



SPRING 2006

GENERAL EDUCATION PROGRAM COURSE OFFERINGS

The General Education Program provides "core courses" in *World Civilizations*, *American Pluralism*, and *Great Discoveries in Science* to all students enrolled at the University at Buffalo.

General Education focuses on a broad array of skills, knowledge, and issues that the University's faculty considers being particularly important for all college graduates. The program is intended to help students prepare for success and fulfillment in a continually changing world. General Education complements the departmental major. The major provides depth of study in a particular area of specialization and prepares students for particular careers or for advanced study.



University at Buffalo *The State University of New York*

College of Arts & Sciences • General Education Program
708 Clemens Hall
<http://gened.buffalo.edu>

About General Education Courses...

World Civilizations. The World Civilizations course is about the people, forces and ideas which have shaped the way people have experienced (and still do experience) the world. The perspective of this course is global; its focus is on the origins and development, geographical context and interactions of world culture.

World Civilizations courses are designed and intended to serve a fundamental purpose of university education – to broaden one's view and extend one's comprehension of the variety of cultural experiences which surround us. These courses serve this purpose by "instilling a greatly expanded sense of time and space, of values, history and geography." This is accomplished by challenging the students to investigate, analyze, interpret and, ultimately, to integrate their unique cultural heritage with the diversity which surrounds us.

-- Professor Thomas Barry, World Civilizations Instructor

It is highly recommended that World Civ I be taken prior to World Civ II.

American Pluralism. The American Pluralism course examines the multicultural, multi-ethnic nature of American society. It introduces students to five important areas of American experience and culture: race, gender, ethnicity, class and religious sectarianism. Writings by and about Americans of color, women, and people from diverse ethnic, class and religious groups provide background and context for discussions of contemporary issues.

A diverse faculty selected from many of the University's departments teaches American Pluralism. Students learn from a variety of contemporary and historical sources, including literature, art, journalism, research articles, guest lecturers, films, and the experiences of their classmates.

Great Discoveries in Science. Students must complete UGC 302 or UGC 303, "Great Discoveries in Science", or a Cognate (an approved equivalent course). These courses focus on selected great discoveries of science, presenting a particular body of scientific facts and concepts and connecting them with the process of science, related history and philosophy, and the interdependence of science and technology. The courses emphasize the central ideas that set the framework for a discipline and its "great discoveries." The examples are selected from diverse fields to provide a breadth that complements the depth offered in the prerequisite introductory-level science course.



WORLD CIVILIZATIONS I UGC 111

UGC 111 A Section
Mon & Wed, 12 - 12:50 pm

Professor Vance Watrous
Art History

This course is a historical introduction to the great civilizations of the world before 1500 A.D. We have two main goals: 1) to demonstrate how we as Americans today have been formed by achievements and events in the past, and 2) to give an introduction to non-Western cultures.

UGC 111 S Section
Mon & Wed, 12 - 12:50 pm

Professor Kalliopi Nikolopoulou
Comparitive Literature

The principal objective of this course is to introduce us to the rich diversity of human culture from prehistory to the Middle Ages. Given the enormity of such a project, we will limit ourselves to the study of several chronological and geographical areas, while focusing on the specific theme of law and ethics as a foundation to each culture. We will examine the ways in which law becomes the site where the ethical, religious, and philosophical values of a culture converge or contest each other. In other words, we are going to see how each civilization understands the concept of law not only in its narrow legal sense, but also in its broader moral sense. How does divinity relate to law, legitimacy, and justice? Is there a separation between divine and human law, should there be one, and what are the consequences of this separation? Is law always just? How do the great epic and tragic heroes of world literature exemplify, in their quests, this powerful stronghold of law? Primary texts include *Gilgamesh*, Hammurabi's laws, Leviticus, *The Iliad*, *Antigone*, *The Baghavat Gita*, Paul's Epistle to the Romans, the Quran, and the *Inferno*. We will also refer to *Arts and Culture* as our textbook.

The Republic and The Prince, the religious/ethical texts The Koran, The Analects, The Dao De Jing, and the play The Romance of the Western Chamber. Students will be exposed to slides and videos depicting archaeological, architectural, and artistic evidence of various cultures, and lectures by the principal instructor, who specializes in Chinese history, and by experts in other areas of the world. All students will participate in discussions in the recitation sections and take a mid-term examination; all students will choose between writing a final, ten-page paper comparing and contrasting two of the classics and taking a final examination that will include one question calling for knowledge of two classics. Grades will be based one-quarter on participation in sections, one-quarter on the mid-term, and one-half on the final paper or examination



WORLD CIVILIZATIONS II UGC 112

UGC 112 B Section
Mon & Wed, 3 - 3:50pm

Professor Donald Grinde
Center For The Americas

This course traces the history of globalization from the interdependent world of 1500 to the globalized world of the 21st century. The course will delineate the forces that have simultaneously integrated and differentiated the contemporary world. It will examine the emergence of the world economy; the struggles between states as well as between rulers and subjects; the conflicts between dominant and alternative forms of modernity; the challenge of nationalism, anti-colonialism, socialism, and other responses to the market economy, changing global order, and the continuing processes of global integration. The format of the course is lectures, document analyses, video screenings, and class and small group discussions.

UGC 112 C Section
Mon & Wed, 2 – 2:50 pm

Professor Patricia Mazon
History

This course outlines the major political, economic, social, cultural, and intellectual developments in the world since 1500. Featured topics include the rise of the West; the Enlightenment; the French Revolution; the Industrial Revolution; nationalism; European imperialism; the world wars of the 20th century, the impact of communism as a global movement; the Cold War; and the impact of globalization.

UGC 112 D Section
Tue & Thurs, 2 – 2:50 pm

Professor Timothy Boyd
Classics Department

This is the continuation of UGC 111, in which we traveled from the Paleolithic Era, through the rise of early civilizations west and east, all the way to the Middle Ages in Western Europe. In the second half of the sequence, we begin with a very brief survey of the Renaissance, then move immediately into the Age of Exploration, in which Europe spreads its influence across the world - and other civilizations influence Europe in return. As Europe grows throughout this era, we will follow scientific, philosophical, and technological trends which stimulate the process by which the old feudal, feuding medieval kingdoms move towards the huge nations which clash during the 18th century in the first two real world wars -- the Seven Years War (1756-1763) and the Napoleonic Wars (1792-1815). With the coming of the Industrial Revolution at the end of the 18th century, we will watch the great changes and events, from the birth of the United States to the invention of the steam engine to the Race for Africa, which bring about our modern world even as they drive countries around the world into the horrors of the Great War of 1914-1918. Along the way, we'll spend time discussing the Enlightenment, Romanticism, Darwinism, and Communism and their effects upon civilization, and we'll sample the changes in the arts of the period 1400 to 1914.

UGC 112 E Section
Tue & Thurs, 8: 30 – 9:20 am

Professor Jack Meacham
Department of Psychology

The emphases in this section of World Civilizations will be upon questions such as the following: Who and what are we as humans? How should we interact with each other, including those from whom we differ? What is our relationship to the environment? What role does religion play in human life and civilization? There will be relatively less coverage of political, military, and economic history and on the history of technology. Students will have opportunities to strengthen their writing and public-speaking skills.

UGC 112 H Section
Tues & Thurs, 3:30 – 4:20 pm

Professor Timothy Boyd
Classics Department

See Description for 112D, Boyd.

UGC 112 J Section
Tues & Thurs, 11 – 11:50 am

Professor William Baumer
Philosophy Department

This survey of the development of societies from 1500 to 1990 considers the changes and interplay of their major components: agriculture, arts and crafts, technologies and sciences, economic systems, social and political structures, religious and philosophical beliefs. Their impacts on one another, their consequences for the shape and state of present societies, and their significance for understanding the world in the 21st Century are the foci of this overview. The goals of the course are to provide knowledge of major developments in the history of societies since 1500 and the consequences of these in the 21st Century.

UGC 112 K Section
Tue & Thurs, 9:30 – 10:20 am

Professor Claude Welch
Political Science Department

Globalization provides the major theme of this class. In the past 500 years, dramatic transformation—indeed, revolutions—have marked our globe. Major changes occurred around 1500, in technology (particularly military), in communications (with the spread of printing and literacy), in foodstuffs (with the transportation of new crops between continents), in infection (with the “great gene exchange” after the European “discovery” of the “New World”), in beliefs (the Renaissance and Reformation in the West helped pave the way later for democracy, nationalism, socialism and environmentalism), and in power (through development of a global market, the rise of terrorism, and the rise of “blue-water” colonial empires). We start, in short, at an exciting time, at a dramatic change in globalization—and explore a fascinating period.

How were these transformations perceived at the time? What were the key strains, uncertainties and excitement? What were the consequences of change? Who gained, and who lost? How have people from thousands of different societies been brought together economically and politically, if not

necessarily culturally or socially? These are major questions we shall probe. I hope we can learn how the “old” affects our 21st century life, and show how other societies at different times have dealt with the challenges of change. Major texts: McKay et al., *A History of World Societies*, Houghton-Mifflin, 6th edition (it’s the latest); and Mitchell & Mitchell, eds., *Annual Editions, World History, Volume II* (Dushkin), 8th edition (also the latest).

UGC 112 L Section
Mon & Wed, 3 – 3:50 pm

Professor Victoria Razak
Urban And Regional Planning

The epoch centered on 1500 is heralded as the beginning of the modern era. The authority manifested in the Protestant Reformation was being questioned, and the voyages of discovery revealed the possibilities of the globe to the European imagination – and greed. This second part of World Civilizations continues with the Western encounter with the non-Western world; the rise and fall of Muslim Empires; Africa, Latin-America and the colonial encounter; the scientific revolution and its enlightened aftermath; the challenge to absolute monarchy – revolutions in France and America; industrialization of Europe; two World Wars; totalitarianism and the Nazi State; the Soviet experiment; superpower rivalry; decolonization and the Third World; the New Asia; reemergence of the Muslim world; and increasing globalization. This course will be taught from the perspective of anthropology – culture-centered, and broad in scope. The sociocultural aspects and effects of historic events and change will be particularly emphasized. With the advantage of hindsight, students will be encouraged to critique and evaluate the past from their own perspective, but also must develop an understanding of the social, technological and political contexts, and advantages and constraints of the different eras.

UGC 112 M Section
Tue & Thurs, 3:30 – 4:20 am

Professor William Baumer
Philosophy Department

See Description for 112J, Baumer.

UGC 112 N Section
Tue & Thurs, 12:30 - 1:20 pm

Professor Andrew Wise
Daemon College – Department of History

This course outlines the major political, social, economic, cultural and intellectual developments in the world since 1500. Featured topics include the rise of the West, the Enlightenment, the French Revolution, the Industrial Revolution, nationalism, European imperialism, the world wars of the 20th century, the impact of communism as a global movement, the Cold War and the impact of globalization.

UGC 112 P Section
Mon & Wed, 1 – 1:50 pm

Professor Thomas Barry
Classics Department

This section is designed to create an awareness of the world's history as a coherent and meaningful process of which we are all a part. To this end, we shall study the most important political, economic, social, and religious occurrences which illuminate the universal history of this sphere. Thus, the first goal of the course is to instill a greatly expanded sense of time and space, of history and geography. Even more, the students will confront the very diverse ways by which cultures express their values, form their basic assumptions, and relate to other societies. Yet we shall also investigate underlying communities of values which we share, the identity of which is often hidden by surface appearance. In this way, we shall meet the second goal of the course: to demonstrate the ways world history is a common experience of shared values. Students will analyze and interpret original source documents and materials, especially works of art where values are best concentrated, in order to participate directly in the struggle to understand world civilization through its own evidence.

UGC 112 R Section
Mon & Wed, 3 – 3:50 pm

Professor Warren Barbour
Anthropology Department

This course will cover World Civilizations from 1500 to present day.

A more complete description is not available at the time of printing. Please visit our website, <http://gened.buffalo.edu> for updated descriptions.

UGC 112 V Section
Mon & Wed, 11 – 11:50 am

Professor Claire Schen
History

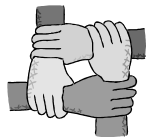
This course covers a vast sweep of world history, beginning with the Mongol Empire and ending with a view of the global present. “Globalization,” as described by politicians and economists, and protested and praised by other observers, has a specific meaning in our own time. We will study the emergence of a global economy and the intersection of cultures that marked the history of the world well before the twentieth and twenty-first centuries. The topics of the course will draw on political, economic, social, and cultural history. The perspective of the course will shift, as we try to look at events and developments from the vantage point of participants and observers, of insiders and outsiders to particular cultures, regions, and states. How well do modern analytical categories of ethnicity, race, class, and gender expand our knowledge of the past?

We will all be historians in this course, reading and analyzing primary documents, as well as our secondary text, to understand the chronology and significant themes of the past. We will also seek to understand our present, based on our knowledge of the past and based on our varied experiences.

UGC 112 W Section
Tue & Thurs, 9:30 – 10:20 am

Professor Jack Meacham
Psychology

See Description for 112E, Meacham.



AMERICAN PLURALISM UGC 211

UGC 211 CAR
Tue & Thurs, 2 - 3:20 pm

Professor Wesley Carter
African American Studies

At no time in our nation's history has it been more important to understand the man next door or the nation in the furthest hemisphere. The world is growing smaller every day. We have only to turn on our TVs and there is France, South Africa, Iraq; all very much in the news. But we will never understand the individuals in those "foreign" hemispheres if no attempt is ever made to understand the individuals in our own society. What we do with the people next door, if they happen to be of another color or religion, will largely determine our response to others like them in our parts of the world. Through this course, you will be given the opportunity not only to examine your levels of tolerance and understanding, but also to acknowledge the prejudices, biases, and related misconceptions that you may have about a variety of ethnic groups. The future is in your hands, but it comes with ever increasing responsibility to fashion that future for the securing of rights and freedoms for all.

UGC 211 JGP
Tue & Thurs, 5 - 6:20 pm

Professor Y.G. Lulat
African American Studies

The U.S. is truly one of the most pluralistic countries on this planet. In addition to the obvious diversity of sex, class, and religion, the U.S. has a diversity of races and ethnic groups that is representative of almost the entire humanity. On one hand, this circumstance has been instrumental in the evolution of a robust democratic political system that only few countries can rival; yet on the other, it has been the basis, historically, of some of the most severely egregious forms of oppression (to put it mildly) which continue to persist to the present day.

Against this backdrop, and in keeping with the mandate of an American Pluralism course, we will do our best to accomplish the following *within the limitations of a one semester course*: Provide an overview of the general history of the United States from the perspective of the evolution of democracy; explore how such categories of social differentiation as class, gender, race, ethnicity, religion, etc. has affected (and continues to affect) democracy in this country; grapple with racial, sexist and other stereotypes by taking a look at the cultures of some of the groups that make up U.S. society; and work on developing critical thinking skills.

As we proceed through the course, a major theme we will identify is that the struggles all subordinate groups (women, the working class, African Americans and other minorities, etc.) for inclusion has been one of the major determinants of the specific character of democracy in this country (the most concrete manifestation of which has been relevant constitutional amendments, Supreme Court decisions and civil rights legislation).

UGC 211 KOL
Tues & Thurs, 2 - 3:20 pm

Professor Debra Kolodczak
American Studies

American Pluralism is a course designed to explore themes and social history in areas identified as race, class, gender, ethnicity and religion. Each student in this section is responsible for preparing a written summary (3 to 5 pages long) on one of the reading assignments and presenting an oral report. Time permitting, class discussions will follow the oral presentations. Additionally, each student is responsible for completing a ten page final essay (on an additional text), two in-class examinations, and active participation during class and on-line. In this section students who seek to gain computer-based skills may, as an alternative to certain written assignments, qualify for digital imaging assignments that center on collecting and interpreting images in the public domain pertaining to course themes and social history.

This course has two required textbooks. The required reading assignments average out to about a chapter per class. Additional reading assignments are selected from the course bibliography, available on UB Learns. Textbook readings are "common" to the entire class while additional reading assignments are portioned out to individual students to read and report on. Although not responsible for all additional readings, all students are responsible for ALL material covered during class discussions. Class attendance/participation is, therefore, mandatory and will directly impact the grade you receive for this course. As a general assignment, each student will develop a discussion forum utilizing UB Learns Blackboard as a means to extend class participation, as a repository for written assignments; and as a focal point for our collaborative research. Using resources from the Library of Congress website and equivalent sites, students will select 12 archival images to support their research work.

UGC 211 LUL
Tue & Thurs, 3:30 – 4:50 pm

Professor Y. G. Lulat
African-American Studies

The U.S. is truly one of the most pluralistic countries on this planet. In addition to the obvious diversity of sex, class, and religion, the U.S. has a diversity of races and ethnic groups that is representative of almost the entire humanity. On one hand, this circumstance has been instrumental in the evolution of a robust democratic political system that only few countries can rival; yet on the other, it has been the basis, historically, of some of the most severely egregious forms of oppression (to put it mildly) which continue to persist to the present day.

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UGC 211 NEV
Mon & Wed, 6-7:20 pm

Professor Barbara Seals Nevergold
African-American Studies

This course analyzes the connections between and among classism, racism, and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. The course will examine the ideological and personal aspects of these phenomena and their institutional guises in the United States and South Africa. The course is designed to help students develop an understanding of structural inequality and group oppression from several different perspectives.

The class format will emphasize active, participatory, and empowering ways of learning based on presentations by the instructors, class discussion and student writing projects. It will not be a course in which students simply listen to the lectures of the instructors and repeat the content of the lectures back on exams. Instead, the course is designed to emphasize the importance of students critical thinking skills, active participation, and the open exchange of ideas. We will be attempting the difficult tasks of integrating theory and practice, analysis and experience. This course requires that, for each class, students complete a series of readings, which will form the foundation for our class sessions.

UGC 211 WCA
Tue & Thurs, 5 - 6:20 pm

Professor Wesley Carter
African American Studies

See Description for 211CAR, Carter.

UGC 211 WIN
Tues & Thurs, 5 - 6:20 pm

Professor Debra Kolodczak
American Studies

American Pluralism is a course designed to explore themes and social history in areas identified as race, class, gender, ethnicity and religion. Each student in this section is responsible for preparing a written summary (3 to 5 pages long) on one of the reading assignments and presenting an oral report. Time permitting, class discussions will follow the oral presentations. Additionally, each student is responsible for completing a ten page final essay (on an additional text), two in-class examinations, and active participation during class and on-line. In this section, students who seek to gain computer-based skills may, as an alternative to certain written assignments, qualify for digital imaging assignments that center on collecting and interpreting images in the public domain pertaining to course themes and social history.

This course has two required textbooks. The required reading assignments average out to about a chapter per class. Additional reading assignments are selected from the course bibliography, available on UB Learns. Textbook readings are "common" to the entire class while additional reading assignments are portioned out to individual students to read and report on. Although not responsible for all additional readings, all students are responsible for ALL material covered during class discussions. Class attendance/participation is, therefore, mandatory and will directly impact the grade you receive for this course. As a general assignment, each student will develop a discussion forum utilizing UB Learns Blackboard as a means to extend class participation, as a repository for written assignments; and as a focal point for our collaborative research. Using resources from the Library of Congress website and equivalent sites, students will select 12 archival images to support their research work.



GREAT DISCOVERIES IN SCIENCE

UGC 302 D
Tue & Thurs, 9:30 – 10:50 am

Professor Robert Baier and Anne Meyer
Oral Diagnostic Sciences

Great Discoveries in Science: Microworld

This course provides you with the information and vocabulary to understand how and why artificial "parts for people" succeed or fail. Opportunities for better communication among scientists, citizen advocates, and lawmakers are emphasized, using the regulatory and ethical contexts of medical and dental implants as two main themes. The course provides (a) historical context, allowing you to better understand how current implants are developed and used and (b) critical information retrieval skills for evaluation of your own and family options for implanted prosthetic devices.

Goals and Outcomes:

1. Identify the types of materials used in major surgical repairs and cosmetic modifications to the human body, and explain how they were selected.
2. Learn the range of manufactured devices used in different medical and dental operations.
3. Discover the interplay of biological science, engineering, legal, manufacturing, trade, and regulatory skills, and serendipity, leading to new implant concepts.
4. Appreciate the roles and positions of many "stakeholders" in the inspiration, research, production, benefits, and overcoming failures of prosthetic implants.
5. Acquire "educated consumer"-level knowledge of science and engineering concepts that are key to the development and use of safe and effective medical and dental devices.
6. Develop the vocabulary to understand new announcements about inflammation, immune reaction, cancer, and the body's responses to implanted materials.
7. Become better qualified to successfully interview for possible employment or graduate school opportunities in the "regulated" professions (health care, food technology, environmental quality).

Assignments: "Web" assignments and UB Learns resources serve in lieu of a formal text. You are expected to attend and participate in each class session. Reading assignments are provided as photocopies, or as material accessible via the "web" or through the university libraries. A glossary of new key terms to be used that week is provided on the UB Learns site for the course. Periodic, short quizzes reinforce the written handout information and classroom lecture material. A "biomaterial" or "body part implant" is assigned to you to research and describe in a short, written abstract, a brief oral presentation to the class, and a written, 5-page paper. A final essay is assigned and graded on the basis of your ability to logically and factually express an opinion regarding future needs for implant safety and effectiveness.

UGC 303 G
Mon, Wed & Fri, 4 - 4:50 pm

Professor Rossman Giese
Geology

A more complete description is not available at the time of printing. Please visit our website, <http://gened.buffalo.edu> for updated descriptions.

UGC 303 M
Tue & Thurs, 2 – 3:20 pm

Professor Patricia McCartney
School of Nursing

This course presents basic facts about the biological structure and function of the female body across the life span. Normal processes and disease processes relevant to women are addressed. Women's physical and mental health issues are presented in the context of women's personal lives, social and cultural influences, and scientific discoveries. Emphasis is placed on the scientific basis of current knowledge, including research and clinical trials in women's health. The role of women as consumers, practitioners and scientists in women's health care is discussed. (Content examples include: anatomy & physiology, menstrual disorders, contraception & hormonal therapies, STDs, prevention, genetics, cancer, heart disease, osteoporosis, childbirth). The course format includes lecture, a good deal of class discussion, online exercises and use of UBLearns/Blackboard. Assignments include midterm & final exam, 2 short papers and short out of class worksheets. **Attendance and assignments during the first week of classes (drop-add) counts toward grade. Attendance is graded.**



COGNATE COURSES
Approved Equivalent Courses for American Pluralism

U.S. History I and II: U.S. history from Native American settlement to the end of the Civil War.

*HIS 161 ELL	LEC	U S History 1	419221	KNOX 104	T R	1400-1450
*HIS 161 PFL	LEC	U S History 1	206564	NSC 220	M	1900-2140
*HIS 162 CAH	LEC	Us History 2	492968	HOCH 114	M W	1200-1250
*HIS 162 CRO	LEC	Us History 2	311302	KNOX 110	W	1800-2040
*HIS 162 G 1	LEC	Us History 2	424502	OBRIAN 109	M W F	1400-1450
*HIS 162 G 2	LEC	Us History 2	236991	OBRIAN 112	M W F	1400-1450
*HIS 162 GER	LEC	Us History 2	439974	NSC 220	M W F	1400-1450
*HIS 162 MAR	LEC	Us History 2	244742	ALUMNI 97	T R	1900-2020

***See the History Department for a specific course description.**

SOC 211 – Sociology of Diversity
Tue & Thurs, 11 am - 12:20 pm

Professor Brenda Moore
Department of Sociology

This course serves as a sociological introduction to diversity in American society. The basis and social implications of difference will be explored, with particular reference to issues of race, ethnicity, religion, class, and gender.

LIN 200 – Linguistics American Pluralism
Mon, Wed & Fri, 1 - 1:50 pm

Professor David Fertig
Linguistics

Focuses on language variation by ethnicity, race, class, gender, and religion in American society. This course looks at language in the U.S. specifically focusing on five variables: race, ethnicity, social class, gender, and religion. Topics include: Black English (Ebonics); urban and rural dialects and ethnolects; Native American languages; language use among immigrants; Yiddish; Pennsylvania Dutch; Louisiana French; as well as others.

ARC 211 – Diversity & Design
Mon & Wed, 5 – 6:20 pm

Professor Beth Tauke
Architecture and Planning

Diversity and Design focuses on the relationship of design to the changing nature of society, examining the rich diversity of cultural experiences and its attendant environmental issues. Concentrates on ways physical and media environments affect various populations in the U.S., and ways these populations affect our environments. The course introduces students to eight issues of diversity: race, ethnicity, gender, class, age, physical ability/disability, mental ability/disability, and religion. The course also analyzes physical and

media environments in terms of equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use.

DMS 213 – Immigration & Film
Tue & Thurs, 1 – 2:50 pm

Professor A Taskent
Media Studies Department

This course focuses on fundamental aspects of immigration in the United States and abroad by examining representative examples of films and documentaries. This semester we will focus on three main aspects of immigration and film – (1) political immigration, (2) economic immigration and (3) forced migration and displacement. In addition, we will investigate four major sub-topics related to that issue i.e.; (1) representation of race and ethnicity in film, (2) cultural identity and its reciprocal relationship with cinema, (3) the common narrative of movement, be it geographic or social/economic and (4) tensions between assimilation and cultural diversity.

Several themes will be examined repeatedly throughout the semester – the various ways first, second and third generations experience immigration; social cultural integration and/or assimilation and cultural diversity.

We will survey global film history, critically viewing examples of silent film, classical Hollywood, contemporary Hollywood, European documentary and independent narrative film. We will inform our understanding of these films by reading and discussing historical, theoretical, and critical texts that relate to the weekly screening. In addition, writing assignments, close readings of films and class discussions will provide you with opportunities to develop critical thinking and writing abilities. This course fulfills the American Pluralism requirement.

AHI 390 – American Architecture
Mon, Wed & Fri, 11 – 11:50 am

Professor John Quinan
Art History

Native American building, colonial, neoclassical, and eclectic styles, and the rise of industrialism, the impact of builders' guides, and the development of the architectural profession highlight this survey of American architecture to the Civil War.