



# SPRING 2007

## 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  
Department of Visual Studies

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.

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UGC 111 S Section  
Tues & Thurs 3:30-4:20 pm

Professor James Lawler  
Department of Philosophy

Many states and influential movements today are energetically renewing their allegiance to non-Western traditions. There is a renewal of Confucianism in the Far East, of Hinduism in India, and of Islam in the Middle East and elsewhere. Orthodox Christianity in Russia is in a period of revival. Even the animistic spirituality of the tribal societies of Africa and North America, as well as traditions such as that of the ancient Mayans in Mexico is an object of contemporary significance. Buddhism is a rallying point among Tibetan exiles, but it is also an increasingly powerful spiritual movement in Western countries. Fundamentalist Christianity, too, has become a dynamic force, especially in the United States.

To understand the contemporary world, it is more necessary today than ever before in history to comprehend the great civilizations of the past. This course will provide general historical overviews stressing the various styles of the great civilizations and major structural changes. Study of the socio-economic and political histories will be combined with readings in classic texts of the great religions and philosophies of the East and the West, the North and the South.

There will be short weekly quizzes, one comprehensive final exam, and one short paper. Students will keep a journal, and will be able to participate in e-mail discussions of topics relevant to the course.



## WORLD CIVILIZATIONS II UGC 112

UGC 112 B Section  
Tues & Thurs, 12:30 – 1:20 pm

Professor Donald Grinde  
Department of American Studies

This course traces the history of globalization from the interdependent world of 1500 to the globalized world of the 21<sup>st</sup> 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, 1400-1450

Professor Andreas Daum  
Department of History

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.*

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UGC 112 D Section  
Tues & Thurs, 2:00 – 2:50 pm

Professor Timothy Boyd  
Department of Classics

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  
Mon & Wed, 12:00 – 12:50 pm

Professor Carl Nightingale  
Department of American Studies

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

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

Professor Timothy Boyd  
Department of Classics

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.

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

Professor William Baumer  
Department of Philosophy

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.

Course requirements: attendance at lectures and recitations; weekly recitation discussion paragraphs; 3 one-hour exams; research essay.

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

Professor Claude Welch  
Department of Political Science

In the past 500 years, dramatic transformations – indeed revolutions – have marked our globe. Major changes occurred around 1500 in technology (particularly military), communications (with the spread of printing and literacy), foodstuffs (the “great gene exchange” after the “discovery” of the “New World”), beliefs (the Renaissance and Reformation), and power. All these developments helped pave the way later for democracy, nationalism, capitalism and socialism, environmental awareness, the rise of colonial empires and globalization, and destructive forms of conflict (world wars, terrorism, civil wars).

How were these transformations perceived during those times? What were the key strains, uncertainties and challenges? 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 to varying degrees, if not necessarily culturally and socially? These questions we will probe together. I hope we can learn how the “old” vitally affects our early 21<sup>st</sup> century life, particularly how societies deal with the challenges of change. We will use one text, Volume II of the SEVENTH (2006) edition of McKay, Hill, Buckler and Ebry, *A History of World Societies* – a book that is both challenging and rewarding.

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UGC 112 L Section  
Mon & Wed, 1000-1050 am

Professor Alfred Price  
Department of Urban And Regional Planning

In order to bring the wide-ranging subject matter of this course into focus, we use the City as our lens. In *World Civilizations I*, this instructor advanced the argument that the city and civilization are closely related words and ideas. Indeed, it is impossible to discuss human civilization without discussing the city, since cities are the largest and most complex artifacts of human creation. One of the motifs of this course is that the provision of, and the designed quality of, the public space of the city is itself a principal expression of civilization. The objective of this course is to familiarize undergraduate students with the historic social, cultural, economic, and political forces which have shaped modern life, and its physical crucible, the city. We will cover the period of time from the Renaissance up to the contemporary period; and, insofar as possible, the themes developed in the course will be presented from a cross-cultural perspective. At the end of the semester, we will speculate about those late 20th century cultural trends which will play a role in shaping cities and world civilizations in the 21st century. Wherever possible, the lecturer will supplement the lectures with slides and other visual material in the hope of enriching students' understanding of the phenomena under study. Occasional guest lecturers have been incorporated into the outline of study to enliven our discussions, and to lend their unique expertise.

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UGC 112 M Section  
Mon & Wed, 12:00 – 12:50 pm

Professor Tilman Lanz  
Department of Comparative Literature

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

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

Professor Andrew Wise  
Department of History

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

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

Professor Thomas Barry  
Department of Classics

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.

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

Professor Warren Barbour  
Department of Anthropology

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

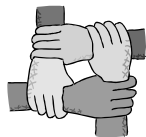
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UGC 112 V Section  
Mon & Wed, 11 – 11:50 am

Professor Patrick McDevitt  
Department of History

This course will attempt to historically examine three main themes which have helped to shape the modern world since 1500: growth of imperialism, the growth of capitalism, and the growth of racism. Through a variety of sources and by looking at a number of different civilizations, we will trace their development over time. Rather than viewing these trends as distinct from one another, we will examine the ways in which they interact with one another and other forces such as inequality in wealth and power between Western and non-Western worlds, the role of religion, gender and culture in shaping the modern world. In this way, the course intends to help students to draw connections between the world today and its historical roots. Reading will include both primary and secondary sources and students will be expected to write short, critical essays in response to various readings. There will also be two tests and a final exam.



## AMERICAN PLURALISM UGC 211

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

Professor Jessie Carter  
Department of African American Studies

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

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

Professor Wesley Carter  
Department of 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 CAW  
Tue & Thurs, 5 - 6:20 pm

Professor Wesley Carter  
Department of 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 GIB  
Mon & Wed, 6 - 7:20 pm

Professor Gloria Gibson  
Department of 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. The course is designed to help students develop an understanding of structural inequality and group oppression from several different perspectives. "Classism, Racism, and Sexism" fulfills the Human diversity requirement for undergraduate students.

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

Professor Debra Kolodczak  
Department of 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.

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

Professor Debra Kolodczak  
Department of American Studies

See 211 KOL above.

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UGC 211 PAP  
Tues, 3 - 5:40 pm

Professor James Pappas  
Department of African American Studies

This course is a continuation of your studies in World Societies. For those of you who have taken World Civilizations at this University, the knowledge you acquired in your studies should have provided you with insights in cultures throughout the world. For those of you who may be new to this environment, the knowledge you acquired from your personal endeavors, interactions and experiences with people of a different race, class, culture, sex, should be a frame of reference to the topics that will be discussed in this course. This semester, though the medium of film, we will focus on the multicultural experiences of specific groups who are a part of the American sociopolitical, socioeconomic, historical framework for which this country has established itself for over 200 years. Through the lens of the camera, we will examine the experiences of African/American, Asian, Latino & Caribbean, Native American cultures to the challenges they face within the American panoptical scope. We will explore how movies can shape our perceptions of how these dynamic groups are represented. The films seen in class will act as a geopolitical landscape for viewing these cultures. As we share these experiences in the classroom context, it is hoped that a range of ideas and thoughts come from an increased awareness of the social dynamic of American society as a pluralistic experiment in human understanding.

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UGC 211 WIN  
Tues & Thurs 11-12:20pm

Professor Kari J. Winter  
Department of American Studies

In 1776 the American Declaration of Independence articulated the founding ideal of the United States: "All men are created equal and are endowed by their Creator with the inalienable rights of life, liberty, and the pursuit of happiness." This course will explore the paradox between that revolutionary ideal and outbreaks of totalitarianism in American history. After examining historical, literary, and film representations of three of the most infamous eras of social terror in the United States, we will conclude the semester by examining the current era from a variety of perspectives.

#### I. Religion, Gender, and Economics in Salem

In 1692 the fears caused by racial warfare and religious theology produced an outbreak of witch craft hysteria in Salem Village and Essex County, Massachusetts that led to accusations against and imprisonment of almost 150 people. Three women, one man, and several babies died in custody; 14 women and 5 men were hanged; and one man was pressed to death. This unit will explore the notions of gender, race, and religion as well as controversies over property and inheritance that helped to produce the Salem crisis.

#### II. Racial Terror in New York

In 1741 Daniel Horsmanden, an ambitious judge in Manhattan, accused blacks of conspiring with Catholic priests to burn down the city. More than one hundred black men and women were accused, imprisoned, and tortured. Thirty blacks and four whites were executed. After exploring the events in New York in detail, this unit will analyze the United States Constitution and other significant legislation.

### III. Class Warfare and The "Red Scare"

This unit will focus on the class-, race-, and gender-based politics of fear employed by rightwing politicians in their fight against "communists and communist sympathizers" from the 1920s through the 1950s.

### IV. The Current Politics of Fear

This unit will analyze the current combination of religious, economic, and political forces that seek to promote their agendas by galvanizing fear based on notions of religion, gender, sexuality, race, class, and nationality.

Throughout the semester we will pay particular attention to the ways artists, intellectuals, and everyday folk have fought for freedom, justice and democracy during America's most totalitarian periods.



## 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 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 UBLearn/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 required and graded.**

<p><b>COGNATE COURSES</b>  <b>Approved Equivalent Courses for American Pluralism</b></p>
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U.S. History I and II: U.S. history from Native American settlement to the end of the Civil War.

*HIS 161 EDV	LEC	U S History 1	CAPEN 10	MW	1900-2020
*HIS 161 MER	LEC	U S History 1	NSC 201	MW	1500-1550
*HIS 162 EDV	LEC	Us History 2	CAPEN 10	TR	1900-2020
*HIS 162 HER	LEC	Us History 2	NSC 215	MW	1300-1350
*HIS 162 RAD	LEC	Us History 2	TALBERT 107	M W F	1100-1150

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

LIN 200 – Linguistics American Pluralism  
 Mon, Wed & Fri, 12 - 12:50 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.

AHI 390- American Architecture 1  
 Mon, Wed, & Fri, 11-11:50

Professor J. 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.

ARC 211 – Diversity & Design  
 Mon & Wed, 7 – 8:20 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.

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DMS 213 – Immigration & Film  
Mon & Wed, 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.

DMS 213 GA-Immigration & Film  
Tues & Thurs, 3-4:50

Professor F. Gagliardi  
Media Studies Department

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