, at [leev@newschool.edu](mailto:leev@newschool.edu) for permission to register or if you have any questions.*

This course will explore the connections between soccer -- particularly in its most "globalized" form through the World Cup and also the European professional leagues that are watched every week by hundreds of millions of TV viewers (and fans) on every continent -- and global political, economic and cultural power relations. It will explore the game's relationship with issues ranging from political power and resistance, globalization, identity politics, migration, economic and social inequality, and transnational commerce, among others. Case studies include the World Cup as spectacle, migration and African football, identity politics and imagining the "national", the business economics of European football, Spain's La Liga and the English Premiership as global cultural performance, as well as the significance and potentials of soccer in the United States. We will also explore soccer in world film and literature. Class discussions will be complemented by visiting speakers and film screenings, and where possible, field trips. (3 credits) CRN 7838

**UGLB 3314 Global Gender & Sexuality**

**Geeti Das**

**Tuesday and Thursday 10:00 - 11:40 AM**

This course explores issues of gender and sexuality in comparative and transnational perspective. Incorporating readings from political science, anthropology, sociology, history, theory, and journalism, we pay special attention to the ways in which colonialism and global flows of labor and discourse determine or limit the ways in which gender roles and sexual hierarchies are produced, reinforced, and challenged. We will explore the tension between universal claims about gender and sexuality and local understandings across regions and cultures, with a particular focus on South and Southeast Asia, and the Americas. Specific topics covered will include: how gender and sexual norms structure interventions into development and the management of conflict; love and globalization; sex work, HIV/AIDS, and questions of autonomy and agency; queer and transgender politics in different cultural contexts; gender, migration, and domestic or reproductive labor; constructs of masculinity and their relationship to nation; the politicization of trauma and recovery; sexuality and tourism; and the use of scientific discourses to enforce the gender binary. (4 credits) CRN 4148

**UGLB 4415 Education, Human Rights, and the Promise of Development**

**Jaskiran Dhillon**

**Wednesday 4:00 - 5:50**

Within the context of global justice and international aid, the salvation narrative of education reigns. In nations characterized as "developing", education is widely positioned as the key to social and political stability, the strengthening of civil society, and the fostering of a vibrant and growing economy. This seminar explores the discourse of 'education as a human right' within this broader salvation narrative and investigates how new categories of meaning and universal standards about education become produced and contested through this major approach to global social justice. The course raises important questions about the localization of human rights by problematizing how these rights become translated into local contexts of power and culture. The

readings draw from across the social sciences (primarily anthropology, sociology, and political science) and are not intended to convince of us one way or another about a 'right approach' but to stimulate us to think about the contradictions and tensions inherent in this paradigm of justice, equality, and freedom from a range of perspectives. (3 credits) CRN 7581

**UGLB 4313 (same as NINT 5379) Non-Western Approaches to the World**

**Lily Ling**

**Wednesday 4:00 - 5:50 PM**

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Scholars of international relations increasingly recognize the need to take into account non-Western, non-Westphalian understandings of the world and its version of world politics. Yet they are usually at a loss as to how to do so. Few IR scholars in the West (including many from the non-West) are trained in how so-called Others think about, relate to, and act in the world. This course aims to amend this gap, albeit in a limited way. We will cover three world traditions and how they see/treat politics: Confucianism, Hinduism, and Islam. This course, however, will not be a comparative religion/philosophy course. We will not study these world traditions just for the sake of it. Rather, we will examine specifically how we can aspire towards an integrated yet democratic global politics where all voices, not just the Westphalian one, is both heard and heeded. (3 credits) CRN 5244

**Cluster 2 Electives: Markets and States (MS)**

**UGLB 3435 Duck & Cover: The Cold War & The Bomb**

**John VanderLippe**

**Tuesday and Thursday 10:00 - 11:40 AM**

The atomic bombs that American planes dropped on the Japanese cities of Hiroshima and Nagasaki were not the last shots of World War II, but the first shots of the Cold War. The threat of nuclear annihilation not only molded the Cold War and revolutionized the conduct of international affairs; it also changed relations between states and their citizens, transformed the global economy, and altered culture and everyday existence. As the threat of nuclear war developed, so did opposition, from film makers, novelists, scientists, activists and citizens of countries around the world. But 68 years after the first bombs killed more than 200,000 people, the threat posed by nuclear weapons is a stark and real as ever. Focusing on the development, use, and spread of nuclear weapons, and on efforts to control, reduce and eliminate them, this course utilizes an interdisciplinary approach to explore the politics, economics and culture of the Cold War from a global perspective. (4 credits) CRN 7588

**UGLB 4413 (same as NINT 5398) Europe in Crisis and the World Economy**

**Richard Wolff**

**Monday 4:00 - 5:50 PM**

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This global economic crisis develops – as capitalist crises usually do – unevenly across the globe. The early years (2008-2010) damaged the US economy more than most others. Since then the center of crisis moved to Europe (and especially to Greece, Ireland, United Kingdom, Portugal, Spain, Italy, Hungary, among other countries). There are profound economic effects of crisis – on production, employment, foreign trade, capital movements and especially government policies (financial and corporate bailouts followed by austerity programs). These have been matched by profound impacts on European politics and culture. As Europe's social democracies have been challenged, a changing Europe alters its relationships with the rest of the world. This course will explore how the crisis is changing Europe and the consequences for the United States as well as the rest of the world economy. (3 credits) CRN 5957

### **Cluster 3 Electives: Rights, Justice, Governance (RJG)**

#### **UGLB 3519 Global Outlaws: Law and International Crimes**

**Emma Lindsay**

**Wednesday 6:00 - 7:50 PM**

In a world of conflict and catastrophe, is there such a thing as global justice? This course is an introduction to international criminal law (ICL) and its role in responding to concerns such as war, terrorism, the environment and the global financial crisis. The course explores the potential for courts and tribunals to deter international crimes and promote international peace, security and reconciliation. Students will consider philosophical and practical aspects of the prosecution, trial and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international human rights and humanitarian law. We will study the origins and evolution of ICL, the elements of international crimes such as genocide, crimes against humanity and war crimes, and the fundamentals of international criminal responsibility. Special reference will be made to the creation, development and work of international criminal courts and tribunals including those for the former Yugoslavia, Rwanda, Sierra Leone, Cambodia and Lebanon as well as the International Criminal Court (ICC). We will examine the advantages and disadvantages of international, transnational and national approaches to dealing with past atrocities through litigation. As this is designed to be an introductory course, no prior knowledge of international law is required. The course assumes no prior exposure to legal studies. (3 credits) CRN 5783

#### **UGLB 3509 War, Conflict and Security in the 21st Century**

**André Simonyi**

**Thursday 12:10 - 2:50 PM**

In a world of drones, terrorism, and nuclear proliferation, has the very nature of war itself changed since the fall of Communism and the end of the Cold War a mere twenty years ago? If so, how? In our age of digital technology and post-Fordist organization of labor can we still follow the linear evolution of warfare and humanity once calmly traced by military and strategic historians? This class explores the multiple facets of conflict and security, situating these discussions in contemporary political, social and cultural realms. Topics to be explored include whether pre-emptive wars are compatible with democracy, the increasing reliance on private military companies as public budgets shrink, conflict resolution through peacekeeping and peacebuilding, and the question of moral obligation for military intervention in countries such as Sudan and Syria. We will also discuss phenomena such

as asymmetric warfare, cyber war, infrastructure and financial systems, and unconventional forms of coercion. As a whole the class will undertake a thorough examination of the changing nature of war and conflict in the 21st Century. (3 credits) CRN 6250

**UGLB 4513 (same as NINT 5346) Displacement, Asylum, Migration**

**Alfonso Gonzales**

**Thursday 4:00 - 5:50 PM**

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In essence, this course explores how attempts to distinguish between forced and voluntary migration have shaped international norms, standards and institutions, as well as state-level practices and localised strategies and tactics. Adopting an interdisciplinary perspective that draws insight from international law, anthropology, history and political economy, we engage fundamental questions related to belonging, identity and the politics of being out-of-place. Major themes include: refugees and the limits of asylum; internal displacement and human rights; the protection of “irregular” migrants; the trafficking and smuggling of persons; development-related resettlement and persons displaced by natural disasters. The course will be of specific value to students with a critical research or professional interest in the governance and management of populations-at-risk, emergency assistance and humanitarian aid, international development work and advocacy related to protection from displacement. (3 credits) CRN 5958

**UGLB 3512 Present Pasts: Global Memory Politics**

**Benjamin Nienass**

**Monday 3:50 - 6:30 PM**

The past is both a resource for and the subject of political struggles. Attempts to do justice to the past and to create commonly shared narratives of past events are at the heart of politics. Memory politics was part of the agenda of building the nation-state. From the 19th century on, historians busied themselves writing stories of the travails and triumphs of their nation, while at the same time states created rituals and monuments celebrating largely imaginary pasts (Hobsbawm called this ‘the invention of tradition’). The creation of memory was the conscious policy of almost all states. A common historical narrative was not merely an instrument of social control; it was also a source of solidarity and legitimacy. The nation-state remains an important arena for memory politics. However, in the globalized world of the 21st century, new memory dynamics are coming into play. Diasporic communities maintain the memories of their past homeland, whilst emerging transnational bodies such as the European Union attempt to discover or create memories, appropriate to new political agendas. At the same time, globalized media turn certain events (9/11, the assassination of JFK, the invasion of Iraq) into near universal memories. This course will begin with an introduction to the key theoretical debates. It will then trace these transnational processes from post-war Europe, through the Cold War to the ‘memory boom’ of the 90s with its focus on transitional justice, and finally to current debates on human rights, extradition, and reparations. We will also look at specific memory debates pertaining to New York (e.g. the WTC memorial) and how these are embedded in transnational processes. How do all of these developments challenge the earlier symbiosis between memory and the nation-state? How does the politics of memory contribute to notions of international justice and human rights?

How does an emerging common symbolism link politics across the globe? Students are encouraged to do an independent research project on the politics of memory. (3 credits) CRN 7551

### **III. Collaborative Research Seminar (CRS)**

#### **UGLB 3731 CRS: Prisons, Punishment, and Global (In)Justice**

**Gema Santamaria Balmaceda**

**Tuesday 3:50 - 6:30 PM**

The aim of this collaborative research seminar is to examine the politics and policies behind the sharp increase in incarceration rates globally, with particular attention given to cases across the United States and Latin America. The focus will be on the local, transnational and global dynamics of control and punishment that have led to the transformation of prisons into spaces characterized by violence, overcrowding, disorder, corruption and disease. We will examine how questions of race, ethnicity, class, and gender inform the configuration of contemporary penal and security systems. We will further explore what are the challenges that mass incarceration, prolonged preventative detention, as well as long sentencing have for justice, democracy and human rights worldwide. The class will include guest speakers, site visits and will be informed by students' own research interests and projects. (3 credits) CRN 7784

#### **UGLB 3715 CRS: Seeking Refuge: Cambodian Diaspora and the Politics of (Re)Settlement in America**

**Jaskiran Dhillon**

**Wednesday 12:10 - 2:50 PM**

Population displacement has become increasingly visible worldwide—images of poverty-stricken and war-torn families living in makeshift camps waiting to cross national borders are commonplace in mainstream media. This course will provide a critical entry into displacement processes and the complex causes, characteristics, and consequences of forced migration experiences through the lens of the Cambodian diaspora in the United States. Students gain an understanding of how local, social, and larger geo-political forces interact to produce refugees, the way “refugees” have been historically constructed as a problem within the context of international humanitarianism, and the related problematics of the Refugee Act of 1980 which created America’s Federal Refugee Resettlement Program. Particular attention will be paid to the human technologies that produce certain categories of citizen-subjects, and the tensions emerging from the contradictory space of “resettlement” encountered by Cambodian refugees as they make their way through the institutional contexts (welfare, education, and legal systems) that signal the values and technical competence expected in America. An exploration of the politics surrounding the recent deportation of Cambodians from the United States will also be integrated into our readings and seminar discussions. (4 credits) CRN 7580

#### **UGLB 3712 CRS: International Human Rights**

**Naomi Kikoler**

**Monday 3:50 - 6:30 PM**

This collaborative research seminar provides students with an insider’s understanding of the world of international human rights

advocacy. Using the responsibility to protect (R2P) as a case study, students will explore how international moral commitments are translated into legal and social norms and state action in a political world. Through group discussions, guest presentations by leading human rights practitioners, government and UN officials, and field visits, students will learn the essential skills of human rights advocacy: the identification of advocacy targets, the development of advocacy strategies from grassroots campaigns to elite level engagement and the fundamentals of tactical implementation, from drafting reports to using social media. Through case studies, including the Save Darfur movement, students will grapple with the difficult ethical considerations and tactical challenges arising from conducting human rights advocacy in an ever-changing world. The course will explore who are relevant human rights actors; how factors such as funding, branding, and personal relationships influence the setting of advocacy priorities; the impact emerging powers have on the way human rights advocates do their “business”; and what it means to do “no harm” when speaking for others. Students will each be responsible for compiling a case study describing and analyzing the strategies employed and efficacy of an organization or campaign’s human rights advocacy efforts, either in the context of a crisis, such as Syria, or in advancing an agenda, such as the landmine treaty ban. (4 credits) CRN 5012

## **IV. Directed Research**

### **UGLB 4710 Directed Research**

**Alexandra Délano**

**Wednesday 3:50 - 6:30 PM**

The main goal of this course is to prepare senior students for their final research project or thesis required for the major in Global Studies. The senior work is a major independent project that requires the best application of students’ analytical, writing, and research skills. To this end the course will help you clearly formulate your research design, plan the writing of your project/thesis, and allow you to learn from your colleagues. The course is heavily interactive—we will work primarily with materials provided by you, the students. Using secondary texts and your own work we will cover issues such as formulating a research problem, defining your concepts, situating yourself in the literature, finding, using and presenting data, and the writing process. The senior project may take slightly different forms for each person, but for all students must reflect the ability to synthesize complex information, present ideas clearly and creatively, situate your ideas in a larger context, and convincingly make an argument that is relevant to this field of inquiry. It is a scholarly endeavor that creatively reflects knowledge and experience obtained both inside and outside the classroom.

By the end of the fall semester, students graduating in May 2015 will produce a prospectus and be ready to start writing their thesis. These students will take part in a follow-up writing workshop during the spring semester that will follow the writing process and will use the same model of student presentations and peer review. Students graduating in December 2014, will need to work at an accelerated pace and actually complete the thesis by the end of the Fall semester. Accordingly, assignments will differ somewhat for students seeking to graduate in December. (3 credits) CRN 4153

## **V. Global Engagement**

**UGLB 3903 Global Engagement**

**Jonathan Bach**

**Internship / Externship**

All majors in the Global Studies program must complete an experiential component relevant to the field in consultation with an advisor. These experiences include, but are not limited to, study abroad, internships, collaborative studios, or other fieldwork projects in New York or across the globe. Global Studies majors who are planning to complete their global engagement requirement during the Fall semester must register for this course. All seniors who have completed this requirement but have not registered for this course should register this semester. After successful completion of the experience or at the end of the semester, students will be asked to submit a brief reflection form. Please contact the Global Studies academic advisor, Van Lee, at [leev@newschool.edu](mailto:leev@newschool.edu) if you have any questions. (0 credits) CRN 5245

## **VI. Relevant electives offered through other departments**

### **Knowledge Base Electives:**

**NPOL 3310 Global Justice**

**Karsten Struhl**

**Thursday 8:00 - 9:50 PM**

From Plato to John Rawls, classical political theory regards arguments concerning justice as moral disagreements about the internal organization of a nation- or city-state. In the age of globalization, however, there is an increasing recognition that decisions made within one national entity often have effects that transcend its boundaries and that the actions of transnational agents like corporations and international financial and trade institutions significantly affect the living conditions of people around the world. There is an emerging global institutional order whose rules are coming under increasing scrutiny and moral criticism. After a brief introduction to the classical problem of justice, this course focuses on contemporary interpretations of the concept of global justice. We examine the relation of these interpretations to different assessments and theories of globalization. We also look at the debates about global justice from the perspective of the struggles for alternative forms of globalization. (3 credits) CRN 7529

**NSOC 3102 Modern Social Theory**

**Faculty TBA**

**Monday 4:00 - 5:50 PM**

What holds societies together? When do they break down into conflict? What drives social change? Are there rules that govern human interaction? This course examines some of the Big Ideas about society, how those ideas came about, and how we can use them to understand concrete social problems. In the first part of the course, we look at how the classical thinkers Adam Smith, Auguste Comte, and Herbert Spencer grappled with ideas about progress and social change. In the second part, we focus on efforts by four seminal writers--Karl Marx, Emile Durkheim, Max Weber, and Georg Simmel--to understand the development of capitalism and its implications for modern societies. Throughout the course, different theoretical traditions are presented as tool kits with which to examine historical and contemporary social issues. (3 credits) CRN 7665

**LCST 2120 Introduction to Cultural Studies**

**Jasmine Rault**

**Tuesday and Thursday 8:30 - 9:45 AM**

This course examines the pivotal role of culture in the modern world, including the ideas, values, artifacts, and practices of people in their collective lives. Cultural Studies focuses on the importance of studying the material processes through which culture is constructed. It highlights process over product and rupture over continuity. In particular, it presents culture as a dynamic arena of social struggle and utopian possibility. Students read key thinkers and examine critical frameworks from a historical and a theoretical approach, such as Raymond Williams, Stuart Hall and the Birmingham School; the work on popular culture, identity politics, and postmodernism in America; and the emergence of a 'global cultural studies' in which transnational cultural flows are examined and assessed. Class sessions are set up as dialogic encounters between cultural theory and concrete analysis. (3 credits) CRN 5146

**LSOC 2001 Sociological Imagination**

**Melissa Amezcua**

**Tuesday and Thursday 10:00 - 11:40 AM**

In this course, students begin to think about how society works. The course examines relationships among individual identity and experience, social groups and organizations, and social structures. They examine the economic, political, and cultural dimensions of social life and question social arrangements that seem natural or unchangeable. Topics covered include social inequality, politics and power, culture, race and ethnic relations, gender, interaction, and socialization. The course also introduces students to major sociological theorists and sociological research methods. (4 credits) CRN 2775

**UENV 2000 Environment and Society**

**Faculty TBA**

**Monday and Wednesday 3:50 - 5:30 PM**

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. (4 credits) CRN 7460

**LSOC 2053 Sex, Gender & Sexuality in Society**

**Faculty TBA**

**Tuesday and Thursday 8:00 - 9:40 AM**

In this course, we will closely examine the ways in which sociologists and other scholars have conceptualized and studied sex, gender and sexuality in society, while we try to bring conceptual clarity to these terms and to understand the complex relationships among them. Through this broad survey of the field, our goal is to gain a critical perspective on the ways in which gender and sexuality affect many spheres of social life (at work, in the family, in politics, in the production of scientific knowledge, etc.), drawing real or perceived boundaries of difference that shape the opportunities available to, and the day-to-day

experiences and interactions of social subjects. As we will see, we cannot study gender and sexuality without thinking about power. (4 credits) CRN 7406

### **NSOS 3800 Foundations of Gender Studies**

**Faculty TBA**

**Monday 6:00 - 7:50 PM**

What does it mean to think critically about gender and sexuality in a time of cultural instability? We compare the broad topics and controversies in the social sciences and humanities that historically defined women's studies with those that have contributed to the recent shift to the broader designation of gender studies. Important factors contributing to this shift are the influx of gay, lesbian, and transgender subjects; multicultural feminist thought; the rise of postmodernism and its critique of identity politics; and the emergence of men's studies. In the process, students are introduced to a critical framework within which to think about gender. Central to the course is the examination of personal narratives--memoirs, autobiographies, oral histories, photographs--in relation to gender experiences and identities, politics, and social change. (3 credits) CRN 5933

### **NLIT 3392 Masculine Identities**

**Herbert Sussman**

**Friday 12:00 - 1:50 PM**

This course examines the variety of masculine identities, the long history of changing definitions of what it means "to be a man." We trace the warrior ideal from the Homeric epics through Arthurian tales to current antiheroic representations of men at war. We also examine the complex history of same-sex relations from Plato to 19th-century passionate friendships to the varied styles of modern gay identities. Hemingway's writing evokes a powerful masculine ideal as well as its discontents. Since masculinity is shaped by ethnicity, the course considers the construction of masculine identities in African-American, Jewish, and Asian men. We also look at the changing constructions of the male body, examine visual artists such as Robert Mapplethorpe, consider the notion of female masculinity, read current gender theory about masculinities, and discuss such film genres as the buddy film, the western, and the muscle film. Students present oral reports on styles of contemporary masculinity. (3 credits) CRN 7061

### **LCST 2450 Introduction to Media Studies**

**Pooja Rangan**

**Tuesday and Thursday 2:00 - 3:15 PM**

This course introduces the student to basic concepts and approaches in the critical analysis of communications media. Drawing on contemporary critiques and historical studies, it seeks to build an understanding of different forms of media, such as photography and cinema, television and video, the internet and hypermedia, in order to assess their role and impact in society. Since media are at once technology, art and entertainment, and business enterprises, they need to be studied from a variety of disciplinary perspectives. The readings for the course reflect this multi-pronged approach and draw attention to the work of key thinkers and theorists in the field. Moreover, the readings build awareness of the international dimensions of media activity, range, and power. (3 credits) CRN 1830

### **NCOM 3000 Introduction to Media Studies**

**Peter Haratonik**

**Tuesday 6:00 - 7:50 PM**

Students explore media history and the basic concepts employed in media analysis, spanning the history of technologies from the magic lantern to multimedia and stressing the relationship between media and their social, political, and economic contexts. Since media are at once technology, art, entertainment, and business enterprises, they need to be studied from a variety of disciplinary perspectives. The readings for this course reflect this multifaceted approach and draw attention to the work of key thinkers and theorists in the field. Examples are drawn primarily from the visual media of commercial film, television, advertising, video, and the Internet, although alternative media practices are also noted. Students gain an understanding of how media texts are constructed, how they convey meaning, and how they shape one another in significant ways. (3 credits) CRN 1612

### **LECO 3101 History of Economic Thought**

**Faculty TBA**

**Tuesday and Thursday 11:55 AM - 1:35 PM**

The aim of the course is to read the classics, the Great Economists, or as Heilbroner calls them, the Worldly Philosophers. We will begin in the middle of the 18th C with Quesnay and the Physiocrats; this is the first instance of a model being used to study and recommend policy. Their approach will be compared to that of Adam Smith. Smith in turn is criticized and developed by Ricardo, who presents an analytically superior treatment of value, and extends the argument to long-run growth. Malthus adds another dimension to this, While J S Mill clarifies many points and adds a sophisticated discussion of money and credit. Then the entire project is criticized and taken in another direction by Marx. The next stage will be to study the rise of 'marginalism'. We will read Alfred Marshall. The final stage will be Keynes and aggregate demand. (4 credits) CRN 5156

## **Cluster 1 Electives: People, Places, Encounters (PPE)**

### **LHIS 2221 Power and Biology: The Global South and the History of Science**

**Laura Palermo**

**Monday and Wednesday 1:50 - 3:30 PM**

This seminar approaches the history of science from the perspective of the global margins. We will study the contextual connections between biological research, imperialism and postcolonial societies. We will analyze case studies from the history of Eugenics and racism, military research, sexually transmitted diseases and the social and environmental impact of science in the Global South. The course places special emphasis on historical case studies from Latin America and Africa. (4 credits) CRN 5866

### **NHIS 3470 The History of Poverty**

**Fiore Sireci**

**Online**

The concept of poverty has alternated between a virtue, as in the early Christian and monastic traditions, and a sign of personal weakness, as in the individualist doctrines more familiar today. This course examines both the historical reality and the image of poverty. We investigate the living conditions and the laws and institutions affecting the poor at selected points in British, French, and U.S. history, as well as the role played by the "lower" social classes in making that history. We study poverty as it came into public consciousness in early modern Britain through powerful texts and visual art. We examine institutional responses, both private and governmental, such as debtor's prisons, founding hospitals, and "philanthropy." We then look at the role of the

disenfranchised in France during the 1789 Revolution and beyond and their fictional representation in *Les Misérables* and later in *La Bohème*. We devote the second half of the course to policies and perceptions of poverty in the United States from the Great Depression to the present. (3 credits) CRN 7534

### **NCST 2103 Debates in Race and Ethnicity**

**Ricardo Montez**

**Thursday 4:00 - 5:50 PM**

Through an interdisciplinary engagement with contemporary literature and scholarship on race and ethnicity, this course considers the following questions: How do race and ethnicity organize the social world? What are the historical conditions under which the various definitions of racial and ethnic difference emerge? What is at stake in the institutional recognition of race and ethnicity, particularly as these categories come to be defined in relation to other nodes of difference such as gender and class? How do individuals utilize labels of racial and ethnic difference to develop an understanding of the self in relation to the social and political worlds they inhabit? As an introductory course to the curricular area in Race and Ethnicity Studies, the class provides an overview of different areas within this complex field, including Latino Studies, African-American Studies, Asian-American Studies, and Whiteness Studies. (4 credits) CRN 7653

### **NPSY 2345 Cross Cultural Psychology**

**Iliana Goldwert**

**Monday 6:00 - 7:50 PM**

*NOTE: This course was formerly listed as NPSY 3345. Do not take this course if you have previously taken NPSY 3345; it is the same course and cannot be taken twice for credit.*

Traditional theories of psychology, developed primarily by Western Europeans and North Americans, are based on the unexamined assumption that all human behavior can be explained by a single worldview. However, recent research has demonstrated that despite certain universals in human societies, norms in non-Western societies may differ from those in Western Europe and North America. In this course, students learn to make distinctions between behaviors exhibited by all humans (like use of language) and culturally determined behaviors. To that end, we explore the influence of culture on perception, cognition, education, individual and social behavior, expressions of physical and mental illnesses, and self-perception. (3 credits) CRN 6101

### **NFLM 3492 Vamps, Virgins, and Goddesses: Gender, Sexuality, and Nationhood in Popular Indian Cinema**

**Rebecca Qidwai**

**Online**

This course introduces the genre of popular Indian films known as Bollywood, with a focus on constructions of gender, sexuality, and national identity in the film narratives. We begin by exploring the Indian cinema of the period immediately preceding the birth of the Indian nation-state. We analyze articulations of gender and sexuality in the colonial context and then trace them discursively through the decades that follow. We treat popular cinema as a social text that illuminates changing ideas about gender roles and sexual behavior in modern India. The course is divided into four historical sections: the colonial period (1930s), the era of Nehru nationalism (1950s), the social justice era (1970s), and the commodity fetish period (2000s). (3 credits) CRN 7377

### **NANT 3213 Race and Biology**

**Jennifer Scott**

**Online**

What do we learn about ourselves through genetics and genealogy? How does DNA connect with what we know about our identities, family ancestry and cultural heritage? This course explores the intersection between biology, culture and history. In particular, we examine the evolving scientific and social classifications of race and human difference. Students will learn how certain racial distinctions emerged historically, such as: Caucasoid, Mongoloid, Negroid and mulatto, quadroon, octoroon or creole. They will critically examine the ways in which we dissect and quantify lineage – why we speak about our backgrounds, bloodlines, ethnic, racial and national make-ups in terms of percentages, fractions or measurable terms, why we use cultural tools, such as the census to “count” heritage, why we operated by “the one drop rule.” Using anthropological, sociological, historical, biological and literary works, we will also explore the “social narratives” or “social life of DNA,” the various ways in which genetics is used culturally and racially - as evidence to make legal claims or seek social justice, to anticipate wellness or disease, to determine social membership, pedigree or purity, or to re-construct identities. We will analyze the recent expansion, commercialization, and popularization of genetic analysis, most prominently exhibited in increased public DNA testing, as well as, in the widely-watched television programs, such as the American documentary series, *Who Do You Think You Are?* Examining these trends, students will investigate the ways in which genetics is used to constitute family history, construct individual and group identities, and create community. (3 credits) CRN 7530

### **LVIS 2015 Photography in Latin America**

**Iliana Cepero-Amador**

**Monday and Wednesday 10:00 - 11:40 AM**

This course examines the history of Latin American photography, from early photography of the nineteenth century to contemporary conceptual tendencies. We begin with photographic representations of the local landscape and its inhabitants, continue with the establishment of the first photographic studios, and follow with the advent of modernist trends, such as surrealism and abstraction. We approach the strong documentary practice that swings from registering everyday life and autochthonous rituals, to chronicling political upheavals—as exemplified in the Mexican and Cuban revolutions— and cataloguing the “disappeared” under the military juntas of Argentina and Chile. We also explore the treatment of labor in 1970's Cuban and Brazilian photo essays, the incorporation of postmodern concepts by Latin American photographers in the 1990s, and photographic representations of narco-culture in Colombia and Mexico. We discuss critical problems such as: realism, indigenism, social commentary, propaganda, nationalism, violence, and ethics. (4 credits) CRN 7384

### **LLSL 3052 Literature & Revolution in Latin America**

**Juan De Castro**

**Tuesday and Thursday 11:55 AM - 1:35 PM**

This course studies the discrepant visions and revisions of revolution in Spanish American literature from the 19th century until the present. Given the social and economic inequality prevalent in the region, Spanish American writers have frequently grappled with the need for radical political change. In particular, the belief in revolution as a modernizing and democratizing process became widespread after the Cuban Revolution in 1959, which for many exemplified the possibility of achieving equality and freedom in the region. Among the authors studied are Karl Marx and Friedrich Engels, José Martí, José Carlos Mariátegui, Ernesto “Che” Guevara, Mario Vargas Llosa and Roberto Bolaño. (4 credits) CRN 7331

### **LREL 2030 Religion in South Asia**

**Christopher Kelley**

**Monday and Wednesday 10:00 - 11:40 AM**

This course is a comprehensive introduction to Indian philosophy and religion. It covers all the major philosophical schools, concepts, issues, and debates in a chronological framework. Students read both translations of primary sources as well as materials from secondary sources. This course aims to familiarize students with the kinds of questions asked by Indian thinkers such as: What really exists (metaphysics)? How do we know what we know (epistemology)? And how should we live our lives (ethics)? Students gain exposure to the practice of Indian philosophy and religion through local fieldwork projects. (4 credits) CRN 3727

**Cluster 2 Electives: Markets and States (MS)**

**LECO 3006 Finance, Property and the Corporate Form: Making Sense of Our Entwined Mess**

**Faculty TBA**

**Monday and Wednesday 1:50 - 3:30 PM**

The single most ubiquitous political-economic entity is a legal construct: the corporation. This course will explore the societal role of the corporation by critically analyzing the interrelation of the legal and economic theories that justify the corporation's particular manifestation in modern America. We will focus on three areas: (i) the historical development of the corporate form; (ii) the corporation's foundation in the theory of liberal property rights, and; (iii) the treatment of corporate ownership in modern economic theory. Much of this content is captured in the 'Corporate Governance' literature. Although this will be an important field for the course, we will draw heavily from critical legal studies (CLS) and economics' contract theory. (4 credits) CRN 7466

**LECO 3877 Intermediate Macroeconomics**

**Faculty TBA**

**Monday and Wednesday 11:55 AM - 1:35 PM**

In contrast to microeconomics, which is the study of the economic behavior of individual consumers, firms, and industries, macroeconomics is the study the economy as a whole. In this course we will study how economists model the relationships between aggregate economic variables and examine how various fiscal and monetary policies can affect the results. This course attempts to address a variety of questions about the functioning of modern economic systems, such as: What factors lead to economic growth? What causes recessions and depressions? Why is inflation rate higher in some countries than in others? What types of economic policies can be implemented, and what outcomes can be expected? The topics to be discussed in this course include: goods and financial markets, the labor market, inflation, and the forces of long term economic growth. The main goal of this course will be to improve your economic literacy and ability to apply economic models to analyze world events. This is a ULS course, taught through Lang. It is open to students across the university. (4 credits) CRN 5157

**LECO 4510 Historical Foundations of Political Economy I**

**Faculty TBA**

**Wednesday 8:00 - 9:50 PM**

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. (3 credits) CRN 2691

### **NFDS 3410 Hungering for Opportunities: Food and Migrations**

**Brandon Koenig**

**Tuesday 8:00 - 9:50 PM**

In the contemporary world, food sparks debates on power structures, race, ethnicity, and multiculturalism that acquire particular relevance in places where people from around the world live together and interact. In this course, we examine food in relation to migration in New York City and at the national and international levels. We look at 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 use food as a starting point for an analysis of the dynamics of adaptation, appropriation, and diaspora in a global framework. Although the focus is on contemporary society, we also explore historical aspects of the subject. (3 credits) CRN 5179

## **Cluster 3 Electives: Rights, Justice, Governance (RJG)**

### **LANT 2029 Culture and Conflict**

**Faculty TBA**

**Tuesday and Thursday 1:50 - 3:30 PM**

The organized production of violence has dramatically shaped the histories of many societies. Yet, despite its frequency, anthropological theories about what counts as war, why people fight, and how to best understand war's consequences are various and often contradictory. In this course, we will explore the ways in which social theorists have grappled with war as a human phenomenon that shapes and destroys many forms of social life. We will ask what constitutes war across a variety of different historical and cultural contexts, how anthropologists have tried to explain its position and meaning within them, and how the effects of war can be represented and analyzed using ethnographic methods. Course readings and discussions will present the problem of war within a number of different frameworks and scales. This will include cross-cultural analysis of warmaking practices, ethnographic explorations of structural violence such as colonialism and economic inequality, theories about the relationship between technology and war, and contemporary accounts of industrialized war and its human and material consequences. This course satisfies requirements in reading. (4 credits) CRN 7519

### **NPHI 3288 Human Rights: Relativism vs. Universalism**

**Luis Guzman**

**Wednesday 8:00 - 9:50 PM**

Is there such a thing as an objective or universal point of view? On one hand, the history of Western philosophy can be viewed as a continuous search for a fixed point of view, for a perspective that reveals how things "really are." On the other hand, many serious thinkers have attempted to relativize any postulation of an absolute perspective. This age-old debate is reflected in modern debates, such as the conflict between the Universal Declaration of Human Rights, promulgated by the United Nations in

1948, and objections to the imposition of a particular value system on a pluralistic world. This course explores arguments raised by ethical relativists throughout the history of philosophy, from Sextus Empiricus to Nietzsche to Richard Rorty, in order to arrive at the contemporary debate about human rights. Students analyze the strengths and weaknesses of universalist and relativist perspectives in attempting to answer the question: How can a coherent system of human rights be established in a world of diverse and sometimes contradictory social values? (3 credits) CRN 7067

### **NPOL 3571 International Law in the Age of Terror**

**Glynn Torres-Spelliscy**

**Online**

The conclusion of World War II led to a new era in international relations, one purportedly based on international law and human rights. In practice, however, states frequently ignore international legal requirements when the laws impede the pursuit of their own national interests. Since the catastrophic attacks on September 11, 2001, the United States has responded to security threats with policies and practices in its declared Global War on Terrorism that have challenged fundamental legal understandings. These policies have not so much disregarded international law as redefined it. This course focuses on the complex legal and domestic constitutional issues posed by the U.S. governments words and actions. Topics range from domestic issues, such as the USA Patriot Act, warrantless wiretapping, and indefinite detention, to international legal issues, such as the doctrine of preemption, the practice of "extraordinary rendition," and the treatment of detainees in U.S. custody and control. Policies of the Bush and Obama administrations are compared and contrasted with respect to effects on the international legal order. (3 credits) CRN 7666

### **NSOS 3142 Critical Trans Theory & Politics**

**Faculty TBA**

**Online**

Exploring the contemporary moment of trans culture, media representation, and the consolidation of transgender studies into a formalized discipline, this course will give an overview of foundational trans theory, ranging from hallmark texts on gender and social construction such as Judith Butler's Gender Trouble to more recent work on trans embodiment and phenomenology such as Gayle Salamon's Assuming a Body. This course will also examine trans feminist of color politics and theory, including those articulated by the 1970s collective Radical Queens, Sylvia Rivera at the 1973 Pride March, and those evidenced in more recent media representations by trans women of color such as Janet Mock's "girls like us" campaign. This course will also consider how structural violence and material struggles shape trans theory and knowledge production of trans subjects. (3 credits) CRN 7700

### **LREL 3004 Theorizing Religion**

**Faculty TBA**

**Tuesday and Thursday 3:50 - 5:30 PM**

What is "religion"? As students read classic answers to this question, they explore the curious fact that while "religion" is a modern western concept (born, perhaps, in 1799), most of what is studied in the field of "religious studies" is non-modern and/or non-western. We will follow three intertwining story-lines through the history of "religion" and its study in the west: religious apologetics, critiques of religion (epistemological, historical, ethical), and Europe's encounters and entanglements with the rest of the world, especially during the heyday of colonialism. A critical understanding of "religion" and its implication in modern and postmodern understandings of politics, ethics, gender and progress can make this Eurocentric concept a vehicle for profound critique and an opening to genuine dialogue. (4 credits) CRN 2690

### **NFDS 3201 Food Policy Tools for Food System Change**

**Thomas Forster**

**Thursday 6:00 - 7:50 PM**

This course provides tools for advocacy through interactive participation and engagement with U.S. food and farm policy. Our food system relies on industrial farming practices controlled by relatively small clusters of global firms, with negative consequences for farm communities, urban consumers, and the environment. This course explores how ecologically and socially sustainable alternatives, from community-supported agriculture programs to inner-city farms, are generating excitement and energy at the city, state, national, and international levels. Through readings, lectures, and field trips, we consider policy responses to food system challenges on three levels: city-state, state-federal, and national-international. We discuss how current food and farm policies govern markets, provide incentives, and channel individual food choices. We look at emerging social movements and food policy coalitions in the United States and internationally. We hear from leaders advocating policy change, who discuss how community-based solutions could be scaled up to address the interlocking challenges of persistent hunger and poverty, environmental degradation and climate change, growing urban and rural food deserts, epidemics of preventable chronic diseases, and collapsing rural economies. (3 credits) CRN 5936

### **NFDS 3220 Food Fight! The Role of Food in Advocacy and Sociopolitical Communication**

**Stefani Bardin**

**Online**

The importance of food in popular culture is evident in media such as television shows, films, and blogs. Complex issues such as hunger and food justice, health and obesity, locavorism, biotechnological influences, fair trade, ethical consumption, and sustainability are slowly entering the conversation about food in contemporary media outlets. We begin by examining the role food plays in communication from semiotic and cultural studies points of view. We then explore food as a focus of social, political, and environmental debates; as a topic discussed in social networks, advertising campaigns, political platforms, viral Internet campaigns, television programs, magazines, and newspapers; and as inspiration for art and media projects addressing these social and political issues. We discuss food and food advocacy content generators and consider effective communication strategies for food-related activism. (3 credits) CRN 4152

### **NFDS 3260 Food, Global Trade, Development**

**Fabio Parasecoli and Sakiko Fukuda-Parr**

**Wednesday 4:00 - 5:50 PM**

Food security is a basic human right and an urgent priority in countries rich and poor, but the causes of food insecurity and ways to address it are the subject of intense controversy. Multiple discourses shape debates in areas ranging from food sovereignty to sustainable food systems to the new Green Revolution. We examine a number of controversial questions: How can geographical indications be used to enhance opportunities for trade? Did speculation cause the recent price hikes in world food markets? From a cultural and ethical perspective, is the global intrinsically bad and the local intrinsically good? How do global value chains help or undermine local food systems? Drawing on food studies and development economics, this course is an exploration of key policy approaches and challenges around food security in the context of rapidly evolving global food systems. This is a graduate-level course that is also appropriate for undergraduates. (3 credits) CRN 5180

## **Cluster 4 Electives: Urban, Media, Environment (UME)**

### **LANT 2031 Urbanizing Asia**

**Faculty TBA**

**Monday and Wednesday 11:55 AM - 1:35 PM**

The course explores the emergence and processes of urbanization in Asia through ethnographies. The course will examine urban development of specific Asian cities by focusing on urban problems and challenges including poverty, housing, sustainability and civil society as well as the ways in which city-dwellers, developers and organizations are working to address them. World-class cities like Shanghai, Hong Kong, Tokyo, Singapore and Seoul are hubs of global economy that emerging cities around the world are trying to emulate. There are also cities like South Korea's Paju Book city and the Song Do Ubiquitous city, as well as China's Huang Baiyu Eco-city each organized and built from scratch based on a single idea. Lastly, recent events like the 3.11 Tohoku Earthquake and Typhoon Hai Yan have destroyed entire cities raising further questions about how we inhabit and build the urban environment. This course will examine the histories and trajectories of this wide range of cities taking into account the growing importance being placed on urbanization, design, and urban life. This course satisfies requirements in Doing. (4 credits) CRN 7520

### **LSCI 2300 Introduction to Urban Environmental Health**

**Jorge Ivan Ramirez**

**Monday and Wednesday 11:55 AM - 1:35 PM**

In this course, we will look at a broad range of factors affecting public health in urban environments. In 2009, for the first time in human history, more than half of the world's population resides in urban areas. Urban growth has outpaced the ability of governments to build essential infrastructures, and one in three urban dwellers lives in slums or informal settlements. The pace of urbanization results in built and social environments that place stress on human immune systems, increase exposures to industrial toxins, and present sanitation challenges. In addition, the effects of climate change have led to concerns about renewed incidence of infectious diseases that disproportionately affect urban populations. We will study how these factors collectively affect a city's health, as well as how these cities can respond to meet the increased challenges. (4 credits) CRN 5899

### **LCST 3071 Global Media Activism**

**Robert Scholz**

**Tuesday and Thursday 1:50 - 3:30 PM**

*NOTE: This is a pilot course with shortened in-class hours but additional web-based instruction and field trips.*

Global Internet Activism argues that digital media impacts real life politics by exploring technology-enabled political activism outside the United States and Europe. How can digital media help to mobilize citizens? Why do we have to stop talking about Twitter revolutions? Why do mainstream media in the US still pay disproportionately less attention to economically developing countries? Does the Internet democratize society? While the Internet is not accessible to the vast majority of people in poor countries, there is a larger density of mobile phones in those geographic regions than in post-industrial societies. What are the opportunities of mobile platforms to aid social change? Are platforms that allow activists to connect around specific causes valuable tools to raise awareness or does such nano-activism render us passive? The class is structured around case studies from Brazil, China, Russia, Iraq, Iran, Serbia, and South Korea. (4 credits) CRN 5798

**NSOS 2841 The Human Condition Seen Through Film**

**Toby Talbot**

**Tuesday 12:10 - 2:50 PM**

*NOTE: This course is the same as NSOS 0841, plus online discussions and research projects for credit students.*

Documentary film is intended to enlighten and provoke. Films in this series explore universal cultural, political, and ethical themes: economic survival, the natural environment, conflict and war, justice and dignity, family bonds, and creativity. We discuss these themes in class. Scheduled films: *The Law in These Parts* (Israel); *Chasing Ice*(USA); *The House We Live In* (USA); *The Atomic States of America* (USA); *Detropia* (USA); *The Invisible War* (USA); *Slavery by Another Name* (USA); *Teenage Witness* (USA); *Saving Face* (Pakistan); *Silence Broken* (South Korea); *Position Among the Stars* (USA); *Always Faithful* (USA); *Miss Representation* (USA); *Familia* (USA); *Last Call to the Oasis* (USA); *Paradise Lost* (USA). There may be substitutes for certain films. (3 credits) CRN 3277

**NCOM 3022 Whose Story Is It? Media in Developing Countries**

**Melanie Beth Oliviero**

**Online**

Technology has brought people around the world closer together than ever. We learn about countries and peoples in regions formerly remote and closed to external observers. But what exactly do we know? From whose perspective is the story told? This course contrasts foreign coverage of life in African, Asian, Latin American, and Eurasian countries with local reporting. We explore the print and broadcast media in countries consciously building more democratic states. We address the legal and legislative environments that foster the development of independent media, as well as the self-censorship that too many reporters and editors practice. We examine patterns of coverage, from the imitation of CNN and the BBC to the promotion of indigenous voices. We look for the cutting edge of local reporting, in which standard journalistic methods are amalgamated with traditional storytelling techniques. (3 credits) CRN 2071

**LPOL 3034 Global Political Ecology**

**Rafi Youatt**

**Friday 12:10 - 1:50 PM**

Contemporary global politics exists in the midst of an unprecedented era of environmental change, with issues from biodiversity loss to climate change affecting every corner of the planet. Frequently, however, these problems are considered in technical terms, as a matter of science or policy that simply needs political will to work. This course examines the relationship between politics and ecology in the global arena through the lenses of critical environmental politics, focusing on the political structures, power relations, and patterns of thought that allow these environmental problems to continue. The course will address both empirical and theoretical material, and includes a multi-day simulation of an international negotiation on climate change. (4 credits) CRN 7176

**LURB 3892 Capital Cities**

**Linta Varghese**

**Monday and Wednesday 10:00 - 11:40 AM**

This course will examine the ways that economic practices shape cities and city life. We will pay particular attention to the flows of capital entering cities through processes of remittances, transnational financial practices and institutions, global trade, tourism, architecture and labor. A basic premise of the course is that capital shifts forms, meanings and social and economic values as it travels. Additionally, different subjects (migrants, banks, global elite) enact capital practices in connecting and divergent streams. Potential topics we will explore include: diasporic groups and remittances, transnational finance (banks, off shore economies, etc), cities in BRIC nations, labor flows, the architecture of privatization, and "peripheral" cities in which are positioned outside dominant global capital flows. We will read scholarly works, fiction, advertisements, among other materials. (4 credits) CRN 7342

### **UENV 3200 Spatial Thinking with GIS**

**Faculty TBA**

**Monday and Wednesday 10:00 - 11:40 AM**

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 in contemporary and historical contexts. They learn spatial analysis techniques with a focus on the role of special mapping and representation as a support tool, including Geographic Information Systems (GIS), Google Earth, and assorted visualization software. Practices of spatial representation with a specifically insurgent or counter-institutional agenda are also examined. Finally, the course engages available technologies for spatial representation and analysis, but with a careful eye toward the inherently political aspect of maps. (4 credits) CRN 3980

### **LURB 3060 Global Cities: Berlin**

**Jurgen von Mahs**

**Tuesday and Thursday 10:00 - 11:40 AM**

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. (4 credits) CRN 7343

### **NSOC 2710 Deconstructing Cities**

**Jurgen von Mahs**

**Online**

This is an introductory urban studies course that exposes students to innovative ways of understanding cities and the social disparities they manifest. The class focuses on contemporary urban issues including income inequality, segregation, gentrification, homelessness, immigration, media and culture, and social control. Students learn to analyze such problems by looking at economic, political, and social processes occurring simultaneously on different scales--global, local, personal--and

how they unfold through space and over time. Using New York City as a benchmark, students explore urban contexts in comparative international perspective by researching an urban issue in a global city of their choice. (3 credits) CRN 7593

### **NFDS 3220 Food Environments, Health, and Social Justice**

**Magdalena Ornstein-Sloan**

**Online**

With obesity and diabetes rising at alarming rates, an interdisciplinary academic field has emerged to rethink the role of the environment in shaping our food use patterns and health. In this class, our approach is framed by the ideas and activities of the environmental justice movement, which guide a critical reading of the literature on food environments and the sociospatial distribution of nutritional resources. We conceptualize systems of food production and consumption in environmental terms, such as food deserts and platescapes, and examine how modes of food production and distribution are connected to the nutritional landscapes of cities. We consider research methods to gain an understanding of these environments and health effects and explore strategies to promote effective change in resource distribution. Students use Internet-based mapping tools to conduct field research on their own food environments. Written assignments include responses to major themes in the literature, reviews of relevant films, and letters to policymakers. (3 credits) CRN 2801

## **1-credit courses**

### **NHUM 2411 Blogging 1: Your Toolbox**

**Claire Potter**

**Wednesday 4:00 - 5:50 PM**

"Web logs, although they were possible in the 1990s, became a popular phenomenon in the 21st century. Anticipating the popularity of social media, they were initially personal, reflecting a long tradition of English-language "confessional" literature. Today, blogs serve every conceivable function, from keeping military families in touch during a deployment to serving as easy-to-build web pages, selling baby products, and providing a flexible space for serious news, political writing, art and scholarship. If you want to try blogging, now is your chance: no previous experience necessary. In five weeks, students learn to use a basic bloggers "toolbox": choosing a web platform and design, establishing a theme and finding readers for your work, ethical approaches to writing in public, the basics of copyright and Creative Commons licensing and establishing a writing practice. Students may choose to make their blogs public, or they may have the option of closing them to the class and other selected viewers. (1 credit) CRN 7654

### **NHUM 3411 Blogging 2: Web Communities**

**Claire Potter**

**Wednesday 4:00 - 5:50 PM**

"Every blogger is part of a web community. But which one? How can a blogger encourage one set of readers and/or discourage others? Students in this class may wish to continue work on a blog established in Blogging I, or they may wish to bring a personal or work-related blog they wish to define and develop. Readings will put web communities in historical and cultural context: what aspects of earlier analogue or paper-based communities can blogs replicate or improve on? By the end of the class,

each student should have a strategy to draw and retain desired readers, as well as strategies to deter undesired readers. Topics to be covered include: the advantages and perils of pseudonymity, the nature of networks, trolling, linking strategies, RSS feeds and site meters. Students who have not taken Blogging I may wish to review materials on copyright and ethics." (1 credit) CRN 7655

**LNGC 3501 Undergraduate Research and Activism: Positions, Posters, Presentations and Publications**

**Katayoun Chamany**

**Wednesday 4:00 - 5:15 PM**

This tutorial is based on the Dewey pedagogy of "learning by doing" in which experiential learning opportunities are seen as essential for the development of activists and scholars. Students will build a peer community that will be mentored through the process of identifying research/internship positions that build on their interests and skills. The tutorial will also help students imagine how work outside, and inside the classroom, can be combined to create important pieces of work that can be shared publicly through exhibitions, blog posts, posters at conferences, presentations, and publications in peer-reviewed journals, some of which are specific for undergraduates. This tutorial supports students across the college and at all stages of their development to chart a successful educational and scholarly experience that can promote social reflection and change. *Instructor is the recipient of the 2013 Lang Faculty Advisor Excellence Award.* (1 credit) CRN 7735