

COURSE BULLETIN

Global Studies // Summer & Fall 2021

The New School
66 West 12th Street, 9th Floor

Co-Chairs: Alexandra Délano, delanoa@newschool.edu ; Gustav Peebles, peeblesg@newschool.edu

Advisor: Chris McElderry, clmcelderry@newschool.edu

Program Coordinator: Clara Beccaro, globalstudies@newschool.edu

<https://blogs.newschool.edu/glue/homepage/global-studies/>

Note: All course information is subject to change. Please treat the [university course catalog](#) as definitive.

DON'T FORGET...

Global Engagement

You should complete your Global Engagement requirement before your senior year. Direct experience will change how you view your academic work, and help prepare you for more critical and nuanced thesis research. Please note changes to the [Global Engagement requirement](#) and submit your proposal [here](#) if you plan to complete the seminar in Fall 2021. If you have any questions, contact Chris McElderry.

Language Proficiency

People who speak more than one language [experience time differently](#)! By junior year you should have begun work towards fulfilling your language requirement. To arrange a proficiency test, arrange to fulfill your language requirement outside The New School, or explore options, contact Chris McElderry.

TABLE OF CONTENTS

SUMMER 2021 COURSES (online)	5
CLUSTER 1 ELECTIVES: PEOPLE, PLACES, ENCOUNTERS (PPE)	5
NINT 5403: Security and Sacrifice Studio	5
CLUSTER 2 ELECTIVES: MARKETS AND STATES (MS)	5
ULEC 2762: Gerrymandering and the Political Process	5
NINT 6006: IFP Ethiopia	6
NINT 6007: IFP Ethiopia - M&E Studio 2	6
CLUSTER 3 ELECTIVES: RIGHTS, JUSTICE, GOVERNANCE (RJG)	6
NPOL 3281: International Crimes: From Nuremberg to Guantanamo Bay	6
UGLB 4033/NINT 5033: United Nations & World Order	7
UNITED NATIONS SUMMER STUDY - Faculty Peter Hoffman:	7
CLUSTER 4 ELECTIVES: URBAN, MEDIA, AND ENVIRONMENT (UME)	7
NINT 5419: Picturing our World: International Photojournalism	7
LECO 2012: Globalization, (De)Industrialization and the Urban Space	7

FALL 2021	8
I. CORE COURSES	8
UGLB 2110: (Dis)Order and (In)Justice: Introduction to Global Studies	8
UGLB 2111: Global Economies: Understanding Global Capitalism	9
II. KNOWLEDGE BASE ELECTIVES	9
UGLB 3210: Introduction to International Law	9
III. GLOBAL CHALLENGE CLUSTER ELECTIVES	10
CLUSTER 1 ELECTIVES: PEOPLE, PLACES, ENCOUNTERS (PPE)	10
UGLB 3314: Global Gender and Sexuality	10
UGLB 3320: Spaces of Struggle	11
CLUSTER 2 ELECTIVES: MARKETS AND STATES (MS)	11
UGLB 3412: Political Economy and Development in Middle East and North Africa	11
CLUSTER 3 ELECTIVES: RIGHTS, JUSTICE, GOVERNANCE (RJG)	12
UGLB 3529: Internationalism and Liberation Struggles in the Global South	12
CLUSTER 4 ELECTIVES: URBAN, MEDIA, AND ENVIRONMENT (UME)	12
UGLB 3601: Ecofeminism and Global Justice	12
IV. COLLABORATIVE RESEARCH SEMINAR (CRS)	13
UGLB 3738 : CRS: Human Rights Advocacy and Research	13
UGLB 3739 : CRS: Sanctuary and Accompaniment	13
V. GLOBAL ENGAGEMENT AND CAPSTONE REQUIREMENT	14
UGLB 3903: Global Engagement Colloquium	14
UGLB 4710: Senior Capstone Seminar	15
VI. RELEVANT ELECTIVES OUTSIDE OF GLOBAL STUDIES	15
KNOWLEDGE BASE ELECTIVES (OUTSIDE OF GLOBAL STUDIES)	15
LCST 2120: Introduction to Cultural Studies	15
LCST 2450: Introduction to Media Studies	16
LCST 2109: Beyond Sex and Gender	16
LCST 4550: Trans Aesthetics	17
LCST 3901: Radio/Podcasting on Air	17
LHIS 2082: Word and Image in African American History	17
LHIS 3082: The Politics of Xenophobia	18
LLSL 2217: Lighting Out for the Territories	18
LMTH 1950: Quantitative Reasoning I	18
LMTH 2014: Quantitative Reasoning II: Research Methods and Data Visualization	19
LMTH 2030: Statistics With SPSS	19
LREL 3004: Theorizing Religion	20
LREL 2065: Introduction to Islam	20
LSOC 2001: Social Imagination	21
LSOC 2850: Urban Sociology	21

LSOC 3019: Classical Sociological Theory	21
NECO 2004: Introduction Microeconomics	22
NINT 5001: Global Flows	22
NINT 5005: Research Design and Data Collection	22
NSOC 3502: Identity and Social Theory	23
UENV 2000: Environment and Society	23
ULEC 2620: Urban Worlds: Social Justice in the Lived City (Lecture)	23
ULEC 2621: Urban Worlds: Social Justice in the Lived City (Discussion)	24
GLOBAL CHALLENGE CLUSTER ELECTIVES (OUTSIDE OF GLOBAL STUDIES)	24
CLUSTER 1 ELECTIVES: PEOPLE, PLACES, ENCOUNTERS (PPE)	24
LANT 2225: Activism Anthropology	24
LANT 2320: Sensory Worlds: Culture, Media, and The Body	24
LCST 2120: Introduction to Cultural Studies	25
LCST 3267: Art & Politics of the Earth	25
LCST 4550: Trans Aesthetics	25
LLSL 2217: Lighting Out for The Territories: 19th & Early 20th c. American & African-American Literature	25
LLSL 3052: Literature and Revolution in Latin America	26
LREL 2310: The Buddha's Revolution: Exploring the Ideas and Practices of Buddhism	26
LREL 3320: Meeting with Remarkable Mystics	27
LSOC 2056: Immigrant NY	27
LSOC 2105: Chinese Culture & Society	27
LVIS 2010: Exhibitions as History	28
LVIS 2018: Picturing People: Race, Empire, and Archive	28
NANT 3423: Anthropology of Home	29
NANT 3627: Contested Heritage Sites: Appropriation and the Production of Culture	29
CLUSTER 2 ELECTIVES: MARKETS AND STATES (MS)	29
GPOL 6434: Global Russia, Global China, "Global South"	29
LECO 3823: Intermediate Microeconomics	30
LHIS 2049: Intro to Capitalism Studies	30
CLUSTER 3 ELECTIVES: RIGHTS, JUSTICE, GOVERNANCE (RJG)	30
LPOL 2047: Empires Nations & Borderlands	30
NPHI 3550: Decolonial Thought	31
NPOL 3571: International Law in the Age of Terror	31
CLUSTER 4 ELECTIVES: URBAN, MEDIA, AND ENVIRONMENT (UME)	31
LANT 2315: Ethnographic Media Lab	31
LANT 2320: Sensory Worlds	32
LCST 3267: Art and the Politics of the Earth	32
LCST 3267: Globalization, (De)Industrialization and the Urban Space	32
LCSI 2320: Microbial Ecologies	33
LCSI 2500: Chemistry of the Environment	33
NCOM 3050: Music, Media, and Society	34
NCOM 3166: Race, Ethnicity, and Media	34

SUMMER 2021 COURSES (online)

CLUSTER 1 ELECTIVES: PEOPLE, PLACES, ENCOUNTERS (PPE)

NINT 5403: Security and Sacrifice Studio

Everita Selina

Thursday

12:00-4:00pm

CRN: 2677

3 credits

International affairs are rife with deadly violent perils, from the nuclear weapons of great power states to small arms in the hands of informal militarized actors, and even those who are not physically harmed are psychologically afflicted, explicitly or subtly, with terror, trauma, and intimidation. Moreover, what is at stake from mortal jeopardies is not just lives but values, including freedom and justice. Frequently those facing existential menace—material or moral—make calculations, or are complicit in other actors doing so, of what emergency measures they are willing to take to address hazards or otherwise cope with uncertainty. Since antiquity, many societies have embraced what Plato deemed a “noble lie,” a myth to maintain harmony and stability, and this class analyzes normalizations of expendability at the international level. This course explores issues of security (protection, threats, and risks) and sacrifice (justifications of trade-offs; losing that which is valuable and enduring the costs of dangers and violence). Although the class begins with problematizations of security relations and underlying cultural-political norms of sacrifice, the studio format is a platform for students to independently pursue projects, either individually or collaboratively in groups, that receive support and feedback. Accordingly, there is an expectation that projects will be workshopped; that is, they are presented, reviewed, and critiqued to foster creativity, sophistication, and refinements. The class can be used for different types of projects; relevant practicums (Practicum in International Affairs II) or thesis writing (Thesis Supervision) are prototypical. Students apply to join the studio with a concrete proposal to work on a specific project, and those approved may then register—to apply, email Peter J. Hoffman, hoffmanp@newschool.edu.

CLUSTER 2 ELECTIVES: MARKETS AND STATES (MS)

ULEC 2762: Gerrymandering and the Political Process

Faculty TBA

TBA

TBA

CRN: 255

3 credits

“Gerrymandering” is the widely-used term to describe the drawing of political district boundaries in such a way as to favor one political party or group of individuals. In the United States, individual states’ redrawing of congressional district lines have provoked increasing ire as the results of congressional elections diverge from the popular vote. In this course, we will look at the history and practice of redistricting and representation, including the US Census, apportionment, voting methods, and gerrymandering. The course will be centered on how mathematics and quantitative methods can measure the effects of gerrymandering and systems of representation, while suggesting solutions for fairer institutional processes and policies. We will discuss these topics in the context of how the structure of electoral and government systems affects the functioning of democracy.

NINT 6006: IFP Ethiopia

Mark Johnson

Tuesday

1:00-5:00pm

CRN: 2465

The best means of understanding a project or program's success is through Monitoring and Evaluation, a methodology to collect and analyze data on impact and effectiveness. The M&E I Studio section will focus on setting up M&E structures prior to project implementation. We will first define project success, usually represented through objectives or outcomes, and then establish logical framework impact, outcome and output statements, and attach measurable indicators - the foundation of monitoring and evaluation. This Remote Studio will work and interact synchronously with Addis Abeba University students in this online course, which will involve both lectures and activities. Our client is the Consortium of Self- help Approach Promoters (CoSAP), a national coalition of approximately 13,000 women's microenterprise groups. Our Studio will work on continuing collection of microenterprise results, but will also delve deeper into the groups' psychosocial benefits to members. Application and admission into the M&E Remote Studio is required to take this course. All undergraduates need permission to register. For more information, send an email to ifp@newschool.edu.

NINT 6007: IFP Ethiopia - M&E Studio 2

Mark Johnson

Thursday

1:00-5:00pm

CRN 2466

The Summer Remote Monitoring and Evaluation (M&E) Studio will allow students to delve into the actual M&E work of client projects in Ethiopia, designing and conducting data collection, analyzing and visualizing data, and writing an evaluation report. Studio participants will also have the opportunity to work and interact (online) with university peers from Addis Ababa University. Those local students will be, pandemic permitting, collecting data on the ground, and together, you will process, analyze and report on project results. Application and admission into the M&E Remote Studio is required to take this course. All undergraduates need permission to register.

CLUSTER 3 ELECTIVES: RIGHTS, JUSTICE, GOVERNANCE (RJG)

NPOL 3281: International Crimes: From Nuremberg to Guantanamo Bay

Glynn Torres-Spelliscy

(online) TBA

TBA

CRN: 1928

3 credits

From the Nazi concentration camps to the killing fields of Pol Pot's Cambodia to the deserts of Darfur, human beings have displayed a seemingly unlimited capacity for cruelty. International legal prohibitions on war crimes, crimes against humanity, and genocide are designed to deter and punish such crimes. Although treaties regulating the wartime conduct of soldiers and states predated the formation of the International Military Tribunal at Nuremberg, the tribunal was the first international body ever established to try state leaders, not only for wartime conduct but also for their domestic policies. We examine the

complex legal issues associated with the prosecution of these crimes by tracking the development of international institutions from Nuremberg to the International Criminal Court.

UGLB 4033/NINT 5033: United Nations & World Order

Peter Hoffman
CRN: 2368

Monday & Thursday
3 credits

3:00-6:00pm

The United Nations Summer Study (UNSS) program provides graduate and undergraduate students as well as continuing education professionals with knowledge and skills for understanding the United Nations system, and offers preparation for a career in international affairs. Unlike other UN study programs, UNSS takes you beyond a narrow focus on security and diplomacy to investigate development, human rights, humanitarian action, peacekeeping and peacebuilding, and environmental and reform issues. UNSS's online coursework prepares you to analyze and engage with contemporary issues, policies, and debates in international affairs. UNSS practicums, not found in any other UN summer program, enable you to gain hands-on experience through remote consultancy work with the UN system.

Application and admission into the United Nations Summer Study program is required to take this course. For more information, send an email to unstudy@newschool.edu.

For more information, please visit our website: United Nations Summer Study.

UNITED NATIONS SUMMER STUDY - Faculty Peter Hoffman:

CLUSTER 4 ELECTIVES: URBAN, MEDIA, AND ENVIRONMENT (UME)

NINT 5419: Picturing our World: International Photojournalism

Alan Chin
CRN: 2355

Tuesday
3 credits

4:00- 7:40 pm

In this survey course, we will look at both traditional photojournalism and newer forms of image making that are expanding the medium. The primary goal of this class is to engage in the language of visuals: students will learn to make images and to write about them, but most importantly, to think critically about the photographs and representations we see in newspapers, magazines, and online every day. We will begin with a brief overview of the role of images in making our modern media, and then each class will be dedicated to discussing one region or topic: the wars in Iraq, Syria, and Afghanistan; representations of life in Africa and elsewhere; photographing violence against women; community approaches to documentary photography; picturing poverty and development; and more. Classes will involve direct visual analysis combined with background from course readings. Guest speakers will be brought in to discuss their work. Students will have the choice of conducting a semester-long photography research project that focuses on both visual analysis and contextual meaning, or of doing a hands-on photo project

LECO 2012: Globalization, (De)Industrialization and the Urban Space

Qasim Abbas
CRN: 2347

Mon., Tues., Wed., & Thursd.
4 credits

2:00pm-5:20pm

Classical political economists including Adam Smith, David Ricardo and Karl Marx have observed that labor moves from low wage areas to high wage areas, and capital goes from high cost areas to low cost ones. This observed pattern provides powerful theoretical basis for explaining a multitude of economic phenomenon in capitalism. The pattern also powerfully explains how built environments and urban spaces get developed and destroyed in global capitalism. Regions such as the post-Industrial rustbelt of U.S. and declining manufacturing centers across Europe are outcomes of labor/capital mobility that deeply shape urban geographies over the course of generations. Manufacturing job loss in the great lakes region of U.S. resulting from capital mobility is inextricably tied to the rise of rightwing populism claiming to represent the grievances of white working class that feels betrayed and left behind by forces that seem out of their control. This course will weave together the politics and economics of deindustrialization while exposing students to an economic methodology (classical economics) that is fully outside of the mainstream. Students will be introduced to foundational concepts in political economy in order to keep abreast with course material, contribute to class discussions and write two essays that demonstrate knowledge and engagement with concepts introduced in the course. Students from varied backgrounds and majors are welcome to take this course.

FALL 2021

I. CORE COURSES

UGLB 2110: (Dis)Order and (In)Justice: Introduction to Global Studies

Section A	Gabriel Vignoli	Thursday	12:10-2:50PM
CRN: 2016		3 credits	

Section B	Abigail Perez Aguilera	Tuesday	4:00-6:40PM
CRN:4086		3 credits	

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 and against the backdrop of colonialism and imperialism— from war to migration, to the changing roles of the state, the corporation, and the citizen. A governing metaphor for the class is the “border”—the material and metaphysical instantiation of the modern nation-state and its system to which we are all heirs. The border divides and links, sutures and separates. It creates order and invites disorder. We will examine the creation of the borders of countries, but also the borders between the local and the global, the legal and illegal, and the self and other. These borders have intertwined histories, structures, and logics that have produced the social and political conditions in which we currently find ourselves, including contemporary struggles for Black and Indigenous liberation in the United States. We will seek to understand order as a dynamic relationship between territory, power, and belonging, and justice as a question of political 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? Our approach embraces an ethnographic perspective that aims to illuminate the way the “global” impacts the real human lives that sit at the center of our investigations. Technology Requirements: Access to a computer that supports Zoom, Canvas, word processing and basic internet usage.

UGLB 2111: Global Economies: Understanding Global Capitalism

Section A	Laura Liu	Tuesday	12:10 pm - 2:50 pm
CRN: 2823		3 credits	
Section B	Gabriel Vignoli	Thursday	4:00 pm - 6:40 pm
CRN: 4172		3 credits	

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. *A Global Studies Core Course.*

Please contact the GLUE Advisor should you need additional information or have registration difficulties.

II. KNOWLEDGE BASE ELECTIVES

NOTE: These electives are offered through the Global Studies Program. You may also take courses through other departments towards your elective requirements. See section VI for a selected list.

UGLB 3210: Introduction to International Law

Instructor to be Announced	Monday	6:00 pm - 7:50 pm
CRN: 2823	3 credits	

This course is designed as an introduction to the basic concepts and principles of public international law. The object is to provide students with a working knowledge of the structural foundations of international law and the relevant bodies through which it is affected -- states, international and nongovernmental organizations, and individual actors. 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 domestic law. The course will combine examination of doctrine, theory and the concrete application of international law to real world events. Our focus this semester will be on global responses to pandemics and their social consequences, the international efforts towards Environmental Justice, and the use of international law to support struggles in the domestic sphere, such as the Black Lives Matter Movement. Students will act as legal advisers to Governments, civil society advocates and judges of international courts and they will have the opportunity to gain practical legal skills by participating in an oral argument on selected topics of international law.

III. GLOBAL CHALLENGE CLUSTER ELECTIVES

NOTE: These electives are offered through the Global Studies Program. You may also take courses through other departments towards your elective requirements. See section VI for a selected list.

CLUSTER 1 ELECTIVES: PEOPLE, PLACES, ENCOUNTERS (PPE)

UGLB 3314: Global Gender and Sexuality

Laura Liu
CRN: 9000

Tuesdays
4 credits

12:10 pm - 2:50 pm

This course explores issues of gender and sexuality in transnational perspective, focusing on ways in which global flows of labor and discourse and global forms of measurement and administration 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 meanings across regions, cultures, and flows of migration. Specific topics covered will include the impacts of globalization, migration, and colonialism on gender and sexuality; how gender norms structure interventions into development and conflict; the rise of NGO-ization in global gender-based activism; sex workers' movements and constraints; how HIV/AIDS has shaped a global discourse on sexuality; non-binary gender and sexual identities in different contexts; gender in domestic or reproductive labor in a globalized economy; constructs of masculinity in militarism and nationalism; sexuality, migration and tourism; and the use of scientific discourses to enforce the gender binary.

UGLB 3320: Spaces of Struggle

Ujju Aggarwal
CRN: 11290

Thursdays
3 credits

4:00pm - 5:50 pm

The global pandemic has brought questions related to social reproduction and enclosure; capitalism and race; and the state and geographies of organized abandonment to the fore. This context has provoked new experiments, insurgencies, and mobilizations as well as greater visibility to and emphasis on vulnerability, inter-dependence, and care. These experiments have invoked the politics of mutual aid and prefigurative politics as well as insurgent claims within and against the racial state. In this course, we will explore the spaces of struggle – from occupied factories, to public schools, to homes and the domestic realm---and the attendant theories and practices of that ground collective efforts working to reimagine and redefine relationality, kinship, belonging, and rights. We will explore these spaces of struggle in relation to what they might teach us about social reproduction, racial capitalism, gender, labor, space and scale, and the state.

CLUSTER 2 ELECTIVES: MARKETS AND STATES (MS)

UGLB 3412: Political Economy and Development in Middle East and North Africa

Corinna Mullin
CRN: 11286

Tuesday & Thursday
3 credits

10:00am - 11:40 am

Although there is much discussion in academic, journalistic and policy making circles about "development" today, there is very little consensus about what the term actually means. For example, while modernisation theorists claims that development is a sequence of structural changes that all societies eventually go through (modeled on an idealized and sanitized version of European 'development' that elides the foundational role of enslavement and colonialism), critical development theories argue that the notion of 'development' is merely a discursive device designed to reproduce and obscure unequal power relations and value drain from the global South to the global north. This class will interrogate the multiple meanings, approaches and functions of the concept of development. It will start with a history of the region's unequal incorporation into the global economy starting from the era of merchant capitalism and early imperialism to settler colonialism, tracing change and continuity in the era of post-colonial developmentalism and the current neoliberal era. The class will consider multiple scales of the

development question including at the global, state and societal levels, covering the following themes: Colonialism and primitive accumulation; The discourse and politics of 'modernization'; Anti-colonial resistance and post-colonial developmentalism; Dependency and neocolonialism; Peasant struggles and food sovereignty; Uneven ecological exchange and peasant struggles; Neoliberalism, structural adjustment and 'bread revolts'; Urban growth, gentrification and dispossession; Feminized precarity; Higher education and brain drain; Social movements and alternatives to colonial-capitalist development.

CLUSTER 3 ELECTIVES: RIGHTS, JUSTICE, GOVERNANCE (RJG)

UGLB 3529: Internationalism and Liberation Struggles in the Global South

Jaskiran Dhillon
CRN: 11288

Wednesday

12:10pm- 2:50pm

This course examines the politics of internationalism as it relates to contemporary formations of revolutionary movement building and decolonization across a range of social and political issues. More specifically, the course asks students to undertake an intensive investigation of anticolonial struggles that are located outside of the territorial boundaries of the United States in order to think through the complicated terrain of political organizing and social transformation in this historical moment. How do we engage in decolonial movements centered on justice and freedom here in the United States without understanding how these struggles fit within a larger arc of anti-imperialist resistance across the globe (here is also there and there is also here)? What can we learn from liberation struggles in other parts of the world that help us understand the ways that our stories and political imaginaries are co-constituted, the way our histories and futures are deeply linked? Students will begin the semester by examining readings that center the concept of internationalism, and then move to critical reading and discussion about the anti-apartheid movement in South Africa, the Zapatista movement, and the Palestinian struggle for freedom. This course will include visits from guest speakers, and be connected to a radical bookstore in West Philadelphia (Making Worlds) which is hosting a series of community-based political education workshops on this topic.

CLUSTER 4 ELECTIVES: URBAN, MEDIA, AND ENVIRONMENT (UME)

UGLB 3601: Ecofeminism and Global Justice

Abigail Perez Aguilera
CRN: 9174

Thursday
3 credits

9:00 am - 11:40 am

Ecofeminism has been regarded as the study of the relationship(s) between 'women' and 'nature'. The constant subjugation, manipulation and exploitation of womxn in a global scale is tightly related to our 'human' understandings of nature, wilderness, the construction of spaces, territories and bodies. In this course we will explore how global problems and crises are interconnected through violence against marginalized groups. We ask, how can ecofeminism serve as an entry point to discuss global justice and imagine another world? Among the global topics that we will discuss through an ecofeminist lens are indigenous resistance and survival, sexualized violence, Afrocentric feminist perspectives, health and

poverty, critiques to modernity, alternative ways of being and living in the world, and colonial gender capitalist systems that have shaped societies. To do so, we will explore several cases from the Global South and Global North that go beyond anthropocentric perspectives; these include decolonial theories, queerness, indigenous perspectives, new materialisms, among others. How do dissident knowledges about nature and the body explain global violence and resistance?

IV. COLLABORATIVE RESEARCH SEMINAR (CRS)

UGLB 3738 : CRS: Human Rights Advocacy and Research

Everita Silina
CRN: 11287

Monday
4 credits

9:55am-11:45am

Human Rights Advocacy and Research Human rights are enshrined in international law, multiple regional treaties and national constitutions. Despite the ubiquity of human rights principles in modern legal systems and political discourses, their practical implementation remains patchy. The highly technical language associated with the legal process is often a barrier for public participation in monitoring and advocating for their own rights. The increase in conspiracy theories, disinformation and attacks on groups working on human rights issues around the globe, make the fulfilment of human rights even more challenging. To help students address these challenges the course will offer skills training through a workshop-oriented structure. Students will learn how to conduct human rights focused research, assess information for accuracy and translate legal and technical information into a more accessible language. Students will also learn how to present information and pressure for change. Students will work on a specific area of law or policy where human rights issues have been compromised and are difficult to access for local communities. For example, the rights to consultation for the inhabitants living next to a hydropower station, social assistance during pandemic, and addressing and countering online attacks against civil rights advocates and activists, to mention a few cases. The cases will focus on the human rights situation in the Balkans and the US. Students will be encouraged to use comparative cases from elsewhere around the world to deepen their understanding of challenges and problem-solving opportunities in different contexts. The skills training and collaboration will help students build critical and analytical skills and become more active in helping communities access information and engage with their own human rights.

UGLB 3739 : CRS: Sanctuary and Accompaniment

Alexandra Délano & Anne McNevin
CRN: 11289

Tuesday & Thursday
4 credits

6pm-7:40pm

This course examines the concept and practice of accompaniment as part of contemporary sanctuary movements. The course provides students with an understanding of the history and policy context of sanctuary movements in which accompaniment has emerged as an organizing principle, as well as the range of actors and institutions involved, from immigration authorities and courts, to religious and secular organizations, and transnational organizing networks. The course exposes students to specific practices associated with accompaniment in local and transnational settings, including the accompaniment of

migrants to New York court proceedings, and the accompaniment of migrants who are deported or returned across transnational borders. By partnering with organizations engaged in the work of accompaniment, the course engages students in the question of whether and how accompaniment represents a novel social practice and what its ongoing implications might be for alternative political futures.

V. GLOBAL ENGAGEMENT AND CAPSTONE REQUIREMENT

NOTE: Please note the following changes now in effect: the Global Engagement requirement now consists of a pre-approved experience followed by the Global Engagement Colloquium. See [this form](#) for more information and to submit a proposal.

UGLB 3903: Global Engagement Colloquium

Laura Liu
CRN: 2198

Monday
2 credits

4:00 pm - 5:50 pm

NOTE: The Global Engagement requirement consists of a pre-approved experience followed by the Global Engagement Colloquium. The deadline to submit your proposal will be announced in the coming weeks.

One of the requirements of the Global Studies major is that you engage in some form of approved intensive experiential learning that enhances your knowledge of key concepts/ideas you are exposed to in

your seminar classes and puts them in conversation with everyday realities on the ground. This experience can take shape through an international program, internship opportunity, volunteer work, or critical study abroad participation. The Global Engagement course is a dedicated space for you to collectively reflect on this form of engagement with your peers, to make connections between the conceptual and the concrete, and raise critical questions that have emerged from your specific experiential encounter. Some of the key focal points around which our conversations will revolve include: How did your experiential learning allow you to approach a concept you learned in Global Studies differently (or did it)? What are new questions you have as a result of this experience? What were some of the strengths of this engagement in terms of advancing your interest in or knowledge of particular social issues? What were some of the contradictions and challenges associated with your time in the field? Students should be prepared to share their reflections through written memos presented in classes, artifacts from their sites, and in class-discussions.

UGLB 4710: Senior Capstone Seminar

Section A:	Alexandra Délano	CRN: 2021
Section B:	Jonathan Bach	CRN: 3821
Tuesday	12:10 pm-2:50 pm	
1-4 credits		

All Global Studies majors must complete a final capstone requirement in the form of a scholarly research paper or artistic project that reflects 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 or creative development of your project, 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 existing literature/field of practice, finding, using and presenting data, evidence, ideas, and the writing/creative 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 or creative practice. It is a scholarly endeavor that reflects knowledge and experience obtained both inside and outside the classroom. Students will develop a scholarly research paper and/or an artistic project for an individual project on a topic of their own choosing. Those who wish to develop and expand the project as a thesis can apply for the Senior Thesis Seminar (3 credit) in the Spring, which will require submitting their project to the department for approval and having fulfilled the requirement of a research methods course.

VI. RELEVANT ELECTIVES OUTSIDE OF GLOBAL STUDIES

KNOWLEDGE BASE ELECTIVES (OUTSIDE OF GLOBAL STUDIES)

LCST 2120: Introduction to Cultural Studies

Kate Eichhorn	Monday & Wednesday	10:15 am - 11:30 am
CRN: 2179	3 credits	

'Culture' is a complex term, whose meanings include: a tradition of revered works, an everyday identity, a whole way of life, a structure of feeling, or an ideal to defend or attain. Many conflicts turn on matters that are in one or more senses 'cultural.' Economic and political power and conflicts can also work through cultural struggles. This lecture course equips students with concepts that help us step outside of our own cultural bubble for a minute and perceive culture in a wider range of senses and in particular how it appears to others. We will look at contemporary struggles around race, culture, class, gender, sexualities through the prism of key texts and authors whose concepts address these questions. Students come away with an understanding of concepts and authors of use in all other CMS courses. [Tracks C & M]

LCST 2450: Introduction to Media Studies

Heather Davis
CRN: 1291

Monday & Wednesday
3 credits

4:00 pm - 5:15 pm

[Track M] 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. [Track M]

LCST 2109: Beyond Sex and Gender

Dora Suarez
CRN: 11828

Monday & Wednesday
4 Credits

12:00pm-1:40pm

What is the relation between sex and gender? Does it fall along the natural-cultural, or biological-social divisions we generally use as explanation? This course will not only address these questions, but it will also interrogate the relevance and potential limitations of these divisions (viz, natural-cultural and biological-social) for a constructive analysis of the existential meaning we associate to the articulation of sex and gender. In doing this, this course will start from the premise that both sex and gender are inherently ideological terms that cannot be taken for granted but must instead be meticulously interrogated, and that their examination can only be properly accomplished through an engagement with the parameters set up by patriarchy as well as Feminist and Queer theory. While many courses begin with sex in order to undermine the ways in which sexuality is deemed biological, we will instead focus on an interrogation of gender in order to understand and question what it means to claim that "gender is a social construct." Having considered the social, political, and cultural aspects of the construction of gender, we will then turn to material, embodied realities of sex to consider intersexuality, transgender history, race/class/ability, and motherhood as specific sources of experience from which to approach sex and sexuality. In doing this we will highlight the extent to which these particular positions expose the fact that there are aspects of the lived experience of sex and sexuality that cannot solely be explained through allusions to "social construction." This will allow us to problematize the uses of "nature" and "biology" but also "cultural" and "social" from marginalized rather than dominant positions. Throughout the course our analysis will always take an intersectional, praxis-oriented approach to reconsidering the meaning(s) and

application(s) of the sex-gender and nature-culture divide. This course counts toward the Gender Studies minor. [Track C]

LCST 4550: Trans | Aesthetics

McKenzie Wark
CRN: 11196

Monday
3 Credits

4:00-5:50pm

[Tracks C, M] Since the alledged 'transgender tipping point' there has been something of an expansion in the visibility of transgender and gender variant people in the North American cultural world. But is this visibility always a good thing? In what ways does visibility tip over into surveillance? How are trans bodies coded into cultural and media systems, and are they resonant there in ways that are enabling or disabling for trans lives, particularly of trans people of color? This course takes up these and related questions connected to the problem of what it means to appear as anything other than a cis person. It will touch on questions in visual cultural studies and try to connect them to questions emerging out of the media practices and media critique originating among trans artists and activists themselves. [Tracks C, M]

LCST 3901: Radio/Podcasting on Air

Sam Bair & Sarah Montague
CRN: 1752

Friday
3 credits

12:10 pm - 2:50 pm

[Track M] This course is devoted to the continued development and programming of the online radio station WNSR (newschoolradio.org). The goal of each class will be to provide students with the tools necessary to create vibrant content and a practical management base for the station as a continuing University-wide enterprise. Classes will focus on the individual development of participating students as reporters, producers, and engineers. We will also partner with the students running the WNSR radio club. This is a practice-based course. This course counts towards the Medium requirement for the Journalism + Design Major. [Track M]

LHIS 2082: Word and Image in African American History

Amanda Bellows
CRN: 11243

Tuesday & Thursday
4 credits

10:00-11:40am

Since the first African Americans arrived in British North America in 1619, black men and women have produced an abundance of literature, art, and music. This course explores American history through African American culture in its myriad forms: folk songs, oil paintings, self-portraits, advertisements, photography, film, and more. Students will trace the development and impact of these cultural forms at specific historical moments. In colonial America, African American slaves created powerful spiritual songs that gave voice to their experiences as bondsmen and bonds women. During the decades preceding the abolition of slavery, African Americans used their pens as weapons in the fight to promote the abolitionist cause through autobiographical narratives and poetry. The ratification of the Thirteenth Amendment in

1865 emancipated the nation's slaves and set the stage for the proliferation of schools where a new generation of African Americans learned to read and write. A new black middle class emerged, one comprising authors, artists, and entrepreneurs whose contributions to black culture included fiction, advertisements, cartes-de-visite, and films that countered white-dominated representations of African Americans during the late nineteenth and early twentieth centuries. After two devastating world wars in which black Americans served in a variety of roles, black Americans demanded equal rights from their government and expressed their beliefs in music, literature, and posters. By the close of the twentieth century, African American culture continued to suffuse American popular culture in music, fashion, and more.

LHIS 3082: The Politics of Xenophobia

Federico Finchelstein

Monday & Wednesday

12:00pm-1:40pm

CRN: 11245

4 credits

This seminar will study the history and public impact of right-wing populist movements in a global and historical perspective. It will be specially tuned to contemporary public discourse on populist anti-politics in the context of discrimination against immigrants and minorities in Latin America, Europe and the United States.

LLSL 2217: Lighting Out for the Territories

Rich Blint

Monday & Wednesday

12:00pm-1:40pm

CRN: 11118

4 credits

This seminar examines the necessity for the circulation of fictive but dominant conceptions of racial, gendered, and other types of social markers in our national literature and culture. Considering the rise of the category in the context of the struggle for democracy in the republic, this course engages a diverse body of material (from The Declaration of Independence, Toni Morrison's engagement of the early literature of the country, to the novels of Charles Chesnutt, and the work of W. E. B. Dubois) and explores the manner in which they provide coherence to the otherwise illusive and inchoate phenomenon of human difference. During our brief time together, we will consider the manner in which urgent representations of "difference" from the late nineteenth-century to the early decades of the previous century, have not only provided narratives of historical redemption and national innocence but, most importantly, have reproduced, renewed, and modified shifting but monumental perceptions of personhood that continue to structure our social order. As we proceed, we will pose a number of related questions: How crucial are the insistent presentations of race and gender in our culture to the fabrication and consolidation of notions of maleness and masculinity in a civil society governed by white male authority? How might we understand these imaginative rehearsals of our intensely racialized, sexualized, and gendered culture as key to the establishment and reproduction of the paradoxically liberating and confining tyranny of racial, national, and gender affiliation? And what is the relationship of contemporary writers to the distinct depictions of American life in our founding national literature?

LMTH 1950: Quantitative Reasoning I

Section A Faculty TBA Monday & Wednesday

8:30 am - 9:45 am CRN: 1715

Section B Faculty TBA Monday & Wednesday

10:15 am - 11:30 am CRN: 1716

Section C	Debasmita Basu	Monday & Wednesday	10:15 am - 11:30 am	CRN: 2463
Section D	Debasmita Basu	Monday & Wednesday	12:20 pm - 1:35 pm	CRN: 2464
Section E	Debasmita Basu	Monday & Wednesday	2:10 pm - 3:25 pm	CRN: 2465
Section F	Faculty TBA	Monday & Wednesday	4:00 pm - 5:15 pm	CRN: 2466
Section G	Faculty TBA	Tuesday & Thursday	8:30 am - 9:45 am	CRN: 2467
Section H	Faculty TBA	Tuesday & Thursday	10:15 am - 11:30 am	CRN: 3799
Section I	Faculty TBA	Monday & Wednesday	8:30 am - 9:45 am	CRN: 8045
Section J	Faculty TBA	Tuesday & Thursday	5:30 pm - 6:45 pm	CRN: 8046
3 credits				

This course is designed to help students gain an understanding of fundamental numerical and quantitative skills and their application to everyday life. The focus will be on applying basic mathematical concepts to solve real-world problems, and to develop skills in interpreting and working with data in order that students become able to function effectively as professionals and engaged citizens. Topics will include problem-solving and back-of-the-envelope calculations, unit conversions and estimation, percentages and compound interest, linear and other models, data interpretation, analysis and visualization, basic principles of probability, and an introduction to quantitative research and statistics. Another important objective of the course is a clear introduction to and a development of appropriate working knowledge of MS-Excel as well as some of the software's most common applications in a variety of contexts. This course is offered every semester and does not satisfy the math course requirements for the Interdisciplinary Science major.

LMTH 2014: Quantitative Reasoning II: Research Methods and Data Visualization

Section A	Anne Yust	Tuesday	12:10 pm - 2:50 pm	CRN: 2976
Section B	Debasmita Basu	Tuesday	12:10 pm - 2:50 pm	CRN: 2977
Section C	Faculty TBA	Monday & Wednesday	8:30 am - 9:45 am	CRN: 8171
3 credits				

This course is aimed at developing students' ability to (i) identify a well-formed data-based research question, (ii) find, analyze and present the relevant quantitative information, using numerical summaries and data visualization techniques, in support of the pertinent argument, and (iii) to compile all results and construct a sophisticated data analysis project. Building upon QR-I's numerical and quantitative reasoning skills, this course focuses on quantitative research methods and related skills, including elements of statistical analysis and data visualization, as well as their applications to business and social sciences. Students will be able to identify, understand, and critique primary and secondary research in industry, scholarly, government, and other specialized applications. They will also gain expertise with the use of large data sets. Particular emphasis is placed on issues and themes currently considered most central to human development including social progress, economics, efficiency, equity, participation and freedom, sustainability and human security. This course may be applied as an elective for the Interdisciplinary Science major. Prerequisite: LMTH 1950 Quantitative Reasoning I or placement via the New School Quantitative Reasoning Assessment Test. Contact the Quantitative Reasoning Program at quantreasoning@newschool.edu, regarding the QR Assessment Test.

LMTH 2030: Statistics With SPSS

Section A	Laura Mourino	Monday & Wednesday	4:00 pm - 5:40 pm	CRN: 1717
------------------	----------------------	-------------------------------	--------------------------	------------------

Section B TBA
4 credits

Monday & Wednesday 6:00 pm - 7:40 pm CRN: 1861

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. Several class sessions are held 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 is offered every semester and fulfills the second math requirement for the Interdisciplinary Science major and is a Requirement for the Environmental Studies and Psychology Majors.

LREL 3004: Theorizing Religion

Mark Larrimore
CRN: 1633

Friday
4 credits

9:00- 11:40 am

The category of religion has been described as "the most ideological of Western creations." It is a modern western concept, born perhaps in 1799, yet most of what it is thought to refer to is non-modern or non-western. At the same time, it seems an inescapable part of articulating what it means to be human here and now, whether we claim it, reject it or reframe it. What does it reveal and obscure? Can it be thought about in a non-mystifying way? This course weaves together a critical history of the academic discipline of religious studies with explorations of everyday "religion-making" in the broader culture and our own lives. Decolonizing the category of religion has wide ramifications, since much modern western social thought cut its teeth distinguishing itself from "religion." Understanding the travails of religious studies thus offers insight into other disciplines, as indeed into the nature of disciplinary projects in general. Reflective awareness of the concept of religion and of the dynamics of its study offers valuable perspectives on politics, gender and sexuality, race, ethics and identity. But what has recently been called "religion-making" isn't just something scholars do. We experience religion as a natural kind because it is woven into our individual, social and even political experience. Religions are made and unmade by participants as well as by critics, by high and popular culture, by individuals and communities negotiating variegated landscapes of identity, by those who claim to be "spiritual but not religious," and not least by the law. As a seminar-plus class, we will supplement our academic inquiries with exploration of the non-academic settings where religion is contested and reimagined, from politics to museums, media and the arts.

LREL 2065: Introduction to Islam

Hussein Rashid
CRN: 11105

Monday & Wednesday
4 credits

12:00-1:40 pm

This course provides an introduction to the key texts, beliefs and practices of the religion of Islam. The course begins with an examination of the rise of Islam, the life of its Prophet and the early appearance of the main sectarian divisions. Topics explored will include the nature and history of the Qurán and the Hadith, particular aspects of Islamic practice and belief, as well as religious law, theology, philosophy, Sufism, literature, and art and architecture from the earliest period to the present. Students will also explore major developments in the political, social and cultural history of the Muslim world from its origins

in seventh century Arabia to rise of the nation-state in the twentieth century, especially its expansion into South and Southeast Asia and sub-Saharan Africa.

LSOC 2001: Social Imagination

Ignacia Castellon Ramirez
CRN: 11853

Monday & Wednesday
4 credits

12:00-1:40 pm

Why is there social inequality in the world? What is the long-term impact of the pandemic on our lives? What is meant by race being socially constructed? In this course, students begin to think about how society works through asking questions, and studying examples and cases from their own social environment. The course examines relationships among individual identity and experience, social groups and organizations, and social structures. We will discuss the economic, political, and cultural dimensions of social life and question social arrangements that seem natural or unchangeable, focusing primarily on the United States. Through synchronous and asynchronous activities, group discussions and creative research projects, we will cover topics such as 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.

LSOC 2850: Urban Sociology

Virag Molnar
CRN: 8643

Friday
4 credits

9:00 am - 11:40 am

The course offers a survey of the central themes of urban sociology. It examines the distinctiveness of the city as a form of social organization, highlighting how urban space shapes and is simultaneously shaped by social processes. 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, migration, globalization, collective memory and social conflict. 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 place of consumption in urban life, the importance of public space, changes brought about by globalization, and challenges facing cities in the wake of terrorism. The course will equip students to reflect critically on everyday urban life while encouraging them to think about the social relevance of urbanity in a comparative and international context.

LSOC 3019: Classical Sociological Theory

Instructor to be Announced
CRN: 2783

Tuesday & Thursday
4 credits

12:00 pm - 1:40 pm

This course seeks to explore the relationship between the emergence of 'modernity' and the invention of 'social science.' Our readings include selections from a range of modern thinkers who created some of social sciences most memorable and influential narratives; we continue to use them today to make sense of our own world and each other's place in it. We will focus on the following four thinkers and the various narratives that they used to make sense of modernity: Adam Smith on the impartial spectator and market society; Alexis de Tocqueville on revolutionary change and democratic life; Karl Marx on alienation and

exploitation; Max Weber on social action and rationalization; and Sigmund Freud on the libido and unconscious.

NECO 2004: Introduction Microeconomics

This course introduces the principles of microeconomics and shows how microeconomic analysis and techniques can be employed in problem solving. We begin with the basics of supply (firms) and demand (consumers) and examine the logic of consumers' choices and firms' decisions regarding output and pricing policies. We next study market structures, technological innovations, market failures, and public policies. Finally, we analyze labor markets, income distribution, and poverty. Throughout, we discuss case studies, such as the Microsoft antitrust case, deregulation of the telecom industry, and the debate about the effects of raising the national minimum wage.

NINT 5001: Global Flows

Manjari Mahajan
CRN: 3269

Tuesday
3 credits

6:00 pm - 7:50 pm

This course engages the core assumptions, systems, and logics that give rise to the global and provides a historically and theoretically informed basis for the further study and practice of international affairs. The terms "global" and "globalization" are relative linguistic newcomers for signifying interrelated processes that span cultures and scales. Though all movement of peoples from the earliest times can be construed as having a global effect in the most literal sense, and empires have spanned distances and brought peoples into contact, the most common referent of the term globalization concerns late 20th and early 21st century socio-economic processes. Our task in this class is to explore the key trajectories of state and market formation from which our present era has emerged, replete with paradoxes and promises. We trace how the global today unfolds from the legacies of colonialism, the nation-state system, and capitalism and manifests itself in our changing relation to space and time. These legacies are our ineluctable inheritance, our daily reality, and the material we must work with and confront, especially for students and practitioners of international affairs.

NINT 5005: Research Design and Data Collection

Cyril Ghosh
CRN: 4180

Wednesday
3 credits

8:00 pm - 9:50 pm

Research is an activity through which we confront our thinking about the world with evidence gathered through the systematic consideration of people, things, and/or events. While there are many strategies for pursuing rigorous research, the central emphasis will be on conventional social science data collection techniques, specifically observation, interviews and questionnaires. These techniques are effective building blocks for many useful forms of research. Students will learn about forming researchable questions; identifying, designing and implementing appropriate data collections strategies to answer those questions; and basic data analysis and presentation skills. Particular emphasis will be given to ethics, the positionality of the researcher, power relations and cultural difference. Class time will be largely hands on, with students engaging each other and the professor to explore how to apply lessons from course readings to practical situations. Students will design and conduct research projects that include the collection of observational, interview and survey data leading to the crafting of a project report. The

course requires significant out-of-class work time, in particular during the data collection phase of the research project.

NSOC 3502: Identity and Social Theory

Aleksandra Wagner
CRN: 8802

Wednesday
3 credits

4:00 pm - 5:50 pm

Social theory, both classical and contemporary, has always wrestled with the issue of identity, seeking to interpret and explain the social processes and political struggles by means of which individual and collective identities are construed. Since the dawn of modernity, human identity—who we are as individual and collective beings—has not been viewed as a fixed, stable, or ascribed position. We begin with a discussion of self-identity in late modernity and then explore three theoretical frameworks within which identity is examined as a social and cultural construction. We analyze the conceptualizations of class and status in classical social theory; we discuss theories of collective action that elaborate on the production of collective identities within different social movements; and we examine feminist thought as it addresses the categories of women and gender and the complexities of identity politics. This course counts toward the Gender Studies minor.

UENV 2000: Environment and Society

Alan McGowan
CRN: 2811

Monday & Wednesday
4 credits

4:00 pm - 5:40 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.

This course is open to all bachelor level students at the university.

ULEC 2620: Urban Worlds: Social Justice in the Lived City (Lecture)

Joseph Heathcott
CRN: 7558

Monday
0 Credits

4:00 pm - 5:15 pm

This course introduces students to ways to approach, understand, and improve cities focusing on New York City and other large metropolitan areas around the world. The first part familiarizes students with ways to approach cities, their historic development, their shifting and expanding urban landscapes, and the complex social and cultural life unfolding in them. The second part applies these concepts in order to examine several contemporary urban problems including increasing urban inequality, urban poverty and homelessness, xenophobia and racism, increasing surveillance and social control, and infrastructural problems, all of which hint to bigger economic, social, and political problems in cities. The course concludes with a critical examination of current urban policy and planning and ideas about urban reform.

Students must register for both the lecture and discussion section of this course.

[This ULEC is in category 2, Introductions to Social Research.]

ULEC 2621: Urban Worlds: Social Justice in the Lived City (Discussion)

Section A	Monday	7:00 pm - 8:15 pm	CRN: 7559	Instructor TBA
Section B	Tuesday	10:15 am - 11:30 am	CRN: 7560	Instructor TBA
Section C	Tuesday	12:20 pm - 1:35 pm	CRN: 7561	Instructor TBA
Section D	Wednesday	4:00 pm - 5:15 pm	CRN: 7641	Instructor TBA

3 credits

This is the required discussion section for ULEC 2620 (the required lecture for Landscapes of the City). Please refer to the course description for the lecture.

Students must register for both the lecture and discussion section of this course.

GLOBAL CHALLENGE CLUSTER ELECTIVES (OUTSIDE OF GLOBAL STUDIES)

CLUSTER 1 ELECTIVES: PEOPLE, PLACES, ENCOUNTERS (PPE)

LANT 2225: Activism Anthropology

Ramon Louis Constan de Haan	Monday & Wednesday	2:00pm-3:40pm
CRN: 11834	4 credits	

How can we use anthropology, both its tools and theories, to actively work towards a better world? In this class, we will collectively address this question in order to construct a framework of anthropology that explicitly aims to bring positive social change to this world through the dismantling of systems of oppression. Although our thematic focus will be on antiracism and decolonization, the theories and practices we will discuss can be used to both further understand and find ways to counteract social injustices in general. Together, we will: look at the basics of the concepts of race and intersectionality, including critical race theory; address the historical and contemporary development of the role of activism in anthropology, focusing on feminist, antiracist, and decolonial critiques and practices; discover and develop our own vision of an anthropology that works towards anti-oppression; and create a framework for applying this vision to a real-world case study that students will select. BIPOC anthropologists, and especially women of color, will be centrally featured in this course. Assignments will include a short essay on an activist ethnography; a manifesto of activist anthropology; and a final project applying your manifesto and developing strategies to challenge a particular system of oppression of your choosing. Students would not be expected to execute this activist research for this class, but it will provide you a well-developed framework for a future project.

LANT 2320: Sensory Worlds: Culture, Media, and The Body

William Scarlett	Monday & Wednesday	12:00-1:40pm
CRN: 11830	4 credits	

We often take our senses to be innate to our bodies and immediate to our surroundings, but are our sensory worlds really as they seem? Anthropologists have long asked how the senses are shaped by social practices and shared knowledge to produce certain modes of sensory experience. As our perceptions become more deeply immersed in media technologies this question takes on a new sense of urgency. This course will draw on a broad range of cross-cultural and multisensory research to explore

sensory worlds through topics such as the virtual, animal, spiritual, scientific and therapeutic. We will also investigate the senses' relation to the body and collective through research on taste, movement, sound, breath, touch, images, hallucinations and dreams. Rather than drawing boundaries around the "truth" of the senses, we will explore the potentials of sensory worlds as ways of knowing, creating and making contact through our own critical and creative research. Students will be encouraged to further pursue their interests through fieldwork and multimedia projects.

LCST 2120: Introduction to Cultural Studies

Kate Einchhorn
CRN:2179

Monday & Wednesday
3 credits

10:15am-11:30am

'Culture' is a complex term, whose meanings include: a tradition of revered works, an everyday identity, a whole way of life, a structure of feeling, or an ideal to defend or attain. Many conflicts turn on matters that are in one or more senses 'cultural.' Economic and political power and conflicts can also work through cultural struggles. This lecture course equips students with concepts that help us step outside of our own cultural bubble for a minute and perceive culture in a wider range of senses and in particular how it appears to others. We will look at contemporary struggles around race, culture, class, gender, sexualities through the prism of key texts and authors whose concepts address these questions. Students come away with an understanding of concepts and authors of use in all other CMS courses. [Tracks C & M]

LCST 3267: Art & Politics of the Earth

Heather Davis
CRN: 3267

Monday & Wednesday
4 credits

12:00pm-1:40pm

[Track C] The devastation wrought to the environment is arguably one of the most pressing questions of our times. Artists have been engaging with the politics of the land and ecology in unique ways since at least the 1960s. Drawing on feminist, queer and decolonial perspectives, this course will ask, how do contemporary artists engage with the earth? What might we learn from various artistic and activist strategies? And can these be helpful in situating a new ecological imaginary?

LCST 4550: Trans|Aesthetics

Mckenzie Wark
CRN: 11196

Monday
3 credits

4:00-5:50pm

[Tracks C, M] Since the alledged 'transgender tipping point' there has been something of an expansion in the visibility of transgender and gender variant people in the North American cultural world. But is this visibility always a good thing? In what ways does visibility tip over into surveillance? How are trans bodies coded into cultural and media systems, and are they resonant there in ways that are enabling or disabling for trans lives, particularly of trans people of color? This course takes up these and related questions connected to the problem of what it means to appear as anything other than a cis person. It will touch on questions in visual cultural studies and try to connect them to questions emerging out of the media practices and media critique originating among trans artists and activists themselves. [Tracks C, M]

LLSL 2217: Lighting Out for The Territories: 19th & Early 20th c. American & African-American Literature

Rich Blint

Monday & Wednesday

12:00pm-1:40pm

CRN: 11118

4 credits

This seminar examines the necessity for the circulation of fictive but dominant conceptions of racial, gendered, and other types of social markers in our national literature and culture. Considering the rise of the category in the context of the struggle for democracy in the republic, this course engages a diverse body of material (from The Declaration of Independence, Toni Morrison's engagement of the early literature of the country, to the novels of Charles Chesnutt, and the work of W. E. B. Dubois) and explores the manner in which they provide coherence to the otherwise illusive and inchoate phenomenon of human difference. During our brief time together, we will consider the manner in which urgent representations of "difference" from the late nineteenth-century to the early decades of the previous century, have not only provided narratives of historical redemption and national innocence but, most importantly, have reproduced, renewed, and modified shifting but monumental perceptions of personhood that continue to structure our social order. As we proceed, we will pose a number of related questions: How crucial are the insistent presentations of race and gender in our culture to the fabrication and consolidation of notions of maleness and masculinity in a civil society governed by white male authority? How might we understand these imaginative rehearsals of our intensely racialized, sexualized, and gendered culture as key to the establishment and reproduction of the paradoxically liberating and confining tyranny of racial, national, and gender affiliation? And what is the relationship of contemporary writers to the distinct depictions of American life in our founding national literature?

LLSL 3052: Literature and Revolution in Latin America

Juan Decastro

Tuesday & Thursday

2:00-3:40pm

CRN: 11123

4 credits

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. Readings may include The Kiss of the Spider woman by the Argentinean novelist Manuel Puig, The Real Life of Alejandro Mayta by Peruvian Nobel Prize winner Mario Vargas Llosa, and The Man Who Loved Dogs by Cuban author Leonardo Padura.

LREL 2310: The Buddha's Revolution: Exploring the Ideas and Practices of Buddhism

Christopher Kelley

Tuesday & Thursday

10:00 am - 11:40 am

CRN: 5641

4 credits

In the sixth century BCE (what Karl Jaspers dubbed the "Axial Age"), Gautama Buddha led a countercultural revolution that successfully challenged the dominant religious authority in ancient India and altered the direction of global history. In this course we examine the dangerous ideas and practices that defined Buddha's revolution and the Indian counterculture—the Śramaṇa, or "Misfit Seeker" spiritual movement. We also consider the impact Buddha's revolution had on fomenting and facilitating the American counterculture and the rise of American Buddhism amidst what may be a new Axial Age. Our study considers the lives and works of cultural nonconformists such as Henry David Thoreau, John Cage, Timothy Leary and Anne Waldman.

LREL 3320: Meeting with Remarkable Mystics

Katherine Kurs

Tuesday & Thursday

2:00pm-3:40pm

CRN: 11107

4 credits

This course whisks us away to the middle ages in western Europe and England, and to an encounter with the most influential mystics of the 4th- to early 15th- centuries: Augustine, Pseudo-Dionysius, Hadewijch, Mechthild, Marguerite Porete, Hildegard, Eckhart, Margery Kempe, Julian of Norwich, and others. Utilizing primary and secondary sources, we will interrogate differing definitions of mysticism; comb through mystical testimonies; analyze guides to contemplation; and decode visions and revelations. We will become familiar with the cataphatic and apophatic traditions (saying and unsaying); distinct and indistinct union; the role of suffering and Imitatio Dei/Christi; the arguments for and against the expression of ecstasy and rapture; and we will learn to identify the central literary tropes employed by these mystics: fire and light; the nuptial bed and the bridal chamber; union and exile; concealment and revelation; the throne and the crown; the mirror and the chalice; the knight and the lady love; the ascent and the darkness of the cloud. Particular attention will be paid to issues at the intersection of religion, gender, desire and the body, social status, and authority. Scholarly inquiry, textual analysis, and experiential learning will help us to meet these mystics in all their complexity, bridging the chasm between their worlds and ours. This course counts toward the Gender Studies minor.

LSOC 2056: Immigrant NY

Achilles Kallergis

Monday & Wednesday

2:00pm-3:40pm

CRN: 9340

4 credits

For nearly 400 years, New York has been a city of arrival and settlement for immigrants. The Statue of Liberty stands in New York harbor, a beacon that has welcomed millions of persons to the City. Today, about one-third of the City's residents are foreign-born. Unlike other cities with large numbers of foreign-born, no one immigrant group dominates: the top ten source countries constitute just over half of the immigrant population in New York—led by the Dominican Republic, China, Mexico, and Jamaica. All this contributes to a remarkable diversity for which the City is justly renowned. In this course we will review (briefly) the history of immigration to New York and examine a number of issues facing immigrant populations, such as work, education and legal status. We will focus on several of the major immigrant groups and neighborhoods in the City. A requirement of the course will be a research project with a community-based organization working with immigrant populations, which will be arranged by the instructors.

LSOC 2105: Chinese Culture & Society

Shaowen Wang

Tuesday & Thursday

10:00am-11:40am

CRN:11958

4 credits

Living in a world of pandemic, it is urgent and relevant to understand that China is in a critical historical moment, where social, political and cultural conflicts are prevalent in both domestic and international contexts. Thus, it is necessary for us to debunk myths that prevail in western discourse about China. In this course, we aim to explore the constitutive role of culture in Chinese social structures and actions of Chinese people. This course will be designed to emphasize the meaning-making process, discourses, and symbolic practices in various social realms such as politics and economy (Alexander and Smith, 2001; Griswold, 2008; Swell, 1999) to analyze the dramatic social and cultural changes in China for the past four decades. Topics will include the following: How has the market transition in China been the

major driving force behind those social and cultural changes, including economic activities, work and labor relations, cultural production and consumption? How is the Chinese state playing a powerful and expansive role in cultural life? What is the constitutive role of culture in the Chinese state's governance and social political interaction? What is the role, influence and limitation of Chinese civil society, as well as its democratic potential? Other topics may also include the collective memory/cultural trauma of significant events in contemporary Chinese history (such as Anti-Japan war memory, trauma of class struggle and cultural revolution, Communist regime's reconstruction of memory etc.), as well as the interaction of Chinese people in everyday life, such as the mechanisms and moral meaning of "guanxi" (connections/network), "mianzi" (face) and "renqing" (sentiments/human relations). (Xu, Qian & Guo, 2019)

LVIS 2010: Exhibitions as History

Jeanning Tang
CRN: 3069

Wednesday
4 Credits

4:00-6:40pm

This course explores the history and theory of art exhibitions as physical or networked spaces of display, critical public spheres, historical processes of formal experimentation, power and ideology. Exhibitions under examination will include museological displays of art and cultural collections, temporary group and solo presentations, historical and thematic exhibitions, artist-organized shows, curatorial projects privileging digital and internet art, and international exhibitions such as expos and biennials. We will consider forms of exhibition-making with regards to their manifold institution settings and contexts—across museums, salons, private galleries, public spaces, web galleries and online programming. We will also examine exhibitions as counterparts to transformations in modern and contemporary art practice, changing forms of technology, work and labor, state power and private investment, cultural internationalism and economic globalization. Coursework includes research papers on exhibition history, discussions focused on the presentation and process of exhibitions and curatorial projects, meetings and conversations with curators, artists, historians, archivists and/or designers. We will study work and writings by Susan Cahan, Carol Duncan, Thelma Golden, Andrea Fraser, Maria Lind, Lucy Lippard, Rebecca Gordon-Nesbitt, David Teh, Patrick Flores, Kynaston McShine, Gabi Ngcobo, Helen Molesworth, cheyanne turions, Seth Siegelaub, Mary Ann Stanieszewski, Fred Wilson, among others.

LVIS 2018: Picturing People: Race, Empire, and Archive

Ilana Cepero
CRN: 8706

Tuesday & Thursday
4 credits

2:00pm-3:40pm

This course explores the representation of the "other" by imperial artists from sixteenth century until 1914. We will examine early representations of the people of the Americas by European explorers; the emergence in Mexico of *pintura de casta*, an eighteenth-century genre that depicted the multiple racial mixtures taking place in the Americas; and the creation of imperial techniques developed in Europe in nineteenth century to classify people, such as phrenology and physiognomy, aimed to arrange races in a hierarchy and provide legitimacy to European domination in Africa and Asia. Through the analysis of paintings, travel books, printmaking and photography, we will analyze the complex particularities of colonial predicament in relation to a European master narrative and its aesthetic stereotypes about foreign cultures. We will reframe stories of power, art, coloniality, and creolization.

NANT 3423: Anthropology of Home

Rachel Heiman

Wednesday

4:00pm-5:50pm

CRN: 11138

3 credits

When we think of home, we typically envision spaces, sentiments, and relationships that are deeply personal, familiar, and familial. Yet these seemingly private spaces also are key sites through which we become national subjects and cultural citizens with specific gendered, classed, and culturally infused desires. How might we understand the relationship between domestic design, national anxieties, and intimate lives? This course provides students an introduction to the anthropology of home and explores sites that include living rooms in Hungary, dining rooms in Egypt, cramped quarters in Algeria, service entrances in Rio, and dens in New Jersey. Our readings examine topics that range from how kitchens and drawing rooms in Punjab have replaced national spaces of personal transformation to the ways that love and marriage in China have been recast amid the rise of homeownership. Final projects enable students to write about an aspect of home of their own choosing.

NANT 3627: Contested Heritage Sites: Appropriation and the Production of Culture

Jennifer Scott

TBA

TBA

CRN: 11190

3 credits

What does "culture" mean to those who produce it and those who consume it as tourists? Can sites, objects, and their histories simultaneously belong to a local community, a nation, and all humanity? How do culture-specific museums operate in a global context? How do mainstream museums address diversity? This course is an examination of the phenomenon of cultural heritage from an anthropological perspective, pairing specific cultural sites with questions central to anthropology. We begin with sites in New York City, including the American Museum of Natural History, the National Museum of the American Indian, Ellis Island, the Museum of Chinese in the Americas, the Metropolitan Museum of Art, and Weeksville Heritage Center. We then consider the meaning of "world heritage" and "universal value" as defined by UNESCO and focus on some of its World Heritage sites, including Chichen-Itza in Mexico, Angkor in Cambodia, Ghana's El Mina Slave Fort, and Pharaonic and Islamic monuments in Egypt. Through our case studies, we link the local to the global, exploring the role of public memory; the representation of racial, ethnic, religious, and sexual identities; the role of archaeology in constructing national identities; indigenous ownership of material culture; performance theory in historical re-enactment; and symbolism and iconography in site marking and the marking of tragic histories, such as slavery and wars.

CLUSTER 2 ELECTIVES: MARKETS AND STATES (MS)

GPOL 6434: Global Russia, Global China, "Global South"

Mark Frazier

Tuesday

9:55-11:45am

Jessica Pisano

CRN: 11294

3 Credits.

In the ebb tide of American power accelerated by the Trump presidency, Russia and China have rolled into the breach. From railroad construction to vaccine distribution to long-term leases of nuclear power plants, China and Russia are adopting policies that are reshaping politics and economies worldwide. What does this mean for the future of people across the globe? How will new forms of colonization by authoritarian states affect democracy, climate justice, economic change? Where are the riptides between the ambitions of China and Russia? Featuring appearances by specialists working on Eurasia, China,

Africa, South and Southeast Asia, and Latin America, this course examines the implications of Russia's and China's expanded reach for popular and state sovereignty and security, global public health, transportation and communications infrastructure, international debt, and much more.

LECO 3823: Intermediate Microeconomics

TBA	Tuesday & Thursday	4:00pm-5:40pm
CRN: 3365	4 credits	

Numerous methodological approaches in economics aim to understand the process of production and distribution of goods and services in a society. This course will familiarize students with the assumptions, mechanisms, and implications of one of these approaches: the neoclassical theory. The neoclassical theory dominates the teaching of Economics. It has also been a target of criticism. We will use real world examples to discuss the relevance, strengths, and weaknesses of the neoclassical theory.

LHIS 2049: Intro to Capitalism Studies

Julia Ott	Tuesday & Thursday	10:00-11:40am
CRN:11249	4 credits	
TBA		

CLUSTER 3 ELECTIVES: RIGHTS, JUSTICE, GOVERNANCE (RJG)

LPOL 2047: Empires Nations & Borderlands

Rafi Youat	Tuesday & Thursday	4:00-5:40pm
CRN:12360	4 credits	

This course introduces students to three key concepts in global politics: empires, nations, and borderlands, and examines how they have unfurled in a series of linked historical cases. The course examines a series of intertwined episodes from Spanish, Ottoman, American, Comanche, Navajo, Caucasus, and Russian histories to think about how empires have worked as a form of rule, the modes of resistance to and accommodation with them, and the results of their interactions. While we frequently think about global politics from the perspective of centers (major nation-states, global cities, concentrations of capital, empires) and juxtapose them with peripheries (the edges, borderlands, and frontiers of empires and economy, still ultimately defined by or against centers), this class instead approaches the study of these forces through a focus on global crossroads – multi-imperial, multi-national places at the intersections of those forces, with a life all their own

NPHI 3550: Decolonial Thought

Luis Guzman

Monday

8:00pm-9:50pm

CRN: 11146

3 credits

Modernity has a dark side to it, colonialism, without which it would not have come into being. The history of coloniality is that of an imposition of power structures at various levels: economic, epistemic, political, and racial and gender based. This coloniality of power did not end with the process of decolonization experienced with the independence and formation of the Latin American countries in the early 19th century. It continues in the subjugation, through that matrix of colonial power, of millions of inhabitants of the hemisphere. Decolonial thought attempts to uncover these different legacies of subjection and oppression still occurring in the present. In this sense, it aims to counters the main Eurocentric narrative determining the course of the world, creating spaces of contestation and undoing some of the constructs that support the idea of one global history inexhorably advancing towards a better more prosperous and free future.

NPOL 3571:International Law in the Age of Terror

Glynn Torres-Spelliscy

TBA

TBA

CRN:7116

3 credits

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.

CLUSTER 4 ELECTIVES: URBAN, MEDIA, AND ENVIRONMENT (UME)

LANT 2315: Ethnographic Media Lab

Leila Lin

Tuesday & Thursday

4:00-5:40pm

CRN: 11837

4 credits

This course -- part seminar, part media-making lab -- explores nonfiction media production practices that embrace "ethnographic sensibilities" with regards to observation, participation, situated knowledge, and more. We examine how a wide range of ethnographic media--from film, photography, sound to animation and interactive media projects--makes up a fluid genre that experiments with performance, reflexivity, and narrative conventions. We reflect on how various practices bolster, undermine, ignore, or challenge our understandings of the relationship between representation and reality. Then, we experiment with ways to apply these sensibilities and insights to our own media-making practices through a series of guided

exercises to produce mini audio-visual projects. For the final project, the students can either produce an independent media project or produce a reflexive essay based on the readings, screenings, and guided exercises. No prior experience with media production technologies is required.

LANT 2320: Sensory Worlds

William Scarlett
CRN: 11830

Monday & Wednesday
4 credits

12:00-1:40pm

We often take our senses to be innate to our bodies and immediate to our surroundings, but are our sensory worlds really as they seem? Anthropologists have long asked how the senses are shaped by social practices and shared knowledge to produce certain modes of sensory experience. As our perceptions become more deeply immersed in media technologies this question takes on a new sense of urgency. This course will draw on a broad range of cross-cultural and multisensory research to explore sensory worlds through topics such as the virtual, animal, spiritual, scientific and therapeutic. We will also investigate the senses' relation to the body and collective through research on taste, movement, sound, breath, touch, images, hallucinations and dreams. Rather than drawing boundaries around the "truth" of the senses, we will explore the potentials of sensory worlds as ways of knowing, creating and making contact through our own critical and creative research. Students will be encouraged to further pursue their interests through fieldwork and multimedia projects.

LCST 3267: Art and the Politics of the Earth

Heather Davis
CRN: 8671

Monday & Wednesday
4 credits

12:00-1:40pm

[Track C] The devastation wrought to the environment is arguably one of the most pressing questions of our times. Artists have been engaging with the politics of the land and ecology in unique ways since at least the 1960s. Drawing on feminist, queer and decolonial perspectives, this course will ask, how do contemporary artists engage with the earth? What might we learn from various artistic and activist strategies? And can these be helpful in situating a new ecological imaginary?

LCST 3267: Globalization, (De)Industrialization and the Urban Space

Qasim Abbas

Tuesday & Thursday

4:00-5:40pm

Classical political economists including Adam Smith, David Ricardo and Karl Marx have observed that labor moves from low wage areas to high wage areas, and capital goes from high cost areas to low cost ones. This observed pattern provides powerful theoretical basis for explaining a multitude of economic phenomenon in capitalism. The pattern also powerfully explains how built environments and urban spaces get developed and destroyed in global capitalism. Regions such as the post-Industrial rustbelt of U.S. and declining manufacturing centers across Europe are outcomes of labor/capital mobility that deeply shape urban geographies over the course of generations. Manufacturing job loss in the great lakes region of U.S. resulting from capital mobility is inextricably tied to the rise of rightwing populism claiming to represent the grievances of white working class that feels betrayed and left behind by forces that seem

out of their control. Capital moves away from high cost of production and leaves behind devastation till it finds someplace cheaper to locate production—only to repeat the process all over again in search for yet even lower cost. This course will weave together the politics and economics of deindustrialization while exposing students to an economic methodology (classical economics) that is fully outside of the mainstream. Students will be introduced to foundational concepts in political economy in order to keep abreast with course material, contribute to class discussions and write two essays that demonstrate knowledge and engagement with concepts introduced in the course. Students from varied backgrounds and majors are welcome to take this course.

LCSI 2320: Microbial Ecologies

Davida Smyth

Monday & Wednesday

12:00-1:40pm

CRN: 7662

4 credits

In this course we will investigate the role that human activity can play in the ecological and evolutionary processes that generate, maintain, and perturb microbial diversity in urban and rural, biotic and abiotic environments. Students will be introduced to contemporary microbial ecology practices including computer-based simulations, statistics and modeling, along with modern microbiological molecular and sequencing approaches. Ecosystem structure and processes in a variety of habitats, including soils, oceans, and the human gut as well as ethical considerations of sustainability, bioremediation and environmental justice will be reviewed to provide the foundational knowledge for an authentic four-week research project investigating the production of novel antimicrobial substances by soil microbes as part of the Tiny Earth project. Concepts will be reinforced with in-class assignments, case studies, and discussions and learning evaluated by quizzes, laboratory write-ups, ePortfolio projects, discussions of the primary literature, and in-class exams. This course satisfies the Foundation requirement for the Interdisciplinary Science major or minor. This course also satisfies the laboratory requirement for the Environmental Studies major, and the "subject by subject" course requirement for Journalism + Design Major. The course can also serve as a prerequisite for LSCI 3055 Microbiome of Urban Spaces research course.

LCSI 2500: Chemistry of the Environment

Bhawani Venkataraman

Monday & Wednesday

2:00-3:40pm

CRN:3367

3 credits

Chemistry, while being responsible for many environmental challenges, also contributes to our understanding of these issues towards identifying policies and solutions that address them. In this introductory course, chemical principles will be discussed through the following contexts (i) access to safe drinking water, (ii) why do fossil fuels drives our economies, and (iii) polymers, plastics, and "green" alternatives. The course demonstrates why a chemical understanding is necessary to investigate these environmental and social challenges. At the same time, the course aims to illustrate the importance of interdisciplinary approaches, connecting the science to other disciplines towards identifying socially just policies and solutions that protect planetary health. The final project explores the intersection of chemistry with other fields in identifying socially just policies and solutions to address the global challenge in access to safe drinking

water. This course is a required Foundation course for the Interdisciplinary Science major. The course also satisfies the Foundation requirement for the Interdisciplinary Science minor and serves as an Elective for Food Studies.

NCOM 3050: Music, Media, and Society

Joshua Rabinowitz

CRN: 3827

3 credits

In his 1977 book, *Noise: The Political Economy of Music*, Jacques Attali describes music as "a way of perceiving the world" that serves both communicative and organizing functions within societies. In comparison with other forms of discourse, which must often present credible evidence to support their claims, music seems to have a fairly simple appeal. In Bob Marley's words, "When it hits you, you feel okay." We examine the social organizing functions of music through a series of queries: Is music fuel for political action, a distraction, or both? How does it relate to local and national identities? What is a protest song (from Lennon to Public Enemy)? Is popular music organizing us not only socially but economically? Through readings of theorists from Theodor Adorno to Tricia Rose, consideration of artists like Public Enemy and Banda Macho of Mexico, and viewing of films like the cult classic *Rockers*, students explore questions like these to draw their own conclusions about just how much of our lives is dictated by the beat that goes on.

NCOM 3166: Race, Ethnicity, and Media

TBA

Monday

4:00-5:50pm

CRN 2794

3 credits

The course will provide an in-depth analysis of- and reflection upon- media images from across the broad spectrum of the industry: Hollywood cinema, independent film and the news media and how they influence society's perception of race, class, and gender issues. The course will highlight the diverse nature of these images from the perspectives of: social and political significance, stylistic influences and historical placement within the cultural context. Both contemporary and classic works will be screened, beginning with an examination of the dominant images of people of color portrayed in mainstream media. Some of the questions we will investigate include: where do these images originate? What are the underlying assumptions behind these images? What social function might these portrayals serve? Is race a social or biological construct? What are the social implications which perpetuate and are reinforced by an underlying worldview? What has been the influence or lack thereof of media from within these ethnicities and cultures on the Hollywood and independent industries? This course counts towards the Ethnicity and Race Minor.

-END-