

**University Curriculum:
University Lectures & Courses Open to All Undergraduate Students
Course Descriptions
Fall 2010**

UNIVERSITY LECTURE COURSES (ULEC) *

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

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

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

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

Lecture

Course Subject: **ULEC**
Course Number: **2320**
CRN: **6575**
Schedule: **Thursday 2-3:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2321**
Schedule:

Section A: CRN: 6576	Thursday	4-5:20pm	TBA Faculty
Section B: CRN: 6577	Thursday	6-7:20pm	TBA Faculty
Section C: CRN: 6578	Friday	10-11:20am	TBA Faculty
Section D: CRN: 6579	Friday	2-3:20pm	TBA Faculty

Credits: **3**

Art works and practices of all kinds reveal the natural and social world, and the ways in which we live and act within these. The philosophy of art, or aesthetic theory, is a retrospective reflection on art works and practices which shows them to be doing exactly this. In this course, we will examine a selection of art works and practices alongside key texts in the philosophy of art and aesthetic theory, with special (though not exclusive) focus on works by Plato, Aristotle, Kant, Hegel and Adorno. The aim of our investigation will be to help students acquire a conceptual vocabulary for talking about art works, but also to see how philosophy has provided our understanding of what art works and practices reveal and accomplish. Among the questions we will raise are: How are we to distinguish meaningfully between different 'arts' (painting, dance, drama, music, literature)? What qualifies a work or practice as 'art'? What are we doing when we talk about artistic beauty? What are the social or ethical implications of art works and practices? Why does philosophy need to talk about art, and in what way might the accomplishment of artistic practices be said to need philosophy?

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

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Course Title: **Intersections: Population Slam**
Faculty: **Robert Kirkbride**
Contributing School/Department: **Parsons / School of Constructed Environments**

Lecture

Course Subject: **ULEC**
Course Number: **2580**
CRN: **5407**
Schedule: **Tuesday 2-3:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2581**
Schedule:
Section A: CRN: **5408 Tuesday 4-5:20pm TBA Faculty**
Credits: **3**

In considering the intensifying crises facing humanity - food, water, energy - the "elephant in the room" that everyone avoids is the explosion of human population. Intersections: Population Slam is an transdisciplinary course designed to promote learning transactions and serendipitous encounters among students and faculty across divisions of The New School. Intersections features a collaborative 24-HOUR SLAM*** in mid-November that is the climax of a chain of collaborative in-class "mini-slams" across the semester. These linked learning encounters begin with introductory presentations by Kirkbride, who hosts each class and oversees "baton-exchanges" among participating New School faculty. Faculty collaborators determine a lesson plan and exercises with Kirkbride, which are to be completed by the conclusion of the recitation (immediately following the lecture), or by the following week. Students will produce a final group summary document by semester's end.

***PLEASE NOTE: the 24-HOUR SLAM is a central feature of the course and is not optional.

ROBERT KIRKBRIDE (Ph.D., McGill University) is Associate Professor and Interim Director of Product Design at Parsons School of Constructed Environments, and director of studio 'patafisico. Kirkbride's interests center on the mutual influences of thinking and making: his work has been exhibited and published widely; in *Vogue*, *The New York Times*, *Chora 4*, *surface*, *C3*, *Mark Magazine*, and the film *XX/XY*. His recent book, *Architecture and Memory*, received the Gutenberg-e Prize from the American Historical Association and is openly available on-line (<http://www.gutenberg-e.org/kirkbride/>) and in hardbound. Kirkbride has been a Visiting Scholar at the Canadian Centre for Architecture, architect-in-residence at the Bogliasco Foundation in Genoa, Italy, and is an editorial board member of the *Nexus Network Journal* (Birkhäuser Verlag), and Commissioning Editor at *Alphabet City* (with MIT Press). He is a Visiting Critic at the University of Edinburgh, has been a guest professor at the University of Montréal, and conducts design charrettes at the Cooper-Hewitt National Design Museum.

Course Title: **Introduction to Feminist Thought & Action**
Faculty: **Ann Snitow**
Contributing School/Department: **Eugene Lang College / Culture & Media**

Lecture

Course Subject: **ULEC**
Course Number: **2510**
CRN: **5380**
Schedule: **Tuesday 12-1:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**

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Course Number: **2511**

Schedule:

Section A: CRN: 5381	Thursday	12-1:20pm	TBA Faculty
Section B: CRN: 5382	Tuesday	2-3:20pm	TBA Faculty
Section C: CRN: 5384	Wednesday	10-11:20am	TBA Faculty
Section D: CRN: 5385	Friday	10-11:20am	TBA Faculty

Credits: **3**

Feminism is not a single-voiced, coherent body of doctrine but rather a proliferation of thinking and actions in response to what seems to be the near-universal fact of women's subordination, past and present, in societies which arrange gender relations in a wide variety of ways. Feminism's lack of unity as a movement has been a strength and a weakness, and organized resistance to sexism has come and gone. Right now, in both the United States and internationally, we are living in a time of renewed critical self-consciousness about gender. This course is a sampler of key debates and actions to give a sense of the variety of feminisms that have evolved in the last 40 years. It will track both the growth of feminist movements and their confrontations with backlash. We will discuss readings on reproduction, the gendering of work, theoretical takes on "the death of feminism," controversies about the relevance of feminism in different parts of the world, the meaning (and strengths and weaknesses) of the "identity politics" of race and gender, recent discussions of "the body," the different "waves" of feminism from the 19th century until now, etc. Visiting speakers and films.

ANN SNITOW (Ph.D., University of London) was one of the founders of New York Radical Feminists in 1969. She has written seminal articles on feminism, feminist approaches to literature, sex and history, and feminist theory. She is co-editor of *Powers of Desire: The History of Sexuality and The Feminist Memoir Project*. She currently works as a feminist activist in East Central Europe and the United States and is co-founder of the Network of East-West Women.

Course Title: **Introduction to Macroeconomics**

Faculty: **Lopamudra Banerjee**

Contributing School/Department: **New School for Social Research / Economics**

Lecture

Course Subject: **ULEC**

Course Number: **2020**

CRN: **6566**

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

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2021**

Schedule:

Section A: CRN: 6567	Wednesday	10-11:20am	TBA Faculty
Section B: CRN: 6568	Thursday	10-11:20am	TBA Faculty
Section C: CRN: 6569	Wednesday	12-1:20pm	TBA Faculty
Section D: CRN: 6570	Thursday	12-1:20pm	TBA Faculty
Section E: CRN: 6571	Thursday	2-3:20pm	TBA Faculty
Section F: CRN: 6572	Friday	12-1:20pm	TBA Faculty
Section G: CRN: 6573	Friday	12-1:20pm	TBA Faculty
Section H: CRN: 6574	Friday	2-3:20pm	TBA Faculty

Credits: **3**

This course introduces macroeconomic theory in economics, and analyzes how the 'economy in the aggregate' behaves. It focuses on how production, employment and prices are determined in advanced industrial capitalist nations, and explores how these macroeconomic variables determine economic prosperity of a nation over the long run (growth), and what happens when they fluctuate in an unexpected manner (leading to economic crisis). The course is divided in four parts. Part 1 examines how aggregate economy is measured in terms of output, income and employment, and examines the interrelationship between these variables. Part 2 focuses on the issues of aggregate production, and analyzes the

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process of growth and economic prosperity of a nation. Part 3 focuses on the issues of aggregate exchange and the role of money, and analyzes how aggregate prices are determined in the market. Part 4 focuses on the issues of international trade and globalization. Here we also touch upon the macroeconomic policies in developing nations. In the final part of the course, part 5, the issue of economic downturn and crisis is studied. The theory is examined in the light of the economic crisis of 2008-09 that plagued USA, in particular, and the world economy in general.

LOPAMUDRA BANERJEE, (Ph.D., University of California, Riverside) is Assistant Professor of Economics. Her research interests are in the interface of the environmental system and the development process of an economy. Lopamudra's work has explored the interconnections between poverty, distribution of risk, and disaster vulnerability, particularly in the context of Asia. Currently, she is working on issues of income distribution in India and China, on economic theories of power, and on a series of research projects that analyze the role of risk perception and bounded rationality in procedural aspects of decision-making.

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

Lecture

Course Subject: **ULEC**
Course Number: **2160**
CRN: **6555**
Schedule: **Monday 10-11:20am**
Credits: **0**

Discussion Sections

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

Section A: CRN: 6556	Monday	12-1:20pm	TBA Faculty
Section B: CRN: 3179	Wednesday	10-11:20am	TBA Faculty
Section C: CRN: 3181	Tuesday	10-11:20am	TBA Faculty
Section D: CRN: 3182	Thursday	12-1:20pm	TBA Faculty
Section E: CRN: 5723	Thursday	2-3:20pm	TBA Faculty
Section F: CRN: 6565	Friday	12-1:20pm	TBA Faculty

Credits: **3**

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

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

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Course Title: **Not-Owning: Designing (in) Systems of Giving and Sharing**
Faculty: **Cameron Tonkinwise**
Contributing School/Department: **Parsons / School of Constructed Environments**

Lecture

Course Subject: **ULEC**
Course Number: **2610**
CRN: **5409**
Schedule: **Monday 12-1:20pm**
Credits: **0**

Discussion Sections

Course Subject: **ULEC**
Course Number: **2611**
Schedule:

Section A: CRN: 5421	Monday	2-3:20pm	TBA Faculty
Section B: CRN: 5422	Wednesday	12-1:20pm	TBA Faculty
Section C: CRN: 5424	Thursday	10-11:20am	TBA Faculty
Section D: CRN: 5425	Tuesday	12-1:20pm	TBA Faculty

Credits: **3**

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

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

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

Lecture

Course Subject: **ULEC**
Course Number: **2640**
CRN: **5386**
Schedule: **Wednesday 4-5:20pm**
Credits: **0**

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Discussion Sections

Course Subject: **ULEC**

Course Number: **2641**

Schedule:

Section A: CRN: 5387	Thursday	12-1:20pm	TBA Faculty
Section B: CRN: 5388	Thursday	2-3:20pm	TBA Faculty
Section C: CRN: 5391	Thursday	4-5:20pm	TBA Faculty
Section D: CRN: 5393	Friday	12-1:20pm	TBA Faculty

Credits: **3**

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

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

Course Title: **The Dynamic Metropolis**

Faculty: **Joseph Heathcott**

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

Lecture

Course Subject: **ULEC**

Course Number: **2620**

CRN: **6580**

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

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2621**

Schedule:

Section A: CRN: 6581	Thursday	2-3:20pm	TBA Faculty
Section B: CRN: 6582	Friday	10-11:20am	TBA Faculty
Section C: CRN: 6584	Friday	2-3:20pm	TBA Faculty

Credits: **3**

This course introduces students to the tremendous growth and dynamism of cities, suburbs, and metropolitan regions. While the focus is on the United States, examples will be drawn from a wide range of urban agglomerations, including

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Mexico City, Tokyo, Paris, London, Shanghai, Nairobi, and Mumbai. The course surveys several key themes germane to understanding metropolitan regions: the nature of urban life and experience; overlapping systems of governance, policy, and economy; population, immigration, and the shifting spatial distributions of race, ethnicity, and class; the emergence of major institutions such as schools, libraries, and hospitals; technological networks of transit, utilities, and communications; and the changing composition and design of the built environment.

JOSEPH HEATHCOTT (Ph.D. Indiana University) is Associate Professor and Chair of the Department of Urban Studies in Eugene Lang College, as well as co-chair of the university-wide urban programs. Prof. Heathcott's areas of research include architectural history and theory, comparative urbanism, metropolitan studies, and the politics of urban redevelopment, planning, and design. He is co-editor of *Beyond the Ruins: The Meanings of Deindustrialization*, published by Cornell University Press in 2003, and his work has appeared in a wide range of journals, magazines, newspapers, and exhibitions. He has received fellowship awards from the American Council of Learned Societies, the U.S. Fulbright Commission, the Erasmus Institute, and the Brown Center for the Humanities. His research on the social and design history of the infamous Pruitt-Igoe public housing project led to a traveling exhibit titled *Vertical City*, a documentary film, and a book currently nearing completion with University of Chicago Press. He is also working on a major exhibition on Documerica, the EPA's environmental photography project from 1972-1976.

Course Title: **They, the People: Political Journalism, Past and Present**

Faculty: **Sam Tanenhaus**

Contributing School/Department: **New School for General Studies / Masters Program in Creative Writing**

Lecture

Course Subject: **ULEC**

Course Number: **2650**

CRN: **6585**

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

Credits: **0**

Discussion Sections

Course Subject: **ULEC**

Course Number: **2651**

Schedule:

Section A: CRN: 6586	Tuesday	6-7:20pm	TBA Faculty
Section B: CRN: 6587	Thursday	4-5:20pm	TBA Faculty
Section C: CRN: 6588	Online		TBA Faculty
Section D: CRN: 6589	Online		TBA Faculty

Credits: **3**

From the Colonial era to the present, the most forceful political writers have also been prose masters who have struck a balance between argument and literary technique in their attempt to clarify the contradictions and tensions of American democracy. This course will examine how the best writers have done through close readings and discussion of selected works, past and present--including classics of political argument (the Federalist Papers, speeches by Lincoln, Martin Luther King, Jr., Barack Obama), opinion columns (from Walter Lippmann and H. L. Mencken to David Brooks and Frank Rich) analytical essays and commentary (Richard Hofstadter, Edmund Wilson, Garry Wills,) and narratives (James Baldwin, Joan Didion, Norman Mailer, David Remnick, Marjorie Williams).

SAM TANENHAUS is the editor of both The New York Times Book Review and the Week in Review section of the Times. From 1999 to 2004 he was a contributing editor at Vanity Fair, where he wrote often on politics. His work has also appeared in The New York Times Magazine, The New Republic, The New York Review of Books, and many other publications. Tanenhaus's previous book, *Whittaker Chambers: A Biography*, won the Los Angeles Times Book Prize and was a finalist for both the National Book Award and the Pulitzer Prize.

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FOREIGN LANGUAGES

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

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

Placement in the appropriate level:

- Students who have studied a language in high school or college can place themselves in the appropriate level by using the following formula: one year of high school foreign language equals one semester of foreign language study (i.e., one 3 -credit course) at the college level. For example, a student who has completed four years of high school Spanish should enroll in Spanish Advanced 1.
- Students with a score of 4 on an Advanced Placement test in a foreign language should enroll in Advanced Level 1. Students with a 5 on an Advanced Placement test in a foreign language should enroll in either Advanced Level 1 or 2.
- Students with questions or with reason to believe that this does not accurately measure their knowledge of a foreign language (e.g., it has been several years since they last studied the language) should either call (212.229.5676) or email (foreignlanguages@newschool.edu) the Department office to set up an appointment to discuss alternate placement.

Language	Code	Course #	Sec.	CRN	Title	Day	Time	Credits
Arabic	NARB	1101	A	3722	Intro 1	TR	12:00-1:20pm	3
	NARB	1103	A	6210	Intro 3	TR	2:00-3:20pm	3
Chinese	NCHM	1101	A	4180	Intro 1	MW	4:00-5:20pm	3
	NCHM	1101	B	3745	Intro 1	TR	10:00-11:20am	3
	NCHM	2101	A	6212	Intermediate 1	MW	10:00-11:20am	3
French	NFRN	1101	A	4181	Intro 1	MW	2:00-3:20pm	3
	NFRN	1101	B	3749	Intro 1	TR	8:00-9:20am	3
	NFRN	1101	C	3748	Intro 1	TR	10:00-11:20am	3
	NFRN	2101	A	3750	Intermediate 1	MW	4:00-5:20pm	3
	NFRN	3101	A	6219	Advanced 1: Intro à la Littérature	TR	12:00-1:20pm	3
Greek	NGRC	1107	A	6257	Homeric Greek	TR	10:00-11:20am	3
Hebrew	NHBW	1101	A	6268	Biblical Hebrew	MW	12-1:20pm	3
Italian	NITL	1101	A	3754	Intro 1	MW	10:00-11:20am	3
	NITL	1101	B	6262	Intro 1	MW	2:00-3:20pm	3
	NITL	1101	C	3756	Intro 1	TR	12:00-1:20pm	3
	NITL	1102	A	3757	Intro 2	TR	10:00-11:20am	3

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	NITL	2101	A	3799	Intermediate 1	TR	12:00-1:20pm	3
	NITL	2102	A	6259	Intermediate 2	MW	2:00-3:20pm	3
Japanese	NJPN	1101	A	3758	Intro 1	MW	12:00-1:20pm	3
	NJPN	1101	B	6221	Intro 1	MW	4:00-5:20pm	3
	NJPN	1101	C	4188	Intro 1	TR	8:00-9:20am	3
	NJPN	1102	A	4189	Intro 2	TR	12:00-1:20pm	3
	NJPN	2101	A	3759	Intermediate 1	TR	10:00-11:20am	3
	NJPN	2102	A	6261	Intermediate 2	TR	10:00-11:20am	3
Korean	NKRN	3700	A	5200	Design Culture in Korea	W	7:00-9:40pm	3
Latin	NLTN	1108	A	6287	Latin: Satire	TR	2:00-3:20pm	3
Spanish	NSPN	1101	A	3737	Intro 1	MW	10:00-11:20am	3
	NSPN	1101	B	6250	Intro 1	TR	8:00-9:20am	3
	NSPN	1101	C	3735	Intro 1	TR	10:00-11:20am	3
	NSPN	2101	A	3738	Intermediate 1	MW	12:00-1:20pm	3
	NSPN	3100	A	5694	Y Tu También	TR	12:00-1:20pm	3
	NSPN	3102	A	6255	Advanced 2: Literature of the Oppressed	MW	12:00-1:20pm	3
Tibetan	NTBN	1003	A	TBA	Tibetan Language and Culture	TR	4:00-5:50pm	4

COURSE DESCRIPTIONS FOR 3-CREDIT COURSES LISTED ABOVE:

Arabic

NARB 1101, Arabic Introductory 1

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

NARB 1103, Arabic Introductory 3

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

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Chinese (Mandarin)

NCHM 1101, Introductory 1

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

NCHM 2101, Intermediate 1

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

French

NFRN 1101, Introductory 1

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

NFRN 2101, Intermediate 1

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

NFRN 3101, Advanced 1: Intro à la Littérature

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

Greek

NGRC 1107, Homeric Greek

Intended for both beginners and students with some background in classical Greek, this course is devoted to reading and translating the classical world's greatest epic poet. Students quickly learn or review the necessary grammar. The class then begins working on excerpts from Homer's *Iliad* and *Odyssey*.

Italian

NINTL 1101, Introductory 1

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

NITL 1102, Introductory 2

Students expand their vocabulary, add to their knowledge of Italian grammar, and develop their conversational skills in an interactive and fun classroom atmosphere. **Prerequisite:** Italian Intro 1, the equivalent, or permission of the instructor.

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NITL 2101, Intermediate 1

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

NITL 2102, Intermediate 2

This is an advanced intermediate course in which students apply and polish their Italian skills by reading and discussing short literary texts. Further knowledge of the history and culture of Italy is introduced through films and magazines and subject to individual class presentations. Different grammar topics are studied in depth and organization of written compositions is emphasized. **Prerequisite:** Italian Intermediate 1, three years of HS Italian, or permission of the instructor.

Japanese

NJPN 1101, Introductory 1

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

NJPN 1102, Introductory 2

This course is designed for students who already have a basic knowledge of Japanese vocabulary and sentence patterns, including Hiragana and Katakana. Students will develop familiarity with Japanese culture by learning communicative contexts and strategies. We will cover Chapters 5 through 8 of *Genki I*. Students are required to learn 57 Kanji (Chinese characters) during the semester. **Prerequisite:** Japanese Intro I or equivalent.

NJPN 2101, Intermediate 1

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

NJPN 2102, Intermediate 2

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

Korean

NKRN 3700, Design Culture in Korea

Seoul has been designated as "World Design Capital (WDC) 2010." As the city works to brand itself as the "design city" of the world, it must consider what this means in terms of urban space, economy, sustainability, and the culture. In an attempt to increase public interest and participation in this branding, the city will hold exhibits, events, conferences, and competitions open to all Korean citizens. With this in mind, now is this the ideal time to explore what the value of design means to Korean society. This course will approach the general design culture in Korea through articles and topics, while also focusing on the language skills involved in practicing as a designer. Active participation in discussions and presentations is required. Topics will be taken from the required textbook, which is written in Korean, so proficiency in the Korean language is required.

Latin

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NLTN 1108, Latin: Satire

This language course for beginning and intermediate students of Latin will build and strengthen reading skills with material from the writing style that the Romans perfected: savage mockery. The course focuses on Petronius' *Satyricon*, with additional reading from works such as Martial's *Epigrams*, Seneca's *The Pumpkinification of Claudius*, and the sexual poems of the *Priapea*.

Spanish

NSPN 1101, Introductory 1

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

NSPN 2101, Intermediate 1

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

Prerequisite: Spanish Intro 2 or two years of HS Spanish, or permission from the instructor.

NSPN 3100, Y Tu También

In this advanced course students will screen, read, and discuss works by celebrated contemporary filmmakers (e.g., Carlos Saura, Francisco Lombardi, Fernando Trueba, Alfonso Cuarón) and writers (García Márquez, and Vargas Llosa y Allende, and others) from Spain and Latin America. As students learn about the rich cinematic and literary culture of the Spanish-speaking world, they will improve their oral skills in Spanish. Assignments include oral reports, in-class debates and 2 trips to NYC Spanish theaters. **Prerequisite:** Spanish Intermediate 2, or 4 years of high school Spanish, or the permission of the instructor.

NSPN 3102, Advanced 2: Literature of the Oppressed

Departing from Marjorie Agosín's recent compilation with the same title, this course aims to explore the regenerative power of language after the experience of traumatic historical and political events in Latin America. Students will familiarize themselves with a wide variety of authors and genres that attest to a diverse realm of situations with which they have confronted themselves. Among the authors we will read are: Jacobo Timerman, Reinaldo Arenas, Griselda Gambaro, Víctor Montejo, Luisa Valenzuela, Homero Aridjis, and Claribel Alegría. Besides the readings and some critical articles, this course will use films, plays and songs to further explore the concepts and ideas discussed in class. **Prerequisite:** Spanish Advanced 1 or the permission of the instructor.

Tibetan

NTBN1003, Tibetan Language and Culture

In this course, students study the structures of Tibetan grammar and syntax in order to become familiar with the fundamental forms of conversational and literary expression. Particular attention is given to reading classical literary Tibetan as a key to the vast treasury of Tibetan Buddhist written culture. Contextualizing the Tibetan language, readings are drawn from genres including poetry, biography, and contemplative literature. In-class discussions concentrate on developing pronunciation skills, understanding important technical Tibetan Buddhist terminology, and employing methods of translation. Several class sessions are conducted on the gallery floors at the Rubin Museum of Art. No prior knowledge of the Tibetan language is required.

Continuing Education in Foreign Languages

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

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sessions. Likewise, students who cannot fit a 3-credit language course into their schedule may, with the permission of the Chair of Foreign Languages, enroll for a 2- or 4-credit course.

- 4-credit "intensives" cover the equivalent of one and half semesters at the introductory and intermediate levels of courses at the 2-credit level.
- Please note the different start and end dates for these courses.
- Most 2-credit foreign languages are taught in a six-term course sequence, described as Levels 1 - 6.
- Each level corresponds to one semester of study.
 - Levels 1 and 2 = beginning stages of language learning
 - Levels 3 and 4 = introductory/intermediate stages
 - Levels 5 and 6 = intermediate/advanced stages

- The study of Arabic at the 2-credit level follows a sequence of courses different from the one outlined above.
 - Levels 1 - 4 = introductory stages of language learning
 - Levels 5 and 6 = intermediate stages
 - Levels 7 and 8 = advanced stages

- Students with prior study of a foreign language should place themselves in the appropriate level (see placement information above for how to do this) or should consult with the Chair of Foreign Languages.

2- and 4-Credit Courses:

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

Amharic	=	NAMH
German	=	NGRM
Classical Greek	=	NGRC
Modern Hebrew	=	NHBW
Korean	=	NKRN
Polish	=	NPLH
Portuguese	=	NPRT
Russian	=	NRSN
Sign Language	=	NSLN

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

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

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

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

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INTRODUCTORY COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

ART

Course Title: **Himalayan Buddhist Visual Culture**
Faculty: **Michael Sheehy**
Course Subject: **LARS**
Course Number: **2871**
CRN: **6886**
Schedule: **Friday 12-2:40pm**
Credits: **4**

Exploring the imagery presented by and representative of the Himalayan world, this course investigates meaning as invested in Buddhist images and the ways in which these images are seen. Thinking through the role of visual forms in the broad Himalayan cultural setting of Tibet, Nepal, Bhutan, and Northern India, we seek to contextualize Buddhist imagery in its relationship to text, sacred space and time, pilgrimage, deity, and ritual life in order to reveal the power and language of imagery within this visual culture. Special attention will be given to contemplative and mystical processes of "seeing" and the imaginative and iconographic symbolism revealed by the Himalayan Buddhist visionary traditions. Classes will address historical and philosophical understandings of art and the purpose of Buddhist imagery, cross-cultural interpretations of reading visual representation, how religious imagery has shaped popular Western conceptions of the Himalaya, and contemporary transformations of this visual culture. This course includes multiple class sessions on the gallery floors at the Rubin Museum of Art.

EDUCATION STUDIES

Course Title: **Introduction to Education Theory**
Faculty: **Jaskirin Dhillon**
Course Subject: **LEDU**
Course Number: **2801**
CRN: **5228**
Schedule: **Tuesday & Thursday 12-1:40pm**
Credits: **4**

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

ENVIRONMENTAL STUDIES *These courses are part of the University-wide Environmental Studies Program. (There are additional introductory Environmental Studies courses listed in this document under Interdisciplinary Science.)*

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

Course Title: **Environment and Society**
Faculty: **P. Timon McPhearson**
Course Subject: **UENV**
Course Number: **2000**

Section A: CRN: 5195	Tuesday & Thursday	10-11:40am	P. Timon McPhearson
Section B: CRN: 5777	Tuesday & Thursday	2-3:40pm	Richard Karty

Credits: **4**

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Environment and Society will examine the roots of the modern environmental crisis by reviewing the most up to date environmental issues and the science behind them with a critical look at how society has interacted with its natural environment in the past and present, and what is required for a sustainable future. The state of the air, water, and soil, climate change, habitat conversion, invasive species, biodiversity decline, deforestation, over-fishing, poverty and many other environmental issues are at the core of the most pressing economic, social, political and human health concerns. In our increasingly connected world, progressive problem solving requires a grounded, sophisticated understanding of our local and global environment. This course will explore the interrelationships between humans and the environment they depend on analyzed from a scientific, economic, political, and ethical basis. We will discuss human population trends, the interaction of pollution and natural resource use, environmental protection, the major cycles and flows of the earth system, the structure and function of major biomes, and how our environmental understanding influences environmental policy. You will learn in small group discussions, readings, and case studies to identify and analyze environmental problems both natural and man-made from a whole systems perspective and to evaluate risks associated with these problems. We will also examine alternative solutions for resolving and/or preventing environmental calamity as we prepare for a more sustainable future. *This is a core course for the Environmental Studies major and will prepare you for other environmental studies courses in the program (see also <http://www.newschool.edu/environmentalstudies/>).*

Course Title: **The Harbor and the Hudson**
Faculty: **Robert Buchanan**
Course Subject: **UENV**
Course Number: **2411**
CRN: **6927**
Schedule: **Monday & Wednesday 12-1:20pm**
Credits: **3**

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

Course Title: **Urban Conservation**
Faculty: **Lea Johnson**
Course Subject: **UENV**
Course Number: **2026**
CRN: **6638**
Schedule: **Tuesday & Thursday 4-5:40pm**
Credits: **4**

This is a course designed to introduce students to the history, biology, and importance to conservation of urban botanical knowledge with a focus on plant communities in the NYC metro area. Students will be introduced to plant physiology, systematics, restoration, and learn field identification techniques for trees, shrubs, and herbs of the region. The course will have regular outdoor field trips to plant communities around the The New School area to practice the techniques and theory introduced in classroom exercises and discussions. Students will ultimately leave class with a strong understanding of plant ecology and will be able to identify all the dominant urban plants that they will normally encounter in NYC, giving students tangible skills for summer internships and employment opportunities related to environmental studies in urbanized areas.

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

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

Course Title: **Governing the Global**
Faculty: **Alexandra Delano**
Course Subject: **UGLB**
Course Number: **2210**
CRN: **6293**
Schedule: **Tuesday & Thursday** **4-5:40pm**
Credits: **4**

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

Course Title: **Understanding Global Capitalism**
Faculty: **William Milberg**
Course Subject: **UGLB**
Course Number: **2111**
CRN: **6296**
Schedule: **Tuesday & Thursday** **2-3:40pm**
Credits: **4**

This course provides an overview of the history, theories and institutions of the contemporary world economy. The focus will be on the globalization of production (international trade and investment and migration) and the globalization of finance (international capital flows, the balance of payments and exchange rates). Underpinning these concepts are theories of market integration, transnational corporations, the politics governing the global economy, and their relation to innovation, economic growth, inequality and development. The course will be built around case studies and student projects, but will also involve a survey of fundamental principles of international economics. *This course satisfies the core requirement in Global Studies and also can be counted toward the ELC major in Economics.*

HISTORY

Course Title: **Jewish History**
Faculty: **TBA**
Course Subject: **LHIS**
Course Number: **2861**
CRN: **4114**
Schedule: **Tuesday & Thursday** **4-5:20pm**
Credits: **3**

This course surveys the history and culture of Jews from Biblical times to the post-World-War II period. Exploring their political, social, and cultural journey through Antiquity, the Middle Ages, and Modernity, this course examines the ways in which Jews interacted with and experienced other religious and intellectual systems (Hellenism, Christianity, Islam, the Reformation, the Renaissance, Enlightenment, Socialism, and Nationalism) across the empires and modern states in which they lived. Topics include: Jerusalem and the Judean State in the First and Second Temple periods; the rise of Rabbinic Judaism; the Spanish "Golden Age" and expulsion; establishment of the ghettos; women's roles in Judaism and

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Jewish life; emancipation; anti-Semitism; Zionism; migration to the New World. By focusing on the history of one ethnic-religious group (the Jews), students are encouraged to think critically about global phenomena, such as identity, migration, cultural accommodation, and modernization.

Course Title: **Wall Street in Crisis**
Faculty: **Julia Ott**
Course Subject: **LHIS**
Course Number: **2865**
CRN: **6879**
Schedule: **Tuesday & Thursday** **2-3:40pm**
Credits: **4**

This course offers a historical perspective on the recent turmoil in the financial markets and current debates over reform. Over the last 30 years, Wall Street assumed a far larger role in the American economy than it ever played before. This course traces the process by which Americans' social and economic well-being came to be managed by the market. Major themes include the critical role of policy, politics, and political ideology in shaping the structure of financial markets, institutions, and practices; enduring debates over the proper relationship between financial markets, the real economy, and the state; the effects of financialization and financial crisis on the distribution of economic power and wealth; the ability of economic crises to catalyze popular insurgency and social change.

INTERDISCIPLINARY SCIENCE

Course Title: **Biology of Beauty, Sex, and Death**
Faculty: **TBA**
Course Subject: **LSCI**
Course Number: **2830**
CRN: **6883**
Schedule: **Tuesday & Thursday** **4-5:40pm**
Credits: **4**

In this course we will use a case-based approach to investigate advances in technology and changing local, national, and international regulations that have pushed basic cell biological research into the public eye. Class discussions and assignments will center on three contemporary topics to review how cells interact with their environments to decide whether to grow, divide, or become specialized: stem cell biology sets the stage with cell basics, cloning, and sexual reproduction; Botox highlights the roles of specialized cells in aesthetics as well as bio-warfare; and HPV demonstrates how viruses can promote cancer. News clips and articles kick off each module, and research and news articles, op-eds, and book chapters provide students with the background needed for informed decisions. Each module culminates with a capstone project that requires the development of an action plan in the form of a policy report, research proposal, or letter to a policy maker. This course also satisfies the elective for Psychology.

Course Title: **Chemistry and Environment**
Faculty: **TBA**
Course Subject: **LSCI**
Course Number: **2502**
CRN: **6816**
Schedule: **Tuesday & Thursday** **4-5:40pm**
Credits: **4**

This course serves as an introduction to chemical principles through applications of environmental interest. *This course satisfies requirements for the Environmental Studies major. This course does not count towards satisfying requirements for the Interdisciplinary Science major.*

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

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Course Number: **2820**

CRN: **5323**

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

Credits: **4**

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

Course Title: **Constructing Laws of Nature**

Faculty: **David Morgan**

Course Subject: **LSCI**

Course Number: **2020**

CRN: **6813**

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

Credits: **4**

Sometime during the 17th century, the field of "natural philosophy" gave rise to a pursuit that we would recognize today as the science of physics. In this class, we examine the origins of the scientific study of nature primarily through the works of Galileo and Newton, contrasting them with what came before and comparing them to what came after. As part of this discussion, we will address the philosophical issue of what constitutes "science", explore the relationship between science and mathematics, and consider what it means to speak of the "laws of nature". Are laws of nature something that scientists discover, or something they invent? *This course satisfies the Foundation requirement for the Interdisciplinary Science major and is offered every year in the fall. This course is not open to students who have taken Foundations of Physics.*

Course Title: **Energy and Sustainability**

Faculty: **Alan McGowan**

Course Subject: **LSCI**

Course Number: **2700**

CRN: **5320**

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

Credits: **4**

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

Course Title: **Ecology I: Principles of Ecology**

Faculty: **Paul McPhearson**

Course Subject: **LSCI**

Course Number: **2050**

CRN: **5318**

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

Credits: **4**

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Principles of Ecology will focus on the key concepts co-occurring in all ecological systems such as population, community, and ecosystem ecology as well as a focused look at biodiversity, climate change, and habitat conversion. In this context, understanding ecology (how biological organisms interact with each other and their environment) is crucial to understanding how to move towards a more sustainable future. *This is a required core course for the Environmental Studies major and will prepare you for other environmental studies courses in the program (see also <http://www.newschool.edu/environmentalstudies/>). This course satisfies the Foundation requirement for the Interdisciplinary Science major. This course is offered every year in the fall.*

Course Title: **Genes and Race**
Faculty: **Alan McGowan**
Course Subject: **LSCI**
Course Number: **2045**
CRN: **6814**
Schedule: **Monday & Wednesday 2-3:40PM**
Credits: **4**

This course presents a body of scholarship that states that race in human beings is a social construct, not a biological one. It also examines the opposite point of view. It further introduces the students to basic concepts in genetics, including the arguments over genetic determinism. It then confronts some of the controversies in the areas of race and intelligence and race and health. *This course satisfies an Elective requirement for the Interdisciplinary Science major and is typically offered every other year.*

Course Title: **Genes, Environment, and Behavior**
Faculty: **Katayoun Chamany**
Course Subject: **LSCI**
Course Number: **2040**
CRN: **5317**
Schedule: **Tuesday & Thursday 10-11:40am**
Credits: **4**

Course sessions and assignments will retrace the experiments that led to the discovery of genes and their inheritance patterns, review molecular analyses to understand the functional products of genes, and reveal how the acquisition and accumulation of mutations and sex lead to diverse human behaviors that can be influenced by environmental factors in changing social environments. Course readings include newspaper articles, secondary scientific literature, and a textbook, while videos and CD-ROMS depicting molecular DNA techniques and their automation will clarify the more technical aspects of the course. *Prerequisite for all biology intermediate level courses, satisfies the Foundation requirement for the Interdisciplinary Science major, satisfies the elective for Psychology, and is offered every fall.*

Course Title: **Science and Politics of Infectious Diseases**
Faculty: **TBA**
Course Subject: **LSCI**
Course Number: **2840**
CRN: **5325**
Schedule: **Monday & Wednesday 12-1:40pm**
Credits: **4**

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

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Course Title: **Water Quality Lab**
Faculty: **Bhawani Venkataraman**
Course Subject: **LSCI**
Course Number: **2500**
CRN: **6815**
Schedule: **Monday: 2-3:15pm & Wednesday: 2-5:00pm**
Credits: **4**

Through experiments, the class looks at how water gets contaminated and the identification and quantification of contaminants in water. Experiments include water quality assessment of tap, bottled and local bodies of water, quantification of impurities in water, and water purification processes. This chemical understanding is used to investigate what it takes to deliver clean water to a community from source to tap and appreciate the price of clean water. *This course satisfies the Lab requirement requirement for Interdisciplinary Science majors and is offered every year. This course satisfies the Lab requirement for Interdisciplinary Science majors and is offered every year. (Students who have taken Chemistry of the Environment should not register for this course).*

MATHEMATICS

Course Title: **Calculus**
Faculty: **Marla Sole**
Course Subject: **LMTH**
Course Number: **2040**
CRN: **5290**
Schedule: **Monday & Wednesday 2-3:20pm**
Credits: **3**

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

Course Title: **Math Models in Nature**
Faculty: **TBA**
Course Subject: **LMTH**
Course Number: **2050**
CRN: **5578**
Schedule: **Tuesday & Thursday 4-5:40pm**
Credits: **4**

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

Course Title: **Math Tools – Social and Natural**
Faculty: **Jennifer Wilson**
Course Subject: **LMTH**
Course Number: **3006**
CRN: **5291**
Schedule: **Monday & Wednesday 12-1:40pm**
Credits: **4**

This course provides students with the basic tools to model dynamic situations in the social and physical sciences. The first part of the course discusses applications to derivatives and integrals, optimization in one and two variables and basic

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linear algebra. The second half of the course examines systems of difference and differential equations. The focus of the course throughout will be on applications to economics and natural phenomena. *This course is a requirement for the Economics major and satisfies the second math requirement or the Intermediate requirement for the Interdisciplinary Science major. It is offered every fall.*

Course Title: **Quantitative Reasoning**

Faculty: **Marla Sole**

Course Subject: **LMTH**

Course Number: **1950**

Section A: CRN: 5274	Monday & Wednesday	10-11:20am	Marla Sole
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Section B: CRN: 5278	Monday & Wednesday	12-1:20pm	Marla Sole
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Credits: **3**

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

Course Title: **Statistics**

Course Subject: **LMTH**

Course Number: **2020**

Section A: CRN: 5279	Monday & Wednesday	10-11:20am	TBA
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Section B: CRN: 5281	Monday & Wednesday	12-1:20pm	Audrey Nasar
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Section C: CRN: 5282	Monday & Wednesday	2-3:20pm	TBA
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Section D: CRN: 5543	Tuesday & Thursday	10-11:20am	TBA
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Section E: CRN: 5288	Tuesday & Thursday	12-1:20pm	TBA
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Section F: CRN: 6461	Monday & Wednesday	8-9:20am	TBA
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Credits: **3**

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

Course Title: **Statistics with SPSS**

Course Subject: **LMTH**

Course Number: **2030**

Section A: CRN: 6757	Tuesday & Thursday	10-11:40am	TBA
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Section B: CRN: 5289	Monday & Wednesday	2-3:40pm	Robert Canales
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Credits: **4**

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

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POLITICAL SCIENCE

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

Faculty: **TBA**

Course Subject: **LPOL**

Course Number: **2806**

CRN: **5302**

Schedule: **Monday & Wednesday 8-9:20am**

Credits: **3**

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

RELIGIOUS STUDIES

Course Title: **Buddhist and Christian Icons**

Faculty: **TBA**

Course Subject: **LREL**

Course Number: **2805**

CRN: **6806**

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

Credits: **4**

Throughout the ages art has inspired religious engagement. The icon, in particular, has served as a tool for spiritual exploration. In this course students study the history, aesthetics and ritual function of icons in Tibetan Buddhist, Russian Orthodox and Ethiopian Christian traditions. Building on an exhibition at the Rubin Museum of Art and other resources in New York, the class incorporates both academic and creative work, inside and outside the classroom.

Course Title: **Hebrew Bible in Context**

Faculty: **Fran Snyder**

Course Subject: **LREL**

Course Number: **2070**

CRN: **4110**

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

Credits: **4**

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

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SOCIOLOGY

Course Title: **Urban Sociology**
Faculty: **Virag Molnar**
Course Subject: **LSOC**
Course Number: **2850**
CRN: **5332**
Schedule: **Friday 12-2:40pm**
Credits: **3**

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

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

Course Title: **Consuming Cities**
Faculty: **Scott Salmon**
Course Subject: **LURB**
Course Number: **2016**
CRN: **6792**
Schedule: **Tuesday & Thursday 10-11:40am**
Credits: **4**

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

Course Title: **Gender, Race, and the City**
Faculty: **Laura Liu**
Course Subject: **LURB**
Course Number: **2053**
CRN: **6790**
Schedule: **Monday & Wednesday 10-11:40am**
Credits: **4**

This course explores how gender, race, and other forms of social difference both produce and are produced by cities. We will examine the “gendering” and “racialization” of urban spaces and places such as urban dwellings, the street, public spaces, urban workplaces, and neighborhood and community spaces. We will also consider how gender and race come together with other categories of difference—class, sexuality, age, ethnicity, nationality, disability, etc.—in urban life and in the relationship between cities and other places. Topics we will cover include: urban design, public space, “queer” space, social control, mobility, domestic space, recreation, consumption, and work, among others.

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Course Title: **Urban Arts and Publics**
Faculty: **Gabrielle Bendiner-Viani**
Course Subject: **LURB**
Course Number: **2055**
CRN: **3671**
Schedule: **Monday & Wednesday 2-3:40pm**
Credits: **4**

Photography can be a powerful way to understand, or even create, a place. In this visual urbanism class, students will address the way the city has been imaged in photography - from its earliest days to its digital incarnation - and the role that this image-making has played in the making of the modern city. This class will also focus on making our own images of the city, developing skills that blend art, journalism and research, and which will allow students to create an in-depth visual exploration of a place. The class will involve writing and image-making, critiques, readings and visual lectures on place. This class will also involve trips to some of the foremost archives and exhibitions of urban photography in New York City. Prior photography experience is not necessary for this class, but each student should have a digital camera.

Course Title: **IDC Colloquium: Urban Drawing**
Faculty: **Jose DeJesus**
Course Subject: **PUIC**
Course Number: **2302**
CRN: **5484**
Schedule: **Monday 12-2:40pm**
Credits: **3**

This course reflects our appreciation for the role, meaning, and relevance of drawing to contemporary design thinking, practice and most of all, as a tool for learning, placing the focus on theoretical understandings as opposed to practical application. The urban ecosystem will be our underlying central subject and context of study. Drawing is taught as a means for visually assessing (the what), analytical thinking (the how), and identifying potentiality. Urban drawing exposes students through drawing exercises, with larger explorations of the complex dimensions of human experience within the city. It is aimed at developing judgment and understanding about human relationships to the social, cultural, and natural facets of the urban ecosystem. This course engages students' intellectual and practical skills, such as critical and creative thinking, written and oral communication. It will foster personal and social responsibility, such as civic knowledge and engagement.

Course Title: **Ecologies: Street Life**
Faculty: **Victoria Marshall**
Course Subject: **PUIC**
Course Number: **2530**
CRN: **6456**
Schedule: **Tuesday & Friday 3-5:40pm**
Credits: **3**

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

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INTERMEDIATE COURSES OPEN TO ALL UNDERGRADUATE STUDENTS

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

CULTURE AND MEDIA

Course Title: **Civic Action and Interruption**

Faculty: **Cathleen Eichhorn**

Course Subject: **LCST**

Course Number: **3872**

CRN: **6660**

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

Credits: **4**

In this workshop-based course, students explore the history and current circulation of discourses on "civic action" and further investigate how and why public art and performance are frequently cast as forms of civic interruption, or civil disobedience, rather than civic action, even when they share some of the same underlying objectives. In addition to critical readings, lectures, and discussions, students will engage in a series of workshops offered by visiting visual artists, performance artists and writers whose practices directly respond to current social issues and seek to imagine innovative ways to engage with publics and counter-publics. The class will culminate in a collaborative public art project and forum. *This course satisfies requirements in Track C of the Culture and Media major at Lang.*

ECONOMICS

Course Title: **Intermediate Microeconomics**

Faculty: **Duncan Foley**

Course Subject: **LECO**

Course Number: **3823**

CRN: **4313**

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

Credits: **4**

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

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

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

Course Title: **Gender and Politics in the Middle East**

Faculty: **Emily Wills**

Course Subject: **UGLB**

Course Number: **3511**

CRN: **6295**

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

Credits: **4**

This course will provide an overview of the politics of gender in the contemporary Middle East, including the Arab countries, Iran, Israel, and Turkey. Topics covered will include women's engagement in revolutions, political parties, monarchical government, and resistance movements; state intervention into questions of gender, including family law, inheritance and citizenship rights, dress codes, and state feminism; and women's and feminist movements, including peace movements, Islamist feminisms, pro-democracy activism, and diasporic feminism.

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Course Title: **Global Migration**
Faculty: **Alexandra Delano**
Course Subject: **UGLB**
Course Number: **3510**
CRN: **6291**

Schedule: **Monday & Wednesday 10-11:40am**
Credits: **4**

With over 200 million international migrants and more than \$300 billion in annual remittances, migration is a top priority on national and international agendas. States, international organizations, citizens groups and businesses face a global challenge in terms of minimizing the human costs and maximizing the benefits of migration and making it a choice rather than a necessity. This course will give students the ability to understand and analyze contemporary international migration flows, their causes and effects, and the policies and institutions that attempt to manage these flows across countries and regions. Who is responsible for migrants and migration, how do "host" and "sending" states define their interests and responsibilities towards border controls, remittances, and diasporas? Our discussion of the governance of migration will also lead us to explore how identities and borders are being transformed together with experiences of citizenship and immigrant integration. Our discussions will be informed by interdisciplinary academic sources, documentaries, films, news media, photographs, music, and site visits.

Course Title: **Global Political Economy**
Faculty: **TBA**
Course Subject: **UGLB**
Course Number: **3401**
CRN: **TBA**

Schedule: **Tuesday 8-9:50pm**
Credits: **3**

This course explores power and strategy in the global economy in historical perspective, including the politics of international banking and monetary policy, international trade, foreign investment and multinational corporations, economic development, and war finance. We consider the interests and strategies of international institutions of private power, including cartels and financial consortia. We examine the role of state and private corporate power in shaping the character of global economic development, including issues of modernization and dependency. We also focus on the influence on various global economic arrangements on international cooperation, war, and peace. Historical topics include the rise of capitalism in Europe and Asia, causes of economic crises and depressions, the rise of state and international economic management, and the roots of contemporary neoliberalism and globalization.

Course Title: **Representing the Global**
Faculty: **Jonathan Bach**
Course Subject: **UGLB**
Course Number: **3310**
CRN: **TBA**

Schedule: **Thursday 12-2:40pm**
Credits: **3**

(Course description is forthcoming.)

Course Title: **The Resource Curse**
Faculty: **Amanda Zadorian**
Course Subject: **UGLB**
Course Number: **3400**
CRN: **TBA**

Schedule: **Tuesday 8-9:50pm**
Credits: **3**

The observation that countries with rich natural resource endowments, particularly in oil and other minerals, tend to grow more slowly, succumb to civil war more often, and have more authoritarian governments has sparked a great deal of

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research and has influenced development policy. This course will focus primarily on the impact of natural resource wealth on political outcomes. Does a political ³resource curse² exist, and is it inevitable? Does the type of resource matter? Can institutions of ownership, exploitation and transparency be designed to improve outcomes? What is the role of the international community in both causing and combating the curse? Particular attention will be paid to the interplay of academic research and development policy on this issue. Statistical and theoretical analyses will be complemented by case studies examining Russia, Indonesia, Venezuela, Angola and Gabon, among others.

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

Course Title: **City Studio: Small Urban Places**
Faculty: **Gabrielle Bendiner-Viani**
Course Subject: **LURB**
Course Number: **3031**
CRN: **4320**
Schedule: **Friday 12-2:40pm**
Credits: **4**

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

Course Title: **Crime Incarceration and the City**
Faculty: **Bahiyah Muhammad**
Course Subject: **LURB**
Course Number: **3042**
CRN: **5345**
Schedule: **Monday & Wednesday 4-5:40pm**
Credits: **4**

Today more than ever, urban communities and prisons are part of a circular process where the inside and the outside of the cell block become increasingly connected. Through the process of surveillance, policing, courts, incarceration, reentry, and recidivism, individuals, and families are swept into the criminal justice system, with long-term impacts on urban neighborhoods. This course examines the development of the American penal system and its often competing goals of justice and punishment. The particular focus of the course is on the urban social, cultural, political, and economic contexts of incarceration. Students consider a range of policy debates raised by the criminal justice system, such as: what are the goals of incarceration; who goes to prison, why, and for how long; how do institutions differ in terms of levels of security, philosophy of rehabilitation, and practices of order; how do urban subcultures translate into prison subcultures; and what rights do inmates have and how are those rights protected?

Course Title: **Mapping the City**
Faculty: **Elizabeth Barry**
Course Subject: **LURB**
Course Number: **3027**
CRN: **5346**
Schedule: **Friday 9-11:20am**
Credits: **4**

Both a critical and technical introduction to the graphic representation of urban spaces, landscapes, and environments, students in this course survey the growing use of mapping technology in the practice of planning and spatial research within a contemporary and historical context. They learn spatial analysis techniques with a focus on the role of spatial mapping and representation as a support tool. Techniques covered include Geographic Information Systems (GIS), Google Earth, and assorted visualization software. They also examine practices of spatial representation with a specifically

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insurgent or counter-institutional agenda. Ultimately, the course engages with available technologies for spatial representation and analysis, but does so with a careful eye toward the inherently political aspect of maps.

Course Title: **Planning Sustainable Cities**
Faculty: **Nevin Cohen**
Course Subject: **LURB**
Course Number: **3810**
CRN: **3671**
Schedule: **Tuesday & Thursday** **8-9:20am**
Credits: **3**

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

Course Title: **Screening the City**
Faculty: **Scott Salmon**
Course Subject: **LURB**
Course Number: **3028**
CRN: **5344**
Schedule: **Tuesday & Thursday** **2-3:40pm**
Credits: **4**

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

Course Title: **Social Justice and the City**
Faculty: **Laura Liu**
Course Subject: **LURB**
Course Number: **3040**
CRN: **6788**
Schedule: **Monday & Wednesday** **12-1:40pm**
Credits: **4**

This course explores issues of social justice and cities in terms of the spatial unevenness of money and power within and among cities, between cities and their hinterlands, and between cities of the world. It examines how multiple dynamic urban processes produce spatial and social inequalities that make cities the locus of numerous social justice issues. Students also consider how urban communities and social groups are engaged in working for social change.

Course Title: **IDC Interfaces: Urban Sensing**
Faculty: **Elizabeth Barry**
Course Subject: **PUIC**
Course Number: **3530**
CRN: **TBA**
Schedule: **Monday & Wednesday** **12-2:40pm**
Credits: **3**

Sensing introduces students to the design challenge of engaging slowly-changing urban ecosystems that demand our rapid attention. Humans are still learning to live in cities and many of our critical ecosystem processes have either been

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made invisible or we don't have the apparatus to sense them. In this class we will design ways that these critical ecosystem processes can become legible, relevant and sensible in everyday life. To do this we will explore ecological concepts of onset, event and release, design parameters of scale, fit and measure as well as ecosystem science tools of sampling, monitoring and feedback. Students will develop a design project that can adapt, anticipate or even inspire ecosystem change through situated action. Students will design sensors and create their own data through fieldwork exercises.

Course Title: **IDC Collaboration: Public Space: (Re)Imagining Public Space**

Faculty: **TBA**

Course Subject: **PUIC**

Course Number: **3200**

CRN: **5269**

Schedule: **Friday 9-11:40am**

Credits: **3**

This course will address contemporary philosophical, theoretical, methodological and design/production issues related to 'public space' in New York City, with a specific emphasis on the simultaneous process of privatization and re-appropriation of public sites. This is a hands-on studio that requires joyful commitment, collaboration, and teamwork. We will partner with multiple organizations --profit and not-for-profit, public as well as private-- in order to explore ways in which relationship(s) between public space, democracy and the civics can be examined, imagined, and (re)framed. The class will be organized through field visits, hands-on research projects, readings and films, and most importantly the semester-long design project. *Students in this course will be asked to simultaneously register for the Senior Seminar titled "Urban Public Space." The two courses are topically aligned and will meet back-to-back. Open to: Seniors, majors, and to non-majors, Lang and Milano students with program approval. Corequisites: Senior Seminar "Urban Public Space."*

Course Title: **Senior Seminar: Urban Public Space: Curating The City**

Faculty: **Radhika Subramaniam**

Course Subject: **PLSD**

Course Number: **4125**

CRN: **5405**

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

Credits: **3**

Students examine the constitution of 'public space' in the American city, from sidewalks and squares to malls, airports, beaches, and parks considering them as sites for artistic/curatorial interventions. The instructor lays the groundwork with a core of readings and site visits that explore key themes, including: theories of the public sphere; critiques of normative public formations and behaviors; the intertwined histories of urban space, public life, and civic culture in the U.S.; shifting boundaries of public and private; and methodological approaches to public space research; aesthetic interventions as a socially critical site-specific public art practices. The focus will be on methodologies and ways of knowing that are creative, research-based and fundamentally experimental. Following these core themes, students work collaboratively to develop a reading list and research tasks suitable to the studio project. Teams of students then lead weekly discussions of specific topics on curating the city related to the uses, morphologies, and experiences of small urban sites. *Students in this course will be asked to simultaneously register for "(Re)Imagining Public Space."*