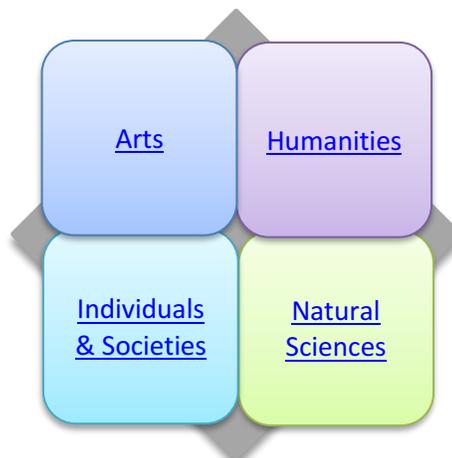


General Education Tier Two: Course Descriptions



Arts

Course Descriptions:

AFAS 218 – Introduction to Hip-Hop Dance (3 units)

This beginning level hip-hop dance class combines straight lectures, lively discussions and problem solving with actual movement practice with the objective of equipping students the relevant cultural, historical and practical knowledge of hip-hop dance and cultures in general. This course takes off from the premise that hip-hop dance is a vital component of wider hip-hop cultures which contain both global and sub-national constituents. As such, it adopts a historical approach to explore the beginnings, influences and parallels of hip-hop dance in continental African, Caribbean, Latin American and local US cultures. The course proceeds to examine the different hip-hop dance and movement styles, techniques, vocabulary and cultures emanating from particular geographic regions especially the East Coast, West Coast, Midwest and the Deep South in the USA as well as hip-hop dance's current state of global popularity, cross-cultural appeal, production and consumption. The ultimate objective is to challenge and encourage students to create final dance projects where they apply knowledge acquired throughout the semester to demonstrate their understanding of the cultural, historical and practical knowledge of hip-hop dance and cultures in general. Most importantly, the course examines how hip-hop dance expressions and representations challenge and/or reinforce social constructs of race, gender, and class. As a combination lecture/studio class this course will focus on both theory and practice. Where possible the course will take advantage of Hip-Hop dancers and scholars residing in or visiting Arizona to deliver guest performances and workshop. Students are not required to have prior dance knowledge to enroll in this class and will participate at their ability levels. The class culminates in a research paper and an option to do a performance or a digital project.

Approved as: General Education Diversity Emphasis.

AFAS 318 – Pan African Dance Aesthetics: Theory and Practice (3 units)

This course fosters an appreciation of aesthetic principles that define Pan African dance through a combination of theory and practice. Students will explore how aesthetic judgments are sensory, emotional, intellectual, political, and religious at the same time.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 318.

AFAS 371 – Hip-Hop Cinema (3 units)

Course provides a strong foundation in the history and development of hip-hop cinema. Major films, directors, and movements are studied in their historical, social, and cultural context, with a particular focus on the aesthetics of visual language and cinematic techniques.

Approved as: General Education Diversity Emphasis.

ANTH 318 – Pan African Dance Aesthetics: Theory and Practice (3 units)

This course fosters an appreciation of aesthetic principles that define Pan African dance through a combination of theory and practice. Students will explore how aesthetic judgments are sensory, emotional, intellectual, political, and religious at the same time.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 318.

ARC 304 – Visual Literacy: Communication in Photography, Graphics, Art and Architecture (3 units)

Using historical, theoretical, and contemporary material this course will examine still and moving photography, graphics, and art as critical tools of formal and conceptual communication. *Usually offered: Spring, Summer.*

ARC 325 – History of Modern Architecture (3 units)

This course is a historical and theoretical survey of significant developments in modern architecture since the industrial revolution. It will consider the impact of changing philosophies and technologies that have impacted the modern view of the built environment. Special focus will be placed on 19th-century historicism, early 20th-century avant-gardes, and Post-WWII practices that embraced sociology and new types of technology.

Also offered as ARH 325. Usually offered: Fall, Spring

ARE 130 – Exploring Art and Visual Culture (3 units)

How can we create and define art and visual culture? This course is an introduction to understanding how contemporary art and visual culture impacts our lives and can be a meaningful part of living. It includes discussion, lecture, breakout groups, and some explorations of hands-on art making. Students will examine why art and visual culture are made and who makes it, and explore how we can connect to and comment on art and visual culture through engagement with art.

Special course fee required: \$10. Usually offered: Fall, Spring.

ARH 201 – Survey of Western Art in Society: Prehistory through Gothic (3 units)

A survey of the art and architecture of western civilization from prehistoric cultures through the Gothic period utilizing interdisciplinary methods. The lectures will focus on the major monuments of art and will examine the relationship between the social function of art and its form and content.

Usually offered: Fall, Winter, Summer

ARH 202 – Survey of Western Art in Society: Renaissance through Modern (3 units)

A survey of the art and architecture of western civilization from the Renaissance through modern times utilizing interdisciplinary methods. The lectures will focus on the major monuments of art and will examine the relationship between the social function of art and its form and content.

Usually offered: Spring, Summer, Winter

ARH 203 – Survey of Art in Non–Euro/American Societies (3 units)

An interdisciplinary survey of arts and architecture of Africa, Mesoamerica, Native North America, and the Pacific Basin.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring

ARH 312 – Survey of Medieval Art and Architecture (3 units)

Survey of medieval Christian, Islamic and Jewish art and architecture from the late Roman Empire through the fifteenth century. Religious and secular works of art are studied within their cultural and political contexts.

Usually offered: Spring.

ARH 314 – Art and Culture of Renaissance Europe (3 units)

An introduction to the production and reception of art and culture in Renaissance Europe.

Usually offered: Spring

ARH 315 – Survey of Baroque and Rococo Art (3 units)

An in-depth survey of western European art and architecture from 1600 to 1780. Emphasis will be placed on the interpretation of, and critical thinking about the social function and content of art.

Usually offered: Fall

ARH 316A – Survey of Baroque Art & Culture (3 units)

A survey of Western Art and Architecture in seventeenth-century Europe. This lecture course will examine the major artists, artistic monuments and movements of the seventeenth-century and address the critical issues in the study of seventeenth-century art.

Usually offered: Fall

ARH 316B – Survey of Eighteenth–Century Art (3 units)

A survey of European Art and Architecture from the eighteenth-century. The lecture will examine the major artists, artistic monuments and movements of the eighteenth-century and address, more specifically, some of the critical issues in the studies of eighteenth-century art.

Usually offered: Fall, Spring

ARH 319 – Introduction to American Art (3 units)

Survey of American architecture, painting, sculpture, photography, and the decorative arts from colonial times to present.

Usually offered: Fall, Spring

ARH 320 – Introduction to European Modern Art (3 units)

Painting and sculpture in Europe from about 1886 to recent times.

Usually offered: Fall

ARH 321 – Introduction to Contemporary Art (3 units)

Survey of contemporary art in the United States and Europe since the 1960s.

Prerequisite(s): ARH 202 or consent of instructor. Usually offered: Spring

ARH 322 – Introduction to Prehispanic, Hispanic, and Chicano Art (3 units)

Survey of the native, prehispanic arts of Meso; Central and South America; art since the conquest of Mexico, Central and South America; and Hispanic Arts of the Southwest and contemporary Chicano art.

Also offered as LAS 322. Usually offered: Fall, Spring, Summer

ARH 324 – Introduction to the History of Photography (3 units)

This course will survey the history of photography as an art form and a means of visual communication.

Usually offered: Fall, Spring

ARH 325 – History of Modern Architecture (3 units)

This course is a historical and theoretical survey of significant developments in modern architecture since the industrial revolution. It will consider the impact of changing philosophies and technologies that have impacted the modern view of the built environment. Special focus will be placed on 19th-century historicism, early 20th-century avant-gardes, and Post-WWII practices that embraced sociology and new types of technology.

Also offered as ARC 325. Usually offered: Fall, Spring

ARH 329 – Art History of the Cinema (3 units)

Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.

Student may only apply the course to one general education requirement. Also offered as ART 329, CLAS 329. Usually offered: Spring

ART 203 – Survey of Contemporary Studio Art (3 units)

This course explores the role of studio art and visual culture in contemporary society. It is a survey of contemporary art designed to introduce you to the history and theory of contemporary visual arts practices from 1980 to the present. We will examine art-making practices and explore connections between the arts, pop culture, and society at large. The course will serve as a framework within which contemporary artworks can be discussed.

Usually offered: Fall, Spring, Summer.

ART 242 – Introduction to Photographic Concepts (3 units)

Introduction to photographic history and processes: aesthetics, theory and criticism. This is a non-darkroom photography course that utilizes digital media capture and twenty-first century web-based presentation methods.

Usually offered: Fall, Spring.

ART 329 – Art History of the Cinema (3 units)

Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.

Student may only apply the course to one general education requirement. Also offered as ARH 329, CLAS 329. Usually offered: Spring

ART 358 – Design: Cultural and Language (3 units)

This course examines issues, principles, methodologies, theories and visual language of graphic design, illustration and new media. Student will be required to keep a journal, write a research paper, and create four visual projects and on-line discussions.

Usually offered: Fall

CLAS 310 – Rome in Film: The City as Text (3 units)

A grand tour of Rome in film, beginning with the epic themes of ancient history-the Caesars, Cleopatra, and Mark Anthony-through the modern period. Films in their thematic, stylistic, and narrative range invite students to explore both Rome's unique status in the west as well as Rome's place in the national Italian consciousness.

Usually offered: Fall, Spring

CLAS 329 – Art History of the Cinema (3 units)

Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.

Student may only apply the course to one general education requirement. Also offered as ARH 329, ART 329. Usually offered: Spring

DNC 100 – Looking at Dance (3 units)

Origins of dance as human expression in ritual, social, and theatrical context. Twentieth century developments in ballet, modern dance, movie, and show dancing.

Prerequisite(s): open to non-dance majors only. Usually offered: Fall, Spring

DNC 101 – Dance Appreciation (3 units)

Students will explore dance as a communicative and multicultural art form in society. This course is an introduction to the aesthetic and critical dimensions of viewing various genres of theatrical, ethnological and ritual dance. Students will critically engage with the field of dance by viewing numerous dance videos, gaining awareness and understanding of dance forms, acknowledging personal aesthetic values, and by forming a well-rounded appreciation for dance.

Usually offered: Fall, Spring, Summer

DNC 112A – Introduction to Ballet (1 unit)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a beginning level. No previous experience in ballet dance is necessary. Differences in movement quality, energy and rhythm will be explored.

Special course fee required: \$35. May be repeated: for a total of 3 units of credit. Usually offered: Fall, Spring

DNC 112B – Ballet for Beginners with Limited Experience (1 unit)

Ballet dance basic skills and new rhythmic challenges incorporated to advance the beginner to a higher performance level. Explores a variety of music styles.

Special course fee required: \$35. Prerequisite(s): DNC 112A. May be repeated: for a total of 4 units of credit. Usually offered: Fall, Spring

DNC 112C – Intermediate Ballet (2 units)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. Appropriate for students with 4-8 semesters of prior ballet training. Subtle differences in movement quality, energy and rhythm will be explored.

Special course fee required: \$70. May be repeated: for a total of 8 units of credit. Usually offered: Fall, Spring

DNC 143 – Improvisation (1 unit)

Improvisation for non-majors and those students in education desiring certification for teaching dance K-12.

Special course fee required: \$35. Usually offered: Fall, Spring

DNC 144A – Introduction to Jazz Dance (1 unit)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a beginning level. No previous experience in jazz dance is necessary. Differences in movement quality, energy and rhythm will be explored.

May be repeated: for a total of 3 units of credit. Usually offered: Fall, Spring

DNC 144B – Jazz Dance for Beginners with Limited Experience (1 unit)

Jazz dance basic skills and new rhythmic challenges incorporated to advance the beginner to a higher performance level. Explores a variety of music styles.

May be repeated: for a total of 4 units of credit. Usually offered: Fall, Spring

DNC 144C – Intermediate Jazz Dance (2 units)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. Appropriate for students with 4-8 semesters of prior jazz dance training. Subtle differences in movement quality, energy and rhythm will be explored.

May be repeated: for a total of 8 units of credit. Usually offered: Fall, Spring

DNC 152A – Beginning Modern Dance (1 unit)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a beginning level. No previous experience in modern dance is necessary. Differences in movement quality, energy and rhythm will be explored.

May be repeated: for a total of 3 units of credit. Special course fee required: \$35. Usually offered: Fall, Spring

DNC 152B – Modern Dance with Limited Experience (1 unit)

Modern dance basic skills and new rhythmic challenges incorporated to advance the beginner to a higher performance level. Explores a variety of music styles.

May be repeated: for a total of 4 units of credit. Special course fee required: \$35. Prerequisite(s): DNC 152A. Usually offered: Fall, Spring

DNC 152C – Intermediate Modern Dance (2 units)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. Appropriate for students with 4-8 semesters of prior modern dance training. Subtle differences in movement quality, energy and rhythm will be explored.

May be repeated: for a total of 8 units of credit. Special course fee required: \$70. Usually offered: Fall, Spring

DNC 175 – Theatre Dance (1 unit)

Jazz movement styles for the beginning dancer; basic steps, phrases, and performing techniques for musical comedy and media dance entertainment.

May be repeated: for a total of 3 units of credit. Usually offered: Fall, Spring

DNC 176A – Introduction to Tap Dance (1 unit)

Emphasis will be directed toward learning and developing both technical skills and aesthetic sensibilities at a beginning level. No previous experience in tap dance is necessary. Differences in movement quality, energy and rhythm will be explored.

May be repeated: for a total of 3 units of credit. Usually offered: Fall.

DNC 176B – Tap Dance for Beginners with Limited Experience (1 unit)

Tap dance basic skills and new rhythmic challenges incorporated to advance the beginner to a higher performance level. Explores a variety of music styles.

Prerequisite(s): DNC 176A or enrollment by audition only. May be repeated: for a total of 4 units of credit. Usually offered: Spring.

DNC 177C – Dance Afrikana Introductory Level (1 unit)

Traditional dances from continental Africa and throughout the African diaspora will be introduced in this course. Students will learn rhythms and movements specific to the dance traditions of various ethnic groups. Oral folklore and songs will be taught as well.

Special course fee required: \$35. Approved as: General Education Diversity Emphasis. May be repeated: for a total of 3 units of credit. Usually offered: Fall, Spring

DNC 177D – Dance Afrikana Intermediate Level (1 unit)

Traditional dances from continental Africa and throughout the African diaspora will be practiced in this course at an intermediate level. Students will learn rhythms and movements specific to the dance traditions of various ethnic groups. Oral folklore and songs will be taught as well.

Special course fee required: \$35. Approved as: General Education Diversity Emphasis. May be repeated: for a total of 3 units of credit. Usually offered: Fall, Spring

DNC 178A – Beginning Hip-Hop Dance Technique (1 unit)

The purpose of this course is to introduce beginning students to the genre of hip-hop dance using key concepts, practical technique, artistic expression, historical understanding, and vocabulary specific to hip-hop dance. Students will learn positions and steps of basic hip-hop dance including but not limited to Break Dance, Locking, Popping and social dance styles as they pertain to hip-hop. Class time will be geared toward body alignment, energy, movement quality and effectively gaining the strength, conditioning and confidence necessary for execution of hip-hop movement. Practical elements in this course learned in the classroom will be supported outside of class through observation and written assignments.

Approved as: General Education Diversity Emphasis. May be repeated: for a total of 3 units of credit. Usually offered: Fall

DNC 178B – Hip-Hop Dance Technique Limited Experience (1 unit)

The purpose of this course is to further the student's knowledge and movement experience in the genre of hip-hop dance using key concepts, practical technique, artistic expression, historical understanding, and vocabulary specific to hip-hop dance. Students will expand upon learned positions and steps of basic hip-hop dance including but not limited to Break Dance, Locking, Popping and other social dance styles as they pertain to hip-hop. Class time will be geared toward body alignment, energy, movement quality and effectively gaining the strength, conditioning and the confidence necessary for execution of hip-hop movement. Practical elements in this course learned in the classroom will be supported outside of class through observation and written assignments.

Prerequisite(s): DNC 178A (Beginning Hip-Hop Dance Technique) OR one to two years of hip-hop dance experience is required for this course.

Approved as: General Education Diversity Emphasis. May be repeated: for a total of 3 units of credit. Usually offered: Spring

DNC 178C – Intermediate Hip-Hop Dance Technique (1 unit)

The purpose of this course is to further the student's knowledge and movement experience in the genre of hip-hop dance using key concepts, practical technique, artistic expression, historical understanding, and vocabulary specific to hip-hop dance. Students will expand upon learned positions and steps of hip-hop dance including but not limited to Break Dance, Locking, Popping and other social dance styles as they pertain to hip-hop. Class time will be geared toward body alignment, energy, movement quality and effectively gaining the strength, conditioning and the confidence necessary for execution of hip-hop movement. Practical elements in this course learned in the classroom will be supported outside of class through observation and written assignments.

Prerequisite(s): DNC 178B (Hip Hop Dance Technique w/Limited Experience) OR two or more years of hip-hop dance experience is required for this course. Approved as: General Education Diversity Emphasis. May be repeated: for a total of 4 units of credit. Usually offered: Fall, Spring

DNC 179A – Introduction to Folk Dances from Europe and the Mid East (1 unit)

In this course, we will explore folk traditions as they are expressed through dance in Europe and the Middle East and in the descendant traditions in the diasporic communities in North America. Students will learn about different styles of participatory community dancing as it is done throughout these regions. Students will learn about the contexts (celebrations, gatherings, weddings, etc.) in which dances are done and about how dance is used to establish social hierarchies, communicate cultural values, and mark dancers for cultural identity and ideology. The exploration of dance as a form of individual and group expression will be fostered through movement, written assignments and discussions. Upon completing this course, students will acquire a deeper appreciation for the dance in traditional and modern folk cultures.

Approved as: General Education Diversity Emphasis. May be repeated: for a total of 3 units of credit. Usually offered: Fall, Spring

DNC 200 – History of Dance (3 units)

History of dance in western civilization from ancient Egypt to the present.

Usually offered: Fall

DNC 276A – Intermediate Tap Dance (2 units)

Expanding fundamental tap technique with a variety of musical styles and rhythmic applications, intermediate tap dance will emphasize basic tap steps and how those basics can augment advanced skills and techniques.

Prerequisite(s): enrollment by audition only. May be repeated: for a total of 4 units of credit. Usually offered: Spring

ENGL 201 – Introduction to the Writing of Creative Nonfiction (3 units)

This course is intended to give students a practical understanding of beginning techniques of nonfiction writing, taught through exercises, the writing of original nonfiction, and readings in contemporary nonfiction. The course complements existing courses in poetry (ENGL209) and fiction (ENGL210). All three courses are intended to improve undergraduate education by providing contact hours with Creative Writing faculty members early in the undergraduate's course of study.

Prerequisite(s): ENGL 101, ENGL 102. Usually offered: Fall, Spring

ENGL 209 – Introduction to the Writing of Poetry (3 units)

Beginning techniques of poetry writing, taught through exercises, the writing of original poetry, and readings in contemporary poetry.

Prerequisite(s): completion of freshman composition sequences. Usually offered: Fall, Spring

ENGL 210 – Introduction to the Writing of Fiction (3 units)

Beginning techniques of fiction writing, taught through exercises, the writing of original fiction, and readings in contemporary fiction.

Usually offered: Fall, Spring

ENGL 300 – Literature and Film (3 units)

Comparative study of literature and cinema as aesthetic media.

Prerequisite(s): Completion of freshman composition sequence. ENGL 300 is equivalent and mutually exclusive to ENGV 300. Students will receive credits for taking either ENGL 300 or ENGV 300 not both.

ENGV 300 – Literature and Film (3 units)

Comparative study of literature and cinema as aesthetic media.

Prerequisite(s): Completion of freshman composition sequence. ENGV 300 is equivalent and mutually exclusive to ENGL 300. Students will receive credits for taking either ENGL 300 or ENGV 300 not both.

FTV 352 – Looking at Movies: Film Styles and Genres (3 units)

This course provides non-majors an introduction to the history and aesthetics of cinema as a major art form of the 20th century. We will examine the technology of the moving image, analyze the visual aesthetics and styles of filmmaking in successive historical periods, and chart the development of visual narrative forms and genres in selected examples from the history of film.

Usually offered: Fall, Spring

FTV 375 – Television and U.S. Culture (3 units)

Survey of the three major eras of US television with attention to key programs, technology, critical reception, audience, and relation to other arts: broadcast era; cable era; transmedia era.

Usually offered: Fall, Spring, Summer

HNRS 203H – Art as Awareness (3 units)

What is art and what is art "for" are the central questions in this course. Students will explore both the experience and the practice of art on a personal, social, cultural, political, and spiritual level. This is an interdisciplinary course that will involve both a critical study and practice of art. Students will engage in reading, writing, studio/gallery visits, and individual practice.

Student must be active in the Honors College. Usually offered: Fall, Spring.

HNRS 216 – An Encounter with Poets and Their Poetry (3 units)

This Honors course is taught in conjunction with the UA Visiting Poets and Writers Reading Series. Class members read and discuss current work of the invited writers during class time, and attend several evening public readings sponsored by the Poetry Center. Most writers attend the class for a discussion of their writing. In addition to the critical study of contemporary writing, class members experiment with their own creative writing.

Student must be active in the Honors College. Usually offered: Fall, Spring

HNRS 218 – Wording Pictures: Writing and Art (3 units)

The visual and verbal arts enjoy a long history of creative and intellectual affinity. Wording Pictures is an interdisciplinary creative writing studio that explores interconnections between the arts of text and image. Students will examine artistic representation across media. Drawing visual inspiration from course readings and viewings, campus museums, special collections, and community arts settings, students will develop creative, critical, and researched writings in both traditional and innovative forms. Each student's original writing culminates in a final manuscript that aligns perception, process, reason, research, and reflection.

Student must be active in the Honors College.

HNRS 220 – Practicum in Methods and Materials of Publishing (3 units)

Students in this course will produce a multimodal Honors College journal, which will be published both digitally and in hard copy. The content of the publication will vary from semester to semester, but all students will perform some or all of the following tasks: research, writing, curating, and editing the materials for the current issue. Students will be involved in production, learning how to do design and layout for both the digital and print versions of the issue. Finally, they will organize and attend a launch of the journal at the end of the semester, inviting contributors to read from and display their work.

Student must be active in the Honors College.

HNRS 222 – Explorations in Creative Writing (3 units)

Part critical studies and part writing workshop, this class engages students with various forms of creative writing (non-fiction, fiction, poetry, hybrid forms) with an emphasis on understanding writing as a craft-based discipline. Through close reading, analysis, writing, research, and participation in community events, students will generate and revise original critical and creative writing. The class will foster critical and creative synthesis through reading, discussion, invention, research, and revision. The course is comprised of three phases; craft devices, research, and workshop.

Student must be active in the Honors College. Usually offered: Fall, Spring

ISTA 301 – Computing and the Arts (3 units)

This course examines the ways in which computing and information science support and facilitate the production and creation of art in current society. A particular focus of the course will be to discuss how artists have used advances in technology and computing capacity to explore new ways of making art, and to investigate the relationships between technical innovation and the artistic process.

Usually offered: Fall, Spring

JPN 245 – Japanese Anime and Visual Culture (3 units)

This course will explore contemporary Japanese society by investigating its colorful, dynamic, and rich output of visual culture. More specifically, we will look at manga, cinematic anime, and items of material culture, illustrating how these examples of popular art teach us about the various aspects of life in Japan.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer

LAS 322 – Introduction to Prehispanic, Hispanic, and Chicano Art (3 units)

Survey of the native, prehispanic arts of Meso; Central and South America; art since the conquest of Mexico, Central and South America; and Hispanic Arts of the Southwest and contemporary Chicano art.

Also offered as ARH 322. Usually offered: Fall, Spring, Summer

LAS 337 – Survey of Mexican Folk Music (3 units)

Examination of the traditional folk music of Mexico and its influence. This course covers the history and evolution of the mariachi as well as the vast potpourri of Mexican music traditions. A working knowledge of Spanish is helpful but not required. Open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Also offered as MAS 337, MUS 337. Usually offered: Fall, Spring, Summer, Winter

MAS 337 – Survey of Mexican Folk Music (3 units)

Examination of the traditional folk music of Mexico and its influence. This course covers the history and evolution of the mariachi as well as the vast potpourri of Mexican music traditions. A working knowledge of Spanish is helpful but not required. Open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Also offered as LAS 337, MUS 337. Usually offered: Fall, Spring, Summer, Winter

MUS 100 – Basic Musicianship (3 units)

Introduction to the rudiments of musical notation, harmony, rhythm and melody. This course is open to all undergraduate University students, regardless of major.

Usually offered: Fall, Spring, Summer, Winter

MUS 101A – Exploring Music through Piano for General Students (3 units)

This is an interactive course in music, open to all undergraduate University students, regardless of major. This course explores the creative nature and process of making music at the piano. A goal of the course is to provide a basis for lifelong valuing of the musical experience and music making so that the student will continue with the piano as a source of self-expression and growth. The course introduces and develops an understanding of the basic concepts of music and the fundamentals of the keyboard. Improvisation and composition, sight-reading, playing by ear, harmonization, solo and ensemble keyboard repertoire, and applications of music technology will be creatively explored throughout the course.

Special course fee required: \$50. May be repeated: for a total of 9 units of credit. Usually offered: Fall, Spring

MUS 107 – Understanding Music through Listening (3 units)

Development of listening skills and an understanding of music in human life through the introductory study of Western art music, world music, and jazz. This course is open to all undergraduate University students, regardless of major. Development of listening skills through introductory study of Western art music, world music, and jazz.

Usually offered: Fall, Spring, Summer, Winter

MUS 108 – Survey of Music, Meaning and Culture (3 units)

An exploration of issues that shape musical creation and perception in different eras and styles of music. Specific repertory examined varies depending upon instructor. Students will be asked to develop skills of critical listening, reading and writing in addressing topics introduced in class. This course is open to all undergraduate University students, regardless of major.

Usually offered: Spring.

MUS 109 – Rock and American Popular Music (3 units)

This course is a survey of music of the rock era. In addition to highlighting individuals and particular pieces of music, this course will address issues including the role music plays in shaping social interaction, and worldview. Students will be required to heighten listening skills in order to characterize different musical styles and genres. Students will be required to demonstrate critical thinking skills through written and verbal presentations. This course is open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring

MUS 206 – Music Performance in Context (2 units)

An online component that builds on the active experience that students gain in music performance ensembles. The aim is to promote deeper examination of musical styles, history, practices, and musical connections to other disciplines and facets of life than is typically achieved by performance alone.

Requisites: Concurrent registration in any MUS 200 ensemble (MUS 200A – MUS 200T).

MUS 231 – Jazz History (3 units)

Development of Jazz in the United States. Open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer

MUS 328 – American Pop Music: Sinatra Era (3 units)

American popular music associated with Tin Pan Alley and the American musical theater through the recordings and interpretations of Frank Sinatra. Open to all undergraduate University students, regardless of major.

Usually offered: Fall, Spring, Summer

MUS 334 – Music in World Cultures (3 units)

An introduction to the diversity of the world's musical practices and the tools of ethnomusicology as applied to case studies illustrating important ways that humans create and use music. Open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer

MUS 337 – Survey of Mexican Folk Music (3 units)

Examination of the traditional folk music of Mexico and its influence. This course covers the history and evolution of the mariachi as well as the vast potpourri of Mexican music traditions. A working knowledge of Spanish is helpful but not required. Open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Also offered as LAS 337, MAS 337. Usually offered: Fall, Spring, Summer, Winter

MUS 344 – Arab and Asian Music (3 units)

Exploration of the structures, contexts and practice of music in Indian and select cultures of the near East and Asia, including Arabic, Chinese, Japanese, and Indonesian approaches. Open to all undergraduate University students, regardless of major.

Approved as: General Education Diversity Emphasis. Usually offered: Spring

MUS 360 – Music Fundamentals through Experience (3 units)

Music skills, concepts and information learned through playing, singing and focused listening. Emphasis on beginning experiences with autoharp, guitar, recorder and voice. No prior musical training is assumed.

Usually offered: Fall, Spring, Summer

RELI 227 – Religion and Film (3 units)

This course explores religion and its relationship with visual storytelling culture. We will analyze, explore, and challenge various religious, pop-cultural, ideological, and moral messages as presented in various types of film, from art house cinema to blockbuster movies, and genres ranging from horror to comedy.

Usually offered: Fall, Spring

RELI 345 – Religion and the Arts in India (3 units)

Will examine the role of the visual, material, literary, and performance arts in the construction of religious knowledge in the religious traditions of India. The primary focus will be the historical development of the arts and aesthetic styles in Hinduism, Buddhism, Islam, Jainism, Sikhism, and Christianity in South Asia.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring

TAR 100 – Acting for General College Students (3 units)

The craft of acting with emphasis on body, voice and mind. Theoretical background and practical experience, including in-class performances of selected scenes.

Prerequisite(s): open to non-majors only. Usually offered: Fall, Spring

TAR 103 – Broadway and Beyond: The Art and Process of Theatre (3 units)

An introduction to the art used in producing the play: directing, acting, technical production.

Prerequisite(s): open to non-majors only. Usually offered: Fall, Spring, Summer

TAR 303 – From Ritual to Rap: Voices of American Musical Theatre (3 units)

From Ritual to Rap explores the political and artistic development of musical theatre with a focus on race, religion, gender, diversity, sexuality, and conflict around political struggles for equality. Marginalized voices from our culture are explored through the lens of contemporary musical theatre performance. A survey of historical theatrical conventions beginning with Nineteenth Century American influences and culminating in the current art form and focusing on contemporary performances, and including a survey of important Broadway works from Show Boat to Hamilton.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring

Check Availability in the [Schedule of Classes](#).

Humanities

Prerequisites: two (2) courses from Tier One Traditions & Cultures

Course Descriptions:

AFAS 200 – Introduction to Africana Studies (3 units)

Course provides a comprehensive understanding of the African American experience as grounded in the humanities and social sciences. A broad investigation of Africana history and culture and its subsequent evolution in the United States.

AFAS 222 – African American Studies: A History of Ideas (3 units)

This course is concerned with the history of oppression of African and other Indigenous peoples in the world and examines ideas by radical philosophers and scholars from the African Diaspora directed toward liberation from oppression.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 222, PHIL 222

AFAS 224 – Models of Resistance, Post 16th Cent. African Liberation Movements in Southeast (3 units)

There were actually several "Souths" during the Holocaust of Enslavement. However, courses taught in the era of African enslavement have tended to focus on the northern most regions, such as Virginia, which are often taken to represent-if not constitute-the South. This course looks at the other "South" and the French and Spanish colonizers of South Carolina, Florida, and Louisiana. It offers a different perspective of the beginnings of the Great Enslavement and compares and contrasts the lives and struggles of enslaved, freed, and self-emancipated Africans in the Southwest during the tenure of Spain.

Also offered as HIST 224

AFAS 230 – Introduction to African Literature (3 units)

Anglophone and Francophone literature. Focuses on major authors; Achebe, Soyinka, Head, Wa Thiong'O, Brutus, Emecheta. Employs bio-literary analysis.

Approved as: General Education Diversity Emphasis. Also offered as ENGL 230

AFAS 245 – African Literature in Translation (3 units)

Introduction to Francophone African literature coming from the Western part of the African continent, which forms a geographical and cultural entity. Taught in English. Does not count toward fulfillment of language requirement, or the major or minor in French.

Approved as: General Education Diversity Emphasis. Also offered as ENGL 245, FREN 245. Usually offered: Spring

AFAS 249 – Images of Africa (3 units)

Introduction to African life and culture through explorations in the following areas: history, geography, institutions, the arts, and language and literature. Taught in English. Does not count toward fulfillment of language requirement, or the major or minor in French.

Approved as: General Education Diversity Emphasis. Also offered as FREN 249. Usually offered: Fall.

AFAS 255 – African American Politics (3 units)

This course is designed to illumine the political economy of the African American community in the United States, with special attention to issues of race, politics, class and gender. Major themes in the course will focus on the struggles of African American people for justice from the period of reconstruction through the civil rights and post-civil rights eras. The question of Black political organizing and institution building both within and outside the dominant structures of the U.S. political economy will be discussed throughout the course.

Approved as: General Education Diversity Emphasis.

AFAS 310 – Afro-Latin American Literature (3 units)

A bio-critical discussion/study of writers of African decent/extraction from Latin America.

Approved as: General Education Diversity Emphasis. Also offered as LAS 310.

AFAS 314 – Caribbean Literature and Culture (West Indies) (3 units)

The course examines how the literature captures the multifaceted social, cultural, and political life of the region.

Approved as: General Education Diversity Emphasis. Also offered as FREN 314.

AFAS 320 – The African American Slave Narrative: History and Literature (3 units)

This course is designed to introduce undergraduate students to the history of narratives by African slaves before and after the American Civil War. This course will benefit majors/minors in American/African Literature or other interdisciplinary majors who wish to study the historical experiences of minority ethnic cultures in America.

AFAS 335 – Rap, Culture and God (3 units)

Study of popular culture and religion in African-American and Latino/a communities, with a focus on the place of rap music in the cultural identity of these traditions.

Approved as: General Education Diversity Emphasis. Also offered as LAS 335, RELI 335. Usually offered: Fall, Spring, Summer.

AFAS 342 – Writers, Women and the Gods (3 units)

In order to conceptualize the way gender and ethnicity has shaped women's lives in the public and private domain students will "hear" the voices of African American women in ethnography, history and literature as we discuss the Africana concepts of life, health, beauty and family. The experiences of these women, as expressed in literature have become "formidable" presences in African American culture and history. The self-expression and self-definition, expressed by African American women's voices have generated social and political changes in American history that have also impacted the dominant Euro-American culture of American society.

Approved as: General Education Diversity Emphasis. Also offered as ENGL 342, GWS 342.

AFAS 365 – Ancient African Civilizations (3 units)

This course illuminates the vastness and far-reaching complexity of ancient African civilizations. It demonstrates the historical role that African cultures and civilizations played in the shaping of the ancient classical world.

Approved as: General Education Diversity Emphasis.

AFAS 373 – US & Francophone Hip-Hop Cultures (3 units)

Introduction to North American, French, and Francophone African hip-hop cultures through explorations in the following areas: literature, philosophy, history, institutions, the arts, and language. Taught in English.

Approved as: General Education Diversity Emphasis. Prerequisite(s): Sophomore, Junior and Senior status. Also offered as FREN 373. Usually offered: Fall, Summer.

AFAS 374 – The Politics of Protest in Africa and the Diaspora (3 units)

Survey of the politics of protest in Africa and the Diaspora. Students will gain a solid understanding of the patterns of resistance adopted by people of African descent during the modern era, beginning with the slave revolt in Haiti. Their various modes of resistance will be considered in relationship to relevant institutions (political, social, cultural) as well as popular forms of expression (folk music, literature) and behavior (demonstrations). Students will also discover the defining aspects of European and Euro-American domination through the end of Apartheid, including the formulation of policies, major strategies employed and their consequences. Questions of race, ethnic origin and class relations are at issue throughout this course.

Approved as: General Education Diversity Emphasis. Also offered as FREN 374. Usually offered: Fall.

AFAS 377 – Digital Africana Studies: The Harlem Renaissance (3 units)

Digital Africana Studies aims to bridge the best of Africana Studies (key concepts, theories, methods of inquiry, and pedagogies) with the democratic potential of Digital Humanities. Digital Africana Studies examines and re-imagines possibilities for the practices and structural logics of Digital Humanities and digital media broadly by questioning the often taken-for-granted assumptions of Digital Humanities spaces, discourses and cultural productions. To the degree that Africana Studies has long advocated for the inclusion of African American contributions and the documenting of historical racial struggles for diversity and social justice, Digital Africana Studies encourages critical yet productive engagements through literature, art, history and popular culture.

Approved as: General Education Diversity Emphasis. Also offered as ENGL 377.

AFAS 381 – African/Indigenous Religions (3 units)

This course examines religious beliefs in Africa in order to illuminate connections between religion and culture on that continent, and to examine the relationship between religio-culture and the socio-economic and political forces that shape contemporary African societies.

Approved as: General Education Diversity Emphasis. Also offered as AIS 381, RELI 381.

AIS 212 – Introduction to American Indian Religious Traditions (3 units)

An introduction to American Indian religious systems and their larger functions in communities and in history. Of particular importance are the history and effects of colonialism and missionization on native peoples, their continuing struggles for religious freedom and cultural and linguistic survival, and the ways in which American Indians use religion, both past and present, to respond to social, cultural, political, and geographical changes.

Approved as: General Education Diversity Emphasis. Also offered as RELI 212. Usually offered: Fall, Spring

AIS 381 – African/Indigenous Religions (3 units)

This course examines religious beliefs in Africa in order to illuminate connections between religion and culture on that continent, and to examine the relationship between religio-culture and the socio-economic and political forces that shape contemporary African societies.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 381, RELI 381.

ANTH 222 – African American Studies: A History of Ideas (3 units)

This course is concerned with the history of oppression of African and other Indigenous peoples in the world and examines ideas by radical philosophers and scholars from the African Diaspora directed toward liberation from oppression.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 222, PHIL 222

ANTH 300 – The Classical Ideal in 1930's Art (3 units)

This course highlights art movements which dominated the American culture scene throughout the 1930s, focusing on classical influences from ancient Greece and Rome.

Also offered as ARH 300, CLAS 300. Usually offered: Fall

ANTH 349 – Archaeological Evidence for Daily Life in Ancient Greece and Rome (3 units)

This course focuses on the information about aspects of everyday life of the ancient Greeks and Romans that can be gleaned from archaeological evidence, as opposed to or in combination with written sources, and the various methodologies of the discipline of archaeology that allow us to reconstruct so much of the daily lives of ancient peoples. A comparative approach will be used so that students gain a sense of the shared cultural markers of these two civilizations, as well as their differences and the changes that took place in the Roman period. Topics to be considered are: house and home; clothing and body ornament; food and drink; partying and leisure activities; theater and spectacle; sport and competition; music and dance; shopping and money; schooling and children's lives; men's versus women's lives; the lives of slaves; and the worlds of artists and craftsmen.

Also offered as CLAS 349. Usually offered: Spring

ARC 220 – History of Applied Building Technology (3 units)

This course will provide an overview of global architectural history from the Industrial Revolution to today with an emphasis on how architects apply historical knowledge in contemporary practice.

Usually offered: Fall

ARC 303 – Investigating the Exhibition (3 units)

This course will examine contemporary exhibitions in the Americas and Europe with the intention of sensitizing the student to the connections between art, design and architecture.

Usually offered: Fall, Summer

ARH 300 – The Classical Ideal in 1930's Art (3 units)

This course highlights art movements which dominated the American culture scene throughout the 1930s, focusing on classical influences from ancient Greece and Rome.

Also offered as ANTH 300, CLAS 300. Usually offered: Fall

ART 329 – Art History of the Cinema (3 units)

Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.

Student may only apply the course to one general education requirement. Also offered as ART 329, CLAS 329. Usually offered: Spring

ART 329 – Art History of the Cinema (3 units)

Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.

Student may only apply the course to one general education requirement. Also offered as ARH 329, CLAS 329. Usually offered: Spring

ART 360 – Visualizing Justice (3 units)

This is a 3-credit, interdisciplinary course that combines legal, art and design concepts to explore: (1) what are legal rights; (2) how do we communicate legal rights; (3) how do we navigate legal processes; (4) how can art and design inform how legal rights and legal information are conveyed, in order to empower people and make legal systems more accessible and navigable?

Also offered as LAW 360. Usually offered: Spring.

CHN 241 – Introduction to Chinese Religions (3 units)

The course is a comprehensive historical survey of the main religious traditions in China, including Buddhism, Confucianism, Daoism, and popular religion. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific religious traditions. We will also examine the patterns of interaction among different traditions, as well as the general character of religious life in both traditional and modern China.

Also offered as RELI 241. Usually offered: Fall, Spring, Summer

CHN 245 – Chinese Popular Culture (3 units)

This course is an introduction to contemporary Chinese popular culture. It explores popular culture's relations to social change, public spaces, the state, individual freedom, collective justice, national identity and globalization.

Special course fee required: \$51. Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer

CHN 345, Buddhists, Bandits, and Beauties: Masterworks of Chinese Fiction from the 1500s to the Digital Age (3 units)

For centuries, Chinese people have thrilled to the adventures of characters such as the Monkey King, Lord Guan, and Wu Song the tiger killer. All of these stories are found in classic novels printed in sixteenth century. The exciting plots and plain-speech storyteller style of these novels have made them accessible in the original to readers even today. Increasingly, however, such stories have found fame throughout Asia and the world through popular culture and new media adaptations. In this course, we will examine both the originals (in translation) and the modern adaptations. We will explore the historical setting of the sixteenth-century Ming dynasty in which the novels were first created, as well as recent films and other cultural creations based on them. The aim will be to uncover the cultural dynamics that allow for such creativity and fluidity.

Topics may include Chinese religions, print and popular culture, literary and cross-cultural adaptation, film, graphic novels/manga, video games, and taboos against sex and violence. Readings will be primarily in English; supplementary/alternative readings, including portions of the original texts as well as secondary scholarship, will be made available for readers of Asian languages upon request.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer

CLAS 220 – Classical Tradition I (3 units)

Surveys western civilization from the Greco-Roman perspective, beginning before the Greeks and Romans, investigating the origins of their cultures, and proceeding through Greece and Rome to the Middle Ages.

Usually offered: Fall, Spring, Summer

CLAS 221 – Classical Tradition II (3 units)

Surveys western civilization from the Greco-Roman perspective, covering the classical tradition from the Middle Ages to the present.

Usually offered: Fall, Spring

CLAS 222 – Classics Through the Ages: Ancient Greek and Roman Influences on Western Civilization and Beyond (3 units)

This course examines Ancient Greek and Roman art, literature, and thought, and the influence of this classical tradition on the artistic, intellectual, and cultural development of subsequent societies from late antiquity to the present day.

Credit for only one of the following will be given: CLAS 220, CLAS 221, CLAS 222. Usually offered: Fall, Spring, Summer

CLAS 260 – Ancient Philosophy (3 units)

Survey of Greek philosophy, from the pre-Socratic philosophers through Plato and Aristotle to post-Aristotelian philosophers.

Also offered as PHIL 260. Usually offered: Fall, Spring

CLAS 300 – The Classical Ideal in 1930's Art (3 units)

This course highlights art movements which dominated the American culture scene throughout the 1930s, focusing on classical influences from ancient Greece and Rome.

Also offered as ANTH 300, ARH 300. Usually offered: Fall

CLAS 329 – Art History of the Cinema (3 units)

Survey of major artistic movements, including academicism, expressionism, cubism, and surrealism, and their influence on film in Germany, Italy, America, and France.

Student may only apply the course to one general education requirement. Also offered as ARH 329, ART 329. Usually offered: Spring

CLAS 335 – The Roman Empire: Rulers and Ruled (3 units)

Topics in multiculturalism: transformation of the Roman Empire by diverse individuals and peoples all over the Mediterranean basin; centered on the second century C.E.

Usually offered: Fall, Spring, Summer

CLAS 342 – The Iliad, the Odyssey, and the Epic Tradition (3 units)

A study of the Homeric poems, the Iliad and the Odyssey. All readings in English.

Usually offered: Fall, Spring, Summer

CLAS 346 – Ancient Greek Drama (3 units)

Critical reading and analysis of a broad cross-section of ancient Greek tragedies and comedies by the outstanding playwrights of the fifth and fourth centuries B.C.E.

Usually offered: Fall, Spring

CLAS 349 – Archaeological Evidence for Daily Life in Ancient Greece and Rome (3 units)

This course focuses on the information about aspects of everyday life of the ancient Greeks and Romans that can be gleaned from archaeological evidence, as opposed to or in combination with written sources, and the various methodologies of the discipline of archaeology that allow us to reconstruct so much of the daily lives of ancient peoples. A comparative approach will be used so that students gain a sense of the shared cultural markers of these two civilizations, as well as their differences and the changes that took place in the Roman period. Topics to be considered are: house and home; clothing and body ornament; food and drink; partying and leisure activities; theater and spectacle; sport and competition; music and dance; shopping and money; schooling and children's lives; men's versus women's lives; the lives of slaves; and the worlds of artists and craftsmen.

Also offered as ANTH 349. Usually offered: Spring

CLAS 351 – The City Unmasked: Roman Comedy & Tragedy in its Cultural Context (3 units)

This course provides a survey of ancient Roman drama, comic and tragic, both within its unique cultural context and also as it was variously received by subsequent cultures and epochs.

Usually offered: Fall, Spring

CLAS 352 – The Ancient Novel (3 units)

Critical reading and study of select Greek and Roman novels.

Usually offered: Fall, Spring

CLAS 353 – Heroes, Gods, Gore: Roman Epic in its Cultural Context (3 units)

This course provides a survey of ancient Roman epic poetry (heroic, historical, didactic, and Ovidian), both within its unique cultural context and also as it was received by subsequent cultures and epochs.

Usually offered: Fall, Spring

CLAS 355 – Horror, Terror, Violence & Trauma in the Ancient Roman World (3 units)

This course analyzes some of the most culturally prevalent forms of horror, terror, and violence in the ancient Roman world, including those associated with war, slavery, autocratic rule, and the spectacles of the amphitheater. In addition to examining relevant literary and documentary evidence from Roman antiquity, this course incorporates select writings in trauma studies, as well as modern comparative materials, that can provide frameworks for interpreting how both individuals and groups in the Roman world experienced and remediated the effects of trauma in their lives.

Usually offered: Fall, Spring

EAS 201– Myth, Memory, and Mind (3 units)

This course introduces students to East Asia in pre-modern times -- its histories, cultures, literature, languages and scripts, and philosophies. While focusing primarily on China, Japan, and the Korean Peninsula, this course helps students understand what has been historically shared among these East Asian societies, and yet how East Asia has always been diverse and heterogeneous. In so doing, it also aims to engage students in debunking popular myths about East Asia -- particularly pre-modern East Asia -- as an exotic and homogeneous place, and understanding today's East Asia in its historical context.

Approved as: General Education Diversity Emphasis. Usually offered: Fall

EAS 358– Tibetan Buddhism (3 units)

How did Tibetans adapt Buddhism to create a distinctly Tibetan tradition? How did Buddhism come to Tibetan soil, and how did it evolve over time? Sources from the domains of art, ritual, philosophy, and literature, especially biography, will play an important role in our explorations. We will contemplate questions surrounding individual, religious, and cultural identity, and of the role of women. We will conclude by examining further transformations of Tibetan Buddhism in exile and in western settings like Tucson.

Approved as: General Education Diversity Emphasis. Also offered as RELI 358. Usually offered: Fall, Spring

EAS 359– Buddhism and Healing (3 units)

Is Buddhism a tradition of healing? In what ways has Buddhism been involved in reviving, sustaining, and curing human individuals? This course explores relationships and encounters between Buddhism and the domains of religion, science, and medicine. It considers historical relationships between Buddhism and traditional medicine in Asia as well as contemporary Western discourses involving Buddhism in popular culture, psychology, and spirituality. Finally, it invites a critical approach to the current dialogue between Buddhism and science. In the process, it reveals hidden assumptions behind commodifying 'mindfulness' and the quest to document the therapeutic impact of meditation upon health, happiness, and success in the modern age. Students will have the opportunity to apply the ideas they have learned through analysis of relevant initiatives at the U of A such as the Neuropsychology, Emotion, and Meditation [NEM] Lab and the Center for Compassion Studies as well as of broader Tucson community events like the Gem Show.

Approved as: General Education Diversity Emphasis. Also offered as RELI 359. Usually offered: Fall, Spring

ENGL 220A – Literature of the Bible (3 units)

Old Testament: legendary and historical narratives, prophetic literature, and poetry.

Also offered as RELI 220A.

ENGL 220B – Literature of the Bible (3 units)

New Testament: The Gospels, the Epistles of Paul, and Revelation.

Also offered as RELI 220B.

ENGL 228 – Crossing the Border: Literature and Practice (3 units)

This course will integrate the study of border and migration themed literature with a service-learning component, and a final student-directed symposium that will bring the ongoing dialogue of the class to the community. The concept of the border will be addressed as both a political reality and an imaginative construct - an organizing principle for our desire to seek and transmit diverse experiences and knowledge-systems across thresholds. The guiding question for this course will be, what does it mean to be a crosser of borders? In order to answer this question in its widest sense, we will operate in an intermediate space between academic discipline and community engagement, research and creative practice. Authors will include: Gloria Anzaldúa, Junot Diaz, Karen Tei Yamashita, C.S. Giscombe, Mahmoud Darwish, and more.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring

ENGL 229 – (Early) Modern Literature: Crossing the Color-Line (3 units)

This is a course in English Renaissance (or early modern) and African-American literature. The dramatic plays and prose pieces produced during these disparate literary periods share many thematic-and some conventional-points of contact that are often overlooked and consequently not fully explored. Both English Renaissance and modern African-American authors addressed several critical issues such as miscegenation, power (political, parental, social), class, sexuality, lineage, death, identity, passing, homosexuality/homosociality, and race. These common preoccupations will enable our productive crossing of various boundaries in class, most notably, the historical boundary between the texts a. Authors will include W.E.B. Du Bois, Suzan-Lori Parks, William Shakespeare, Adrienne Kennedy, Christopher Marlowe, James Baldwin, Nella Larsen, and Harriet Jacobs.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

ENGL 230 – Introduction to African Literature (3 units)

Anglophone and Francophone literature. Focuses on major authors; Achebe, Soyinka, Head, Wa Thiong'O, Brutus, Emecheta. Employs bio-literary analysis.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 230

ENGL 231 – Shakespeare's Major Plays (3 units)

A close reading of six to eight plays, including a comedy, a history, a tragedy, and a tragicomedy.

Prerequisite(s): completion of freshman composition sequence and two courses from Tier One Traditions & Cultures.

ENGL 245 – African Literature in Translation (3 units)

Introduction to Francophone African literature coming from the Western part of the African continent, which forms a geographical and cultural entity. Taught in English. Does not count toward fulfillment of language requirement, or the major or minor in French.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 245, FREN 245. Usually offered: Spring

ENGL 248B – Introduction to Fairy Tales (3 units)

Follows fairy tales from their beginnings in storytelling circles into the literary culture and new media.

Prerequisite(s): completion of freshman composition sequence and two courses from Tier One Traditions & Cultures.

ENGL 260 – Major British Writers (3 units)

Intensive study of selected works by major British writers.

Prerequisite(s): completion of freshman composition sequence and two courses from Tier One, Traditions & Cultures.

ENGL 264 – U.S. Popular Culture and The Politics of Representation (3 units)

What can the study of popular cultural forms like Advertisements, Television, Toys, Video Games, YouTube videos, Films and Facebook as well as cultural practices like shopping, viewing habits, and other modes of consumption reveal about US American Values? How do representations of race, class, gender, and sexuality disseminated within these popular texts shape the way we come to see others and ourselves? These are some of the guiding questions we will be exploring in our study of US popular culture. Through an examination of both critical essays and primary texts, students in this course will learn not only how to critically read and interpret various cultural forms, but also will come to understand the ways in which popular culture structures our day to day lives.

Usually offered: Spring.

ENGL 265 – Major American Writers (3 units)

Intensive study of selected works by major American writers.

Prerequisite(s): completion of freshman composition sequence and two courses from Tier One, Traditions & Cultures.

ENGL 266 – Young Adult Literature (3 units)

YA Literature is one of the most popular and quickly growing genres. We will read, discuss, and write about a diverse selection of Young Adult novels in order to explore the many facets of this literature and to consider how it shapes our definitions and understandings of adolescence. We will consider the following questions: What purposes does adolescent/young adult literature serve in our culture and society? How do these texts represent and address the adolescent and the state of adolescence? How does this literature reflect and engage the social and cultural contexts in which it was written? How does this literature portray issues of national, cultural, racial, political, and/or sexual/gender identity?

ENGL 267 – Dramatic Literature (3 units)

Great works of the western drama with emphasis on style, theme and cultural context. Non-western works will occasionally be included for contrast.

Prerequisite(s): completion of freshman composition sequence and two courses from Tier One, Traditions & Cultures.

ENGL 280 – Introduction to Literature (3 units)

Close reading of literary texts, critical analysis, and articulation of intellectually challenging ideas in clear prose.

Prerequisite(s): completion of freshman composition sequence and two courses from Tier One, Traditions & Cultures.

ENGL 331 – Diversifying Shakespeare: Engaging Beyond Boundaries (3 units)

This engaged learning course examines identity formation and diversity not only in Shakespeare's plays but in modern communities. Students will have the opportunity to analyze identity from the perspective of diverse writers in current and past centuries. The course will be transhistorical, transnational, and transdisciplinary. Engaging with texts from a variety of historical periods illustrates that the challenges and benefits of inclusivity are central to all social formations.

Approved as: General Education Diversity Emphasis. Prerequisite(s): While there is not a pre-requisite, fulfillment of the foundations writing requirement is strongly encouraged as well as two courses from Tier One, Traditions and Cultures (Catalog numbers 160A, 160B, 160C, 160D).

Usually offered: Fall, Spring.

ENGL 342 – Writers, Women and the Gods (3 units)

In order to conceptualize the way gender and ethnicity has shaped women's lives in the public and private domain students will "hear" the voices of African American women in ethnography, history and literature as we discuss the Africana concepts of life, health, beauty and family. The experiences of these women, as expressed in literature have become "formidable" presences in African American culture and history. The self-expression and self-definition, expressed by African American women's voices have generated social and political changes in American history that have also impacted the dominant Euro-American culture of American society.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 342, GWS 342.

ENGL 375 – Franco-American Relations (3 units)

Study of Franco-American cultural relations through explorations in the following areas: literature, philosophy, history, institutions, the arts, and language. Taught in English.

Prerequisite(s): Sophomore, Junior and Senior status. Also offered as FREN 375. Usually offered: Spring, Summer.

ENGL 377 – Digital Africana Studies: The Harlem Renaissance (3 units)

Digital Africana Studies aims to bridge the best of Africana Studies (key concepts, theories, methods of inquiry, and pedagogies) with the democratic potential of Digital Humanities. Digital Africana Studies examines and re-imagines possibilities for the practices and structural logics of Digital Humanities and digital media broadly by questioning the often taken-for-granted assumptions of Digital Humanities spaces, discourses and cultural productions. To the degree that Africana Studies has long advocated for the inclusion of African American contributions and the documenting of historical racial struggles for diversity and social justice, Digital Africana Studies encourages critical yet productive engagements through literature, art, history and popular culture.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 377.

ENGL 360 – Introduction to Close Reading (3 units)

This course is designed to introduce students to the study of literature. Through close reading and discussion of poetry, short stories, narrative fiction and/or drama or through the focus on one or more authors, students will begin to learn and incorporate the methods and tools of literary analysis into their own critical approach to reading and writing about literature.

Prerequisite(s): Completion of freshman composition sequence and two courses from Tier One Traditions and Cultures (Catalog Numbers 160A1, 160B1, 160C1, 160D1).

FREN 245 – African Literature in Translation (3 units)

Introduction to Francophone African literature coming from the Western part of the African continent, which forms a geographical and cultural entity. Taught in English. Does not count toward fulfillment of language requirement, or the major or minor in French.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 245, ENGL 245. Usually offered: Spring

FREN 249 – Images of Africa (3 units)

Introduction to African life and culture through explorations in the following areas: history, geography, institutions, the arts, and language and literature. Taught in English. Does not count toward fulfillment of language requirement, or the major or minor in French.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 249. Usually offered: Fall.

FREN 280 – Introduction to French Language, Linguistics and Culture (3 units)

Introductory course to key concepts in French language, linguistics and culture through a variety of media (textbook, comics, films, Web). This course is taught in English and requires no knowledge of French. Does not count toward fulfillment of language requirement, of the major or minor in French.

Usually offered: Fall.

FREN 282 – The French Novel and Society (3 units)

French literature in translation. Does not count toward fulfillment of language requirement, or the major or minor in French. Taught in English.
Usually offered: Fall.

FREN 283 – Existentialism and the Absurd: The French Foundations (3 units)

French literature in translation. Does not count toward fulfillment of language requirement, or the major or minor in French. Taught in English.
Usually offered: Spring.

FREN 284 – French Theater in Translation (3 units)

Representative masterpieces of French theater from its origins in the Middle Ages to the contemporary. Includes medieval religious and profane pieces, classical theater of 16th and 17th centuries, etc. Taught in English. Does not count toward fulfillment of language requirement or the major or minor in French.

Usually offered: Fall, Spring.

FREN 314 – Caribbean Literature and Culture (West Indies) (3 units)

The course examines how the literature captures the multifaceted social, cultural, and political life of the region.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 314.

FREN 373 – US & Francophone Hip-Hop Cultures (3 units)

Introduction to North American, French, and Francophone African hip-hop cultures through explorations in the following areas: literature, philosophy, history, institutions, the arts, and language. Taught in English.

Approved as: General Education Diversity Emphasis. Prerequisite(s): Sophomore, Junior and Senior status. Also offered as AFAS 373. Usually offered: Fall, Summer.

FREN 374 – The Politics of Protest in Africa and the Diaspora (3 units)

Survey of the politics of protest in Africa and the Diaspora. Students will gain a solid understanding of the patterns of resistance adopted by people of African descent during the modern era, beginning with the slave revolt in Haiti. Their various modes of resistance will be considered in relationship to relevant institutions (political, social, cultural) as well as popular forms of expression (folk music, literature) and behavior (demonstrations). Students will also discover the defining aspects of European and Euro-American domination through the end of Apartheid, including the formulation of policies, major strategies employed and their consequences. Questions of race, ethnic origin and class relations are at issue throughout this course.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 374. Usually offered: Fall.

FREN 375 – Franco-American Relations (3 units)

Study of Franco-American cultural relations through explorations in the following areas: literature, philosophy, history, institutions, the arts, and language. Taught in English.

Prerequisite(s): Sophomore, Junior and Senior status. Also offered as ENGL 375. Usually offered: Spring, Summer.

FTV 325 – History of German Cinema (3 units)

The important films in the development of German cinema of the pre-1945 period and the cinema of the Federal Republic of Germany after 1945 to the present. Taught in English.

Also offered as GER 325.

GER 233 – Fascism and Resistance: Propaganda and Ideology in German Literature and Culture (3 units)

Study of Franco-American cultural relations through explorations in the following areas: literature, philosophy, history, institutions, the arts, and language. Taught in English.

Usually offered: Fall.

GER 242 – Thinkers and Dreamers: Challenges of the Imagination in German History (3 units)

Grand global challenges require broad thinking. For centuries, philosophers, theologians, playwrights, and poets writing in German have been grappling with the deeper questions of the human condition. From theologian Martin Luther to the political theorist Hannah Arendt, from the philologist Friedrich Nietzsche to the dancer Pina Bausch, German thinkers and dreamers have been exploring the possibilities and limitations of the human intellect in action. This course takes a wide-angle look at what German-speaking intellectual history can tell us about the world in 2013, and about the complex cultural and social history leading up to today.

GER 246 – German Culture, Science and Technology (3 units)

This course explores shifting attitudes towards science, technology, nature, and the environment in the German-speaking world, through a range of cultural works (e.g., media documents, literary texts, films). In addition to examining the ways in which technological and ecological ethics have changed over history, the course will also consider what roles cultural works have played in public debates around scientific discoveries and technological advances.

GER 272 – Changing the World: Ideas, Experiences and Stories in the German-speaking Tradition (3 units)

How did the world become the way we know it today? Who or what challenged existing ideas and ways of thinking? Which watershed moments forever altered the future? This course features ideas that changed the world, experiences that left nobody the same, and stories that made a difference through the lens of the German-speaking world. It explores key moments in German culture, history, literature, and art and their relevance for today's world. Taught in English.

GER 273 – Wicked Tales and Strange Encounters (3 units)

An introduction to major 19th century artists, writers, and composers of German speaking countries. Focuses on their works and our responses to them. Taught in English.

Prerequisite(s): Freshman composition, two courses from Tier One, Traditions and Cultures (Catalog numbers 160A, 160B, 160C, 160D).

GER 276 – Crisis and Rebellion: Germany and Beyond (3 units)

What innovations can a moment of extreme crisis bring to a society? From the radicals and reactionaries of Weimar Berlin to the student movements of the 1960s and the fall of the Berlin Wall, German society has born witness to unprecedented traumatic and regenerative moments of social crisis and creative rebellion. Focusing on the economic, aesthetic, moral, and political transformations of one particular moment of crisis, this course explores how deep collective uncertainty can lead to booms of creativity across boundaries in music, literature, fine arts, pop culture, architecture, and film. Taught in English.

GER 278 – Medieval Answers to Modern Problems (3 units)

Discussion of essential texts from the Middle Ages which offer fundamental answers, 1) such as gender, class conflicts, death, happiness, and God. 2) gender is treated as an analytical topic. Taught in English.

Approved as: General Education Diversity Emphasis. Also offered as HIST 278.

GER 312 – War, Death, and the Hero: Medieval Epics: Beowulf, Nibelungenlied, and Rolandslied (3 units)

Introduce students to at least three of the most important European/German heroic epics and to challenge them in their thinking about war and death, and the role of the hero.

GER 320 – History of Tolerance from the Middle Ages to the Eighteenth Century and Beyond (3 units)

Today, more than ever, we need to discuss and explore the topic of tolerance, and examine the roots of this philosophical and ethical approach to human life. We will trace the discourse on toleration and then tolerance from biblical times through the Middle Ages until the late eighteenth century, giving equal weight to ancient, medieval, Renaissance, and Enlightenment texts, such as romances, poetry, treatises, plays, and prose novellas. The course intends to educate students about the history of tolerance and make them to experts in the relevant discourse.

GER 325 – History of German Cinema (3 units)

The important films in the development of German cinema of the pre-1945 period and the cinema of the Federal Republic of Germany after 1945 to the present. Taught in English.

Also offered as FTV 325.

GER 371 – Contemporary German Culture (3 units)

This course introduces students topics that shape contemporary Germany. We will examine a broad range of topics addressed in films, literature, public debates and consider Germany's role in a global setting.

GER 373 – Women's Fictions in Twentieth-Century Germany (3 units)

Introduction to a variety of twentieth-century women writers and film makers in German-speaking countries. Texts will range from literary works to essays, films, and videos of theater performances. Taught in English.

Approved as: General Education Diversity Emphasis. Also offered as GWS 373.

GER 375 – The Birth of the Modern: Culture and Politics in turn-of-the-century Vienna (3 units)

Explores the themes of love, madness, decay and death as they appear in the works of major writers, artists, composers and thinkers associated with Vienna at the turn of the century, 1880-1920. Taught in English.

GER 376 – German-Jewish Writers (3 units)

Focuses on the contributions of Jewish writers to German culture. Taught in English.

Approved as: General Education Diversity Emphasis. Also offered as JUS 376.

GER 379 – Religion in German Culture (3 units)

Introduction to major cultural figures of German speaking countries who have seen, imagined, or experienced what role religion may or can play in human life. Taught in English.

Also offered as RELI 379.

GER 380 – The Middle Ages: The Enigmatic Precursor to Modern Europe (3 units)

Introduction to the culture and literature of the Middle Ages, seen through a large variety of poems, treatises, epics, art works, sculptures, and also music. The course will combine historical with literary and art-historical perspectives.

GWS 200 – Women and Western Culture (3 units)

Examines the various ways in which women have been depicted in western philosophy, literature, and the arts from the classical Greek period to the present. Explores women's cultural expressions and representations of themselves.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

GWS 317 – Science Fiction Studies (3 units)

Science fiction is studied as a genre of film and print fiction in which we can imagine future societies and future science and technology in utopian and dystopian forms, paying particular attention to race/class/gender and depictions of identity and otherness, as well as social power in imagined societies.

Usually offered: Fall, Spring.

GWS 330 – Feminist Philosophy (3 units)

This course explores the ways in which philosophers contributed to the development of feminism, and the ways in which feminist theory is expanding and challenging mainstream philosophy in turn.

Approved as: General Education Diversity Emphasis. Also offered as PHIL 330. Usually offered: Fall, Spring, Summer.

GWS 342 – Writers, Women and the Gods (3 units)

In order to conceptualize the way gender and ethnicity has shaped women's lives in the public and private domain students will "hear" the voices of African American women in ethnography, history and literature as we discuss the Africana concepts of life, health, beauty and family. The experiences of these women, as expressed in literature have become "formidable" presences in African American culture and history. The self-expression and self-definition, expressed by African American women's voices have generated social and political changes in American history that have also impacted the dominant Euro-American culture of American society.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 342, ENGL 342.

GWS 373 – Women's Fictions in Twentieth-Century Germany (3 units)

Introduction to a variety of twentieth-century women writers and film makers in German-speaking countries. Texts will range from literary works to essays, films, and videos of theater performances. Taught in English.

Approved as: General Education Diversity Emphasis. Also offered as GER 373.

HIST 224 – Models of Resistance, Post 16th Cent. African Liberation Movements in Southeast (3 units)

There were actually several "Souths" during the Holocaust of Enslavement. However, courses taught in the era of African enslavement have tended to focus on the northern most regions, such as Virginia, which are often taken to represent-if not constitute-the South. This course looks at the other "South" and the French and Spanish colonizers of South Carolina, Florida, and Louisiana. It offers a different perspective of the beginnings of the Great Enslavement and compares and contrasts the lives and struggles of enslaved, freed, and self-emancipated Africans in the Southwest during the tenure of Spain.

Also offered as AFAS 224

HIST 247 – Nature and Technology in U.S. History (3 units)

This course explores the development of technology and concepts of nature in the United States, from the eighteenth century to the present. It interprets the historical roots of the relationship between human knowledge and the environment by examining how science and technology have shaped our understanding, use, and control of nature.

Usually offered: Spring.

HIST 277A – History of the Middle East (3 units)

Middle East history from the rise of Islam to the Turkish conquest of Constantinople, 600–1453.

Also offered as MENA 277A, RELI 277A. Usually offered: Fall, Spring, Summer.

HIST 277B – History of the Middle East: Modern Middle East (3 units)

Modern Middle East: the Ottoman Empire, Iran, and the Arab lands, 1453-present.

Note: MENA/HIST/RELI 277A is not prerequisite to MENA/HIST 277B. Also offered as MENA 277B. Usually offered: Fall, Spring, Summer.

HIST 278 – Medieval Answers to Modern Problems (3 units)

Discussion of essential texts from the Middle Ages which offer fundamental answers, 1) such as gender, class conflicts, death, happiness, and God. 2) gender is treated as an analytical topic. Taught in English.

Approved as: General Education Diversity Emphasis. Also offered as GER 278.

HIST 372A – History and Religion of Israel in Ancient Times – The Biblical Period (3 units)

Survey of the history and religion of ancient Israel. Biblical period through the Babylonian Exile; introduction to the Hebrew Bible.

Approved as: General Education Diversity Emphasis. Also offered as JUS 372A, MENA 372A, RELI 372A. Usually offered: Fall, Spring, Summer, Winter.

HIST 372B – History & Religion of Israel in Ancient Times – Ezra-Nehemiah to the Roman Empire (3 units)

Survey of the history and religion of ancient Israel. Ezra-Nehemiah to the Roman Empire, with emphasis on the formation of rabbinic Judaism.

Approved as: General Education Diversity Emphasis. Also offered as JUS 372B, MENA 372B, RELI 372B. Usually offered: Fall, Spring, Summer, Winter.

HNRS 200 – Thinking Critically About New Media (3 units)

This course is an exploration of the contemporary mediascape -- which will largely include new technologies associated with the book and information literacy, but might also reference game technology, the music industry, photography and film, among others -- framed historically through an engagement with technologies of the past (such as the printed book, the 35 mm camera, or the phonograph).

Student must be active in the Honors College. Usually offered: Fall, Spring.

HNRS 208H – Advanced Analytical Writing and Thinking (3 units)

Students will read and view cultural artifacts in a wide variety of genres, including literature, film, drama, poetry, nonfiction and others. In-class time will be devoted to extended close discussion of these works, and in particular in working through problems in the critical analysis of them.

Student must be active in the Honors College. Usually offered: Fall, Spring.

HNRS 209 – Honors Humanities Lab (3 units)

In this course students examine films, images and texts from a variety of genres, organized around a central theme presented by the instructor. Students collaborate in the creation and identification of additional related materials, and work as a group to provide an interpretive response to a central question posed by this unique and collaboratively-created portfolio of works. The class meets for 75 minutes in person each week. The remainder of the course is conducted online, through an interactive website.

Student must be active in the Honors College. Usually offered: Fall, Spring.

HNRS 212 – Humanities in Context: The Southwest (3 units)

This interdisciplinary course explores multiple perspectives on the humanities related to a specific location - Tucson. The course combines academic analysis with a community perspective. UA professors and members of the community present each week on a particular topic in order to provide an interdisciplinary view and multiple analytical perspectives. Students will be assigned reading for each unit and will engage in active fieldwork and critical writing in response to materials presented. Excursions are important to the work of the course. Frequent group discussions facilitated by the instructor ensure that students make connections between and among learning experiences in the class. The instructor provides an overarching context and critical methodology for thinking about the materials presented.

Student must be active in the Honors College. Usually offered: Fall, Spring.

ITAL 230 – Introduction to Italian Culture (3 units)

This course provides an introductory selective survey of both high and low Italian culture from the Middle Ages to the 20th century, covering such topics as poetry and prose literature, painting, theatre, sculpture, architecture, science, film, opera, cuisine, sports, and fashion. Counts towards the major and minor in Italian and Italian Studies but is required for neither. Taught in English.

Usually offered: Fall.

ITAL 240 – Italian Folklore and Popular Culture (3 units)

A study of the oral narratives (fairy tales, legends, saints' legends) and customary crafts of ordinary Italian and Italian Americans.

Usually offered: Fall.

ITAL 250A – Italian Literature in Translation: The Middle Ages (3 units)

Counts toward the major or minor in Italian or Italian Studies. Taught in English.

Usually offered: Fall, Spring

ITAL 250B – Italian Literature in Translation: The Renaissance (3 units)

Counts toward the major or minor in Italian or Italian Studies. Taught in English.

Usually offered: Fall, Spring

ITAL 250C – Intermediality: Italian Theater, Opera, and Film (3 units)

This course aims to explore the history of Italian theater, focusing on intermediality, or the relations among different media (theatre, opera, film). We will combine a traditional approach to canonical texts of the Italian theatrical tradition with an interdisciplinary methodology that compares literary and visual texts. The syllabus includes fictional, non-fictional, musical, and visual texts by authors such as Machiavelli, Da Ponte, Goldoni, Mascagni, Pirandello, Fo, and Ginzburg. Plays will be read, discussed, analyzed from a literary and visual stance. This course may be applied toward the major or minor in Italian (please speak with an advisor for more information). Taught in English.

Usually offered: Fall, Spring

ITAL 250D – Italian Literature in Translation: The Novel (3 units)

Counts toward the major or minor in Italian or Italian Studies. Taught in English.

Usually offered: Fall, Spring

ITAL 330B – Once Upon a Time In Italian American Cinema (3 units)

This course examines the extraordinary role played by cinema in the encounter between the Italian and American cultures. Every week we will watch a film made by and/or dealing with Italian Americans. Issues of migration, gender, family relations, cultural conflict and ethnic identity formation will be addressed by exploring works by directors such as Martin Scorsese, Francis Ford Coppola, Spike Lee, and Stanley Tucci. This course may be applied toward the major or minor in Italian (please speak with an advisor for more information). Taught in English.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

JPN 220 – Religion in Japanese Society (3 units)

Introduction to texts, images and activities, both historical and contemporary, that comprise Japanese religion.

Approved as: General Education Diversity Emphasis. Also offered as RELI 220. Usually offered: Fall, Spring, Summer.

JPN 311 – Death in Traditional Japanese Literature (3 units)

Death in the Japanese literary tradition from the 7th to 20th centuries. All readings are in English translation.

Approved as: General Education Diversity Emphasis. Usually offered: Spring in odd years.

JUS 301 – Jewish Civilization: A Gateway Course (3 units)

This course is intended as an introductory survey and as a gateway to more specialized courses in Judaic Studies. Students will explore Jewish Civilization through selected topics that will address the questions of how and why Jews and their Israelite forbearers created, recreated, and give expression to their culture(s), and what significance that has had for them and for history.

Usually offered: Fall, Spring.

JUS 325 – Jewish Philosophy (3 units)

In this course, we will develop an understanding of the variety and unity of Jewish Philosophy through the ages. The course will consist of four units. The first unit will be an examination of ancient texts, such as Ecclesiastes and Job. We will seek to elucidate the philosophy of life, morality, and religion that underlies these texts. The second unit will be an examination of medieval Jewish philosophy, with a special focus on Maimonides' Guide of the Perplexed. The third unit will be an examination of early modern Jewish philosophy, with a special focus on Spinoza's Ethics. The fourth unit will be an examination of contemporary Jewish ethics, with a special focus on Jewish perspectives on current bioethical issues (such as physician-assisted suicide and organ donation).

Approved as: General Education Diversity Emphasis. Also offered as PHIL 325. Usually offered: Fall in odd years.

JUS 372A – History and Religion of Israel in Ancient Times – The Biblical Period (3 units)

Survey of the history and religion of ancient Israel. Biblical period through the Babylonian Exile; introduction to the Hebrew Bible.

Approved as: General Education Diversity Emphasis. Also offered as HIST 372A, MENA 372A, RELI 372A. Usually offered: Fall, Spring, Summer, Winter.

JUS 372B – History & Religion of Israel in Ancient Times – Ezra-Nehemiah to the Roman Empire (3 units)

Survey of the history and religion of ancient Israel. Ezra-Nehemiah to the Roman Empire, with emphasis on the formation of rabbinic Judaism.

Approved as: General Education Diversity Emphasis. Also offered as HIST 372B, MENA 372B, RELI 372B. Usually offered: Fall, Spring, Summer, Winter.

JUS 376 – German–Jewish Writers (3 units)

Focuses on the contributions of Jewish writers to German culture. Taught in English.

Approved as: General Education Diversity Emphasis. Also offered as GER 376.

KOR 251 – Introduction to Korea through Films (3 units)

This course offers a thematic introduction to Korea using film as a window to Korean society. Korea has experienced a compressed modernity in reaction to complex international dynamics, which include colonialism, the Cold War, and globalization. Its rich historical and social particularities have been a valuable source for cultural products such as film production. Film enables us to see beyond our own experiences and reflect on our world and other people's lives through various aesthetic mediations. Through the medium of film, students will be able to learn about the country through vivid imagery. This course will also allow students to understand important issues related to class, gender, capitalism, and democracy that our contemporary world is facing using Korean films to illustrate these key concerns.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

LAS 310 – Afro-Latin American Literature (3 units)

A bio-critical discussion/study of writers of African decent/extraction from Latin America.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 310.

LAS 335 – Rap, Culture and God (3 units)

Study of popular culture and religion in African-American and Latino/a communities, with a focus on the place of rap music in the cultural identity of these traditions.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 335, RELI 335. Usually offered: Fall, Spring, Summer.

LAT 201 – Intermediate Latin I (4 units)

Review of Latin grammar with readings from prose writers.

Prerequisite(s): LAT 101 and LAT 102; or LAT 112A and LAT 112B. Usually offered: Fall.

If used to attain 4th semester proficiency in fulfillment of the Second Language Requirement, course cannot be applied toward Tier Two Humanities.

LAT 202 – Intermediate Latin II (4 units)

Review of Latin grammar with readings from the poetry of Virgil's Aeneid.

Prerequisite(s): LAT 201. Usually offered: Spring.

If used to attain 4th semester proficiency in fulfillment of the Second Language Requirement, course cannot be applied toward Tier Two Humanities.

LAW 360 – Visualizing Justice (3 units)

This is a 3-credit, interdisciplinary course that combines legal, art and design concepts to explore: (1) what are legal rights; (2) how do we communicate legal rights; (3) how do we navigate legal processes; (4) how can art and design inform how legal rights and legal information are conveyed, in order to empower people and make legal systems more accessible and navigable?

Also offered as ART 360. Usually offered: Spring.

MENA 277A – History of the Middle East (3 units)

Middle East history from the rise of Islam to the Turkish conquest of Constantinople, 600–1453.

Also offered as HIST 277A, RELI 277A. Usually offered: Fall, Spring, Summer.

MENA 277B – History of the Middle East: Modern Middle East (3 units)

Modern Middle East: the Ottoman Empire, Iran, and the Arab lands, 1453-present.

Note: MENA/HIST/RELI 277A is not prerequisite to MENA/HIST 277B. Also offered as HIST 277B. Usually offered: Fall, Spring, Summer.

MENA 342 – Persian World (3 units)

This course provides students with a critical understanding of the histories and cultures of the Persian-speaking world, which includes the communities in Persian, Iran, Afghanistan, Tajikistan, Uzbekistan, China, Pakistan, India, Turkey, Iraq, United States, Israel, United Arab Emirates, Canada, and European countries. This course introduces students to the Persian civilization from a variety of approaches. This course will help students to engage with major historical and cultural developments in Persian history and civilization. In light of the disciplinary methodologies related to those fields, students will study the texts and material culture of Iran in order to understand historical, literary, and political developments within their social contexts. Eventually, students will gain an understanding of how Persia developed into a world power, how it was divided, and how it continued to exist as a cultural concept. Students will read texts in English, watch films, and experience music, dance, and food. Through a comparative and critical approach, the course will also examine the value and limitations of theoretical perspectives offered by related disciplines such as literary, political science, religion, and cultural studies.

Teaching will include lectures, discussions, and learner-centered activities using cooperative learning techniques. There will be live and interactive performances in some of the sessions on food and dance.

Readings will be accompanied by short video and/or audio clips. All learning materials including articles, chapters, films, audios, etc. will be uploaded on the course's website and D2L.

Also offered as PRS 342 and RELI 342. Usually offered: Fall, Spring.

MENA 372A – History and Religion of Israel in Ancient Times – The Biblical Period (3 units)

Survey of the history and religion of ancient Israel. Biblical period through the Babylonian Exile; introduction to the Hebrew Bible.

Approved as: General Education Diversity Emphasis. Also offered as HIST 372A, JUS 372A, RELI 372A. Usually offered: Fall, Spring, Summer, Winter.

MENA 372B – History & Religion of Israel in Ancient Times – Ezra-Nehemiah to the Roman Empire (3 units)

Survey of the history and religion of ancient Israel. Ezra-Nehemiah to the Roman Empire, with emphasis on the formation of rabbinic Judaism.

Approved as: General Education Diversity Emphasis. Also offered as HIST 372B, JUS 372B, RELI 372B. Usually offered: Fall, Spring, Summer, Winter.

PA 321 – Medical Ethics (3 units)

Ethical issues that arise in relation to medicine and health care: abortion, euthanasia, the allocation of scarce medical resources, socialized medicine, doctor-patient confidentiality, paternalism, etc.

Also offered as PHIL 321. Usually offered: Fall, Spring, Summer, Winter.

PAH 200 – Introduction to Applied Humanities (3 units)

This course introduces and helps students to practice a set of critical and practical skills developed specifically for understanding and improving the human condition. Over the course of the semester we will: 1) survey the origins and history of the applied humanities, paying particular attention to the intersection of ways of seeing and doing; 2) examine exemplary research-informed and publicly-facing projects for insight into how to theorize and improve life in the community and beyond; and 3) explore tools and techniques for engaging in small and large scale applied humanities endeavors.

Usually offered: Fall, Spring, Summer, Winter.

PAH 220 – Collaboration: A Humanities Perspective (3 units)

This course explores how collaborative endeavors are influenced by culture, identity, and diversity. Drawing from the linguistic, cultural, and philosophical traditions of the humanities, we will study what it means to function effectively as part of a diverse collaborative, from small, informal communities to large, formal organizations. In contrast to the largely empirical epistemologies and methodologies of the hard and social sciences, we will approach the concept of collaboration as a subject and reflection of the human condition, considering the different cultural elements that influence cooperation and the meanings human beings derive from cooperation. We will explore how cultural and personal concepts such as power distance, individualism, gender roles, and orientation to time, tasks, and relationships shape collaboration. Course topics include the qualities of diverse collaboratives, the relationship of cultural diversity to collaboration, questions of personality and identity in the workplace, and leadership and assessment in a multicultural context.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

PAH 221 – Creating, Imagining, Innovating: Intercultural Approaches for Academic and Career Success (3 units)

The course helps students to engage deeply with the habits of mind and an expanding set of critical and practical applied humanities skills developed specifically for understanding and improving the human condition. Over the course of the semester we will: (1) read and critically analyze the writing of people from many cultures who have found creative and innovative approaches to a variety of complex challenges, with particular attention to their applied habits of mind; (2) engage in reflective projects that open pathways to developing students' own creativity and imagination for real-world applications of successful habits of mind; and (3) design a project in which students focus on something in the world that requires personal applications of at least three of the habits of mind they have studied. Students will use project management and planning methods to write a project description, carry out an initial pilot version of the project, report on steps they have accomplished, and write a critical analysis of the project.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

PHIL 210 – Moral Thinking (3 units)

It is important "to do the right thing." But how can anyone tell what "the right thing" is? What makes some actions right and some wrong? This course is an overview of ethics, which is the field of philosophy that examines these questions. We examine three main ways of thinking about ethics: those that focus on the outcomes of actions, those that focus on the nature of the actions themselves, and those that focus on the character of the one who acts. Students will gain a foundational knowledge that will serve as a solid background for more advanced work in ethics, as a resource for thinking about moral issues, and as a piece of general education valuable for understanding practical aspects of human life.

Prerequisite(s): two courses from Tier One, Traditions & Cultures. Students declared in the PPEL major are exempt from this enrollment requisite requirement when using the course to fulfill their Pre-Core requirement. Usually offered: Fall, Spring, Summer.

PHIL 213 – Contemporary Moral Problems (3 units)

Philosophical Issues and positions involved in contemporary moral and social problems. Topics covered will vary but may include, among others, abortion and infanticide, vegetarianism and animal rights, affirmative action and racial profiling, homosexuality and same sex marriage, and sexual harassment and gender equality.

Prerequisite(s): two courses from Tier One, Traditions & Cultures. Usually offered: Fall, Spring, Summer.

PHIL 220 – Philosophy of Happiness (3 units)

Happiness matters to us; and now it is in the news. There are large numbers of self-help books telling us how to be happy. Some nations are planning to measure the happiness of their citizens to find out how it can be increased. There is a huge new field of 'happiness studies', and new focus on happiness in positive psychology as well as fields like politics and law. Much of this material is confusing, since often it is not clear what the authors think that happiness is. Is it feeling good? Is it having a positive attitude to the way you are now? Is it having a positive attitude to your life as a whole? Is it having a happy life? Can some people advise others on how to be happy?

Philosophers have been engaged with the search for happiness for two thousand years. They have asked what happiness is, and have explored different answers to the question, including some of the answers now being rediscovered in other fields.

In this course we will ask what happiness is, and examine critically the major answers to this question. We'll look at the rich philosophical tradition of thinking about happiness, at contemporary answers, and also at some recent work in the social sciences. We'll examine the contributions being made to the ongoing search to find out what happiness is, and how we can live happy lives.

Usually offered: Fall, Spring, Summer.

PHIL 222 – African American Studies: A History of Ideas (3 units)

This course is concerned with the history of oppression of African and other Indigenous peoples in the world and examines ideas by radical philosophers and scholars from the African Diaspora directed toward liberation from oppression.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 222, ANTH 222

PHIL 260 – Ancient Philosophy (3 units)

Survey of Greek philosophy, from the pre-Socratic philosophers through Plato and Aristotle to post-Aristotelian philosophers.

Also offered as CLAS 260. Usually offered: Fall, Spring

PHIL 261 – Medieval Philosophy (3 units)

The course focuses on three important thinkers in the Christian medieval tradition-Augustine, Anselm, and Aquinas. Topics covered: knowledge and skepticism, free will and the problem of evil, the nature and existence of God, and problem of universals.

Usually offered: Spring in odd years.

PHIL 262 – Early Modern Philosophy (3 units)

Survey of major 17th and 18th century British and European philosophers, chosen from Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant.

Usually offered: Fall.

PHIL 321 – Medical Ethics (3 units)

Ethical issues that arise in relation to medicine and health care: abortion, euthanasia, the allocation of scarce medical resources, socialized medicine, doctor-patient confidentiality, paternalism, etc.

Also offered as PA 321. Usually offered: Fall, Spring, Summer, Winter.

PHIL 325 – Jewish Philosophy (3 units)

In this course, we will develop an understanding of the variety and unity of Jewish Philosophy through the ages. The course will consist of four units. The first unit will be an examination of ancient texts, such as Ecclesiastes and Job. We will seek to elucidate the philosophy of life, morality, and religion that underlies these texts. The second unit will be an examination of medieval Jewish philosophy, with a special focus on Maimonides' Guide of the Perplexed. The third unit will be an examination of early modern Jewish philosophy, with a special focus on Spinoza's Ethics. The fourth unit will be an examination of contemporary Jewish ethics, with a special focus on Jewish perspectives on current bioethical issues (such as physician-assisted suicide and organ donation).

Approved as: General Education Diversity Emphasis. Also offered as JUS 325. Usually offered: Fall in odd years.

PHIL 330 – Feminist Philosophy (3 units)

This course explores the ways in which philosophers contributed to the development of feminism, and the ways in which feminist theory is expanding and challenging mainstream philosophy in turn.

Approved as: General Education Diversity Emphasis. Also offered as GWS 330. Usually offered: Fall, Spring, Summer.

PRS 342 – Persian World (3 units)

This course provides students with a critical understanding of the histories and cultures of the Persian-speaking world, which includes the communities in Persian, Iran, Afghanistan, Tajikistan, Uzbekistan, China, Pakistan, India, Turkey, Iraq, United States, Israel, United Arab Emirates, Canada, and European countries. This course introduces students to the Persian civilization from a variety of approaches. This course will help students to engage with major historical and cultural developments in Persian history and civilization. In light of the disciplinary methodologies related to those fields, students will study the texts and material culture of Iran in order to understand historical, literary, and political developments within their social contexts. Eventually, students will gain an understanding of how Persia developed into a world power, how it was divided, and how it continued to exist as a cultural concept. Students will read texts in English, watch films, and experience music, dance, and food. Through a comparative and critical approach, the course will also examine the value and limitations of theoretical perspectives offered by related disciplines such as literary, political science, religion, and cultural studies.

Teaching will include lectures, discussions, and learner-centered activities using cooperative learning techniques. There will be live and interactive performances in some of the sessions on food and dance.

Readings will be accompanied by short video and/or audio clips. All learning materials including articles, chapters, films, audios, etc. will be uploaded on the course's website and D2L.

Also offered as MENA 342 and RELI 342. Usually offered: Fall, Spring.

RELI 203 – Religion and Medicine in the Western Healing Traditions (3 units)

An examination of the intersection between medicine and healing in western healing traditions, from ancient times to the modern era. Key scientific and humanistic questions will be addressed.

Usually offered: Fall, Spring.

RELI 210 – Religion in the American Experience (3 units)

Examines American religious ideas, practices, and forms of community from the colonial period to the present. Themes include the interrelation of religion with politics, immigration, gender, and racial and ethnic diversity in the United States.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

RELI 211 – Life After Death in World Religions and Philosophies (3 units)

An examination of the afterlife in major world religions, intimations of life beyond death in contemporary human experience, and key scientific, theological, and philosophical challenges to both.

Usually offered: Fall, Spring.

RELI 212 – Introduction to American Indian Religious Traditions (3 units)

An introduction to American Indian religious systems and their larger functions in communities and in history. Of particular importance are the history and effects of colonialism and missionization on native peoples, their continuing struggles for religious freedom and cultural and linguistic survival, and the ways in which American Indians use religion, both past and present, to respond to social, cultural, political, and geographical changes.

Approved as: General Education Diversity Emphasis. Also offered as AIS 212. Usually offered: Fall, Spring

RELI 220 – Religion in Japanese Society (3 units)

Introduction to texts, images and activities, both historical and contemporary, that comprise Japanese religion.

Approved as: General Education Diversity Emphasis. Also offered as JPN 220. Usually offered: Fall, Spring, Summer.

RELI 220A – Literature of the Bible (3 units)

Old Testament: legendary and historical narratives, prophetic literature, and poetry.

Also offered as ENGL 220A.

RELI 220B – Literature of the Bible (3 units)

New Testament: The Gospels, the Epistles of Paul, and Revelation.

Also offered as ENGL 220B.

RELI 230 – Religions and Cultures of India (3 units)

An introduction to religions that originated in India - Hinduism, Jainism, Buddhism, and Sikhism - as well as other religious traditions in India. The Study Abroad version of the course will focus on the religions and cultures related to the travel locations in India.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

RELI 241 – Introduction to Chinese Religions (3 units)

The course is a comprehensive historical survey of the main religious traditions in China, including Buddhism, Confucianism, Daoism, and popular religion. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific religious traditions. We will also examine the patterns of interaction among different traditions, as well as the general character of religious life in both traditional and modern China.

Also offered as CHN 241. Usually offered: Fall, Spring, Summer

RELI 255 – Early Roots of Christianity (3 units)

Origins of Christian Culture in the Art, Literature, and Philosophy in the Ancient Near Eastern and Mediterranean Cultures.

Usually offered: Fall, Spring.

RELI 277A – History of the Middle East (3 units)

Middle East history from the rise of Islam to the Turkish conquest of Constantinople, 600–1453.

Also offered as MENA 277A, HIST 277A. Usually offered: Fall, Spring, Summer.

RELI 280 – Introduction to the Bible: New Testament (3 units)

This course introduces students to the New Testament in light of the contexts in which it was written and compiled, and as a window into reconstructing the world of early Christianity. The course will also examine how various Christian communities have understood the meaning and authority of the New Testament.

Usually offered: Fall.

RELI 300 – Christian Literature and Thought (3 units)

Development of Christian thought from the New Testament through the Protestant Reformation.

Usually offered: Fall, Spring.

RELI 303– Spirituality and Sickness: Religion and Health in the U.S. (3 units)

This course explores diverse religious and spiritual conceptions of health in the United States and their relationships to experiences of sickness and healing. It will include a critical examination of historical and contemporary cases in which religious and spiritual views of health have interacted with healthcare systems, including cases of cooperation and conflict.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

RELI 304 – The Question of God (3 units)

Study of the question of God from a theological, philosophical, and literary perspective.

Usually offered: Fall, Spring, Summer.

RELI 325 – Eastern Orthodoxy in a Global Age (3 units)

This course focuses on the history and doctrine of Eastern Christianity from its origins in the early Church through today, emphasizing the cultural manifestations of Orthodox doctrine: liturgy, iconography, pious practice. We will compare Eastern Orthodoxy to Western Christianity (Catholicism and Protestantism), and will examine various different national Churches within Eastern Orthodoxy (i.e., Byzantine, Bulgarian, Serbian, Modern Greek, the older "Oriental" Churches, etc.), with a primary focus on Russia. Eastern Orthodox Christianity is often perceived as being one of the more 'mystical' of Christian traditions, and we will explore the Orthodox vision of 'the mystical life', examining its basis in history and contemporary experience. We will also ask about the significance of Church doctrine and practice for the development of culture as a whole in the areas of the world in which Eastern Christianity predominates, and the ways in which that culture both differs from and relates to what we (perhaps inaccurately) call "Western" civilization. In general, Orthodox practice relies heavily on the senses, and the course is designed to be experiential. To that end, we will make at least one field trip to a local Orthodox Church during the course of the semester.

Also offered as RSSS 325. Usually offered: Spring.

RELI 335 – Rap, Culture and God (3 units)

Study of popular culture and religion in African-American and Latino/a communities, with a focus on the place of rap music in the cultural identity of these traditions.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 335, LAS 335. Usually offered: Fall, Spring, Summer.

RELI 342 – Persian World (3 units)

This course provides students with a critical understanding of the histories and cultures of the Persian-speaking world, which includes the communities in Persian, Iran, Afghanistan, Tajikistan, Uzbekistan, China, Pakistan, India, Turkey, Iraq, United States, Israel, United Arab Emirates, Canada, and European countries. This course introduces students to the Persian civilization from a variety of approaches. This course will help students to engage with major historical and cultural developments in Persian history and civilization. In light of the disciplinary methodologies related to those fields, students will study the texts and material culture of Iran in order to understand historical, literary, and political developments within their social contexts. Eventually, students will gain an understanding of how Persia developed into a world power, how it was divided, and how it continued to exist as a cultural concept. Students will read texts in English, watch films, and experience music, dance, and food. Through a comparative and critical approach, the course will also examine the value and limitations of theoretical perspectives offered by related disciplines such as literary, political science, religion, and cultural studies.

Teaching will include lectures, discussions, and learner-centered activities using cooperative learning techniques. There will be live and interactive performances in some of the sessions on food and dance.

Readings will be accompanied by short video and/or audio clips. All learning materials including articles, chapters, films, audios, etc. will be uploaded on the course's website and D2L.

Also offered as MENA 342 and PRS 342. Usually offered: Fall, Spring.

RELI 350– Hindu Mythology (3 units)

Overview of the traditional Hindu narratives found in the Vedic, epic, and puranic literature and in their many forms in regional literary and artistic forms, and the narratives influence on culture, philosophy, literature, and folklore.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

RELI 358– Tibetan Buddhism (3 units)

How did Tibetans adapt Buddhism to create a distinctly Tibetan tradition? How did Buddhism come to Tibetan soil, and how did it evolve over time? Sources from the domains of art, ritual, philosophy, and literature, especially biography, will play an important role in our explorations. We will contemplate questions surrounding individual, religious, and cultural identity, and of the role of women. We will conclude by examining further transformations of Tibetan Buddhism in exile and in western settings like Tucson.

Approved as: General Education Diversity Emphasis. Also offered as EAS 358. Usually offered: Fall, Spring

RELI 359– Buddhism and Healing (3 units)

Is Buddhism a tradition of healing? In what ways has Buddhism been involved in reviving, sustaining, and curing human individuals? This course explores relationships and encounters between Buddhism and the domains of religion, science, and medicine. It considers historical relationships between Buddhism and traditional medicine in Asia as well as contemporary Western discourses involving Buddhism in popular culture, psychology, and spirituality. Finally, it invites a critical approach to the current dialogue between Buddhism and science. In the process, it reveals hidden assumptions behind commodifying 'mindfulness' and the quest to document the therapeutic impact of meditation upon health, happiness, and success in the modern age. Students will have the opportunity to apply the ideas they have learned through analysis of relevant initiatives at the U of A such as the Neuropsychology, Emotion, and Meditation [NEM] Lab and the Center for Compassion Studies as well as of broader Tucson community events like the Gem Show.

Approved as: General Education Diversity Emphasis. Also offered as EAS 359. Usually offered: Fall, Spring

RELI 363– Religion and Sex (3 units)

In this course we will analyze attitudes towards sexuality in the major world religions, and focus on the relationship between religion and sexuality in the contemporary U.S. context.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

RELI 367– Yoga (3 units)

Examines the philosophy, practice, historical roots, and development of yoga.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

RELI 372A – History and Religion of Israel in Ancient Times – The Biblical Period (3 units)

Survey of the history and religion of ancient Israel. Biblical period through the Babylonian Exile; introduction to the Hebrew Bible.

Approved as: General Education Diversity Emphasis. Also offered as HIST 372A, JUS 372A, MENA 372A. Usually offered: Fall, Spring, Summer, Winter.

RELI 372B – History & Religion of Israel in Ancient Times – Ezra-Nehemiah to the Roman Empire (3 units)

Survey of the history and religion of ancient Israel. Ezra-Nehemiah to the Roman Empire, with emphasis on the formation of rabbinic Judaism.

Approved as: General Education Diversity Emphasis. Also offered as HIST 372B, JUS 372B, MENA 372B. Usually offered: Fall, Spring, Summer, Winter.

RELI 379 – Religion in German Culture (3 units)

Introduction to major cultural figures of German speaking countries who have seen, imagined, or experienced what role religion may or can play in human life. Taught in English.

Also offered as GER 379.

RELI 381 – African/Indigenous Religions (3 units)

This course examines religious beliefs in Africa in order to illuminate connections between religion and culture on that continent, and to examine the relationship between religio-culture and the socio-economic and political forces that shape contemporary African societies.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 381, AIS 381.

RELI 385 – Comparative Religions: Indigenous, Buddhism, and Christianity (3 units)

This course examines and discusses the dynamism of Indigenous religions in the world, particularly in North America and Africa, Buddhism, and Christianity. It will consider common themes in each tradition and illuminate areas of distinction.

Usually offered: Fall, Spring.

RSSS 210 – Utopian Visions: Promises and Reality in 20th Century Russia (3 units)

A multimedia examination 20th century utopian visions through the arts in Russia and the Soviet Union.

Usually offered: Fall, Spring.

RSSS 212 – Mythic Russia: Russian Fairy Tales and Folklore (3 units)

This course comprises four categories of texts, both verbal and visual: (1) a survey of Russian demonology, which illustrates the animistic nature of Russian popular beliefs about the world that persist to this day; (2) a large selection of the best-known Russian fairy tales, to be compared with German and English tales; (3) scholarly articles analyzing the differences between folklore and literature and representing various theoretical/critical schools: Structuralism, Marxism, Freudianism; and feminism; (4) literary fairy tales. Visual materials (film, paintings, graphics, and handicrafts) and music inspired by Russian folklore and fairy tales figure regularly in the course.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

RSSS 280 – Sports and Empire: Sport in Soviet & Post-Soviet Eastern European Society (3 units)

For almost 100 years, the Soviet Union and Russia have used large sporting events for both geopolitical and domestic purposes. In the Soviet Union sport was not only a means of entertainment, but also a key element of state propaganda. Through sport, the new Soviet person was to be made. By 1956, the Soviet Union took home more Olympic medals than the US team, setting the stage for a rivalry between capitalist and socialist states that would last throughout the Cold War era. This course will explore the birth of sport in Russia and Eastern Europe, trace how the Soviet system created a propaganda machine out of international sporting competition, and how the legacy continues into the modern day. We will also discuss contemporary sporting issues- such as the recent doping scandals in the Russian Olympic team and Russia's hosting of the 2018 World Cup- to analyze how Russia currently uses sport as a projection of its power in the global arena.

Usually offered: Fall, Spring.

RSSS 304 – A History of Soviet and Post-Soviet Film (3 units)

This course examines the cultural and historical context within which cinema was produced in the Soviet Union. Among the topics to be discussed are: ideology, the image of Stalin, World War II, the sexless Soviet cinema, daily life Soviet style, and the search for Russianness in the wake of the empire's collapse.

Usually offered: Fall.

RSSS 310 – Red Stars, Cosmonauts, and Robots: Soviet and East European Science Fiction (3 units)

This course studies a selection of the best and most influential fantastic, marvelous, and uncanny works from the region that brought the world rocketry, Sputnik, and the robot. Students will analyze a variety of media (in translation) from Eastern Europe that posit situations based in a "fantastic" space, time or world to compare how broader cultural concerns are expressed through the genre of science fiction. We will discuss the development of the genre in Eastern Europe from the era of Romanticism to the modern day, with emphasis on the historical-cultural context of the Space Race between the US and USSR and its impact on the genre. This course will explore the view "from the East" of such topics as progress, imperialism, human perfectibility, gender constructs, the nature of communication, human/other identity, and the limits of knowledge as humanity pushes further into the final frontier. Students will read all texts in translation; all films will be available with English-language subtitles.

Usually offered: Fall, Spring.

RSSS 311 – Love for Sale: Fallen Women in Art and Literature (3 units)

This course examines the portrayal of prostitution in visual and print culture of the nineteenth century. We will determine how writers and artists conceptualized commercial sex in French, Russian, and German contexts. For the era's writers, artists, thinkers, and social activists, the prostitute became linked with urban decay and the disastrous effects of industrialization. In our discussions of works by Alexandre Dumas fils, Emile Zola, Fyodor Dostoevsky and Frank Wedekind, we will uncover how these writers utilize the female body to discuss issues of deviance and attraction. In analyzing paintings by Edouard Manet, Ilya Repin, and Henri de Toulouse-Lautrec, we will determine how the courtesan and streetwalker appear as emblems of modernity.

Usually offered: Spring.

RSSS 325 – Eastern Orthodoxy in a Global Age (3 units)

This course focuses on the history and doctrine of Eastern Christianity from its origins in the early Church through today, emphasizing the cultural manifestations of Orthodox doctrine: liturgy, iconography, pious practice. We will compare Eastern Orthodoxy to Western Christianity (Catholicism and Protestantism), and will examine various different national Churches within Eastern Orthodoxy (i.e., Byzantine, Bulgarian, Serbian, Modern Greek, the older "Oriental" Churches, etc.), with a primary focus on Russia. Eastern Orthodox Christianity is often perceived as being one of the more 'mystical' of Christian traditions, and we will explore the Orthodox vision of 'the mystical life', examining its basis in history and contemporary experience. We will also ask about the significance of Church doctrine and practice for the development of culture as a whole in the areas of the world in which Eastern Christianity predominates, and the ways in which that culture both differs from and relates to what we (perhaps inaccurately) call "Western" civilization. In general, Orthodox practice relies heavily on the senses, and the course is designed to be experiential. To that end, we will make at least one field trip to a local Orthodox Church during the course of the semester.

Also offered as RELI 325. Usually offered: Spring.

RSSS 340 – The Pen and the Sword: Russian Writers and Autocracy 1825-1905 (3 units)

A Tier-Two Humanities course with readings and discussion in English or representative Russian literary works of the 19th century.

Usually offered: Fall, Spring, Summer.

RSSS 345 – World War II: The Soviet Cultural Experience (3 units)

A cultural exploration of the Soviet experience of WWII - "The Great Patriotic War." How did the Soviets create the narrative of this conflict in poetry, prose, speeches, music, art and film.

Usually offered: Spring.

RSSS 350 – The Soviet Experiment (3 units)

Readings and discussion in English of representative Russian literary works from the 20th century.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

SPAN 210 – Latin America on Film (3 units)

This course will focus on the portrayal of the historical, cultural and socio-political reality of Latin America in film. It will also incorporate the representation of literature on film.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

Check Availability in the [Schedule of Classes](#).

Individuals & Societies

Prerequisites: two (2) courses from Tier One Individuals & Societies

Course Descriptions:

AED 210 – Resiliency and Human Potential (3 units)

The course provides a background in resiliency research to assist learners in acquiring the knowledge and strategies to enhance personal and professional resilience. Understand, assess, plan, and apply resiliency practices that manage stress to foster academic, personal and professional development.

Usually offered: Fall, Spring, Summer.

AED 408 – Diversity Issues in a Contemporary Society (3 units)

This course is designed as a work world preparation course for all majors. As students ready to leave the relative safety of the cocooned worlds of their chosen disciplines, this course provides practical tools and information necessary to succeed in a diverse and changing world of work. By combining interactive learning, current and relevant readings, and key presenters, the course will help completers integrate more smoothly into the next phase of their lives. As the world shrinks and we find ourselves playing roles in an increasingly diverse society, understanding the communication process and how culture, race and gender affect interpersonal communication becomes ever so more important for all of us. The class will take an objective look at our own beliefs and the beliefs and systems espoused by our chosen disciplines. The students who graduate today will create the way our fields operate in the future.

Approved as: General Education Diversity Emphasis.

AFAS 220 – Introduction to African American Studies (3 units)

Introductory survey of the literature, history, culture and social issues affecting Black Americans.

Approved as: General Education Diversity Emphasis. Also offered as SOC 220.

AFAS 223 – African Philosophical Worlds (3 units)

Course acquaints students with the theoretical and philosophical ideas expressed by thinkers of the African world. Issues in epistemological relativism, ethics, political philosophy and the history of ideas is examined.

Approved as: General Education Diversity Emphasis. Also offered as PHIL 223.

AFAS 260 – Ethnic Relations in the United States (3 units)

Analysis of minority relations and mass movements in urban society; trends in the modern world, with special reference to present-day race problems and social conflict.

Approved as: General Education Diversity Emphasis. Also offered as SOC 260. Usually offered: Fall, Spring, Summer.

AFAS 280 – Brazilian Identity: Class, Race, and Citizenship (3 units)

This course takes representations and experiences of citizenship in modern Brazil as the springboard for the study of cross-cultural membership in society. How are understandings and experiences of citizenship bound up with the definition and institutionalization of race/ethnicity, class, and gender? This broad question will be examined in specific areas in Brazil such as public health, urban and rural development, environment, education, law, politics, and pop culture. The course covers theoretical readings and case studies from different geographical areas. Instructional materials are interdisciplinary, drawing mainly on the fields of History, Anthropology, Sociology, Political Science, and Geography.

Also offered as ANTH 280, LAS 280, PORT 280, SPAN 280. Usually offered: Fall, Spring, Summer.

AFAS 304A – Social Construction of Race: Whiteness (3 units)

In constructing this course, the recognition of Whiteness/Blackness is not solely a reactionary response to challenges from persons of color; it is also a reflection of the need to provide a narrative of Whiteness/Blackness that intends an understanding of the notion of Whiteness/Blackness as a racial category and the implications of this categorization and association. For example, naming Whiteness displaced it from the unmarked, and unnamed status that is itself an effect of dominance. Within the particular disciplines of Anthropology and Ethnic Studies, Whiteness, Blackness and Race have come to be earnest subjects of study. Being White or Black in the 21st Century, however, is far from straightforward. It is riddled with ambiguity and marked by a general sense of racial angst as to what it means to be White or Black. This course will attempt to respond to the question: What does it mean to be Black/White in our global climate?

Approved as: General Education Diversity Emphasis.

AFAS 304B – Social Construction of Race: Blackness (3 units)

In constructing this course, the recognition of Whiteness/Blackness is not solely a reactionary response to challenges from persons of color: it is also a reflection of the need to provide a narrative of Whiteness/Blackness that intends an understanding of the notion of Whiteness/Blackness as a racial category and the implications of this categorization and association. For example, naming Whiteness displaces it from the unmarked status that is itself an effect of dominance. Within the particular disciplines of Anthropology and Ethnic Studies, Whiteness, Blackness and Race have come to be earnest subjects of Study. Being White or Black in the 21st Century, however, is far from straightforward. It is riddled with ambiguity and marked by a general sense of racial angst as to what it means to be White or Black. This course will attempt to respond to the question: what does it mean to be Black/White in our global climate?

Approved as: General Education Diversity Emphasis.

AFAS 305 – The Birth of The Cool (3 units)

The concept of "cool" in regards to music, fashion, and social status grew popular fifties and sixties. Evidence of hipster slang is documented in Cab Calloway's "Hepster's Dictionary" in 1938. It is, according to linguistic anthropologist Robert L. Moore, the most popular slang term of approval in English.

"Cool" more than a word.

This course investigates the idea of "cool" in America and its musical relationship to urban culture through various genres of African--American music. The rise to prominence of "cool" will be analyzed through and investigation of the music of Bix Beiderbecke, Louis Armstrong, Lester Young, Charlie Parker, Miles Davis, West Coast jazz, Elvis Presley, Ray Charles, Bob Dylan, Ornette Coleman, John Coltrane, Iggy Pop, The Ramones, Sugar Hill Gang, and Grandmaster Flash along with their music's effect on social mores, fashion, film, and literature.

AFAS 306 – African-American Autobiographies: Women and Their Histories (3 units)

Students will gain insight into the historical and cultural factors that have created, and continue to perpetuate gender and ethnic inequity. Students will come to understand African American writers, particularly women, as historical agents and self-defined individuals. While the course will emphasize the multiple roles of African American women, as portrayed autobiographically it also incorporates the historical struggles of those around them. It is my goal that through the course material students will see how African Americans are constantly recreating themselves in the face of adversity.

Approved as: General Education Diversity Emphasis. Also offered as GWS 306, HIST 306.

AFAS 340 – The Politics of Race and the African Experience (3 units)

By examining both primary and secondary sources this course explores the historical development of African-American civil rights from 1619 with the arrival of the first Africans to Jamestown colony, to the momentous decision by the Supreme court to desegregate schools in 1954.

Approved as: General Education Diversity Emphasis.

AFAS 345 – Caribbean Politics (3 units)

This course provides an introduction to the politics of Caribbean states, from 1960 to the present. It will discuss major issues that affect the Caribbean region, namely, migration, poverty, regional economic cooperation and political integration, democratic institutions, and U. S. foreign policy towards the region.

Approved as: General Education Diversity Emphasis. Also offered as LAS 345, POL 345.

AFAS 376 – Global Soccer (3 units)

This interdisciplinary course is about the emergence and growing notoriety of soccer in France, the Francophone world, and the rest of the planet. While the British invented "football" (as soccer is known around the world) and professional football, the French were key players in structuring it worldwide. Following in the steps of Pierre de Coubertin who revived the Olympic Games at the end of the 19th century, French compatriots Jules Rimet, Robert Guérin, Henri Delaunay, Jacques de Ryswick, Gabriel Hanot, Jacques Goddet, and Jacques Ferran were central figures in the creation of the most important soccer institutions as of today: Fédération Internationale de Football Association (FIFA) in 1904, the FIFA World Cup Soccer in 1930, the Union of European Football Associations (UEFA) in 1954, the UEFA Coupe d'Europe des Clubs Champions Européens (Champions League) in 1955, and the Ballon d'Or (Golden Ball Award) in 1956. The course provides a strong foundation in the history and development of soccer in France, the Francophone world, and as a worldwide global phenomenon through explorations in the following areas: cultural and global studies, philosophy, history, institutions, the arts, and language.

The course presents several important themes that will allow us to understand the popularity and identification of the populations with soccer worldwide, as well as the human values it represents: olympism, pacifism, imperialism, colonialism, national identities, race, politics, gender, and globalization.

Students will read and discuss some of the most important scholarly texts dealing with soccer.

Approved as: General Education Diversity Emphasis. Also offered as HUMS 376. Usually offered: Fall, Spring, Summer, Winter.

AFAS 444 – Rethinking Race and Health in the United States (3 units)

This course is designed to expose undergraduates to the complexity of cultural and ethnic considerations as they pertain to the health and well being of underrepresented groups in the U. S., such as, African Americans. Drawing on perspectives from public health, the social/behavioral sciences, and perspectives from Africana Studies, we will engage in the comparative study of health cultures. We will explore the historical and contemporary multilayered social, cultural, political, and economic systems that engender the social and cultural determinants that shape health status, health behavior and health inequalities of Africana peoples in the United States.

Approved as: General Education Diversity Emphasis. Also offered as HPS 444.

AGTM 380 – Global Agricultural and International Relations (3 units)

The importance of agriculture to the cultures, political structures, and economies of developing countries in Africa, Asia, South America, and Oceania.

Prerequisite(s): Introductory course in anthropology, sociology or economics. Also offered as ANTH 380, GEOG 380.

AIS 200 – Introduction to American Indian Studies (3 units)

This course introduces student to various approaches and theories involved in American Indian studies. Intended for those minoring in American Indian studies, courses serve as basis for further upper division course work. Provides overview of tribes in U.S. their languages, histories, cultures. Large component focuses on colonialism and U.S. policy toward Native Americans and its affect within Native communities.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

AIS 210 – American Indian Languages (3 units)

This course surveys American Indian languages and the communities that speak them, focusing on a representative sample for closer study. The role of language in maintaining cultural identity is examined, and prospects for the future of American Indian languages are assessed.

Approved as: General Education Diversity Emphasis. Also offered as LING 210. Usually offered: Fall, Spring.

AIS 220 – Contemporary American Indian Issues (3 units)

This course introduces student to various approaches and theories involved in American Indian studies. Intended for those minoring in American Indian studies, course serves as basis for further upper division course work. Provides overview of current issues affecting tribes in U.S. Large component focuses on contemporary U.S. policy toward Native Americans and its affect within Native communities.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 220. Usually offered: Fall, Spring, Summer.

AIS 346 – Clovis to Coronado: Archaeology of the Southwest (3 units)

Investigates native inhabitants of the US Southwest from its initial colonization over 11,000 years ago to the arrival of Europeans in AD 1540. Surveys past societies of the Southwest, including where they lived, their lifeways, and their material culture.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 346. Usually offered: Fall, Spring, Summer.

AIS 347 – Native Peoples of the Southwest (3 units)

Explores societies and cultures of Native peoples of the US Southwest and Northern Mexico from European contact to present. Examines impact of Spain, Mexico, and the United States on these Native peoples. Discusses major contemporary issues facing Native peoples in the area.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 347. Usually offered: Fall, Spring.

ALC 309 – Leadership Principles and Practices (3 units)

This course introduces learners to a broad range of readings addressing practical and theoretical leadership principles. Participants will be expected to critically examine readings and associated videos/movies. Participants will have the opportunity to apply principles from the course in a field project where particular emphasis will be placed on enhancement of self-awareness and leadership capabilities through the documented development and assessment of the field project.

Usually offered: Spring, Summer.

ANTH 202 – Applying Anthropology in a Global Context (3 units)

Course introduces students to the orders of meaning and power that influence human living and working conditions, as well as the capacity of human beings to alter those conditions. A combination of lectures, readings, films, class discussions and exercises will familiarize students with approaches to global problems in applied anthropology and the solutions that the discipline has proposed.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

ANTH 203 – Caribbean Transformations from "Cannibals" to Reggae (3 units)

The systematic study of processes of culture change. Course focuses on an ethnographic region - the Caribbean - which has been the site of intense culture contacts.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

ANTH 204 – Cultures, Catastrophe and Climate (3 units)

This course will take you on a journey around the world, through many different time periods to look at the ways in which individuals and societies have responded to climate changes and catastrophic environmental events. We will explore evidence from ancient and modern texts, oral histories, art and the archaeological record along with a range of scientific evidence about past environments. We will consider the role of cultural expression in shaping the way societies explain, manage and mitigate for catastrophic change, how the cultural record can be used to inform environmental reconstructions and how climatic and geological 'catastrophe' can seed an artistic and poetic renaissance.

Usually offered: Fall.

ANTH 220 – Contemporary American Indian Issues (3 units)

This course introduces student to various approaches and theories involved in American Indian studies. Intended for those minoring in American Indian studies, course serves as basis for further upper division course work. Provides overview of current issues affecting tribes in U.S. Large component focuses on contemporary U.S. policy toward Native Americans and its affect within Native communities.

Approved as: General Education Diversity Emphasis. Also offered as AIS 220. Usually offered: Fall, Spring, Summer.

ANTH 280 – Brazilian Identity: Class, Race, and Citizenship (3 units)

This course takes representations and experiences of citizenship in modern Brazil as the springboard for the study of cross-cultural membership in society. How are understandings and experiences of citizenship bound up with the definition and institutionalization of race/ethnicity, class, and gender? This broad question will be examined in specific areas in Brazil such as public health, urban and rural development, environment, education, law, politics, and pop culture. The course covers theoretical readings and case studies from different geographical areas. Instructional materials are interdisciplinary, drawing mainly on the fields of History, Anthropology, Sociology, Political Science, and Geography.

Also offered as AFAS 280, LAS 280, PORT 280, SPAN 280. Usually offered: Fall, Spring, Summer.

ANTH 307 – Ecological Anthropology (3 units)

Cultural adaptation with emphasis on the systematic interaction of environment, technology, and social organization among hunter-gatherers, nomadic herders, and peasant farmers.

Approved as: General Education Diversity Emphasis. Mutually Exclusive: Credit allowed for only one of these courses: ANTH 307 or ANTV 307. Usually offered: Fall, Spring, Summer.

ANTH 314 – Race and Language in the U.S. (3 units)

This course examines the relationship between race, language, and culture in the U.S. context, including current debates in education, law, popular culture, and politics. The course addresses the different language issues facing African Americans, Latinos/as, Native Americans, Asian Americans, and white "ethnics".

Approved as: General Education Diversity Emphasis. Usually offered: Spring in even years.

ANTH 317 – Latin American Immigration and the Re-making of the U.S. (3 units)

Migration is currently re-shaping American cities, families, urban landscapes, rural areas, and politics, and altering the nation's racial and cultural make up. In response, societal attitudes shift and are re-imagined. This course examines the quasi-permanent presence of undocumented immigrants in the United States in an age of global movements, how this confounds established spatial orders that have conventionally defined nationhood, and the ensuing struggles for belonging and place within 'a nation of immigrants.'

Also offered as LAS 317 and MAS 317. Usually offered: Spring, Summer.

ANTH 320 – Ancient Civilizations (3 units)

Intensive introduction to the evolution of the world's earliest states: Mesopotamia, Egypt, Indus, China, Peru, Maya, Mexico. Comparative topics include urbanism, elites, economics, literacy and collapse.

Approved as: General Education Diversity Emphasis. Prerequisite(s): ANTH 235 or ANTH 200 or equivalent introductory anthropology course and consent of instructor. Usually offered: Fall, Spring.

ANTH 323 – Ancient Empires (3 units)

During this class, we will be exploring the diverse nations of the Mediterranean that pursued the acquisition of empire in the ancient world: Pharaonic Egypt, Achaemenid Persia, 5th century Athens, 4th century Macedon, and Imperial Rome. More than only the respective "rise and fall" of each empire, we will examine how the rulers of each civilization depicted and justified their policies of conquest, how the pursuit of empire changed the cultures of these civilizations, and how each empire paved the way for the next. In the end, we will be learning how empires in general (mis)function, and how empires are justified to their participants, subjects, and enemies.

Approved as: General Education Diversity Emphasis. Also offered as CLAS 323. Usually offered: Fall, Spring

ANTH 325 – Bodies in Medicine: Introduction to Medical Anthropology (3 units)

This course introduces students to fundamental questions in medical anthropology through an engagement with surgical procedures that remake the body and its world. A practice at once familiar and strange, we center surgical interventions to ground abstract concepts of social and political relations firmly in the materiality of the human body. We examine the concepts of belief and belonging through analyzing male circumcision; cultural relativism and its limits through female genital cutting; the constitution of race through cosmetic procedures that reshape the eyes and nose; nationalism and patriotism through the rehabilitation of soldiers' bodies; the constitution of sex and gender through trans- and intersex genital surgeries; the ethical pull of kinship through in-family kidney donation; economic globalization through surgical tourism; and the concept of the individual subject through post-amputation phantom limb pain and the medical imperative to separate conjoined twins. These procedures invite us to consider the body as a site at which particular ideas about what is "normal" and what is "good" quite literally find their form. They make manifest the economic, racial, political and ethical forces through which contemporary life and value unfold. Building on the foundations of Tier I anthropology courses, this course introduces students to the unique ways that anthropology engages the practices and beliefs at the heart of medicine.

Approved as: General Education Diversity Emphasis. Usually offered: Fall.

ANTH 330 – Languages & Societies of the Middle East (3 units)

A course designed to explore the social and linguistic aspects of the languages and cultures of Middle Eastern countries.

Approved as: General Education Diversity Emphasis. Also offered as LING 330 and MENA 330. Usually offered: Fall, Spring, Summer.

ANTH 339 – Archaeology of Death (3 units)

How did ancient peoples dispose of their dead, and why? This course examines the various ways in which archaeologists investigate and interpret the death rituals of people in the past. Whether it be a pyramid built for a pharaoh or a pit filled with the anonymous skeletons of the poor and destitute, burial can tell us a lot. For the archaeologist, burials provide much information about beliefs and values; social divisions and status; kinship; health and diet; and identity. Drawing on case studies from a broad span of time periods and cultures, we will look at the evidence of tombs and monuments, inscriptions, grave goods, and skeletal remains to reconstruct how ancient societies confronted death.

Approved as: General Education Diversity Emphasis. Usually offered: Fall.

ANTH 346 – Clovis to Coronado: Archaeology of the Southwest (3 units)

Investigates native inhabitants of the US Southwest from its initial colonization over 11,000 years ago to the arrival of Europeans in AD 1540. Surveys past societies of the Southwest, including where they lived, their lifeways, and their material culture.

Approved as: General Education Diversity Emphasis. Also offered as AIS 346. Usually offered: Fall, Spring, Summer.

ANTH 347 – Native Peoples of the Southwest (3 units)

Explores societies and cultures of Native peoples of the US Southwest and Northern Mexico from European contact to present. Examines impact of Spain, Mexico, and the United States on these Native peoples. Discusses major contemporary issues facing Native peoples in the area.

Approved as: General Education Diversity Emphasis. Also offered as AIS 347. Usually offered: Fall, Spring.

ANTH 358 – Fight the Power: Colonialism and Resistance (3 units)

The interaction between Europeans and indigenous societies began and ended violently. This course examines the violence of colonial encounters from the perspective of those indigenous groups who were colonized in Africa, North America, India, and the Caribbean. The goal of the course is to introduce students to Colonialism as a historical phenomenon and to critically analyze cross-cultural interactions in the past. Students will engage with different forms of primary data, including archaeological materials, literary works, and ethnography in order to analyze the inner workings of power and the impact of colonialism on the contemporary world. The class will involve a combination of lectures, reading-based discussions, and small-group activities.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring

ANTH 373 – Toxic! The Anthropology of Exposure (3 units)

What are toxic exposures and how do they impact human health? From an anthropological perspective, the answers to these questions are important, but not straightforward. This Tier II undergraduate course combines medical and environmental anthropology with science and technology studies to develop a critical perspective on environmental health. Through readings, film, discussion, activities and guest lectures, course participants will explore three areas: 1) the history of toxic exposures, including major environmental disasters such as Chernobyl, Bhopal and Fukushima; 2) the politics of toxic exposures, including a discussion of how gradual economic and industrial development often results in the uneven distribution of toxic body burdens or "slow violence", and; 3) the uncertainty surrounding toxic exposures, including the contested illnesses and impure sciences that emerge from toxic settings around the world. Building on the foundations of Tier I anthropology courses, this course introduces students to the unique ways that anthropologists study environmental health, science, and activism.

Usually offered: Spring.

ANTH 380 – Global Agricultural and International Relations (3 units)

The importance of agriculture to the cultures, political structures, and economies of developing countries in Africa, Asia, South America, and Oceania.

Prerequisite(s): Introductory course in anthropology, sociology or economics. Also offered as AGTM 380, GEOG 380.

ANTV 307 – Ecological Anthropology (3 units)

Cultural adaptation with emphasis on the systematic interaction of environment, technology, and social organization among hunter-gatherers, nomadic herders, and peasant farmers.

Approved as: General Education Diversity Emphasis. Mutually Exclusive: Credit allowed for only one of these courses: ANTH 307 or ANTV 307.

AREC 210 – Understanding the World of Commerce (3 units)

This course provides students with 1) a survey of business organizations as major institutions and the role of individuals as consumers, future entrepreneurs, and employees; 2) knowledge of the formal business and market structures that makes economies work; and 3) informed opinions about socio-cultural issues based on knowledge about economic theory. It offers an overview of entrepreneurial thinking and problem solving in the context of relations among the world of commerce and life sciences.

Also offered as PPEL 210. Usually offered: Fall, Spring.

CHS 202 – Connecting Society and Health (3 units)

To better prepare students for the MCAT, health-related majors (e.g., Care, Health & Society), and health-related professions, this course introduces students to the sociological study of society and health. During the semester, students will explore fundamental sociological theories, perspectives, and concepts. Specific topics include doing sociological research, culture, socialization, social interaction and social structure, groups and organizations, deviance, social class and social stratification, race and ethnicity, sex and gender. Students will also connect sociological theories, perspectives, and concepts to health-related outcomes like mental health, physical health, lifestyle, genetics, and mortality risk.

Also offered as SOC 202. Usually offered: Fall, Spring.

CLAS 240 – Ancient Athletics (3 units)

Comparative study of ancient and modern athletics in their cultural contexts. Readings in English translation.

Also offered as TLS 240. Usually offered: Fall, Spring.

CLAS 305 – Greek and Roman Religion (3 units)

Religious beliefs and cult practices in ancient Greece and Rome. All readings in English.

Also offered as RELI 305. Usually offered: Fall, Spring, Summer.

CLAS 306 – Christianity in the Greco-Roman World (3 units)

Investigates the emergence of Christianity in the first four centuries of the Greco-Roman milieu.

Also offered as RELI 306. Usually offered: Fall, Spring.

CLAS 323 – Ancient Empires (3 units)

During this class, we will be exploring the diverse nations of the Mediterranean that pursued the acquisition of empire in the ancient world: Pharaonic Egypt, Achaemenid Persia, 5th century Athens, 4th century Macedon, and Imperial Rome. More than only the respective "rise and fall" of each empire, we will examine how the rulers of each civilization depicted and justified their policies of conquest, how the pursuit of empire changed the cultures of these civilizations, and how each empire paved the way for the next. In the end, we will be learning how empires in general (mis)function, and how empires are justified to their participants, subjects, and enemies.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 323. Usually offered: Fall, Spring

CLAS 362 – Women and Gender in Antiquity (3 units)

Women in literature, archaeology and history from the Bronze Age to the Roman Empire.

Approved as: General Education Diversity Emphasis. Also offered as GWS 362. Usually offered: Fall, Spring.

EAS 202 – Symbol, Society, and Social Change—Contemporary East Asia (3 units)

This course introduces students to East Asia in modern and contemporary times -- its recent histories, evolving cultures, languages and literatures, and the changes. China, Japan, and the Korean Peninsula have all undergone drastic cultural, political, linguistic, and social changes. There have also been increasing transnational flows among these countries, which further shape these changes. This course engages students in discovering these changes and flows and understanding the social and cultural context in which they take place.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

EAS 280 – Gender, Sexuality, and Asia (3 units)

The course examines multiple meanings of gender and sexuality among peoples in Asia. Topics include family and kinship; desire, affect and happiness; sexed bodies, femininity and masculinity; gender and sexual norms; political economy; queer cultural and political activism and projects.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

ECON 200 – Basic Economic Issues (3 units)

National and international economic issues. An introduction to economic analysis.

Not available to students who have completed or are enrolled in ECON 201A, ECON 201B, or ECON 210. Usually offered: Fall, Spring, Summer, Winter.

ECON 205 – The Ethics and Economics of Wealth Creation (3 units)

We will study the ethics and the economics of such phenomena as market competition, institutions of private and public property, trade restrictions, globalization, and corporate welfare. How do people create wealth? How do societies enable people to create wealth? Are some ways more ethical than others? Why do some societies grow rich while neighboring societies remain poor? People have various ways of creating wealth. Which are ethical and which are not? Why? (PHIL 205 is not an introduction to the principles of Economics and is not a substitute for ECON 200, ECON 201A or ECON201B.)

Also offered as PA 205, PHIL 205, PPEL 205. Usually offered: Fall, Spring, Summer.

EDL 200 – A Global Perspective on Schooling (3 units)

This exploratory course will introduce students to the role of schools in society through a comprehensive review of culture and traditions. Emphasis will be placed on social issues and trends that impact schooling and the implications for the future direction of education. How effective is our current educational system?; how has the role of the teacher changed?; how does American education "stack up" against other countries? and are current reforms really going to improve education? are among the topical questions addressed in this course. Students will be expected to participate in field study and observation experiences in school settings.

EDP 200 – Evolution and Human Development (3 units)

An examination of human psychological and behavioral development across the lifespan with a focus on how the processes of evolution have influenced individual development.

Also offered as FSHD 200, PSY 200. Usually offered: Fall, Spring.

ENVS 310 – Ecosystem Health and Justice (3 units)

Across America, one in four Americans lives within 3 miles of a hazardous waste site (U.S. General Accounting Office, 2013). This means that one's zip code can be more important than their genetic code. Today's complex environmental science problems have far-reaching impacts and require an understanding of natural sciences, health, and justice. This course addresses this challenge by exploring and focusing on how to generate environmental science solutions at the intrapersonal, interpersonal, institutional, and community levels. Students will not only gain a fundamental understanding of the natural sciences, health, and justice, they will learn how to apply the science to solve real world problems. Through the lens of environmental justice, this class will emphasize race, socioeconomics, and gender to explore the ways in which diverse individuals and societies are generating solutions to environmental quality and health challenges. The course will focus on the United States but will incorporate case studies from Africa, Asia, Europe, Latin America, and/or Middle East.

Approved as: General Education Diversity Emphasis. Enrollment not allowed if you have previously taken GEOG 374. Usually offered: Fall.

ESOC 210 – Hacking and Open Source Culture (3 units)

This course examines the popular image of hackers and hacking by considering the larger cultural context of information sharing in the digital age. This course introduces students to theories and practices of information sharing including the public domain, information as a common public good, hacking, copy left, open source software, open access publishing, and the creative commons.

Usually offered: Fall, Spring, Summer.

ETCV 301 – Interpreting and Presenting Digitally (3 units)

Anyone with a digital device can instantly share world views on issues relevant to individuals and societies via video with a global audience within any context, humor, hate, compassion, utilitarian, and love. Applying social action, e-learning, media design, and communication theories and principles students will critically analyze the intended and unintended messages prevalent in public video clips, webcasts, and broadcasts. As an added means to interpret meaning and increase media literacy, students will explore digital presentation concepts by examining and participating in the essential elements of effective digital presentation development including audience, agenda, scriptwriting, storyboarding, viewpoint, presentation, interview, audio and video recording, compositing, special effects, motion, editing, publishing, and criticism.

FCSC 302 – Family and Consumer Personal Finance (3 units)

A study of personal and family financial issues that affect people's quality of life; an analysis of personal financial information resources, the concept of the time-value of money, and discussion of personal financial issues concerning the economic environment, financial statements, college planning, career planning, tax, credit, housing, insurance, retirement planning, and investment.

Usually offered: Fall, Spring, Summer, Winter.

FREN 230 – French Culture (1789 – Present) (3 units)

This course considers French culture from the worldview of the French Revolutionary period to the present day. Although this is a survey of French culture, when I use the word "culture," I take it to mean more than just national culture. After all, culture can and does cut across national boundaries. Therefore, we will study the culture of France and its people not only from the outlook of the Parisian metropole, but also within local regional and global contexts.

We begin by studying the intellectual, political and social processes that culminated in the Revolution of 1789. You will engage with various interpretations of the Revolution proposed by contemporary scholars. As the course continues, you will develop a particular understanding of the Revolution in terms of what cultural theorists call symbolic action. From Napoleon's defeat to the Paris Commune to the dark years of Vichy France and the postwar recovery that followed, this approach will allow us to analyze how certain cultural symbols of the Revolution and their representations have shaped divisions within French political culture over time. When we consider the Revolution in this way, we encounter the theme of French collective memory. We ask certain questions among others such as 1) How has the French past shaped the political differences of the present? 2) How have rival interpretations of a historical event or figure served or undermined the interests of various political communities?

In terms of social history, we say that culture is also to be found within the intersection of cultural identities such as gender, race, class and sexuality. Whether we are studying 19th century representations of the "unruly" women of the Paris Commune or the "dangerous" subterranean world of the sewers of Paris, or entertainers and artists of the fin de siècle period, we will analyze both production and reception of cultural values in French society. Throughout the course, you are encouraged to think about French culture from multiple perspectives.

By the second half of the course, we will grapple with the complexities of French culture in the age of globalization, considering the problems of colonial legacies and French national "heritage." We will ask: In what ways has globalization challenged the traditional model of Republicanism, so integral to French political culture? To answer this question and others, our texts will allow us to analyze French political structures and national identity through the history of French imperialism and regionalism. We will pay special attention to the failure of the reintegration of former African colonies, in particular, after Algerian independence.

While much of our reading material is based on historical monographs, you will also read works of fiction and analyze films. In addition, students in this course will have the opportunity to conduct research on a topic of their choice and write a longer paper based on findings. At the end of this course, it is hoped that all will have a better understanding of the collective construction of the French past as well as come to appreciate the intricate mosaic that constitutes French cultural identity.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Summer.

FREN 231 – Fashion and Culture in France and Italy (3 units)

This course considers style, fashion and dress in France and Italy from a cultural studies perspective. Key to the cultural studies approach is the idea that gender, race/ethnicity, sexuality, nationality, class, and other subject positions organize identities, social relations and the objects and images that culture produces. After a general introduction to these conceptual terms, our course surveys French and Italian fashion history from the 1500s to the present day. Students grapple with key questions of cultural history, beginning with an analysis of the reasons why Paris has been regarded for so long as "the capital of fashion". In recent decades, since the age of globalization, the geography of fashion has become more competitive with Milan, New York and London all vying for fashion capital status. However, the myth of Paris remains with us. To describe this magical mythical Paris is to imagine the place where all the refinements of civilized life reach their fullest expression from avant-garde art to elegant fashion.

Approved as: General Education Diversity Emphasis. Also offered as ITAL 231. Usually offered: Fall, Winter, Spring.

FSHD 200 – Evolution and Human Development (3 units)

An examination of human psychological and behavioral development across the lifespan with a focus on how the processes of evolution have influenced individual development.

Also offered as EDP 200, PSY 200. Usually offered: Fall, Spring.

FSHD 347 – Neuroethics (3 units)

This course introduces students to the emerging field of "neuroethics," or the exploration of ethical issues that have arisen from rapid developments in neuroscience. Such issues include ethical issues surrounding pharmacological 'enhancement' of individuals; 'memory blunting' of those suffering post-traumatic stress disorder; 'brain reading' of persons suspected of deception; reduced criminal responsibility due to putative neurological 'dysfunction'; and the undermining of traditional views of personhood, personality, morality, and spirituality.

Also offered as PHIL 347. Usually offered: Fall, Spring, Summer.

GEOG 205 – Places in the Media (3 units)

This course is an introduction to media and geography. Students will develop critical frames for evaluating how places are represented in media such as television, film, music videos, blogs, and advertisements.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

GEOG 210 – The Political & Cultural Geography of Globalization (3 units)

This course examines how systems of difference provide revealing analytical categories for understanding the political and cultural geography of globalization and develops critical thinking skills that can be used effectively beyond this course.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

GEOG 250 – Environment and Society in the Southwest Borderlands (3 units)

A Tier Two, Individuals and Societies course- explores the broader trends shaping the US Southwest and Borderlands, with particular emphasis on the region's human-environment tradition. It exposes students to a variety of methods for understanding how humans have organized in the Southwest to gain access to resources critical for their survival, both in the past and in the present context. Geog 250, likewise, focuses on the social, cultural, and political dimensions of human-environmental transformation.

Usually offered: Fall, Spring.

GEOG 251 – World Regions: Comparative and Global Perspectives (3 units)

Survey and comparison of major world regions with a focus on how global processes, regional interconnections, and local geographic conditions create distinctive regions and landscapes.

Approved as: General Education Diversity Emphasis. Also offered as LAS 251, MENA 251. Usually offered: Fall, Spring.

GEOG 252 – Global Borders, Migration and Refugees (3 units)

This course explores the broad trends shaping global migration, with particular emphasis on the political geographies of borders, population displacement and human rights, and comparative immigration and refugee experiences.

GEOG 256 – Sustainable Cities and Societies (3 units)

Urbanization and cities within the sustainability framework. Global urbanization, social justice, environmental equity, growth management, "the new urbanism." International cases. Web based projects.

Also offered as PLG 256, RNR 256. Usually offered: Fall, Spring.

GEOG 270 – Sports Geographies (3 units)

Sports are a central part of landscapes and everyday lives around the world. They reflect and shape individual and national identities, historical and contemporary global political economies, and the places in which we live. This class explores these connections, places, and landscapes through the lenses of geography. Topics include the siting of stadiums and urban development; geographies of identity and nationalism; traditional/indigenous sports; transnational sports and migration; the political economy of megaevents such as the Olympics and World Cup; spaces of race/ethnicity and gender/sexuality; and the landscapes of outdoors sports.

Course cannot double count for the major and Tier Two. Usually offered: Fall, Spring.

GEOG 350 – The Geography of Beer and Beverages (3 units)

This course uses beer -- and other foods and beverages -- to examine fundamental geographical questions of change, globalization, and human-environment relations. Using a spatial perspective, we explore the history, economics, cultural, and environmental aspects of beer and brewing to better understand our world. We'll explore the links of beer to colonization, globalization, and commodification; migration and national identities; the impact of transportation and technologies on the spatial economies of beer; consolidation, neolocalism, and beer tourism; the impact of climate change and the physical geographies of key ingredients such as hops, barley, and water. Throughout the semester we'll use comparative perspectives provided by beverages such as cocoa, wine, coffee, whisk(e)y, and rum.

Usually offered: Spring, Summer.

GEOG 367 – Population Geography (3 units)

Fertility, mortality, and migration as agents of demographic change. Topics include fertility control and LDCs; working mothers and NDCs; aging societies; legal/illegal immigration in the U.S., population policies.

Also offered as SOC 367. Usually offered: Fall, Spring, Summer.

GEOG 380 – Global Agricultural and International Relations (3 units)

The importance of agriculture to the cultures, political structures, and economies of developing countries in Africa, Asia, South America, and Oceania.

Prerequisite(s): Introductory course in anthropology, sociology or economics. Also offered as AGTM 380, ANTH 380.

GER 244 – Language and Power (3 units)

Introduction to the analysis of language-in-use and its relationship to broader topics in the humanities, literary studies, cultural studies, and applied linguistics. Draws on intercultural texts and perspectives originating in the German-language context. Classes will focus on theories of language in social context, and on a particular literary text emanating from the German-speaking tradition. Taught in English.

Usually offered: Fall, Spring.

GER 274 – Dialogue of the Sexes: Men and Women in Contemporary German Society (3 units)

To view a closely related culture from the standpoint of our own lives; to get a critical perspective on the spontaneous assumptions we make about gendered individuals and their societies. Taught in English.

Approved as: General Education Diversity Emphasis.

GER 327 – Recycling Culture: Environmentalism Made in Germany (3 units)

Germany is often hailed as a world leader in environmentalism in the American news. Germany's sustained environmentalist practices rely not only on laws and business incentives, they have also been shaped by and continue to create a culture of environmentalism. This course will unpack environmentalist culture in Germany by examining its current expressions, its sources in the past, and its stake in the future, while comparing these findings to US attitudes toward the environment.

GPSV 365 – The Individual, Society, and the Law (3 units)

GPSV 365 examines the enduring tensions between social control and individual freedoms through analysis of the moral issues involved in administering justice in society. Students will examine the nature of human rights and the rule of law, as well as the interrelationship between criminal and civil law in American society. Students will explore the ways in which public and private institutions, including legislatures, courts, law enforcement agencies, and community service organizations, affect the balance between the exercise of individual rights and the interests of the community.

GWS 240 – Gender in a Transnational World (3 units)

This interdisciplinary course provides an introduction to concepts of gender and an understanding of how gender shapes U.S. society, economy, politics, and culture. Through readings, guest lectures, discussions, films, and writing assignments, students learn how race, class, sexuality, culture, religion, and geopolitics inform gender. Focusing on topics including work, family, body, media, political organizing, and tourism, the course also explores how U.S. gender systems have shaped and been shaped by colonialism, capitalism, warfare, and interactions with people in other parts of the world, historically and now.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

GWS 260 – Sex, Gender, and Technology (3 units)

This Tier Two course draws on a variety of texts and media to explore the ways in which sex, gender, and the body are not as "natural" as we generally assume, and are in fact "always already" shaped by technology. To bring these ideas into sharper focus, we will pay attention to the ways that boundaries between humans, animals, and machines are constructed, and how they are broken down. Topics may include assisted reproduction, biotechnology, biological bodily differences, cosmetic and reconstructive surgeries, intersex and transgender issues, queer theory, sexual diversity in nature, sex toys, robotics, artificial intelligence, biopolitics and other similar issues.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

GWS 306 – African-American Autobiographies: Women and Their Histories (3 units)

Students will gain insight into the historical and cultural factors that have created, and continue to perpetuate gender and ethnic inequity. Students will come to understand African American writers, particularly women, as historical agents and self-defined individuals. While the course will emphasize the multiple roles of African American women, as portrayed autobiographically it also incorporates the historical struggles of those around them. It is my goal that through the course material students will see how African Americans are constantly recreating themselves in the face of adversity.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 306, HIST 306.

GWS 323 – Women, Goddesses, and Power in Hinduism (3 units)

Explores the relationship between the Hindu goddess traditions, women, and the feminist spirituality movement in order to complicate the relationship that is often assumed to exist between women, goddesses, and power.

Approved as: General Education Diversity Emphasis. Also offered as RELI 323. Usually offered: Fall, Spring.

GWS 328 – Women in Russian Literature and Culture (3 units)

Images of Russian women as reflected in literary, historical, and religious texts. Cultural attitudes revealed help to understand the status and role of women in today's Russia.

Approved as: General Education Diversity Emphasis. Also offered as RSSS 328. Usually offered: Fall, Spring.

GWS 362 – Women and Gender in Antiquity (3 units)

Women in literature, archaeology and history from the Bronze Age to the Roman Empire.

Approved as: General Education Diversity Emphasis. Also offered as CLAS 362. Usually offered: Fall, Spring.

HED 350 – Student Outreach (3 units)

This course will introduce students to literature in college access, outreach, academic achievement, and resiliency. The service-learning component of this course (known as Project SOAR) will allow the students to apply their learning as mentors to students at under-resourced Tucson middle schools on a weekly basis.

HIST 246 – History of American Capitalism (3 units)

This course provides a long-term historical perspective on the origins and development of American capitalism, combining three interrelated thematic fields in U.S. history: economic history, business history, and labor history.

Usually offered: Fall.

HIST 306 – African-American Autobiographies: Women and Their Histories (3 units)

Students will gain insight into the historical and cultural factors that have created, and continue to perpetuate gender and ethnic inequity. Students will come to understand African American writers, particularly women, as historical agents and self-defined individuals. While the course will emphasize the multiple roles of African American women, as portrayed autobiographically it also incorporates the historical struggles of those around them. It is my goal that through the course material students will see how African Americans are constantly recreating themselves in the face of adversity.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 306, GWS 306.

HIST 362A – The Culture of Food and Health in Japan (3 units)

How do we know what is good for us, who gets to decide, and how does "healthy" change over time? This seminar explores these basic questions through the lens of Japanese food culture: the dietary trends, choices, and ideas of proper consumption that help shape the relationship between people's bodies and the world around them. We will discuss how and why "eating right" became such an important issue in Japan from the seventeenth century to the present and ask what the everyday experience of eating can tell us about the core themes, concepts, and events in Japanese and East Asian history. By putting Japanese foodways in conversation with global gastronomy, we will investigate what makes food "cultural" and what makes it historical.

Also offered as JPN 362A. Usually offered Fall, Spring.

HIST 362B – The Samurai in War and Peace, History and Memory (3 units)

This course explores the history and mythology surrounding one of the most iconic symbols of premodern Japan: the samurai. Comprising only six percent of the Japanese populace, the cultural prestige and historical memory of Japan's warrior elites far outweigh their undersized ranks. Yet much of samurai lore has also been romanticized, embellished, or even made up. Were the samurai loyal retainers or pragmatic power-grabbers? Were they stoic swordsmen or struggling bureaucrats? Why do we care so much about the violent social world of the samurai, and how do our impressions of them diverge from what we know about the history of their rise, reign, and fall? How do ideas of the "Way of the Warrior" get reinterpreted and recycled in Japan today? This course investigates these questions in two broad units: The History of the Samurai in War and Peace; and Remembering and Reinventing the Samurai in Modern Japan. This course welcomes undergraduates of all interests and majors, and no prior knowledge of Japanese language or history is required. Additional materials in East Asian languages will be made available upon request.

Also offered as JPN 362B. Usually offered Fall, Spring.

HIST 370A – History of the Jews: Modern Jewish History (3 units)

Survey of major political, socioeconomic, and cultural developments in the history of Diaspora Jewry: Modern Jewish history.

Approved as: General Education Diversity Emphasis. Also offered as JUS 370A, RELI 370A. Usually offered: Fall, Spring, Summer, Winter.

HIST 370B – History of the Jews: Cultural Loss and Resilience from the Middle Ages to the French Revolution (3 units)

Survey of major political, socioeconomic, and cultural developments in the history of Diaspora Jewry from the Middle Ages to the French Revolution.

Approved as: General Education Diversity Emphasis. Also offered as JUS 370B, RELI 370B. Usually offered: Fall, Spring, Summer, Winter.

HNRS 204H – Ethnicities and Conflicts (3 units)

What do we mean when we speak of ethnic conflict? How does it arise? How do ethnic differences spill over into violence? We will examine definitions of ethnic identity, the relationship between ethnicity and nationalism, and pursue case studies of specific regions.

Approved as: General Education Diversity Emphasis. Student must be active in the Honors College. Usually offered: Fall, Spring

HNRS 205H – Cultures of Surveillance (3 units)

Focusing on the cultural, political, and ethical dilemmas posed by new information and communication technologies, this course examines the 'culture of surveillance,' i.e., the practical application of information and communication technologies to identify, track, and monitor the attitudes, beliefs, and behaviors of individuals and groups in contemporary societies. Particular attention will be given to the historical/cultural development and use of the recording, imaging, storage, and transmission technologies that have made modern surveillance possible and their application in the fields of health care, law enforcement, the military, business, education, government, and many other areas of social life.

Student must be active in the Honors College. Usually offered: Fall, Spring

HNRS 206H – Bodies and Machines (3 units)

From the world of industrial machines to the world of digital devices, the changing landscape of technology in our everyday lives has a profound effect on how we think about and experience our bodies. Using historical and cross-cultural perspectives, this class explores how configurations of bodies and machines shape what we define as normal or natural, how we experience space and time, and the distinctions that we make between humans and non-humans.

Student must be active in the Honors College. Usually offered: Fall, Spring

HNRS 217 – Human Rights Voices (3 units)

This course analyzes the challenges in listening to the voices of human rights victims. We will look at the work of human rights tribunals, non-governmental organizations, and activists. Key questions include: what does it mean to do justice for the marginalized in society? Should human rights institutions take extraordinary measures to listen to the voices of the marginalized? Will the voices of the marginalized be co-opted by existing power structures, thus rendering them even more marginalized?

Student must be active in the Honors College. Usually offered: Fall, Spring

HNRS 221 – Heritage and Lens Culture (3 units)

This course explores how our values are reflected in our heritage choices; what we preserve, how we preserve it, and why we do so are inextricable questions. Between individuals and across cultures, the definitions and values of our heritages are as diverse as their contents are rich. Moreover, the democratization of photography as both an artistic and a documentary practice has significantly impacted the methods available to the scholars of heritage - broadly defined - and to the site interpreters engaged daily in preservation and public education. Here we use "lens culture" (the pervasiveness of the camera in the Western world) as a gateway to applying increasingly complex heritage concepts throughout the semester.

The course is divided into three major units:

1. Heritage preservation theory, covering urban conservation efforts internationally and the American preservation movement, including contemporary issues and debates;
2. Place-based photography as a heritage research tool, including repeat photography, street/public photography, visual anthropology approaches, and evolving ideas regarding authenticity/accuracy; and
3. Models of place-making and heritage interpretation from different disciplines and cultures - in other words case studies applying theory and analyzing programs/policies/places - how what we do to our important sites reflects or manifests the way we internalize ideas of heritage.

Student must be active in the Honors College. Usually offered: Fall, Spring

HPS 300 – Public Health in the 21st Century (3 units)

Emerging and re-emerging causes of morbidity and mortality domestically and globally are the focus of the course. Current technologies and initiatives in public health are examined.

Usually offered: Fall.

HPS 387 – Health Disparities & Minority Health (3 units)

The course will explore gaps in health outcomes associated with race/ethnicity, social class, sex, sexuality, nationality and migration status. Societal, environmental, and institutional factors that underlay health disparities between and within nations will be considered.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

HPS 444 – Rethinking Race and Health in the United States (3 units)

This course is designed to expose undergraduates to the complexity of cultural and ethnic considerations as they pertain to the health and well being of underrepresented groups in the U. S., such as, African Americans. Drawing on perspectives from public health, the social/behavioral sciences, and perspectives from Africana Studies, we will engage in the comparative study of health cultures. We will explore the historical and contemporary multilayered social, cultural, political, and economic systems that engender the social and cultural determinants that shape health status, health behavior and health inequalities of Africana peoples in the United States.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 444.

HUMS 376 – Global Soccer (3 units)

This interdisciplinary course is about the emergence and growing notoriety of soccer in France, the Francophone world, and the rest of the planet. While the British invented "football" (as soccer is known around the world) and professional football, the French were key players in structuring it worldwide. Following in the steps of Pierre de Coubertin who revived the Olympic Games at the end of the 19th century, French compatriots Jules Rimet, Robert Guérin, Henri Delaunay, Jacques de Ryswick, Gabriel Hanot, Jacques Goddet, and Jacques Ferran were central figures in the creation of the most important soccer institutions as of today: Fédération Internationale de Football Association (FIFA) in 1904, the FIFA World Cup Soccer in 1930, the Union of European Football Associations (UEFA) in 1954, the UEFA Coupe d'Europe des Clubs Champions Européens (Champions League) in 1955, and the Ballon d'Or (Golden Ball Award) in 1956. The course provides a strong foundation in the history and development of soccer in France, the Francophone world, and as a worldwide global phenomenon through explorations in the following areas: cultural and global studies, philosophy, history, institutions, the arts, and language.

The course presents several important themes that will allow us to understand the popularity and identification of the populations with soccer worldwide, as well as the human values it represents: olympism, pacifism, imperialism, colonialism, national identities, race, politics, gender, and globalization.

Students will read and discuss some of the most important scholarly texts dealing with soccer.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 376. Usually offered: Fall, Spring, Summer, Winter.

ISTA 263 – Learning in the Information Age (3 units)

Students will study how digital technologies are changing how people learn, how technology-based learning supports new approaches to assessment, how theories of learning are being developed to support research in these emerging areas, and how research on human learning is informing the design of computers that learn.

Usually offered: Fall, Spring.

ITAL 231 – Fashion and Culture in France and Italy (3 units)

This course considers style, fashion and dress in France and Italy from a cultural studies perspective. Key to the cultural studies approach is the idea that gender, race/ethnicity, sexuality, nationality, class, and other subject positions organize identities, social relations and the objects and images that culture produces. After a general introduction to these conceptual terms, our course surveys French and Italian fashion history from the 1500s to the present day. Students grapple with key questions of cultural history, beginning with an analysis of the reasons why Paris has been regarded for so long as "the capital of fashion". In recent decades, since the age of globalization, the geography of fashion has become more competitive with Milan, New York and London all vying for fashion capital status. However, the myth of Paris remains with us. To describe this magical mythical Paris is to imagine the place where all the refinements of civilized life reach their fullest expression from avant-garde art to elegant fashion.

Approved as: General Education Diversity Emphasis. Also offered as FREN 231. Usually offered: Fall, Winter, Spring.

ITAL 330D – Women in Italian Society (3 units)

Comprehensive study of a particular aspect of Italian culture: Women in Italian Society. Counts toward the major or minor in Italian or Italian Studies. Taught in English.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

JOUR 305 – Science and the News (3 units)

This course is designed for any student with an interest in science and the news media. The class will explore the news of science. How do media cover science? What are the strengths and weaknesses of media coverage? What is needed to equip a better science media consumer? How do scientists see the pros and cons of science media? What are successful models for building greater science media literacy?

Usually offered: Spring in even years.

JOUR 360 – Global Media (3 units)

As an overview of international communication, you will be introduced to news media of many other nations and learn about how they contribute to this cooperative activity of reporting the world to itself. The primary goal in this course is to investigate and compare how international media report news events. Throughout this course we will trace the influence and roles of major global communication technologies, and the way they have transformed global media. You are required to keep up-to-date with developments around the world, primarily through news reports.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

JPN 362A – The Culture of Food and Health in Japan (3 units)

How do we know what is good for us, who gets to decide, and how does "healthy" change over time? This seminar explores these basic questions through the lens of Japanese food culture: the dietary trends, choices, and ideas of proper consumption that help shape the relationship between people's bodies and the world around them. We will discuss how and why "eating right" became such an important issue in Japan from the seventeenth century to the present and ask what the everyday experience of eating can tell us about the core themes, concepts, and events in Japanese and East Asian history. By putting Japanese foodways in conversation with global gastronomy, we will investigate what makes food "cultural" and what makes it historical.

Also offered as HIST 362A. Usually offered Fall, Spring.

JPN 362B – The Samurai in War and Peace, History and Memory (3 units)

This course explores the history and mythology surrounding one of the most iconic symbols of premodern Japan: the samurai. Comprising only six percent of the Japanese populace, the cultural prestige and historical memory of Japan's warrior elites far outweigh their undersized ranks. Yet much of samurai lore has also been romanticized, embellished, or even made up. Were the samurai loyal retainers or pragmatic power-grabbers? Were they stoic swordsmen or struggling bureaucrats? Why do we care so much about the violent social world of the samurai, and how do our impressions of them diverge from what we know about the history of their rise, reign, and fall? How do ideas of the "Way of the Warrior" get reinterpreted and recycled in Japan today? This course investigates these questions in two broad units: The History of the Samurai in War and Peace; and Remembering and Reinventing the Samurai in Modern Japan. This course welcomes undergraduates of all interests and majors, and no prior knowledge of Japanese language or history is required. Additional materials in East Asian languages will be made available upon request.

Also offered as HIST 362B. Usually offered Fall, Spring.

JUS 370A – History of the Jews: Modern Jewish History (3 units)

Survey of major political, socioeconomic, and cultural developments in the history of Diaspora Jewry: Modern Jewish history.

Approved as: General Education Diversity Emphasis. Also offered as HIST 370A, RELI 370A. Usually offered: Fall, Spring, Summer, Winter.

JUS 370B – History of the Jews: Cultural Loss and Resilience from the Middle Ages to the French Revolution (3 units)

Survey of major political, socioeconomic, and cultural developments in the history of Diaspora Jewry from the Middle ages to the French Revolution.

Approved as: General Education Diversity Emphasis. Also offered as HIST 370B, RELI 370B. Usually offered: Fall, Spring, Summer, Winter.

KOR 245 – K-pop, Webtoons, Ethnic Food, and More: Understanding Korean Popular Culture (3 units)

In this course, we will explore our contemporary world through a lens of popular culture that has saturated our everyday life. In so many ways, we are spectators, be it movies, TV shows, popular music, animation, video games, etc. Sometimes, we go beyond being just spectators and actively engage in producing, circulating, and re-creating such cultural forms as fans or users. How does popular culture affect the way in which we see our world and define who we are? How do the values of cultural industries become the dominant economic logic of our era? How does popular culture interact with politics? This course will allow us to explore these questions. The focus on Korea will offer us unique contexts in which we situate our questions and answers. We will use our personal experiences as motivation to delve deeper into this topic and consider an extensive range of Korean pop culture from music to drama, cinema, online gaming, and Internet culture.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

KOR 352 – Class, Gender, and Family in Korea (3 units)

This course aims to allow students to learn about Korea using the three focuses of class, gender, and family. Reading ethnographic literature will be a tool to understand how class, gender, and family have been formed in Korea. Korea has transformed from one of the world's poorest agriculturally based countries to a postindustrial country in a very short time period. More than 80% of the entire population redefined itself as middle class, which shows Korean people's strong desire for upward mobility. Family has played an important role in realizing upward mobility and forming a middle-class identity. The gender-division of labor based on the separation between public and private spheres has functioned as an effective system for fast economic development while deepening gender discrimination. Marginalization of women has resulted in the abnormal growth of the private sphere where an extremely competitive education system and real estate speculation have been formed as family strategies for upward mobility. The particularity of Korean modernity can be found in the process of the interwoven formation of class, gender, and family.

Usually offered: Fall, Spring.

LAR 350 – Parks and Urban Public Spaces (3 units)

This course exams the history, function, politics and design of parks, gardens and other urban public spaces in American cities. A typology of public space will be presented and used to examine public life today and how design and public involvement influence the nature of public space. The course will examine contemporary issues in parks and public space such as place-making, environmental integrity and sustainability, diversity and accessibility issues, children and nature, and the privatization of public space.

Usually offered: Fall, Spring, Summer.

LAS 204 – Comparative Politics in the Age of Globalization (3 units)

Survey of the major political systems and analysis of comparative political concepts, with a view to preparation for more advanced study.

Also offered as POL 204. Usually offered: Fall, Spring, Summer.

LAS 230 – Latin America: Food and Culture (3 units)

Food is of wide-ranging interest because it makes up a significant part of the cultures that bind people together into national communities. Food is central to cross-cultural studies of behavior, thought, and symbolism. This course explores the connections between what people in Latin America eat and who they are through cross-cultural study of Latin Americans' food production, preparation, and consumption. Readings are organized around critical discussions of what people cook and eat in Mexico, Tucson-Mexico Border, Caribbean, Central America, Colombia, Venezuela, Brazil, Peru, and Argentina. A primary goal of the course is to provide students with theoretical and empirical tools to understand and evaluate the relationship between food, history, culture, and economy in Latin America at local and global levels.

LAS 251 – World Regions: Comparative and Global Perspectives (3 units)

Survey and comparison of major world regions with a focus on how global processes, regional interconnections, and local geographic conditions create distinctive regions and landscapes.

Approved as: General Education Diversity Emphasis. Also offered as GEOG 251, MENA 251. Usually offered: Fall, Spring.

LAS 280 – Brazilian Identity: Class, Race, and Citizenship (3 units)

This course takes representations and experiences of citizenship in modern Brazil as the springboard for the study of cross-cultural membership in society. How are understandings and experiences of citizenship bound up with the definition and institutionalization of race/ethnicity, class, and gender? This broad question will be examined in specific areas in Brazil such as public health, urban and rural development, environment, education, law, politics, and pop culture. The course covers theoretical readings and case studies from different geographical areas. Instructional materials are interdisciplinary, drawing mainly on the fields of History, Anthropology, Sociology, Political Science, and Geography.

Also offered as AFAS 280, ANTH 280, PORT 280, SPAN 280. Usually offered: Fall, Spring, Summer.

LAS 312 – U.S. – Latin America Relations: Trade, Security and Power (3 units)

This course looks at both sides of the U.S.-Latin American relationship. Since independence, the United States has been a major player in the political and economic development of the Latin American region. Conversely, policies and events originating in Latin America shape politics and society in the United States. Course topics include U.S. foreign policy and policy impact on the Latin American region, Latin America's influence on hemispheric relations, and Latin America's diverse policy approaches to the United States and the world.

The course is organized to first provide students with a historical overview as a foundation for understanding contemporary U.S.-Latin American relations. The focus of the course then shifts to exploring the most critical contemporary policy issues. The course is divided into two parts. Part I outlines the history of U.S.-Latin American relations from Latin America's independence in the early 19th century, through the War on Terror that began in 2001. Part II focuses on five critical policy concerns that shape U.S.-Latin American relations in the 21st century: democracy, economic development, security, the environment, and migration. Students will engage in intense study of one of these policy issues to write an independent research paper, and work in groups to design and present a policy brief at the end of the term.

Approved as: General Education Diversity Emphasis. Also offered as PA 312, POL 312. Usually offered: Fall, Spring.

LAS 317 – Latin American Immigration and the Re-making of the U.S. (3 units)

Migration is currently re-shaping American cities, families, urban landscapes, rural areas, and politics, and altering the nation's racial and cultural make up. In response, societal attitudes shift and are re-imagined. This course examines the quasi-permanent presence of undocumented immigrants in the United States in an age of global movements, how this confounds established spatial orders that have conventionally defined nationhood, and the ensuing struggles for belonging and place within 'a nation of immigrants.'

Also offered as ANTH 317, MAS 317. Usually offered: Spring, Summer.

LAS 345 – Caribbean Politics (3 units)

This course provides an introduction to the politics of Caribbean states, from 1960 to the present. It will discuss major issues that affect the Caribbean region, namely, migration, poverty, regional economic cooperation and political integration, democratic institutions, and U. S. foreign policy towards the region.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 345, POL 345.

LAW 389 – Sex, Race, Drugs, & Power in the Supreme Court (3-4 units)

This course is an introduction to selected substantive, procedural, historical, and institutional aspects of the law. Ultimately, it is about critical thinking and clear communication. Student will be provided with a rigorous understanding of the ways that rhetoric, argument, fallacies, values, and evidence are deployed in deciding fundamental social questions, using 15 cases from the United States Supreme Court as specimen. After hearing argument and analysis from leading legal scholars in their fields, students will engage in facilitated small-group discussions and complete intensive writing assignments. Students will develop their reasoning skills, becoming more critical thinkers and writers.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

LING 210 – American Indian Languages (3 units)

This course surveys American Indian languages and the communities that speak them, focusing on a representative sample for closer study. The role of language in maintaining cultural identity is examined, and prospects for the future of American Indian languages are assessed.

Approved as: General Education Diversity Emphasis. Also offered as AIS 210. Usually offered: Fall, Spring.

LING 211 – Meaning in Language and Society (3 units)

Introduction to linguistic, psychological, philosophical and social aspects; meaning structures; meaning in the mind/brain; acquisition of word meaning; the differences between literal/figurative meaning; metaphors; meaning in social contexts, models of representation.

Also offered as PHIL 211. Usually offered: Fall, Spring.

LING 330 – Languages & Societies of the Middle East (3 units)

A course designed to explore the social and linguistic aspects of the languages and cultures of Middle Eastern countries.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 330 and MENA 330. Usually offered: Fall, Spring, Summer.

MAS 265 – Culture, Community, and Identity (3 units)

Introduction to Mexican American studies from multidisciplinary perspectives.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

MAS 317 – Latin American Immigration and the Re-making of the U.S. (3 units)

Migration is currently re-shaping American cities, families, urban landscapes, rural areas, and politics, and altering the nation's racial and cultural make up. In response, societal attitudes shift and are re-imagined. This course examines the quasi-permanent presence of undocumented immigrants in the United States in an age of global movements, how this confounds established spatial orders that have conventionally defined nationhood, and the ensuing struggles for belonging and place within 'a nation of immigrants.'

Also offered as ANTH 317, LAS 317. Usually offered: Spring, Summer.

MAS 365 – Latinos and Latinas: Emerging Contemporary Issues (3 units)

Using a comparative and multi-disciplinary focus this course critically examines major issues in Latino/a scholarship. Major topics include: immigration, political economy, class, the politics of ethnic identity creation and maintenance, the construction of race, gender, sexuality, and policy issues.

Approved as: General Education Diversity Emphasis. Prerequisite(s): MAS 265 or MAS 280. Usually offered: Fall, Spring.

MCB 310 – Improving Learning in Science Classrooms – How to Make it Stick (3 units)

Survey and comparison of major world regions with a focus on how global processes, regional interconnections, and local geographic conditions create distinctive regions and landscapes.

Usually offered: Fall.

MENA 251 – World Regions: Comparative and Global Perspectives (3 units)

Survey and comparison of major world regions with a focus on how global processes, regional interconnections, and local geographic conditions create distinctive regions and landscapes.

Approved as: General Education Diversity Emphasis. Also offered as GEOG 251, LAS 251. Usually offered: Fall, Spring.

MENA 330 – Languages & Societies of the Middle East (3 units)

A course designed to explore the social and linguistic aspects of the languages and cultures of Middle Eastern countries.

Approved as: General Education Diversity Emphasis. Also offered as ANTH 330 and LING 330. Usually offered: Fall, Spring, Summer.

MENA 334 – Islamic Thought (3 units)

A consideration of Islam, one of the world's major religions, and the view of the universe and the modes of behavior and values it advocates. Most of the course will be dedicated to an examination of the majority (Sunni) opinion, but some attention will be directed also to the more significant minority (Shi'i, et al.) positions as well. The course has no prerequisite but does build on the information presented in TRAD 101 Middle Eastern Humanities.

Approved as: General Education Diversity Emphasis. Also offered as RELI 334. Identical to NESV/RELV 334. Usually offered: Fall, Spring, Summer.

NESV 334 – Islamic Thought (3 units)

A consideration of Islam, one of the world's major religions, and the view of the universe and the modes of behavior and values it advocates. Most of the course will be dedicated to an examination of the majority (Sunni) opinion, but some attention will be directed also to the more significant minority (Shi'i, et al.) positions as well. The course has no prerequisite but does build on the information presented in TRAD 101 Middle Eastern Humanities.

Approved as: General Education Diversity Emphasis. Also offered as RELV 334. Identical to MENA/RELI 334.

NSC 255 – Food and Culture (3 units)

Food is a highly diversified, yet personal experience that binds all cultures. Through this course students will experience the role of food in a variety of cultures and learn how the surrounding environment influences the tastes and flavors of a region. The course will combine assignments with readings and activities to help students begin to understand commonalities as well as diversities in cuisines and cultures. By completing assignments and activities each student will gain an appreciation of regional crops and how they contribute to both cuisine and culture.

Usually offered: Spring, Summer, Winter.

NURS 310 – Family Health and Deafness (3 units)

An ecological framework organizes study of individual family and societal response to deafness/hearing impairment occurring across the lifespan (infants-elders).

Also offered as SLHS 310.

PA 205 – The Ethics and Economics of Wealth Creation (3 units)

We will study the ethics and the economics of such phenomena as market competition, institutions of private and public property, trade restrictions, globalization, and corporate welfare. How do people create wealth? How do societies enable people to create wealth? Are some ways more ethical than others? Why do some societies grow rich while neighboring societies remain poor? People have various ways of creating wealth. Which are ethical and which are not? Why? (PHIL 205 is not an introduction to the principles of Economics and is not a substitute for ECON 200, ECON 201A or ECON201B.)

Also offered as ECON 205, PHIL 205, PPEL 205. Usually offered: Fall, Spring, Summer.

PA 250 – The Social Contract (3 units)

This course focuses on the idea of the social contract as it has evolved from the seventeenth century to contemporary philosophy. Can government be justified in terms of a pact that all rational individuals would accept in a 'state of nature' or an 'original position'? What would be the terms of the agreement? We will read selections from, among others, Hobbes, Locke, Rousseau, David Gauthier, Robert Nozick, and John Rawls.

Also offered as PHIL 250 and POL 250. Usually offered: Fall, Spring, Summer.

PA 312 – U.S. – Latin America Relations: Trade, Security and Power (3 units)

This course looks at both sides of the U.S.-Latin American relationship. Since independence, the United States has been a major player in the political and economic development of the Latin American region. Conversely, policies and events originating in Latin America shape politics and society in the United States. Course topics include U.S. foreign policy and policy impact on the Latin American region, Latin America's influence on hemispheric relations, and Latin America's diverse policy approaches to the United States and the world.

The course is organized to first provide students with a historical overview as a foundation for understanding contemporary U.S.-Latin American relations. The focus of the course then shifts to exploring the most critical contemporary policy issues. The course is divided into two parts. Part I outlines the history of U.S.-Latin American relations from Latin America's independence in the early 19th century, through the War on Terror that began in 2001. Part II focuses on five critical policy concerns that shape U.S.-Latin American relations in the 21st century: democracy, economic development, security, the environment, and migration. Students will engage in intense study of one of these policy issues to write an independent research paper, and work in groups to design and present a policy brief at the end of the term.

Approved as: General Education Diversity Emphasis. Also offered as LAS 312, POL 312. Usually offered: Fall, Spring.

PA 323 – Environmental Ethics (3 units)

Students in this course will investigate and seriously consider how and why we should live as morally responsible members of an ecological community. Students will explore philosophical responses to questions such as: What makes something natural? What value is there to non-human entities? What obligations do we have to each other regarding the environment? How should we respond to catastrophic environmental change?

Also offered as PHIL 323. Usually offered: Fall, Spring, and Summer.

PAH 240 – Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3 units)

Human and animal lives have always been intertwined, and animals are omnipresent in human society on both metaphorical and practical, material levels. Animals often play a central role in cultural metaphors and myths, but they are also physically present in homes and workplaces, and in local as well as global economies. Both levels in this complex web of relationships structure society in areas as varied as art, economy, entertainment, health, law, media, and science. However, the ways in which human society deals with its coexistence with animals, and the ways it interacts with, uses, and handles them; are complex and embedded in paradoxes that are often affected by structures of power. The purpose of this course is to stimulate critical reflections on different social constructions and the ethical and moral implications of human relationships with animals. Over the course of the semester we will: (1) examine the evolution of human/animal relationships over time, (2) consider the unique roles that different species play in human lives and the ways we treat them as a result, and (3) engage in interviews, personal reflections, argumentative essays, and research reports about human/animal relationships.

Usually offered: Fall, Spring, Summer, Winter.

PAH 310 – Urban Multilingualism: An Introduction to Exploring Diverse Cities (3 units)

Tucson is a multilingual city, an urban space in which many cultures and languages coexist, interact, and stake claims on inhabitants and space alike. This course seeks to clarify the distinctive characteristics of multilingual cities by focusing on Tucson and its heterogeneous cultural and linguistic context. Throughout the semester, we will use a variety of critical, theoretical, and cultural lenses to expand student understanding of the relationship between the spatial organization of a city and its linguistic profile. The course will balance readings and in-class/online discussions with guest lectures and off-campus field trips to help students develop the necessary tools and competences needed to engage with multilingualism in Tucson and in other large and diverse cities.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

PAH 320 – Working: The Rewards and Costs of Employment (3 units)

This course is about work and what it does for people and to people. It examines the physical, psychological, and philosophical costs and challenges of employment and how they affect people's lives. Students will examine the overall impact of labor on the psyche and character of the worker, considering the key question, "What does the work do to the worker"?

Usually offered: Fall, Spring, Summer, Winter.

PAH 330 – The Video Game Industry: An Introduction to the Business of Making Money with Play (3 units)

This course introduces students to the structures, practices, and study of the video game industry. Over the course of the semester we will: 1) survey the origins of the video game industry, paying particular attention to its connection to the broadcasting and film industries; 2) examine the video game industry in terms of its major spheres (development, publishing, distribution/sales, paratexts, consumption, and regulation); and 3) explore tools and techniques for theorizing video game business and conducting market analyses for academic and commercial purposes.

Usually offered: Fall, Spring, Summer, Winter.

PAH 350 – Health Humanities: Intercultural Perspectives (3 units)

We are all participants in receiving and interpreting healthcare. This course will encourage and support the development of participants' abilities to gain expanded knowledge and to engage actively as critical, discerning, humane participants in the present and future delivery of healthcare and of health and wellness in any context. The course provides theory and practice in an inclusive and applied approach to humanities-based ways of thinking and knowing. We are all participants in receiving and interpreting healthcare, so all students are welcome. For students with the goals of advanced study in the health or other related professions: this course will enable you to provide healthcare, shape policy around it, or engage with health and wellness in other capacities in our globally connected world. As participants in the course you will engage with an inclusive, outward-facing, and applied discipline. You will be offered tools to improve transcultural communication skills by deep reading and reflection on core humanities approaches to the world of health and wellness and their interaction with global cultures.

We will use a mixture of discussions and small and whole group activities. Course activities may include active engagement in discussions online and in class, and critiquing a range of written texts, from those written by classroom peers to academic papers, literary texts of various kinds, or film narratives on health, wellness, and global understandings of those issues.

Usually offered: Fall, Spring, Summer.

PAH 372 – Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations (3 units)

This course provides students with an in depth discussion of the key concepts and factors that have led to the development of the field of intercultural competence and provides students with extensive background and reading so as to take a critical perspective on intercultural competence and its future for them in a globalized world.

Usually offered: Fall, Spring, Summer.

PHIL 205 – The Ethics and Economics of Wealth Creation (3 units)

We will study the ethics and the economics of such phenomena as market competition, institutions of private and public property, trade restrictions, globalization, and corporate welfare. How do people create wealth? How do societies enable people to create wealth? Are some ways more ethical than others? Why do some societies grow rich while neighboring societies remain poor? People have various ways of creating wealth. Which are ethical and which are not? Why? (PHIL 205 is not an introduction to the principles of Economics and is not a substitute for ECON 200, ECON 201A or ECON201B.)

Also offered as ECON 205, PA 205, PPEL 205. Usually offered: Fall, Spring, Summer.

PHIL 211 – Meaning in Language and Society (3 units)

Introduction to linguistic, psychological, philosophical and social aspects; meaning structures; meaning in the mind/brain; acquisition of word meaning; the differences between literal/figurative meaning; metaphors; meaning in social contexts, models of representation.

Also offered as LING 211. Usually offered: Fall, Spring.

PHIL 214 – Philosophy of Sport (3 units)

This Tier II General Education course within the area of Individuals and Societies recognizes that sport, especially rule-governed sport, appears in and is perhaps characteristic of human society. Consideration of sport as such induces a host of intriguing and important philosophical questions and topics to which this course serves as an introduction. Sample questions to be explored include: What is competition? What makes for a good game? Is it ever permissible to cheat? Is it wrong to enjoy sports that harm animals? Should doping be banned? Is trash-talking unsportsmanlike? What makes for a good fan? And how should referees enforce rules? Course readings draw from classical philosophical texts, contemporary philosophical discussions of sport, as well as popular sports journalism. Course lectures are interactive, with an emphasis on multimedia presentations of course topics designed to elicit informed critical discussion among students.

Usually offered: Fall, Spring

PHIL 223 – African Philosophical Worlds (3 units)

Course acquaints students with the theoretical and philosophical ideas expressed by thinkers of the African world. Issues in epistemological relativism, ethics, political philosophy and the history of ideas is examined.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 223.

PHIL 233 – Philosophy of Religion (3 units)

This course uses philosophical methods to study religion and religious beliefs in the western tradition. The course provides an introductory survey to questions that have been central to the western philosophical tradition: What is religion? Can reasoning or experience give good grounds for religious belief? Does faith require philosophically sound reasoning? Is it philosophically justified to believe in miracles? What tools does philosophy provide for examining the concept of "God"? How can a good God exist if there's so much suffering in the world? How should humans react to suffering? Is there a conflict between religion and science? How can the diversity of religions be explained? Is religion a good thing for humanity?

Also offered as RELI 233. Usually offered: Fall, Spring.

PHIL 241 – Consciousness and Cognition (3 units)

This course covers some of the central aspects of the philosophical foundations of cognitive science. After introducing the traditional philosophical problem of the relationship between the mind and the body, and examining the way different approaches to the problem have developed in tandem with different paradigms of scientific psychology, it focuses on three outstanding challenges for the conduct of a science of the mind: emotions, intentionality, and consciousness. With each of these topics, the handful of leading theories developed over the past generation or two of research will be surveyed.

Usually offered: Fall, Spring, Summer.

PHIL 246 – 20th Century Continental Philosophy: Phenomenology and Existentialism (3 units)

This course has three central objectives. The first and foremost is to introduce students to the history, concepts, and issues that define the intertwined intellectual movements of phenomenology and existentialism. The second objective is to encourage students to think critically about the relevant issues from a contemporary perspective. Such a perspective will be sensitive not only to recent developments in neuroscience, cognitive science, and artificial intelligence but also to changing attitudes toward technology, the environment, politics, sexuality, feminism, etc.) Students will be asked to critique arguments offered on behalf of various positions, as well as to construct arguments for alternative positions. Importantly, such critiquing and constructing will be done from an appropriately informed perspective. Thus, before addressing specific issues in phenomenology and existentialism, students will be introduced to defining historical movements as well as key concepts (e.g., intentionality, consciousness, authenticity, freedom, absurdity). A third and final objective is to encourage students to articulate, in clear and concise prose, their considered views concerning various issues in phenomenology and existentialism. This will be achieved through frequent in-class writing assignments and exams that include a substantive (take-home) essay component. In both cases, students will receive critical feedback and may also be asked to provide such feedback to fellow students.

Usually offered: Fall in odd years.

PHIL 250 – The Social Contract (3 units)

This course focuses on the idea of the social contract as it has evolved from the seventeenth century to contemporary philosophy. Can government be justified in terms of a pact that all rational individuals would accept in a 'state of nature' or an 'original position'? What would be the terms of the agreement? We will read selections from, among others, Hobbes, Locke, Rousseau, David Gauthier, Robert Nozick, and John Rawls.

Also offered as PA 250 and POL 250. Usually offered: Fall, Spring, Summer.

PHIL 264– 20th Century Analytic Philosophy (3 units)

Survey of major analytic introductory philosophers of the 20th century including Peirce, Dewey, James, Russell, Moore, Wittgenstein, Ayer, Carnap, Austin, and Quine.

Usually offered: Fall in even years.

PHIL 323 – Environmental Ethics (3 units)

Students in this course will investigate and seriously consider how and why we should live as morally responsible members of an ecological community. Students will explore philosophical responses to questions such as: What makes something natural? What value is there to non-human entities? What obligations do we have to each other regarding the environment? How should we respond to catastrophic environmental change?

Also offered as PA 323. Usually offered: Fall, Spring, and Summer.

PHIL 326 – God, Humanity & Science (3 units)

An examination of the role of religion and science in the construction of human worldviews and beliefs, in historical and contemporary contexts.

Also offered as RELI 326. Usually offered: Fall, Spring.

PHIL 345 – Philosophy and Psychiatry (3 units)

This course is an introduction to several core topics at the intersection of philosophy and psychiatry. The course falls naturally into three parts. The first part will begin with an overview of core concepts in the philosophy of mental health/illness, which will be followed by a brief history of philosophical approaches to psychopathology. The second part of the course will be concerned with philosophical issues associated with particular types of psychopathology, such as psychosis, depression, mania, personality disorders, and addiction. The third and final part of the course will cover specific issues at the intersection of psychopathology and particular areas of philosophy, such as ethics, philosophy of science, and philosophy of mind. These intersecting issues include (respectively): moral/criminal responsibility of the mentally ill, causes, laws and reasons in psychiatric etiology, and personal identity issues associated with mental illness.

Usually offered: Fall, Spring, Summer.

PHIL 346 – Minds, Brains and Computers (3 units)

An introduction to cognitive science; current issues relating to minds as computers, neuroscience, vision and language.

Usually offered: Fall, Spring, Summer.

PHIL 347 – Neuroethics (3 units)

This course introduces students to the emerging field of "neuroethics," or the exploration of ethical issues that have arisen from rapid developments in neuroscience. Such issues include ethical issues surrounding pharmacological 'enhancement' of individuals; 'memory blunting' of those suffering post-traumatic stress disorder; 'brain reading' of persons suspected of deception; reduced criminal responsibility due to putative neurological 'dysfunction'; and the undermining of traditional views of personhood, personality, morality, and spirituality.

Also offered as FSHD 347. Usually offered: Fall, Spring, Summer.

PHIL 348 – The Moral Mind (3 units)

This course is an introduction to the moral mind from the neuroscientific, philosophical and psychological perspective. Many traditional philosophical problems about morality are being illuminated by current work in psychology and neuroscience. In this course, we will look at several of these problems. In each case, we will begin with a presentation of the philosophical problems, and we will proceed to examine recent empirical work on the topic. A wide range of topics will be covered, including moral judgment, agency, the self, and punishment.

Usually offered: Fall, Spring, Summer.

PHPM 310 – Health Care in the U.S. (3 units)

This course describes the structure and function of the various private and public health care entities within the United States. Strengths and weaknesses related to cost, quality and access are analyzed. Basic economic theories that drive financing are also considered.

Usually offered: Fall, Spring.

PLG 202 – Cities of the World: An International City Planning Perspective (3 units)

More than half of humanity lives in cities. This course surveys international cities to help students understand the world's urban systems, global variations in urban environments, and the diversity in organization and functioning of cities. Using a case study methodology, the class compares and contrasts contemporary paths of urban development. Students gain an introduction to a variety of urban forms and approaches to sustaining the urban environment worldwide.

The class examines the interplay between human activities and land, water, and energy policies that shape the use of urban resources to produce the built environment. Students will be introduced to the tasks and methods of urban planning and consider what determines variations in urban design, land use, transportation, energy use, water consumption, infrastructure plans, economic development, and urban social functions. Students will learn about improving the quality of urban environments by comparing contemporary cities, both industrialized and developing cities.

Usually offered: Fall, Spring, Summer.

PLG 211 – Sex in the City (3 units)

This class is designed to illuminate how gender - as an identity - and sex - as a series of public and private activities, a commodity or economic determinant, and a part of identity - shape urban communities and are themselves shaped by urban planning. This class explores the implications of what it means to plan for different people in a variety of urban contexts- e.g., transportation safety, homeless women shelters, perceived fear of public space, design of public parks, accessibility of groceries- while addressing the overarching questions:

- . Who plans for cities? And whom are cities planned for?
- . How are communities shaped by urban planning and policy?
- . Why should we think about the different ways people experience, use, and are shaped by cities? And,
- . Why does it matter to think about gender in the context of urban planning?

This course investigates a wide range of domestic and international topics that relate gender and sex to urban planning and policies. Urban planning is a broad, interdisciplinary field that is concerned with public space- approached from a variety of disciplines that consider various types of infrastructure & facilities (e.g., transportation, water & wastewater, communications, buildings & land development) and public policy (e.g., health, economic development, intergovernmental relationships, environmental policy).

Each week, students will (a) read a significant work related to a gender and urban planning topic; (b) watch/experience/read a paired example from the popular media (e.g., TV, movies, podcast, recent news or opinion piece); (c) synthesize this information and think critically about concepts that society often takes as 'normal' and unquestioned, and; (d) respond and participate in discussions and short writing exercises.

You do not need to have previous knowledge about urban planning to succeed in this class. To pass you will need an interest in critical inquiry, an open mind, and the ability to dedicate sufficient time to reading and course work. My goals as the instructor of this course are to encourage critical thought, to provide foundational information on topics covered, and to further develop your academic writing skills.

Usually offered: Fall, Spring, Summer.

PLG 256 – Sustainable Cities and Societies (3 units)

Urbanization and cities within the sustainability framework. Global urbanization, social justice, environmental equity, growth management, "the new urbanism." International cases. Web based projects.

Also offered as GEOG 256, RNR 256. Usually offered: Fall, Spring.

POL 201 – American National Government (3 units)

General survey of the constitutional bases, organization, and functioning of the American national government; recent and current trends.

Usually offered: Fall, Spring, Summer, Winter.

POL 202 – International Relations (3 units)

Study of the international system, its actors and their capabilities; ends and means of foreign policy; international tension, conflict, and cooperation.

Usually offered: Fall, Spring, Summer, Winter.

POL 203 – Political Ideas (3 units)

Basic issues in political thought, with emphasis on contemporary problems of democracy, liberty, authority, obligation, and ideology.

Usually offered: Fall, Spring.

POL 204 – Comparative Politics in the Age of Globalization (3 units)

Survey of the major political systems and analysis of comparative political concepts, with a view to preparation for more advanced study.

Also offered as LAS 204. Usually offered: Fall, Spring, Summer.

POL 209 – Diversity and Politics in a Changing World (3 units)

Focus on the politics of diversity and inclusion in a fast-changing world. Attention to national-ethnic, racial, gender, sexual orientation, religious, and socioeconomic factors, among others, that underlie human diversity and the political conditions for cooperation, conflict, and well-being. Consideration of decision-making and political-institutional settings that may extend from the local and regional to the national and international.

Usually offered: Fall, Spring.

POL 250 – The Social Contract (3 units)

This course focuses on the idea of the social contract as it has evolved from the seventeenth century to contemporary philosophy. Can government be justified in terms of a pact that all rational individuals would accept in a 'state of nature' or an 'original position'? What would be the terms of the agreement? We will read selections from, among others, Hobbes, Locke, Rousseau, David Gauthier, Robert Nozick, and John Rawls.

Also offered as PA 250 and PHIL 250. Usually offered: Fall, Spring, Summer.

POL 312 – U.S. – Latin America Relations: Trade, Security and Power (3 units)

This course looks at both sides of the U.S.-Latin American relationship. Since independence, the United States has been a major player in the political and economic development of the Latin American region. Conversely, policies and events originating in Latin America shape politics and society in the United States. Course topics include U.S. foreign policy and policy impact on the Latin American region, Latin America's influence on hemispheric relations, and Latin America's diverse policy approaches to the United States and the world.

The course is organized to first provide students with a historical overview as a foundation for understanding contemporary U.S.-Latin American relations. The focus of the course then shifts to exploring the most critical contemporary policy issues. The course is divided into two parts. Part I outlines the history of U.S.-Latin American relations from Latin America's independence in the early 19th century, through the War on Terror that began in 2001. Part II focuses on five critical policy concerns that shape U.S.-Latin American relations in the 21st century: democracy, economic development, security, the environment, and migration. Students will engage in intense study of one of these policy issues to write an independent research paper, and work in groups to design and present a policy brief at the end of the term.

Approved as: General Education Diversity Emphasis. Also offered as LAS 312, PA 312. Usually offered: Fall, Spring.

POL 345 – Caribbean Politics (3 units)

This course provides an introduction to the politics of Caribbean states, from 1960 to the present. It will discuss major issues that affect the Caribbean region, namely, migration, poverty, regional economic cooperation and political integration, democratic institutions, and U. S. foreign policy towards the region.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 345, LAS 345.

PORT 280 – Brazilian Identity: Class, Race, and Citizenship (3 units)

This course takes representations and experiences of citizenship in modern Brazil as the springboard for the study of cross-cultural membership in society. How are understandings and experiences of citizenship bound up with the definition and institutionalization of race/ethnicity, class, and gender? This broad question will be examined in specific areas in Brazil such as public health, urban and rural development, environment, education, law, politics, and pop culture. The course covers theoretical readings and case studies from different geographical areas. Instructional materials are interdisciplinary, drawing mainly on the fields of History, Anthropology, Sociology, Political Science, and Geography.

Also offered as AFAS 280, ANTH 280, LAS 280, SPAN 280. Usually offered: Fall, Spring, Summer.

PPEL 205 – The Ethics and Economics of Wealth Creation (3 units)

We will study the ethics and the economics of such phenomena as market competition, institutions of private and public property, trade restrictions, globalization, and corporate welfare. How do people create wealth? How do societies enable people to create wealth? Are some ways more ethical than others? Why do some societies grow rich while neighboring societies remain poor? People have various ways of creating wealth. Which are ethical and which are not? Why? (PHIL 205 is not an introduction to the principles of Economics and is not a substitute for ECON 200, ECON 201A or ECON201B.)

Also offered as ECON 205, PA 205, PHIL 205. Usually offered: Fall, Spring, Summer.

PPEL 210 – Understanding the World of Commerce (3 units)

This course provides students with 1) a survey of business organizations as major institutions and the role of individuals as consumers, future entrepreneurs, and employees; 2) knowledge of the formal business and market structures that makes economies work; and 3) informed opinions about socio-cultural issues based on knowledge about economic theory. It offers an overview of entrepreneurial thinking and problem solving in the context of relations among the world of commerce and life sciences.

Also offered as AREC 210. Usually offered: Fall, Spring.

PSY 200 – Evolution and Human Development (3 units)

An examination of human psychological and behavioral development across the lifespan with a focus on how the processes of evolution have influenced individual development.

Also offered as EDP 200, FSHD 200. Usually offered: Fall, Spring.

PSY 216 – Psychology of Gender (3 units)

Analysis of gender differences and their source in biology and culture.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

PSY 240 – Developmental Psychology (3 units)

Survey of research and theory in child development. Examines age-related change in the social, emotional, cognitive, and linguistic domains from infancy to adolescence. Emphasizes the exploration of the empirical literature in psychology, biology, and social science as it relates to developmental issues.

Usually offered: Fall, Spring.

PSY 277 – Law and Policy in Society: Psychological and Sociological Perspectives (3 units)

Interdisciplinary consideration of the origins, definitions, operations, theories, and trajectories of law and legal systems in contemporary society. Excellent preparation for upper-division courses on law and law related topics in the social and behavioral sciences or public administration.

RCSC 204 – Consumers, Fashion, and the Economy (3 units)

A study of consumer behavior and fashion adoption processes in contemporary society, the nature of fashion theories, the life-cycle, social and cultural processes and evolution of fashion, and the role of fashion in the global economy in general and in the fashion business industry in particular.

Usually offered: Fall, Summer.

RELI 233 – Philosophy of Religion (3 units)

This course uses philosophical methods to study religion and religious beliefs in the western tradition. The course provides an introductory survey to questions that have been central to the western philosophical tradition: What is religion? Can reasoning or experience give good grounds for religious belief? Does faith require philosophically sound reasoning? Is it philosophically justified to believe in miracles? What tools does philosophy provide for examining the concept of "God"? How can a good God exist if there's so much suffering in the world? How should humans react to suffering? Is there a conflict between religion and science? How can the diversity of religions be explained? Is religion a good thing for humanity?

Also offered as PHIL 233. Usually offered: Fall, Spring.

RELI 235 – Religion, Violence, and Terrorism (3 units)

This course will study critical theories about the role of religion in acts of terrorism and violence. Through the examination of a range of case studies, this course will explore ways in which religion has been the motivation and justification behind violent conflict, aggression, and persecution.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Summer.

RELI 301 – Contemporary Catholic Thought (3 units)

Development of Roman Catholic thought from the twentieth century to the present day, with an emphasis on the impact of the Second Vatican Council.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

RELI 302 – Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S. (3 units)

This course will explore the central role of religion in shaping constructions of race and ethnicity in U.S. history, especially in light of immigration debates. Since the country's founding, immigrants have expanded ethnic and religious diversity in the United States in the face of powerful anti-immigrant movements. Students will engage with in-depth studies of immigrant communities who shaped the American religious and ethnic landscape, including diverse American expressions of religions such as Roman Catholicism, Judaism, Hinduism, Buddhism, Islam, Evangelical Protestantism, and Vodou.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

RELI 305 – Greek and Roman Religion (3 units)

Religious beliefs and cult practices in ancient Greece and Rome. All readings in English.

Also offered as CLAS 305. Usually offered: Fall, Spring, Summer.

RELI 306 – Christianity in the Greco-Roman World (3 units)

Investigates the emergence of Christianity in the first four centuries of the Greco-Roman milieu.

Also offered as CLAS 306. Usually offered: Fall, Spring.

RELI 323 – Women, Goddesses, and Power in Hinduism (3 units)

Explores the relationship between the Hindu goddess traditions, women, and the feminist spirituality movement in order to complicate the relationship that is often assumed to exist between women, goddesses, and power.

Approved as: General Education Diversity Emphasis. Also offered as GWS 323. Usually offered: Fall, Spring.

RELI 326 – God, Humanity & Science (3 units)

An examination of the role of religion and science in the construction of human worldviews and beliefs, in historical and contemporary contexts.

Also offered as PHIL 326. Usually offered: Fall, Spring.

RELI 334 – Islamic Thought (3 units)

A consideration of Islam, one of the world's major religions, and the view of the universe and the modes of behavior and values it advocates. Most of the course will be dedicated to an examination of the majority (Sunni) opinion, but some attention will be directed also to the more significant minority (Shi'i, et al.) positions as well. The course has no prerequisite but does build on the information presented in TRAD 101 Middle Eastern Humanities.

Approved as: General Education Diversity Emphasis. Also offered as MENA 334. Identical to NESV/RELV 334. Usually offered: Fall, Spring, Summer.

RELV 334 – Islamic Thought (3 units)

A consideration of Islam, one of the world's major religions, and the view of the universe and the modes of behavior and values it advocates. Most of the course will be dedicated to an examination of the majority (Sunni) opinion, but some attention will be directed also to the more significant minority (Shi'i, et al) positions as well. The course has no prerequisite but does build on the information presented in TRAD 101 Middle Eastern Humanities.

Approved as: General Education Diversity Emphasis. Also offered as RELV 334. Identical to MENA/RELI 334.

RELI 360 – Religion and Ecology (3 units)

This course explores how religious traditions shape human relationships with the environment and how the natural world influences religious belief and practice. We will look at a variety of religious traditions and examine how they inform people's understanding of and attitude towards nature.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

RELI 370A – History of the Jews: Modern Jewish History (3 units)

Survey of major political, socioeconomic, and cultural developments in the history of Diaspora Jewry: Modern Jewish history.

Approved as: General Education Diversity Emphasis. Also offered as HIST 370A, JUS 370A. Usually offered: Fall, Spring, Summer, Winter.

RELI 370B – History of the Jews: Cultural Loss and Resilience from the Middle Ages to the French Revolution (3 units)

Survey of major political, socioeconomic, and cultural developments in the history of Diaspora Jewry from the Middle ages to the French Revolution.

Approved as: General Education Diversity Emphasis. Also offered as HIST 370B, JUS 370B. Usually offered: Fall, Spring, Summer, Winter.

RNR 200 – Conservation of Natural Environments (3 units)

Historical and philosophical developments in natural resources management; socio-political, economic, and ecological factors affecting resource use; the role of people and organizations in conservation of resources such as rangelands, forests, water, fish and wildlife.

Usually offered: Fall, Summer.

RNR 256 – Sustainable Cities and Societies (3 units)

Urbanization and cities within the sustainability framework. Global urbanization, social justice, environmental equity, growth management, "the new urbanism." International cases. Web based projects.

Also offered as GEOG 256, PLG 256. Usually offered: Fall, Spring.

RSSS 275 – The Balkans: Identity in Crisis (3 units)

A cultural-historical overview of the cultures of the Balkans focusing on the development of national identity as seen by the people themselves and others.

Usually offered: Spring.

RSSS 305 – Russian and American Foodways: Cultivation, Culture, and Connectedness (3 units)

Although Arizona and Russia have vastly different climates, cultures, and histories, there are more shared traditions of food cultivation, preparation, and consumption than we would assume. This course provides an in-depth study of food culture, traditional cuisine, agriculture, and 'locavore' movements in Russian and American (particularly Sonoran) contexts. Through a variety of readings, films, lectures, and experiential learning activities, students will investigate the foodways and cultures of our two countries, with additional emphasis on contemporary issues of sustainability, environmental impact, and global interconnectedness.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

RSSS 315 – Werewolves and Vampires: Slavic Folklore in our Culture (3 units)

The course will examine supernatural figures who find their folkloric and historical origins in the Slavic and East European tradition. Through legends, chronicles, novels, films, and music, the course will consider how and why these creatures come to reflect contemporary fears.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer, Winter.

RSSS 320 – Criminal Russia: From Rasputin to Putin (3 units)

In this course, we will explore contemporary politics, society, and the criminal world in Russia. Over the course of the semester, we will discuss the factors that have shaped the Russian criminal (thieves) world (vorovskoi mir) and its prison values and norms of behavior called "poniatia", and the significance of criminal culture in contemporary Russia. Through examining the Yeltsin and Putin periods, we will explore the origins of the Russian oligarchy and the ways in which it has been interweaved into Russian politics. The topics to be investigated include the transformation of political and social institutions in the Soviet Union and Russia, the rise and (alleged) fall of the Russian mafia, social integration and disintegration, the key concepts of the Russian criminal world and its representation in contemporary pop culture, the evolution of the European penitentiary system over the centuries and the specifics of its Russian counterpart, the complex symbiotic relationship of the oligarchy with Putin's regime, and the paradoxical place of the criminal culture within the national consciousness.

Approved as: General Education Diversity Emphasis. Usually offered: Spring.

RSSS 328 – Women in Russian Literature and Culture (3 units)

Images of Russian women as reflected in literary, historical, and religious texts. Cultural attitudes revealed help to understand the status and role of women in today's Russia.

Approved as: General Education Diversity Emphasis. Also offered as GWS 328. Usually offered: Fall, Spring.

SERP 200 – Mass Media and Its Construction of Disability (3 units)

Enrolled students will explore and recognize how disability is constructed in American mass media. They will analyze the influence of these constructions on individual, political, and social responses to persons with disabilities.

SLHS 255 – Hearing, Health and Society (3 units)

This course introduces students to critical thinking in relation to hearing loss and quality of life issues associated with a disability across the life span.

Usually offered: Fall.

SLHS 310 – Family Health and Deafness (3 units)

An ecological framework organizes study of individual family and societal response to deafness/hearing impairment occurring across the lifespan (infants-elders).

Also offered as NURS 310.

SOC 202 – Connecting Society and Health (3 units)

To better prepare students for the MCAT, health-related majors (e.g., Care, Health & Society), and health-related professions, this course introduces students to the sociological study of society and health. During the semester, students will explore fundamental sociological theories, perspectives, and concepts. Specific topics include doing sociological research, culture, socialization, social interaction and social structure, groups and organizations, deviance, social class and social stratification, race and ethnicity, sex and gender. Students will also connect sociological theories, perspectives, and concepts to health-related outcomes like mental health, physical health, lifestyle, genetics, and mortality risk.

Also offered as CHS 202. Usually offered: Fall, Spring.

SOC 220 – Introduction to African American Studies (3 units)

Introductory survey of the literature, history, culture and social issues affecting Black Americans.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 220.

SOC 260 – Ethnic Relations in the United States (3 units)

Analysis of minority relations and mass movements in urban society; trends in the modern world, with special reference to present-day race problems and social conflict.

Approved as: General Education Diversity Emphasis. Also offered as AFAS 260. Usually offered: Fall, Spring, Summer.

SOC 280 – Schools, Students and Society (3 units)

The course explores how social factors produce variation in school practices; and how variation in school practices affect student outcomes.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

SOC 320 – Why So Few? Women in the Professions (3 units)

The goal of this course is to investigate women's representation in the professions. Women make up half the population and have earned more than half of all undergraduate degrees in the U.S. since the early 1980s; yet women constitute only 17% of the U.S. Congress, 4% of Fortune 500 CEOs, and 16% of the board of directors of major corporations, 20% of partners in law firms, and 33% of research faculty at universities and 4 year colleges. For women of color, these numbers are considerably lower. Why are there so few women in professional fields like business, law, government, engineering, and medical and scientific research? Why are there even fewer women in leadership positions in these fields? In this course we will learn and evaluate many explanations for these disparities, discuss the cost to society for women's underrepresentation in positions of power, and examine how organizations and individuals increase women's leadership and be more inclusive of the diverse people that make up our society. Because gender inequality goes beyond sheer numbers and because many of the explanations for women's low representation also pertain to other forms of inequality, we will also examine inequality in terms of promotion and pay. Students will engage in an empirical project to investigate gender inequality locally, in Tucson or at the University of Arizona.

Usually offered: Fall, Spring.

SOC 355 – International Migration & Migrants (3 units)

Migration is a phenomenon of central interest and an important area of study in the social sciences. It has also become a fiercely debated politic topic in the United States and across the globe. This course will examine theories of migration (who migrates? why do people migrate? where do they go?) and attempt to answer these questions empirically. We will then analyze key debates about the consequences of migration for sending countries and receiving countries alike. We will subsequently examine the varied experiences of migrants, paying particular attention to the United States context. Here, theories of immigrant assimilation as well as economic, sociocultural, and demographic accounts will be assessed. This course will conclude by highlighting immigration policies, international security, and the refugee experience.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring.

SOC 357 – The Pursuit of Happiness: Sociology of Happiness (3 units)

However elusive the state of happiness may be for most people, happiness remains a fundamental goal in American society. This course will explore the interplay between individual and social happiness through various documents, including readings and films, and by comparing happiness among groups (ethnic, religious, gender, social class) and across cultures and nations.

Approved as: General Education Diversity Emphasis. Usually offered: Fall, Spring, Summer.

SOC 367 – Population Geography (3 units)

Fertility, mortality, and migration as agents of demographic change. Topics include fertility control and LDCs; working mothers and NDCs; aging societies; legal/illegal immigration in the U.S., population policies.

Also offered as GEOG 367. Usually offered: Fall, Spring, Summer.

SPAN 211 – Building Peace and Memory from World War II to Latin America (3 units)

While the European conquest permanently shaped what we now know as Latin America, more recent transatlantic flows of people, ideas, and beliefs have also left an indelible mark. During and in the aftermath of World War II, Jewish survivors resettled across the globe, many of them in Latin America. They were subsequently followed by scores of Nazis attempting to evade prosecution and live in anonymity across the Atlantic Ocean. At the same time, the post-World War II era saw the development of some of the most important concepts and practices of human rights, justice, memory, and reconciliation, ranging from the Universal Declaration of Human Rights and the Nuremberg Trials to the European monuments and human rights memorial museums. In the decades following World War II, when different countries across Latin America were attempting to rebuild in the aftermath of violent dictatorships, civil wars, and decades of internal conflict, they were strongly influenced by these Post-World War II concepts and practices of reckoning with past atrocities and moving toward more peaceful and democratic futures.

This interdisciplinary cultural studies course will examine the relationship between histories of genocide and mass atrocity and the development of concepts and practices of peace and reconciliation, transitional justice, and memory politics from World War II to the dictatorships and civil wars of the latter half of the 20th century in Latin America.

Usually offered: Fall, Spring, Summer.

SPAN 220 – Immigration through Film (3 units)

This course will focus on the complex phenomenon of immigration in the latter part of the 20th and into the 21st centuries, and will analyze its representation through the medium of film. The immigration trajectory presented in the films and analyzed in the course will be from countries in Latin America, Eastern Europe, Africa and Asia into first world western nations.

Usually offered: Fall.

SPAN 280 – Brazilian Identity: Class, Race, and Citizenship (3 units)

This course takes representations and experiences of citizenship in modern Brazil as the springboard for the study of cross-cultural membership in society. How are understandings and experiences of citizenship bound up with the definition and institutionalization of race/ethnicity, class, and gender? This broad question will be examined in specific areas in Brazil such as public health, urban and rural development, environment, education, law, politics, and pop culture. The course covers theoretical readings and case studies from different geographical areas. Instructional materials are interdisciplinary, drawing mainly on the fields of History, Anthropology, Sociology, Political Science, and Geography.

Also offered as AFAS 280, ANTH 280, LAS 280, PORT 280. Usually offered: Fall, Spring, Summer.

TLS 200 – Sustainability and Education (3 units)

This course explores the complex web of relationships between environmental, economic, and social systems. It studies the causes, consequences, and alternatives related to the exploitation of natural resources, the distribution of wealth, the consumption of goods and services in society, and its relationship to formal and non-formal education.

Usually offered: Fall, Spring.

TLS 204 – Language, Culture, and Race in Education (3 units)

Contexts of diversity in schools and society and the ways language shapes culture identity.

Usually offered: Spring.

TLS 239 – Literacy Tutoring (3 units)

Introduction to literacy and study strategies, observation of literacy learning, supervised literacy tutoring. Additional hours for tutoring required.

Usually offered: Fall, Spring.

TLS 240 – Ancient Athletics (3 units)

Comparative study of ancient and modern athletics in their cultural contexts. Readings in English translation.

Also offered as CLAS 240. Usually offered: Fall, Spring.

TLS 353 – Recreation and Leisure in Contemporary Society (3 units)

Students in this course will gain a broad level understanding of the theoretical foundations that shape the recreation and leisure studies field, how current issues/events are influencing the field of recreation and leisure and those who work in it, where and how recreation fits into an ever-changing social and physical environment, and "what's next" or how recreation and leisure may change in the future. Students will be asked to use critical thinking skills to connect course content with their personal experiences to generate and disseminate their original content and new perspectives. Students will also have the opportunity to express their ideas through a variety of communication mediums and applications (e.g. video presentations, storyboards).

Also offered as CLAS 240. Usually offered: Fall, Spring.

Check Availability in the [Schedule of Classes](#).

Natural Sciences

Prerequisites: two (2) courses from Tier One Natural Sciences

Course Descriptions:

ANTH 257A – The Organic Chemistry and Materials Science of Art and Archaeological Objects (3 units)

We explore the roles of organic chemistry and materials science in the formulation, ageing and conservation of art and archaeological objects. Topics include color and bonding theories, and the organic molecules in paints, paper, gels, dyes, textiles, adhesives and polymers.

Also offered as CHEM 257A, ENGR 257A, MSE 257A. Usually offered: Fall.

ANTH 257B – Materials Science of Art and Archaeological Objects (3 units)

The methods, content and practice pertinent to the study of art and archaeology. Materials science provides one of the keys for interpreting objects in their historical and cultural context.

Prerequisite(s): An optional lab, MSE/ANTH/ENGR 258, may be taken concurrently. Also offered as ENGR 257B, MSE 257B. Usually offered: Fall.

ANTH 258 – Laboratory for Materials Science of Art and Archaeological Objects (1 unit)

Laboratory exercises involving the materials science of art and archaeological objects.

Must have concurrent registration in MSE/ANTH/ENGR 257B. Also offered as ENGR 258, MSE 258. Usually offered: Spring.

ANTH 261 – The Human Species: Heredity, Environment, and Behavior (3 units)

An introduction to human biology which focuses on the interaction of heredity and environment in producing the human phenotype.

Usually offered: Fall, Spring.

ANTH 324 – The Human Machine: Anatomy, Biomechanics, and Evolution (3 units)

This course examines the biomechanics of everyday activities from walking and running to breathing and speaking. The course will cover basic human evolutionary anatomy as well, to determine how and when uniquely human activities evolved.

Usually offered: Spring.

ANTH 326 – Domestication: The Evolutionary Entanglements of Humans, Animals and Plants (3 units)

A common traditional definition of "domestication" is the process by which wild plants and wild animals are adapted and altered for human use. This course shows a more complicated, and more remarkable, story of the intimate long-term relations between humans and certain other organisms with whom we are co-dependent. To understand how domestication occurs, and the surprisingly short prehistoric time frame in which the most important domesticated species arose, we will explore the contexts in which the selective process was set in motion, including cultural effects, the built environment, and the inherent properties species that constrained the overall process. Domestication is a mutually affecting evolutionary relationship that develops over many generations, altering not only the animals and plants so important to humans, but also the human beings who have depended on them. This survey course integrates information from anthropology (including archaeology), biology, geography, and environmental science.

Usually offered: Spring.

ANTH 327 – Dog Thought (3 units)

Dogs were once written off as a boring domesticated species with little to contribute to the scientific study of behavior, cognition, or human evolution. However, research in the past two decades has led to a resurgence of interest in dogs across scientific disciplines, especially those focusing on behavioral and cognitive evolution. In this course we will explore the scientific literature addressing how dogs understand their world, how dog psychology evolved during domestication, and what these processes may tell us about the evolution of other species, including our own.

Usually offered: Fall.

ANTH 364 – Natural History of Our Closest Relatives (3 units)

This course introduces students to the extensive diversity of the living primates, including aspects of their behavior and ecology, with emphasis on natural history and adaptation to the environment. The course begins with an introduction to the primates, their evolution, taxonomy, and adaptations. Then it delves into the ways in which individuals interact with each other as well as ecological factors, to yield the various societies and strategies we see among primates in nature. We will also consider how our studying of living primates can help us gain insight into human adaptation and behavior.

Mutually Exclusive: Credit allowed for only one of these courses: ANTH 364 or ANTV 364. Usually offered: Fall, Spring.

ANTV 364 – Natural History of Our Closest Relatives (3 units)

Comparative primate biology, behavior, ecology and evolution.

Mutually Exclusive: Credit allowed for only one of these courses: ANTH 364 or ANTV 364.

ASTR 201 – Cosmology (3 units)

Extragalactic astronomy and cosmology are among the fastest developing fields in astronomy. This course presents cosmology as a modern, quantitative science. It describes what we know about galaxies, the large scale structure of the universe and the beginnings and evolution of the Universe. We know quite a bit, assume a lot and have a great deal to learn. The course critically examines our picture of the universe using lectures, a hands-on project, and discussion groups.

Usually offered: Fall, Spring.

ASTR 202 – Life in the Universe (3 units)

The main goal for students in this course is to have fun learning about the possibilities for life in the Universe and, in the process, gain an appreciation for the methods used in science. To achieve this goal, we will study such seemingly diverse topics as the origin of the Universe, heavy element production, the formation of stars and planets, the nature of planets and their atmospheres, basic chemistry, geological and atmospheric evolution, biological evolution, cultural and technological evolution, interstellar travel, and communication techniques.

Enrollment not allowed if you have previously taken PTYS/ASTR 214. Usually offered: Fall, Spring.

ASTR 203 – Stars (3 units)

This course, intended for non-science majors, provides an in-depth and comprehensive study of the stars. Topics to be covered may include: the naming of stars and constellations, the classification and properties of stars, star formation and evolution, nuclear fusion, black holes, Einstein's theories of relativity, and the demographics of the stars in our Galaxy. The basic principles of physics which are needed to understand the stars (e.g. gravity, light, structure of the atom) will also be reviewed.

Usually offered: Fall, Spring.

ASTR 204 – Great Debates in Astronomy (3 units)

This course examines questions such as: How old is the Universe? Where did the Moon come from? Should astronauts or robots explore space? Students will study the methods and personalities behind key discoveries, participate in classroom debates, and argue their positions in detailed essays.

Usually offered: Fall.

ASTR 206 – Our Golden Age of Planetary Exploration (3 units)

We will review current understanding of the contents of our Solar System and emphasize the processes that unite all of the planets and smaller bodies, such as tectonics, weathering, cratering, differentiation, and the evolution of oceans and atmospheres. The course will build on this knowledge to understand humankind's motivation to explore beyond our Solar System, especially to search for planets around distant stars and to look or listen for evidence of life elsewhere in the Universe.

Also offered as PTYS 206. Usually offered: Fall, Spring.

ASTR 208 – Energy, Society, and the Environment (3 units)

This course will cover the methods, tools and perspectives to understand energy generation and use, focusing on traditional and alternative energy sources. The goal is to develop scientific and critical thinking in issues related to the technical and economic aspects, as well as policy decisions.

Usually offered: Spring.

ASTR 214 – Astrobiology: A Planetary Perspective (3 units)

We will explore questions about the origin, evolution, and future of life on Earth and the possibility of life arising independently elsewhere in the Universe. We will examine what it means for a planet to be habitable, both in terms of basic necessities for living organisms to function and environmental limits to their ability to survive. Finally, we will review different approaches for searching for life within the Solar System and beyond using direct and remote sensing techniques.

Equivalent to ASTR 202. Also offered as GEOS 214, PTYS 214. Usually offered: Fall, Spring.

ATMO 325 – Understanding and Forecasting the Weather (3 units)

This course is designed to teach students the basics of weather and weather forecasting.

ATMO 336 – Weather, Climate and Society (3 units)

The course examines basic weather phenomena, climate and climate change, and the associated effects on individuals and societies in the past and present. The possibility and effects of human-caused changes in the climate system are also discussed.

Usually offered: Fall, Spring, Summer.

BE 270 – Introduction to Biosensors and Mobile Health (3 units)

Several types of biosensors have become quite commercially successful in the past couple of decades, including glucose meters, pulse oximeters, and pregnancy tests. Recently, more advanced types of biosensors are being investigated and commercialized, to detect pathogens from food/water as well as animals/humans, to provide comprehensive blood test at home, etc. Major breakthroughs in achieving high sensitivity and specificity have been achieved with the use of lab-on-a-chip and nanotechnology. Towards easy-to-use, handheld, and daily monitoring of health conditions at home, use of Arduino, Raspberry Pi, 3D printing, smartphone, and other wearable devices are being investigated. Together with cloud computing, these efforts constitute towards a novel concept of mobile health or mHealth, which will revolutionize the future of health care.

Usually offered: Summer.

CHEM 257A – The Organic Chemistry and Materials Science of Art and Archaeological Objects (3 units)

We explore the roles of organic chemistry and materials science in the formulation, ageing and conservation of art and archaeological objects. Topics include color and bonding theories, and the organic molecules in paints, paper, gels, dyes, textiles, adhesives and polymers.

Also offered as ANTH 257A, ENGR 257A, MSE 257A. Usually offered: Fall.

ECOL 206 – Environmental Biology (3 units)

Fundamentals of ecology and their relevance to human interconnectedness with natural ecosystems. Non-majors orientation.

Course includes 1 or more field trips.

ECOL 220 – Evolutionary Medicine (3 units)

In this course we will examine how the Darwinian theory of evolution by natural selection can help us understand and treat human disease. We will explore evolutionary answers to questions such as: Why do parasites harm us? Why do we age? Why do we suffer from allergies or develop cancer? Why do we reproduce sexually? Why do babies cry? Through informal lectures, readings, student presentations, and class discussions students will become exposed to basic evolutionary principles that can be applied not only to medicine, but also to other life sciences and to general understanding of the human condition.

Prerequisite(s): Consent of instructor.

ECOL 223 – Human Genetics and Evolution (3 units)

This Tier Two biology course focuses on aspects of biology from the perspective of humans and human populations.

ECOL 230 – Natural History of the Southwest (3 units)

Elementary biology of the common plants and animals of the Southwest; identification, distribution, ecology.

Special course fee required: \$10. Course includes 1 or more field trips. Usually offered: Spring.

ECOL 280 – Sociobiology and the Evolution of Cooperation (3 units)

Why do animals and other organisms sometimes compete and sometimes cooperate? How do organisms in groups interact, how do they organize themselves or make group decisions? This course will give you some answers to these questions. We will discuss how social behavior evolves, and how it changes the life style of the animals that display it. We will also discuss whether this research can teach us about human social behavior.

Usually offered: Fall.

ENGR 225 – Energy Systems and Sustainability (3 units)

If historical trends continue, by the end of this century the world's population will have nearly doubled, and the demand for energy will have quadrupled. How are we going to maintain that growth? Are we going to do it safely, cleanly, and sustainably? These issues, explored in this class, are a window on our future, our lifestyle, employment opportunities, and our national security.

Also offered as MSE 225. Usually offered: Fall, Spring.

ENGR 257A – The Organic Chemistry and Materials Science of Art and Archaeological Objects (3 units)

We explore the roles of organic chemistry and materials science in the formulation, ageing and conservation of art and archaeological objects.

Topics include color and bonding theories, and the organic molecules in paints, paper, gels, dyes, textiles, adhesives and polymers.

Also offered as ANTH 257A, CHEM 257A, MSE 257A. Usually offered: Fall.

ENGR 257B – Materials Science of Art and Archaeological Objects (3 units)

The methods, content and practice pertinent to the study of art and archaeology. Materials science provides one of the keys for interpreting objects in their historical and cultural context.

Prerequisite(s): An optional lab, MSE/ANTH/ENGR 258, may be taken concurrently. Also offered as ANTH 257B, MSE 257B. Usually offered: Fall.

ENGR 258 – Laboratory for Materials Science of Art and Archaeological Objects (1 unit)

Laboratory exercises involving the materials science of art and archaeological objects.

Must have concurrent registration in MSE/ANTH/ENGR 257B. Also offered as ANTH 258, MSE 258. Usually offered: Spring.

ENVS 210 – Fundamentals of Environmental Science and Sustainability (3 units)

This course is about how modern science and technology have increased our understanding of the Earth's environment and improved our ability to solve the important environmental challenges facing humanity, including climate change, pollution, loss of biodiversity, and water shortages.

Must have concurrent registration in MSE/ANTH/ENGR 257B. Also offered as ANTH 258, MSE 258. Usually offered: Fall, Spring.

GEOG 220 – Our Diverse Biosphere (3 units)

The strategy is to immerse non-science majors in the biological aspects of Physical Geography and, through lively debate and discussion, maps and images, to enhance critical thinking skills students need to make decisions about the world around them.

Usually offered: Spring.

GEOG 230 – Our Changing Climate (3 units)

Where, when, and why is climate changing? We will answer these questions via computer visualization and hands-on exploration of satellite images, time-series, and other climate variability data at global, regional, and local scales, and from paleoclimate to modern instrumental record.

Usually offered: Fall.

GEOG 240 – Our Dynamic Landscape (3 units)

Critical perspectives on complex environmental problems; issues include environmental hazards, renewable and nonrenewable resources; global, regional, and local patterns, and geographic scale are emphasized.

Usually offered: Fall.

GEOS 210 – Environmental Geology (3 units)

A geological perspective on current environmental problems, their causes and possible solutions. Focus on surface processes, geohazards, natural resources, and global systems.

Course includes 1 or more field trips.

GEOS 212 – Introduction to Oceanography (3 units)

Introduces the oceans and their geological, physical, chemical and biological processes with emphasis on their history and formation and the interactions of humans with the marine environment.

GEOS 214 – Astrobiology: A Planetary Perspective (3 units)

We will explore questions about the origin, evolution, and future of life on Earth and the possibility of life arising independently elsewhere in the Universe. We will examine what it means for a planet to be habitable, both in terms of basic necessities for living organisms to function and environmental limits to their ability to survive. Finally, we will review different approaches for searching for life within the Solar System and beyond using direct and remote sensing techniques.

Equivalent to ASTR 202. Also offered as ASTR 214, PTYS 214. Usually offered: Fall, Spring.

GEOS 216 – Dinosaurs (3 units)

Learn what happened in the real Jurassic Park. Big ideas from cosmology, geology, biology, and atmospheric science are combined to explain the existence of the marvelous Mesozoic monsters.

GEOS 218 – Geological Disasters and Society (3 units)

Geological catastrophes (earthquakes, meteorite impacts, flooding) are important processes in shaping the Earth. This course will acquaint students with the scientific principles governing these catastrophes.

GEOS 220 – Environmental History of the Southwest (3 units)

Environmental and cultural history of the Southwest emphasizing discovery of the past using historical science techniques of tree-ring and packrat midden analyses and repeat photography.

Course includes 1 or more field trips.

GEOS 222 – The Beauty of Landscapes (3 units).

This course weaves together geosciences, mathematics, and art history to explore how landscapes evolve, the mathematics that describe them, and the ways in which landscapes have been portrayed and appreciated by American artists. Landscapes are formed by the force of gravity as well as the forces exerted by the flow of wind, liquid water, and ice. Landscape development involves self-organization, a principle in which ordered patterns develop at large scales due to interactions that occur at smaller scales. The results in many cases are of striking beauty. Quantifying the complex shape of landscapes required a new form of mathematics (fractals). This course will explore how landscapes develop, how to quantify their patterns, and of the history of how American artists have celebrated the beauty of landscapes.

HNRS 202H – Introduction to Conservation Biology (3 units)

This course will introduce lower-division Honors students to fundamental concepts of environmental science with an emphasis with an emphasis on conservation biology. The class will consist of initial orientation sessions, individual learning activities, and a field trip to the Arizona-Sonora Desert Museum.

Student must be active in the Honors College. Usually offered: Fall, Spring.

HNRS 219 – Our Human Footprint (3 units)

This course, designed for honors students, addresses the science behind our knowledge of human impact on the planet and how we measure that impact, with an emphasis on out-of-the-classroom experience and critical thinking. We will consider multiple areas of scientific interest, including cities and transportation systems, sediment transportation, overfishing and species extinctions on land, creation and use of hazardous chemicals, waste generation, and the use of antibiotics and resources such as fossil fuels and water.

Student must be active in the Honors College. Course includes 1 or more field trips. Usually offered: Fall, Spring.

HWRS 201 – Water Science and the Environment (3 units)

Water plays a crucial role in the physical, chemical, and biological processes that regulate the Earth system. The relations of physical hydrology are derived from the fundamental laws of physics and chemistry. The water cycle forms the framework for the study of hydrological science. Honors section available.

Special course fee required: \$2. Course includes 1 or more field trips. Prerequisite(s): fundamental arithmetic manipulation and/or basic algebra. May be repeated for a total of 6 units of credit. Usually offered: Fall, Spring.

HWRS 202 – The Water Cycle (3 units)

The purpose of this course is to help students gain a quantitative understanding of the relationship between the hydrosphere and atmosphere and their impact on hydrologic systems, with emphasis on environmental effects. Field trips to the National Weather Service and Tucson Water Purification Plant. Honors section available.

Special course fee required: \$11. Course includes 1 or more field trips. Not open to science and engineering majors.

HWRS 203 – Arizona Water Issues (3 units)

Study of the use and misuse of water throughout Arizona and the fundamental tools used to study water supply, quality, and conservation. Introduction to basic hydrologic principles to help students deal with issues they will encounter later as public citizens in their own communities.

Equivalent to HWRS 213. Usually offered: Fall, Spring.

HWRS 204 – Environmental Water Quality Issues (3 units)

This introductory course on water quality issues in the environment will address relevant topics like, How safe is your drinking water? What are natural versus human-made sources of contamination in the environment? What might the environmental consequences be of major disasters (e.g. BP oil spill)? Students will gain an understanding of what water is made of (i.e. what's dissolved in water), what controls water quality, standards and regulations, basic water quality measurements, and major water quality problems in the environment, focusing on current events.

Prerequisite(s): High school level chemistry and algebra. Usually offered: Spring.

MCB 239 – Introduction to Precision Medicine (3 units)

This course will outline examples of new precision-medicine practices that provide diagnosis of health disorders and targeted therapies for the treatment of these disorders. The topics covered will include "-omics" approaches to predict health and diagnose disorders; developing targeted therapies to cure disease; uses and limitations of gene therapy for treatment of disease; and the potential uses of stem-cell therapies. *Prerequisite(s): Students should have completed a Tier One biology course (MCB 170C or 170C in another department) OR MCB 181R. Usually offered: Fall.*

MCB 261 – Cell Connection - Exploring the Mysteries of Life (3 units)

This is a non-majors course designed to foster an understanding of the biology that shows up each day in newspapers, magazines and the internet for students not seeking a science degree. We will cover the science behind life-altering subjects such as cancer, heart disease, and infectious diseases. We will discuss developing trends and their ethical impact in biotechnology, gene therapy and genomics that impact our daily lives. *Usually offered: Summer.*

MIC 204 – Microbes and Society (3 units)

This course explores the roles and responses of individuals and societies to the challenges of microbes. Topics include the microbial biosphere, microbial growth and colonization, microbes in the environment, ecological relationships with humans, parasitism, disease, and disease prevention, food and water management and safety, responses to ancient plagues and modern epidemics, and agents of bioterrorism. The course is intended as a general education course for students interested in a stand-alone lecture and discussion on the significance and consequences of microbes and microbial parasitism to individuals, society, and the environment. *Usually offered: Spring.*

MNE 201 – Nonrenewable Resources and Human Civilizations (3-4 units)

The availability and use of nonrenewable resources such as hydrocarbons, coal, metals, stone, and industrial minerals has shaped the development of human societies from the Stone Age to the present, and will continue to affect future humanity. This course explores the uneven natural distribution and varying abundance of nonrenewable resources in the world; how humans have extracted and used them over time; and how nonrenewable resource extraction and use have affected the development of world civilizations. Major themes of this course include resource exhaustion, technological substitution, the geopolitics of resources, and unintended social and environmental side effects of nonrenewable resource extraction and use. *Approved as: General Education Diversity Emphasis. Usually offered: Spring.*

MSE 225 – Energy Systems and Sustainability (3 units)

If historical trends continue, by the end of this century the world's population will have nearly doubled, and the demand for energy will have quadrupled. How are we going to maintain that growth? Are we going to do it safely, cleanly, and sustainably? These issues, explored in this class, are a window on our future, our lifestyle, employment opportunities, and our national security. *Also offered as ENGR 225. Usually offered: Fall, Spring.*

MSE 257A – The Organic Chemistry and Materials Science of Art and Archaeological Objects (3 units)

We explore the roles of organic chemistry and materials science in the formulation, ageing and conservation of art and archaeological objects. Topics include color and bonding theories, and the organic molecules in paints, paper, gels, dyes, textiles, adhesives and polymers. *Also offered as ANTH 257A, CHEM 257A, ENGR 257A. Usually offered: Fall.*

MSE 257B – Materials Science of Art and Archaeological Objects (3 units)

The methods, content and practice pertinent to the study of art and archaeology. Materials science provides one of the keys for interpreting objects in their historical and cultural context. *Prerequisite(s): An optional lab, MSE/ANTH/ENGR 258, may be taken concurrently. Also offered as ANTH 257B, ENGR 257B. Usually offered: Fall.*

MSE 258 – Laboratory for Materials Science of Art and Archaeological Objects (1 unit)

Laboratory exercises involving the materials science of art and archaeological objects. *Must have concurrent registration in MSE/ANTH/ENGR 257B. Also offered as ANTH 258, ENGR 258. Usually offered: Spring.*

NSC 310 – Principles of Human Nutrition in Health and Disease (3 units)

Application of basic nutritional principles in the selection of normal and therapeutic diets; designed for students in the health sciences. *Usually offered: Fall, Summer.*

NSC 353 – Fundamentals of Food Science & Safety (3 units)

An on-line course that explores basic principles of food safety and food chemistry as they relate to food preparation. The course provides students with content to help them understand topics that are important to food preparation and safety as well as government regulations that affect food labeling and food preparation. Food safety in food preparation is foremost among them. This course will provide the background for one to become a certified food handler through the National Restaurant Association's ServSafe Program. The course also presents basic information and techniques covering food processing, food menu planning, purchasing and preparation techniques, ingredient interaction, and a basic understanding of the composition of macronutrients in food. *Credit allowed for NSC 351R or NSC 353 but not both. Usually offered: Spring, Summer.*

NSC 375 – Diet, Genes and Disease (3 units)

Current knowledge of human nutrition and genes has created a unique opportunity to use diet and other biologically active food components in the diet to improve the quality of life of people by the prevention and treatment of human disease. Also called Nutrigenomics, the identification and understanding of how nutrients and bioactive food components interact with the genome will be discussed. *Usually offered: Summer.*

OPTI 200 – Light, Color and Vision (3 units)

Explore optical technology and phenomena, including color and vision, light in art and nature, lasers, telescopes, cameras and fiber optics. This course, designed for non-science majors, will feature demonstrations and hands-on learning, with only basic math. *Usually offered: Fall, Spring.*

PHIL 305 – Introduction to Philosophy of Science (3 units)

This course is an introduction to philosophy of science. It examines fundamental philosophical concerns about the metaphysics and epistemology of scientific inquiry, and investigates questions such as: What is a species? Is physics reducible to chemistry? Must a scientific theory be testable? *Mutually Exclusive: Credit allowed for only one of these courses: PHIL 305 or PHIV 305. Usually offered: Fall, Spring, Summer.*

PHIV 305 – Introduction to Philosophy of Science (3 units)

Basic issues in the logic of science: scientific concepts and their meaning, testing of hypotheses, explanation, measurement, role of mathematics, truth versus convention, limits of science. *Mutually Exclusive: Credit allowed for only one of these courses: PHIL 305 or PHIV 305.*

PHYS 200 – The Science of Good Cooking (3 units)

This course shows students how to cook well using scientific observation, experiment and hypothesis testing. Lectures introduce the conceptual science behind kitchen technology and the cooking process, including heat transfer, phase changes, and material properties of foods. Students perform kitchen experiments at home using guidelines provided in class and turn in brief two-page reports of their observations. Semester grades are based on these reports and on two midterms in short-answer or essay style.

Usually offered: Spring.

PSY 220 – Thinking about thinking (3 units)

Students will explore and better understand the bases of thinking. They will become aware of how to detect and avoid decision manipulation traps. They will become more aware of understanding the brain's correlation between cognition and decision-making. Students will gain understanding on the evolution of cognition. Discovering the similarities and differences of human cognition and animal (especially primate) problem solving and communication.

Usually offered: Fall, Spring.

PTYS 206 – Our Golden Age of Planetary Exploration (3 units)

We will review current understanding of the contents of our Solar System and emphasize the processes that unite all of the planets and smaller bodies, such as tectonics, weathering, cratering, differentiation, and the evolution of oceans and atmospheres. The course will build on this knowledge to understand humankind's motivation to explore beyond our Solar System, especially to search for planets around distant stars and to look or listen for evidence of life elsewhere in the Universe.

Also offered as ASTR 206. Usually offered: Fall, Spring.

PTYS 212 – The Science and Politics of Global Warming (3 units)

The fundamental principles of the greenhouse effect will be addressed in a quantitative manner. This will require knowledge of the nature of light, temperature, their measurement, black body radiation, atmospheric structure, composition and opacity, as well as basic concepts of radiative transfer. These topics will be covered in a set of formal lectures, home works, class papers/projects and laboratory exercises during roughly the first two thirds of the course. The last third of the course will be devoted to the economic /political aspects of global warming.

Usually offered: Spring.

PTYS 214 – Astrobiology: A Planetary Perspective (3 units)

We will explore questions about the origin, evolution, and future of life on Earth and the possibility of life arising independently elsewhere in the Universe. We will examine what it means for a planet to be habitable, both in terms of basic necessities for living organisms to function and environmental limits to their ability to survive. Finally, we will review different approaches for searching for life within the Solar System and beyond using direct and remote sensing techniques.

Equivalent to ASTR 202. Also offered as ASTR 214, GEOS 214. Usually offered: Fall, Spring.

SCI 203 – Gen TED (3 units)

Gen TED places cutting-edge science findings into a rich discussion about the role that science plays in society by asking students to critique thought provoking TED talks, UA College of Science Lecture Series presentations, and live talks from select UA faculty. The course's engaging and transformative discussions and writing activities have been designed to elevate students' ability to analyze, discuss and communicate ideas in science. The class will increase students' awareness of key discoveries that exist at the boundaries of science and technology and investigate how these discoveries can lead to improvements in our quality of life, and evoke controversy within our society.

Usually offered: Spring.

SLHS 263 – World of Sound: Speech, Music and MP3s (3 units)

An introduction to sound - its production, perception and use in speech, music and animal communications. The course is divided into basics of sound; music and speech production; the hearing system; and speech perception.

Usually offered: Fall.

SLHS 270 – Scientific Thinking in Speech and Hearing Sciences (3 units)

The purpose of this course is to introduce the student to scientific reasoning and critical thinking skills in the speech and hearing sciences. The main goals are to teach basic skills for critically evaluating research and implementing an experiment.

Usually offered: Spring.

TLS 201 – Using Physical Activity to Explore the Human Body (3 units)

Using physical activity to understand human biological functioning. Topics include benefits of physical activity in improving human biological functioning from the cellular to systems level. An emphasis will be placed on physiological experiments that influence students lives.

Usually offered: Fall.

Check Availability in the [Schedule of Classes](#).
