

COLLEGE CORE CURRICULUM (CORE-UA)

CORE-UA 1 Complexities: Oceans (4 Credits)

We inhabit a world of complex systems: the global climate, social organizations, and biological networks among them. When significant challenges emerge within these systems, we are often tempted to reduce them into a simpler and more manageable set of "truths." The liberal arts give us resources for resisting this temptation: through a variety of models and methods, they enable us to analyze and grapple with complex phenomena without immediately or irrevocably simplifying them. The Complexities seminar aims to: (1) introduce you to a range of scholarly approaches to the study of complex systems; (2) expose you to the pleasures of focused inquiry, attentive study, playful experimentation, and lively dialogue; (3) equip you with practical tools for thriving within situations of complexity, ambiguity, and contradiction; and (4) help you develop your ability to determine for yourselves the contours of a more just and equitable world. The inaugural theme for the Complexities seminar is Oceans. The ocean is, obviously, internally complex: marine ecosystems themselves are vast networks of species, down to the microorganism. Marine data science is crucial to measuring environmental change; for instance, polar ice shrinking constitutes key evidence for global warming. The study of oceans also enables the exploration of human migratory patterns, including forced migration and colonialism. Literary and artistic engagement—from Moby-Dick to the photography of the Swahili coast—bring to the fore the challenges confronting representations of oceans and oceanic culture, and reveal dimensions of both that elude empirical methods. Attention to how those who make their lives and livelihoods near and on the ocean—from groups of fishermen in Newark, New Jersey to Māori communities in New Zealand—sheds light on forms of social organizations more generally. Throughout the course, scholars address the ethical challenges of sustainable development, scientific exploration, ethnographic study, and artistic representation, as well as the implications of current decision-making for future generations.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 105 Quantitative Reasoning: Elementary Statistics (4 Credits)

Typically offered Fall and Spring

Introduction to statistics and probability appropriate for students who may require such for their chosen field of study. Actual survey and experimental data are analyzed. Topics include the description of data, elementary probability, random sampling, mean, variance, standard deviation, statistical tests, and estimation. For a less rigorous introduction to such topics, students are encouraged to register for another QR course.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 107 Quantitative Reasoning: Prob, Stats & Decisn-Mkng (4 Credits)

Typically offered Fall and Spring

This course examines the role in mathematics in making "correct" decisions. Special attention is devoted to quantifying the notions of "correct," "fair," and "best" and using these ideas to establish optimal decisions and algorithms to problems of incomplete information and uncertain outcomes. The mathematical tools used include a selection of topics in statistics, probability, game theory, division strategies, and optimization.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 109 Quantitative Reasoning: Math & Computing (4 Credits)

Typically offered Fall and Spring

This course teaches key mathematical concepts using the new Python programming language. The first part of the course teaches students how to use the basic features of Python: operations with numbers and strings, variables, Boolean logic, control structures, loops and functions. The second part of the course focuses on the phenomena of growth and decay: geometric progressions, compound interest, exponentials and logarithms. The third part of the course introduces three key mathematical concepts: trigonometry, counting problems and probability. Students use Python to explore the mathematical concepts in labs and homework assignments. No prior knowledge of programming is required.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 110 Quantitative Reasoning: Great Ideas in Mathematics (4 Credits)

Typically offered Fall and Spring

This one semester course serves as an introduction to great ideas in mathematics. During the course we will examine a variety of topics chosen from the following broad categories. 1) A survey of pure mathematics: What do mathematicians do and what questions inspire them? 2) Great works: What are some of the historically big ideas in the field? Who were the mathematicians that came up with them? 3) Mathematics as a reflection of the world we live in: How does our understanding of the natural world affect mathematics (and vice versa!)? 4) Computations, proof, and mathematical reasoning: Quantitative skills are crucial for dealing with the sheer amount of information available in modern society. 5) Mathematics as a liberal art: Historically, some of the greatest mathematicians have also been poets, artists, and philosophers. How is mathematics a natural result of humanity's interest in the nature of truth, beauty, and understanding? Why is math a liberal art?

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 111 Quantitative Reasoning: From Data to Discovery (4 Credits)

Today's technology enables us to collect massive amounts of data, such as images of distant planets, the ups and downs of the economy, and the patterns of our tweets and online behavior. How do we use data to discover new insights about our world? This course introduces ideas and techniques in modern data analysis, including statistical inference, machine learning models, and computer programming. The course is hands-on and data-centric; students will analyze a variety of datasets, including those from the internet and New York City. By the end of the course, students will be able to (1) apply quantitative thinking to data sets; (2) critically evaluate the conclusions of data analyses; and (3) use computing tools to explore, analyze, and visualize data. Throughout the course, we will also examine issues such as data privacy and ethics.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 203 Physical Science: Energy & The Environment (4 Credits)

Typically offered Fall and Spring

This course explores the scientific foundations of current environmental issues and the impact of this knowledge on public policy. One goal of the course is to examine several topics of pressing importance and lively debate in our society – e.g., global warming, the quest for clean air and water, atmospheric ozone depletion, and the continuing search for viable sources of energy. A parallel goal is to develop the chemical, physical, and quantitative principles that are necessary for a deeper understanding of these environmental issues. The relevant topics include the structure of atoms and molecules, the interaction of light with matter, energy relationships in chemical reactions, and the properties of acids and bases. Throughout the course we also examine how scientific studies of the environment are connected to political, economic and policy concerns. The laboratory experiments are closely integrated with the lecture topics and provide hands-on explorations of central course themes. Overall, this course will provide you with the foundation to carefully evaluate environmental issues and make informed decisions about them.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 204 Physical Science: Einstein's Universe (4 Credits)

Typically offered Fall, Spring, and Summer terms

Einstein is best known for his Special Theory of Relativity - the idea that space and time are different for different observers, but the consequences of his work are much broader. The implications of this theory led to the ideas that provide the power source for the visible universe. His General Theory of Relativity revamped our understanding of space and time further. By giving us new insights into gravity, it led us to ideas of black holes and forced us to accept dark matter and dark energy as pervasive in the universe. The ideas of light - thought to be complete at the end of the nineteenth century - were turned on their head by his alternative take. In this course we will highlight these key concepts that he developed, and will study their implications in the 100 years since then, including our modern ideas of stars, their life and how they are powered. We will study the evidence for mystery "dark matter" in the universe and consider what it might be. We will discuss the expansion of the universe and what it tells us about the future of the universe and why it is such a puzzle. We will push back to the big bang and dip our toes into the multiverse, to see why physicists are increasingly considering it as a possible explanation for what we see around us.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 209 Physical Science: Quarks to Cosmos (4 Credits)

Typically offered Fall, Spring, and Summer terms

Modern science has provided us with some understanding of age-old fundamental questions, while at the same time opening up many new areas of investigation. How old is the Universe? How did galaxies, stars, and planets form? What are the fundamental constituents of matter and how do they combine to form the contents of the Universe? The course will cover measurements and chains of scientific reasoning that have allowed us to reconstruct the Big Bang by measuring little wisps of light reaching the Earth, to learn about sub-atomic particles by use of many-mile long machines, and to combine the two to understand the Universe as a whole from the sub-atomic particles of which it is composed.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 210 Physical Science: Molecules of Life (4 Credits)

Our lives are increasingly influenced by the availability of new pharmaceuticals, ranging from drugs that lower cholesterol to those that influence behavior. We examine the chemistry and biology of biomolecules that make up the molecular machinery of the cell. Critical to the function of such biomolecules is their three-dimensional structure that endows them with a specific function. This information provides the scientific basis for understanding drug action and how new drugs are designed. Beginning with the principles of chemical bonding, molecular structure, and acid-base properties that govern the structure and function of biomolecules, we apply these principles to study the varieties of protein architecture and how proteins serve as enzymes to facilitate biochemical reactions. We conclude with a study of molecular genetics and how recent information from the Human Genome Project is stimulating new approaches to diagnosing disease and designing drug treatments.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 214 Physical Science: How Things Work (4 Credits)

Typically offered Fall and Spring

Do you know how electricity is generated? How do instruments create music? What makes refrigerator magnets stick? For that matter, why is ice skating possible, how do wheels use friction and why can someone quickly remove a tablecloth without moving any dishes? All of the devices that define contemporary living are applications of basic scientific discoveries. The principles underlying these devices are fascinating as well as useful, and help to explain many of the features of the world around us. This course familiarizes you with some basic principles of physics by examining selected devices such as CD and DVD players, microwave ovens, the basic electronic components of computers, lasers and LEDs, magnetic resonance imaging as used in medicine, and even nuclear weapons. In learning the basic physics behind these modern inventions, you will develop a deeper understanding of how the physical world works and gain a new appreciation of everyday phenomena that are ordinarily taken for granted. The course is designed for non-science students with an interest in the natural world.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 303 Life Science: Human Genetics (4 Credits)*Typically offered Fall*

We are currently witnessing a revolution in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insights into the role of heredity. Beginning with an overview of the principles of inheritance such as cell division and Mendelian genetics, we explore the foundations and frontiers of modern human genetics, with an emphasis on understanding and evaluating new discoveries. Descending to the molecular level, we investigate how genetic information is encoded in DNA and how mutations affect gene function. These molecular foundations are used to explore the science and social impact of genetic technology, including topics such as genetic testing, genetically modified foods, DNA fingerprinting, and the Human Genome Project. Laboratory projects emphasize the diverse methods that scientists employ to study heredity.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 305 Life Science: Human Origins (4 Credits)***Typically offered Spring*

This course provides a comprehensive introduction to the field of biological anthropology and explores the evolutionary history of our lineage. Topics include but are not limited to human and non-human primate genetics, behavior, osteology, paleoanthropology, bioarchaeology, and forensics. Particular emphases are placed on modern human biological variation and the human fossil record. In doing so, we will reconstruct the behavior—locomotor, social, sexual, and cultural—of our ancestors and close relatives using modern analogs including modern humans, our closest living relatives the great apes, and other primates and non-primate animals. This course begins with a review of cellular and molecular biology and evolutionary theory in general, then establishes our place in nature and geological time, and ends with a detailed foray into modern human origins, including fossils, artifacts, and inferred cultural behaviors. Additionally, we will explore modern human variation, including discussions of topics such as race, genetics, and sexuality.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 306 Life Science: Brain and Behavior (4 Credits)***Typically offered Fall and Spring*

The relationship of the brain to behavior, beginning with the basic elements that make up the nervous system and how electrical and chemical signals in the brain work to effect behavior. Using this foundation, we examine how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, memory and the brain's plasticity. Other key topics include whether certain behavioral disorders like schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain, and how drugs can alter behavior and brain function.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 310 Life Science: Molecules of Life (4 Credits)***Typically offered Fall and Spring*

Our lives are increasingly influenced by the availability of new pharmaceuticals, ranging from drugs that lower cholesterol to those that influence behavior. We examine the chemistry and biology of biomolecules that make up the molecular machinery of the cell. Critical to the function of such biomolecules is their three-dimensional structure that endows them with a specific function. This information provides the scientific basis for understanding drug action and how new drugs are designed. Beginning with the principles of chemical bonding, molecular structure, and acid-base properties that govern the structure and function of biomolecules, we apply these principles to study the varieties of protein architecture and how proteins serve as enzymes to facilitate biochemical reactions. We conclude with a study of molecular genetics and how recent information from the Human Genome Project is stimulating new approaches to diagnosing disease and designing drug treatments.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 311 Life Science: Lessons From The Biosphere (4 Credits)***Typically offered Spring*

Provides a foundation of knowledge about how Earth's biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. We explore four main topics: (1) Evolution of Life: How did life come to be what it is today? (2) Life's Diversity: What is life today on the global scale? (3) Cycles of Matter: How do life and the non-living environment interact? (4) The Human Guild: How are humans changing the biosphere and how might we consider our future within the biosphere? Laboratory experiments are complemented by an exploration at the American Museum of Natural History

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 312 Life Science: Earth, Life & Time (4 Credits)***Typically offered Spring*

Provides a foundation of knowledge about how Earth's biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. We explore four main topics: (1) Evolution of Life: How did life come to be what it is today? (2) Life's Diversity: What is life today on the global scale? (3) Cycles of Matter: How do life and the non-living environment interact? (4) The Human Guild: How are humans changing the biosphere and how might we consider our future within the biosphere? Laboratory experiments are complemented by an exploration at the American Museum of Natural History.

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 313 Life Science: The Brain, A User's Guide (4 Credits)*Typically offered Fall*

A non-textbook introductory science course aimed at non-science students interested in understanding and caring for their own brains. The course provides new ideas of brain evolution, drug action and mental disorders. Core neurobiological ideas are developed into complex topics such as addiction, violence, memory, homosexuality and obesity. Each lecture provides current insights confronting students. The important subjects of drugs and alcohol introduce current mechanism of action for abuse of illegal (e.g. marijuana and ecstasy) and prescription (e.g. Xanax, Oxycodone, and Adderall) drugs. The course ends with coverage of clinical topics such as depression, suicide, anxiety, autism and ADHD. A weekly laboratory is included in this class which consist of brain dissections, microscopy, and computer assisted morphometry as well as exercises to cover topics such as alcohol measurement, calorie determination, photosynthesis and gender differences. Students are also expected to learn to use DSM-5 psychiatric handbook. The course grade is based on 5 test, a final, laboratory grade and two papers. All lectures are available as PowerPoint presentations before class and students are encouraged to use their computers or smartphones during class to facilitate discussions and questions. In summary, this class attempts to provide college students with the background to understand how the brain is structured and how it functions.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 316 Life Science: Designer Genes - Reshaping our Biological Future (4 Credits)**

This course examines the principles and practices of genetic engineering—the ability to design genes. Advances in genetic engineering have impacted everyday life, including the production of human insulin from bacteria and the design of vaccines for Influenza and COVID-19. We begin with the central concepts of molecular biology; DNA and RNA structure, gene expression, and genome organization. Building on this foundation, we examine the tools and techniques of genetic engineering such as gene cloning, gene editing, and bioinformatics. The applications of genetic technologies are explored through a variety of case studies, including genetically modified crops that have increased resistance to pests or disease; use of the gene editing tool, CRISPR, to treat sickle cell disease; and modification of plants to make vaccines. We also examine the ethics of manipulating genes and provide a foundation for making informed decisions about biotechnologies.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 400 Texts & Ideas: Topics (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 402 Texts & Ideas: Antiquity & The Renaissance (4 Credits)***Typically offered Fall and Spring*

The "Renaissance" understands itself as an age bearing witness to the "rebirth" of classical antiquity. In art, philosophy, and literature it also assumes the task of reconciling the cultural inheritance of Greece and Rome with the Christian tradition (itself entering into a moment of crisis as allegiances split between the Catholic church and the "reformed" church of Luther and Calvin). Our first task is to look at antiquity; our second, to explore the ways in which European culture between 1400 and 1700 invents the modern by making itself conversant with the past. Readings: Homer's *Odyssey*; Sophocles' *Antigone*; Plato's *Phaedo* and *Symposium*; Vergil's *Aeneid*; Genesis, Exodus, Job, Luke, Acts, John; Augustine's *Confessions*; Castiglione's *Book of the Courtier*; Machiavelli's *Prince*; Erasmus's *Praise of Folly*; Montaigne's *Essays*; More's *Utopia*; Shakespeare's *Tempest*.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 403 Texts & Ideas: Antiquity & The Enlightenment (4 Credits)***Typically offered Fall and Spring*

Beginning with the collision of the "Judeo-Christian" and Hellenistic traditions and their encounter in the Christian Scriptures and Augustine, we see Enlightenment thinkers grapple with the fusion of these traditions they had inherited, subjecting both to serious criticism and revising them as a new tradition—science and technology—rises to prominence. Reading from the Hebrew and Christian Scriptures, Sophocles, Plato, Augustine, Montesquieu, Pope, Voltaire, and Rousseau.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 404 Texts & Ideas: Antiquity & The 19th Century (4 Credits)***Typically offered Fall and Spring*

Every society places demands on individuals: it could not do otherwise and still remain a society. But what happens when those demands are inconsistent? Can—or should—an individual determine the right course of action by reason alone? Or should one simply obey—but then, whom should one obey? What happens when people's moral judgements differ from the expectations of those around them? How can one maintain a society in the face of such conflicts? From the first moments of Western literature those questions are explored; they became all the more insistent in the unprecedented political, social, intellectual and economic upheavals of the 19th century. One effect was the increasingly central role given to art, seen as the dynamic force able to create a cohesive society. Our study includes Richard Wagner's remarkable music-drama *The Ring of the Nibelung*, perhaps the most significant and influential art-work of the era (studied primarily as a text, though there will be opportunities to hear the music as well). Other readings include selections from the Hebrew Scriptures and Christian New Testament, Homer's *Iliad*, Sophocles' *Antigone*, Plato's *Gorgias*, Vergil's *Aeneid*, poetry by (among others) Tennyson and Matthew Arnold, Arnold's *Culture and Anarchy*, Wagner's *Art and Revolution*, Nietzsche's *Genealogy of Morality*.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 500 Cultures & Contexts: Topics (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 502 Cultures & Contexts: Islamic Societies (4 Credits)*Typically offered Fall and Spring*

A survey of the politics, social life, culture, and economy of the Islamic world from the life of Prophet Muhammad (570-632) to the rise of the early modern Islamic empires in the sixteenth century. Islamic civilization rose from its humble origins in the seventh century Arabian Peninsula to become a world civilization and global culture, but how was this astonishing transformation accomplished? We examine the advent of Islam, as well as the development of the civilization that bears its name over a thousand-year period and analyze what Islam meant to different societies at different points in space and time. We consider both the shared features that have distinguished Muslim societies under the aegis of Islamic civilization and also the varieties of experience that endowed the region with vast cultural, ethnic, linguistic, and regional diversity. Topics include identity, Islamic law, mysticism, gender and sexualities, minorities, science, and art and architecture.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 506 Cultures & Contexts: Chinese & Japanese Traditions (4 Credits)***Typically offered Fall and Spring*

Essential aspects of Asian culture—Confucianism, Taoism, Buddhism, and Shintoism—studied through careful reading of major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious, but all-important, differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 507 Cultures & Contexts: Japan (4 Credits)***Typically offered Spring*

A general, comparative overview of Japanese culture, including both contemporary concerns and conditions and some of the fundamental historical transformations that “Japanese” culture has undergone. Proceeding in part chronologically and in part thematically, provides a sense of the shifts in cultural history and cultural categories (such as “family” or the idea and effects of capitalism as a mode of social organization). Students gain both a comprehensive view of the changing forces that have shaped what we call Japanese culture, and also grounds on which to reflect on our own conditions that may or may not be comparable.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 509 Cultures & Contexts: Caribbean (4 Credits)***Typically offered Fall and Spring*

Examines the impact of the Caribbean's long colonial history from the perspective of its diverse populations, through race, class, culture, gender, and sexuality. Known for its beauty, cultural vitality, and mix of peoples, cultures, and languages, the Caribbean is where today's global economy began, some 500 years ago. Its sugar economy and history of slave labor and colonialism made it the site of massive transplantations of peoples and cultures from Africa for more than four centuries and from Asia since the mid-19th century, and of a sizable influx of peoples from Europe all along. Readings examine the history of the region's differing forms of colonialism; the present postcolonial economic and political structures; anthropological material on family and community life, religious beliefs and practices, gender roles and ideologies; and ways in which national, community, and group identities are expressed today.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 510 Cultures and Contexts: Russia Between East and West (4 Credits)***Typically offered Spring and Summer*

Focuses on distinctive historical and geographical dichotomies and issues in Russian culture. Emphasis is on primary documents, including literary works, travel notes, works of art, and political statements from all periods, chosen to establish the particular matrix of competing positions that make up the Russian national and cultural identity.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 512 Cultures & Contexts: China (4 Credits)***Typically offered Fall and Spring*

Introduces students to some of the defining features of traditional Chinese culture by sampling the most important philosophical and historical classic texts composed in the centuries leading up to and including the Western Han Dynasty (206 BCE-24 CE), as well as a number of early texts attempting to codify and transmit technical knowledge of Chinese law, medicine, agriculture, and divination. Both the classics and the technical compendia have played important roles shaping Chinese concepts of the individual, the family, the nation, and the natural world, and have sustained these concepts through times of social turmoil and political division that have repeatedly interrupted the more stable and unified periods that tend to define the orthodox historical narrative of China's past. We thus develop a sense of the ways Chinese culture has traditionally viewed itself and the ideals to which it has repeatedly returned in chaotic times. Finally, we refer frequently to the easily overlooked, but nevertheless essential, supporting role of writing and the unique ways that it has developed in the Chinese context.

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 514 Cultures & Contexts: Ancient Israel (4 Credits)*Typically offered Fall and Spring*

The history and culture of the ancient Israelite societies of biblical times and the Greco-Roman period seen from the perspective of the process of urbanization and the role of cities in the development of classical Judaism, covering the period from c. 1250 b.c.e. through the third century c.e. Surveys the history and achievements of these cities and their contribution to the development of law and social organization, prophetic movements, history of Israelite religion and early Judaism, and the background of Christianity. The Bible and ancient Jewish texts preserve much evidence for the history of ancient Israel; and archaeological excavations, as well as the discovery of ancient writings in Hebrew and related languages, have added to our knowledge. In addition, new discoveries in the Dead Sea Scrolls contribute greatly to our understanding of the history of Judaism and the emergence of Christianity. Throughout, we remain focused on the growth of cities and their role in the creation and development of ancient Israel's culture and literature.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 515 Cultures & Contexts: Latin America (4 Credits)***Typically offered Fall and Spring*

Over the last 50 years, millions of Latin Americans have experienced extraordinary shifts in their social, political, and cultural landscape, a result of the transformative effects of revolution or insurgency, state repression, popular resistance and social movements. We focus on events that had continental, hemispheric, and even global impact, including the Cuban Revolution of 1959, the military coups of the 1970s, and the Zapatista uprising in 1994. Drawing on a range of primary sources and cultural forms, we listen carefully to the voices of the major social actors of the time. Our sources are drawn from a wide range of media: newsprint, television broadcasts, transcripts, testimony, essay, documentary and feature film, art, and music. We deliberately mix artistic representations with documentary evidence to understand how the arts—music, visual art, literature, film—do not just reflect the reality around them, but are themselves vital sites for shaping and changing that reality and our imagination of it, both then and now.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 516 Cultures & Contexts: India (4 Credits)***Typically offered Fall and Spring*

Utilizing a variety of sources—novels, films, and academic scholarship—students are introduced to the history, culture, society, and politics of modern India. Home to one billion people, eight major religions, twenty official languages (with hundreds of dialects), histories spanning several millennia, and a tremendous variety of customs, traditions, and ways of life, India is almost iconic for its diversity. We examine the challenges posed by such diversity as well as how this diversity has been understood, represented, and managed, both historically and contemporarily.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 519 Cultures & Contexts: Indigenous North America (4 Credits)**

Who were/are indigenous people? What does/did it mean to be indigenous? What is indigeneity? We examine these questions in the context of the Americas, in an inquiry ranging from the era before European contact to the present. Using poetry, art, film, novels, political cartoons, memoirs, and scholarship written by historians, we explore the diversity and resilience of indigenous civilizations in the Americas.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 525 Cultures & Contexts: Latin America and the Caribbean (4 Credits)**

A general introduction to the history and culture of Latin America, focusing on major themes in the history of the region: colonization and interaction between Europeans, Africans, and indigenous people; the Atlantic slave trade and the creation of slave and plantation societies; race, nationalism, and revolution; and the place of the United States and Africa in the region. Readings include Spanish and indigenous accounts of the Conquest, firsthand accounts of the slave trade, revolutionary manifestos, political cartoons, and a range of other sources.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 526 Cultures and Contexts: The Persian Gulf and the Modern World (4 Credits)**

In your lifetimes, places like Dubai, Doha, and Abu Dhabi have become destinations for job-seekers, investors, and vacationers of all kinds. They have become transit stops for international travelers as well as cargo ships. They have hosted everything from the World Cup to branch campuses of leading universities from North America and Europe. This is a dramatic shift from the perception of the region as empty deserts, sand dunes, or “backward” or isolated tribesmen, that at best viewed the lands surrounding the Persian Gulf and abutting the Arabian Sea as a mere gas station for the world economy. We trace this transformation, but in doing so reflect on how various forms of connectivity have prevailed among an array of places and peoples across the world and the region we typically call “the Persian Gulf” (or “the Gulf” or “Arabia”). We ponder the argument that these exchanges and circulations are not incidental, but constitutive of the making of the world as well as these Gulf societies during modern times. Focusing on developments since the start of the 20th century in what is now Iran, Iraq, Kuwait, Bahrain, Qatar, Saudi Arabia, the UAE, Oman, and Yemen, we seek a relational understanding of capitalism, the oil economy, migration, developmentalism, war-making, urbanism, and political movements, among other topics.

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 527 Cultures & Contexts: Muslim Spain (4 Credits)*Typically offered occasionally*

In medieval Spain we see how members of the three Abrahamic faiths—Judaism, Christianity, and Islam—lived in close contact over a sustained period of time (711-1615). Sometimes peaceful and productive, at other times contentious and destructive, in this time of coexistence people of different faiths participated in parallel and overlapping cultural activities, drawing on the same poetic and philosophical traditions, creating similar liturgies, and preferring the same kinds of art and architecture. We examine the role that religion played in the creation of culture and its artifacts through close examination of primary sources, including historical chronicles, treaties, short stories, poetry, liturgy, art, and architecture. Students learn to pose and answer questions about the impact religion, religious expression, and coexistence in a multiconfessional society.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 528 Cultures & Contexts: Russia Since 1917 (4 Credits)***Typically offered occasionally*

Major periods, developments, and interpretative issues in Russian politics, history, and society, from the 1917 revolution to the present. The emphasis is on the Soviet experience, though the Tsarist past and post-Soviet developments are also considered. Special attention is given to the role of historical traditions, leadership, ideology, ramifying events, and socioeconomic factors.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 529 Cultures & Contexts: Contemporary Latino Cultures (4 Credits)***Typically offered Fall*

Political, social, and cultural practices of Latinos in the United States explored using a historical and interdisciplinary approach. Draws on literature, history, politics, as well as social and political theory to address issues of participation, under-representation, and civic and economic empowerment. Topics include immigration, social movements, figures of resistance, identities, popular culture, and language. Of particular concern is the idea and representation of a pan-ethnic "Latino" identity encompassing all the diverse national groups, and the emergence of this concept in both the cultural and political life of these communities.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 532 Cultures & Contexts: African Diaspora (4 Credits)***Typically offered Fall*

The dispersal of Africans to various parts of the world and over time, examining their experiences and those of their descendants. Regions of special interest include the Americas and the Islamic world, centering on questions of slavery and freedom while emphasizing the emergence of cultural forms and their relationship to both African and to non-African influences.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 534 Cultures & Contexts: The Black Atlantic (4 Credits)***Typically offered Fall*

We consider the Black Atlantic as a socio-cultural and economic space from the 15th-century first arrival of Africans in the 'New World,' through the rise of slavery in the Americas, continuing on to slave emancipation and decolonization in the 19th and 20th centuries, and conclude with contemporary black life in the Atlantic world. We trace the origins and importance of the concept of the Black Atlantic in the context of European imperial expansion and the transformation of indigenous structures of governance in the Americas, paying special attention to shifting social relations that shaped community formation among people of African descent and laid the foundations for political and economic institutions. Topics include: civilization, slavery, colonialism, capitalism, freedom, and justice. We approach these broad concerns through focused engagement with African enslavement and settlement in Africa and the Americas; the development of transatlantic racial capitalism; variations in politics and culture between empires in the Atlantic world; creolization, plantation slavery and slave society; the politics and culture of the enslaved; the Haitian Revolution; slave emancipation; and contemporary black Atlantic politics and racial capitalism.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 536 Cultures & Contexts: Indigenous Australia (4 Credits)***Typically offered Fall and Spring*

The indigenous people of Australia have long been the subject of interest and imagination by outsiders for their cultural formulations of kinship, ritual, art, gender, and politics, and they have entered into representations as distinctively "Other"—whether in negative or positive formulations of the "Primitive." These representations—in feature films about them such as *Walkabout* and *Rabbit Proof Fence*, in New Age Literature, or museum exhibitions—are now also in dialogue with their own forms of cultural production. At the same time, Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination. We explore the historical and geographical range of Aboriginal Australian forms of social being through ethnographic texts, art, novels, autobiographies, film and other media, and consider the ways in which identity is being challenged and constructed.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 537 Cultures & Contexts: Modern Israel (4 Credits)***Typically offered Fall and Spring*

Israel is a fascinating example of a complex state system that has developed in a relatively short time (since the 1880s) into a dynamic country undertaking colossal military, economic, and social commitments. The country has undergone tremendous domestic changes over the decades: the continued ingathering of Jews from around the world, complex religious and ethnic diversity, parliamentary democracy characterized by the continuing reconstitution of coalition governments, major constitutional changes, and economic transformation. On the international scene, there have been waves of accommodation with its Arab neighbors, alongside continuing tension with Lebanon, Syria, and Iran, and struggles with the Palestinians over land and political rights. We cover the major themes of modern Israel state and society including the country's history of state-building, institutions and political participation, religion and politics, ethnic and social cleavages, gender and politics, civil society, political economy, international relations and the Israeli-Palestinian conflict.

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 539 Cultures & Contexts: Asian / Pacific / American Cultures (4 Credits)*Typically offered Fall*

Asian Americans make up roughly 7% of the population of the United States and are the nation's fastest growing racial group. Pacific Islanders continue to fight for their sovereignty amid battles against U.S. militarism and climate catastrophe. The demographic grouping of Asian Americans and Pacific Islanders often seems awkward and unnatural. In considering how the histories, cultures, and politics of these groups unite and diverge, we gain a broader understanding of the formation of marginalized social identities, and how they are shaped by the forces of war, empire, capital, and social movements. We approach these questions historically, with detailed examinations of primary source documents and expressive culture. We conclude by asking how our understandings of Asian American and Pacific Islander identities shed new light on contemporary issues.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 541 Cultures & Contexts: New World Encounters (4 Credits)***Typically offered Fall and Spring*

During the Atlantic Age of Sail, from the fifteenth through the nineteenth centuries, the peoples of four continents—Europe, Africa, North America and South America—began to interact in sustained and complex ways for the first time. They brought to their encounters diverse cosmologies (beliefs about the spiritual world), epistemologies (systems of knowing and gathering empirical knowledge), family formations (networks of kinship), state configurations (forms of political organization), trading patterns (systems of material accumulation and exchange), and traditions of war and peace (forms of conflict and negotiation across groups). From their divergent approaches to the distribution and regulation of land, population, and goods arose a complex new transoceanic system that would tie together these four corners of the Atlantic. Reading early historical accounts, travel narratives, personal memoirs, novels, poems, and plays, we see how Atlantic peoples make sense of their changing worlds and the creative tensions of encounter, and come to understand the productive conflicts that ultimately gave rise to an Age of Atlantic Revolutions.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 543 Cultures & Contexts: Korea (4 Credits)***Typically offered Fall and Spring*

The history and culture of Korea from premodern times to the contemporary era, examining key moments, figures, and themes that speak to the varied experiences of the Korean people. Topics include state making, Korea's relations to other states in East Asia, the modern transition, capitalist development, democratization, and ongoing social transformation. Sources include historical documents, literature, and film.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 544 Cultures & Contexts: Spain (4 Credits)***Typically offered Fall and Spring*

What does Spanish culture look like? How do Spanish artists and writers articulate the often complex understandings they have of themselves, their nation(s), their relation to modernity, and the broader international community? How has Spain been viewed by others, and how have these views informed individual and collective responses to Spain's place in the world. We critically approach Spanish culture by learning about specific works, their close analysis, and the contexts in which they exist (when they were made, how they were perceived, and how we come to study them today), from the 19th to the 21st century, a period of time that covers Spain's transition from its imperial pasts to its democratic present, with important historical moments throughout, including the Spanish-American War, the Spanish Civil War, and the dictatorship of General Francisco Franco. We study fiction, poetry, film, television, painting, poster art, photography, performance, and architecture; and whenever possible we connect with programs at New York's museums, theaters, and parks.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 545 Cultures & Contexts: Egypt of The Pharaohs (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 546 Cultures & Contexts: Global Asia (4 Credits)***Typically offered Fall and Spring*

Explores the expansive transformation of Asian cultures from ancient times to the present, focusing on networks of mobility, interaction, social order, and exchange that form the particularity of Asian cultures through entanglements with others. Beginning in the days of Alexander the Great and the formation of the Afro-Eurasian ecumene, follows tracts of Buddhist, Confucian, Hindu, and Muslim expansion; then turns to the age of early modern landed empires, Ottoman-Safavid-Mughal-Ming/Ching, and their interactions with seaborne European expansion. Studies truly global formations of culture in the flow of goods, ideas, and people among world regions, during the age of modern empires and nationalism, including the rise of the nation as a cultural norm, capitalism in Asia, and Japanese expansion around the Pacific rim. Concludes by considering cultural change attending globalization since the 1950s, focusing on entanglements of Asian cultures with the globalizing culture of the market, consumerism, and wage labor, and transnational labor migration as well as Asian cultural spaces in and around New York City, including our nearby Chinatown.

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 549 Cultures & Contexts: Multinational Britain (4 Credits)*Typically offered Spring and Summer*

Introduces students to the peoples, cultures, and histories of the British Isles. Today home to a pair of European states, the United Kingdom and the Republic of Ireland, this grouping of islands off the northwestern coast of Europe has historically been home to an astonishing variety of peoples, kingdoms, religions, nations, and states. Rather than collapsing this diversity into a study of the English people or the British state, we think about the United Kingdom as a multinational formation, produced through the experience of repeated invasions, encounters, and migrations. Our ultimate goals are twofold: to learn about the peoples of the British Isles, and to use this knowledge to think critically about claims regarding national characteristics, ethnic stability, or cultural homogeneity—in Britain, and beyond.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 553 Cultures & Contexts: Pagan Europe (4 Credits)***Typically offered occasionally*

In pre-modern Europe, where a Christian outlook prevailed, the existence of pre-Christian cultures drove a master narrative that all but cast them off as the heterodox mythology and magic of primitive religions. We examine both the medieval evidence for the nature of European pagan cultures and the tendency of modern scholarship to endorse the medieval self-proclaimed image of a monolithic Christian occident. The medieval discourse on paganism cannot be reduced to its condemnation and rejection; this would ignore the ways that the predominant culture had in fact integrated elements of paganism into its theology, philosophy, rituals, calendar, life-cycle events, scientific knowledge, intellectual categories, literary creations, artistic repertoire, and physical environment. As we consider a millennium of European civilization (60 c.e.-1600 c.e.) from the perspective of paganism, we cross-pollinate multiple streams of evidence (textual, archeological, artifactual) with various epistemologies (history, anthropology, folklore, literary criticism), which will allow a new chronology and a new geography to emerge.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 554 Cultures & Contexts: Italy (4 Credits)***Typically offered Fall*

Almost anything one might think of as typically Italian, from pasta to pizza, neorealism to Sophia Loren, Armani to the mafia, has been made or remodeled by contact and exchange with the world beyond Italy. This does not mean that they are “not really” Italian. They are, but what has made them really Italian have been circuits of international travel and trade and the accompanying processes of naming and comparison by which non-Italians have defined certain things as essentially Italian and Italians have seen themselves mirrored in those definitions, modified them, or branded and marketed themselves through them. To look at how all this works, we start with an overview of ideas of Italy from classical antiquity to the eighteenth century, moving to an analysis of travel to and within Italy, the internationalization of Italian food, drink, music, and fashion, the Futurist assault on Italy’s cultural heritage, and the Italian film and television industries in a global system. We examine how movements of people, both out of and into Italy, have involved a remaking of collective identities. Finally, we turn to international relations and changing perceptions of Italy on the world stage as a result of foreign policies, wars, and entry into the European Union. Throughout, students are invited to reflect critically on how Italy’s culture, political identity, and icons have been produced over time, and to consider how far similar process are at work in other nations, including their own.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 555 Cultures & Context: Brazil (4 Credits)***Typically offered Spring and Summer*

Brazil’s transformation from a colonial, agrarian, slave society to a predominantly urban, industrialized nation, and an aspiring world power. Considers how Brazil became both a major industrial power and a society with all the classic social ills of a “Global South” nation. We also explore the relationship between mainstream notions of modernity and development, and the many different social and cultural initiatives that have produced Brazil’s hybrid popular culture and multiple national identities. Topics include slavery, racism, and emancipation, urban life, immigration and industrialization; changing gender roles, carnival and popular culture, and democratization.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 556 Cultures & Contexts: Germany (4 Credits)***Typically offered occasionally*

An introduction to the achievements and paradoxes of modern German history and culture. Crucial historical background is the invention of the printing press by Johann Gutenberg in the 1450s, the Protestant Reformation catalyzed by Martin Luther in 1517, and the Thirty Years’ War of the seventeenth century, but the emphasis is on the shaping role that German art and thought have played within European modernity from the late eighteenth century to the present, culminating in the regeneration of German literature and art since the 1960s, involving such figures as Heinrich Böll, Christa Wolf, Alexander Kluge, Ingeborg Bachmann, W.G. Sebald, Rainer Werner Fassbinder, Werner Herzog, Josef Beuys, Anselm Kiefer, Gerhard Richter, and Martin Kippenberger. Sources include literary, philosophical, and other texts, and works of art, architecture, music, and film.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 710 Expressive Cult: Words (4 Credits)***Typically offered Summer term*

What is literature or the literary? Is there a literary language that works differently from ordinary language? What is literary style and form? What is the position of the writer or artist in relation to society, and what is the function of the reader? Is literature a mirror of the world that it describes, an attempt to influence a reader’s ideas or opinions, an expression of the identity of the writer, or none of these?

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 711 Expressive Culture: The Graphic Novel (4 Credits)***Typically offered Fall, Spring, and Summer terms*

Examines the interplay between words and images in the graphic novel, a hybrid medium with a system of communication reminiscent of prose fiction, animation, and film. What is the connection between text and art? How are internal psychology, time, and action conveyed in a static series of words and pictures? What can the graphic novel convey that other media cannot? Authors include Alan Moore, Art Spiegelman, Peter Milligan, Charles Burns, Carla Speed McNeil.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 720 Expressive Cult: Images (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 722 Expressive Culture: Architecture in New York Field (4 Credits)*Typically offered Fall*

New York's rich architectural heritage offers a unique opportunity for firsthand consideration of the concepts and styles of modern urban architecture, as well as its social, financial, and cultural contexts. Meets once a week for an extended period combining on-campus lectures with group excursions to prominent buildings. Attention is given both to individual buildings as examples of 19th- and 20th-century architecture and to phenomena such as the development of the skyscraper and the adaptation of older buildings to new uses.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 724 Expressive Culture: Photography (4 Credits)**

What is a photograph? How do we read photographs? How has photography shaped history and fiction, our ideas of the self and of others? The purpose of this course is to analyze the history of photography in its relation with textual productions in XX and XXI century Latin American writers. We will begin by studying how the technology of photography (which arrived in Latin America almost simultaneously with its creation in Europe) contributed to a particular visual construction of Latin America and was incorporated into literary writings from the Caribbean, Central America, and the Southern Cone. The main objective of the course will be to analyze the use of photography in literary and extra-literary texts, from texts that use photography as its discursive axis (but without containing real photographs) to texts that play on the page with photographic reproductions. Topics include: photography and history, photography and archive, photography and madness, photography and the city, photography and memory, and photography and eroticism. We will consider texts and photographs by Roberto Arlt, Leopoldo Lugones, Jorge Luis Borges, Julio Cortázar, Elena Poniatowska, Mario Bellatin, Juan Villoro, Graciela Iturbide, Sara Facio, Ximena Berecochea, and Paz Errázuriz, among others. This course will count toward any of the majors and minors offered in the Department of Spanish and Portuguese.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 725 Expressive Culture: Architecture (4 Credits)**

Please check the departmental website for description

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 730 Expressive Culture: Sounds (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 740 Expressive Culture: Performance (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 750 Expressive Culture: Film (4 Credits)***Typically offered Fall and Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 760 Expressive Culture: Topics (4 Credits)**

The terms "fascism" and "culture" frequently resonate as opposites. We think immediately of sterile, bunker-like architecture, book burnings, and reactionary archaisms. Much fascist culture certainly entailed these. Yet we ignore the centrality of advanced culture to fascist ideas—both in the early twentieth century and beyond—at our own peril. We begin by addressing the history and theory of fascism, then examine specific case studies: Italian Futurist art and literature and its relationship to the founding of Fascism; the 1932 Exhibition of the Fascist Revolution in Rome; National Socialist (Nazi) aesthetic policy, Nuremberg rallies, and Riefenstahl's *Triumph of the Will* (1935); John Heartfield's anti-fascist photomontages; Picasso's *Guernica* at the 1937 Exposition Internationale; the 1937 Degenerate 'Art' Exhibition in Germany; and revivals of anti-fascist rhetoric and protest in the events of 1968 in the US and abroad. In the context of neo-fascist resurgence, we also consider more recent manifestations of fascism in cultural discourse, from Timus Vermes' compelling book *Look Who's Back* (2012), to the nationalist populism of Donald Trump's presidential campaign.

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 761 Expressive Culture: La Belle Epoque (4 Credits)***Typically offered Spring*

For course description, please consult the College Core Curriculum website: <http://core.cas.nyu.edu>

Grading: CAS Graded**Repeatable for additional credit:** No**CORE-UA 9111 Quantitative Reasoning: From Data to Discovery (4 Credits)**

Today's technology enables us to collect massive amounts of data, such as images of distant planets, the ups and downs of the economy, and the patterns of our tweets and online behavior. How do we use data to discover new insights about our world? This course introduces ideas and techniques in modern data analysis, including statistical inference, machine learning models, and computer programming. The course is hands-on and data-centric; students will analyze a variety of datasets, including those from the internet and New York City. By the end of the course, students will be able to (1) apply quantitative thinking to data sets; (2) critically evaluate the conclusions of data analyses; and (3) use computing tools to explore, analyze, and visualize data. Throughout the course, we will also examine issues such as data privacy and ethics

Grading: CAS Graded**Repeatable for additional credit:** No

CORE-UA 9203 Energy and the Environment (4 Credits)

This course explores the scientific foundations of current environmental issues and the impact of this knowledge on public policy. One goal of the course is to examine several topics of pressing importance and lively debate in our society – e.g., global warming, the quest for clean air and water, atmospheric ozone depletion, and the continuing search for viable sources of energy. A parallel goal is to develop the chemical, physical, and quantitative principles that are necessary for a deeper understanding of these environmental issues. The relevant topics include the structure of atoms and molecules, the interaction of light with matter, energy relationships in chemical reactions, and the properties of acids and bases. Throughout the course we also examine how scientific studies of the environment are connected to political, economic and policy concerns. The laboratory experiments are closely integrated with the lecture topics and provide hands-on explorations of central course themes. Overall, this course will provide you with the foundation to carefully evaluate environmental issues and make informed decisions about them.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9306 Life Science: Brain and Behavior (4 Credits)

The relationship of the brain to behavior, beginning with the basic elements that make up the nervous system and how electrical and chemical signals in the brain work to effect behavior. Using this foundation, we examine how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, memory and the brain's plasticity. Other key topics include whether certain behavioral disorders like schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain, and how drugs can alter behavior and brain function.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9402 Texts & Ideas: Antiquity & The Renaissance (4 Credits)

Specific topics and readings in this College Core Curriculum course may vary from term to term.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9500 Cultures & Contexts: Topics (4 Credits)

Cultures and Contexts prepares students for life in a globalized world by introducing them to the ways in which humans come to understand themselves as members of social, religious, national, and regional collectives and by fostering their appreciation of the dynamics of cultural interaction and influence. Individual sections focus on specific social or cultural groups different from the dominant traditions of contemporary North America. They share a common concern to examine the ways cultures have interacted, for example, through trade, colonization, immigration, religious dispersion, and media representation; how such groups define themselves against internal and external difference; and how the dominant perspective of Western modernity affects comprehension of the ways in which people outside that position understand, experience, and imagine their lives. Offerings include emergent traditions, diaspora formations, and societies understood as nationally, geographically, or culturally distinct from the dominant traditions of contemporary North America. Courses focusing on ancient civilizations are also included, as are courses that address contemporary challenges to traditional European conceptions of national identity. Consult the Core Curriculum website for descriptions of each term's offerings.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9515 Cultures & Contexts: Latin America (4 Credits)

Over the last 50 years, millions of Latin Americans have experienced extraordinary shifts in their social, political, and cultural landscape, a result of the transformative effects of revolution or insurgency, state repression, popular resistance and social movements. We focus on events that had continental, hemispheric, and even global impact, including the Cuban Revolution of 1959, the military coups of the 1970s, and the Zapatista uprising in 1994. Drawing on a range of primary sources and cultural forms, we listen carefully to the voices of the major social actors of the time. Our sources are drawn from a wide range of media: newsprint, television broadcasts, transcripts, testimony, essay, documentary and feature film, art, and music. We deliberately mix artistic representations with documentary evidence to understand how the arts—music, visual art, literature, film—do not just reflect the reality around them, but are themselves vital sites for shaping and changing that reality and our imagination of it, both then and now.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9534 Cultures & Contexts: The Black Atlantic (4 Credits)

The Black Atlantic considered as a socio-cultural and economic space from the 15th-century first arrival of Africans in the 'New World,' through the rise of slavery in the Americas, continuing on to slave emancipation and decolonization in the 19th and 20th centuries, and concluding with contemporary black life in the Atlantic world. Traces the origins and importance of the concept of the Black Atlantic in the context of European imperial expansion and the transformation of indigenous structures of governance in the Americas, paying special attention to shifting social relations that shaped community formation among people of African descent and laid the foundations for political and economic institutions. Topics include: civilization, slavery, colonialism, capitalism, freedom, and justice, approached through focused engagement with African enslavement and settlement in Africa and the Americas; the development of transatlantic racial capitalism; variations in politics and culture between empires in the Atlantic world; creolization, plantation slavery, and slave society; the politics and culture of the enslaved; the Haitian Revolution; slave emancipation; and contemporary black Atlantic politics and racial capitalism.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9544 Cultures & Contexts: (4 Credits)

The course description varies depending on the topic taught. Please view the course description in the course notes section.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9547 Cultures & Contexts: Multicultural France (4 Credits)

Typically offered Fall and Spring

With an important history of immigration, France has long been a site of cultural contact and exchange. This course considers the country's multicultural make-up and the ideologies, institutions, conflicts, and paradoxes that shape how that diversity has taken form through time. Conflicts and controversies of the past 40 years, which include the rise of the extreme right, the problem of the disadvantaged suburbs, the question of Islamic headscarves, and more, have in particular pushed these questions to the front of the country's domestic agenda. Looking historically and across several case studies, we ask as well as what the French example can add to our understanding of culture, diversity, and race. Conducted in English.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9549 Cultures and Contexts: (4 Credits)

The course description for this Topics in CORE course varies depending on the topic taught. Please view the course descriptions in the course notes section below.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9553 Cultures & Contexts: Pagan Europe (4 Credits)

Typically offered Fall and Spring

In pre-modern Europe, where a Christian outlook prevailed, the existence of pre-Christian cultures drove a master narrative that all but cast them off as the heterodox mythology and magic of primitive religions. We examine both the medieval evidence for the nature of European pagan cultures and the tendency of modern scholarship to endorse the medieval self-proclaimed image of a monolithic Christian occident. The medieval discourse on paganism cannot be reduced to its condemnation and rejection; this would ignore the ways that the predominant culture had in fact integrated elements of paganism into its theology, philosophy, rituals, calendar, life-cycle events, scientific knowledge, intellectual categories, literary creations, artistic repertoire, and physical environment. As we consider a millennium of European civilization (60 c.e.-1600 c.e.) from the perspective of paganism, we cross-pollinate multiple streams of evidence (textual, archeological, artifactual) with various epistemologies (history, anthropology, folklore, literary criticism), which will allow a new chronology and a new geography to emerge.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9554 Culture and Context: Italy (4 Credits)

The course examines how Italian identity has been transformed through encounters with foreigners. These foreigners were not only invading armies and colonizing powers but also artists and scholars, travelers and tourists. All contributed in fundamental ways to the evolution of Italian society and culture. Through the study of primary sources we will explore, for example, how the Greek, Arab, Byzantine, and Jewish presences reshaped Italian civilization up until the Renaissance. As well as outlining the historical circumstances for each of these encounters, our account will focus on their cultural consequences from a number of perspectives, from science to language, from philosophy to art and architecture. A field trip to Ravenna (capital of the Western Roman Empire, then of the Ostrogothic Kingdom, and later of the Byzantine Exarchate) will offer a vantage point to appreciate the many layers of Italian cultural history. As a case study, we will analyze a number of coeval reports on the sacks of Rome by the Visigoths (410 AD) and by the troops of Charles V (1527). Florence will be used as a primary source. The city and its surroundings will provide the most favorable context also to address the issue of tourism, from the Grand Tour to the most recent developments of mass tourism in Italy.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9557 Cultures and Contexts: Renaissance Italy (4 Credits)

Specific topics and readings in this College Core Curriculum course may vary from term to term.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9700 Expressive Culture: Topics (4 Credits)

Typically offered Fall and Spring

Topics vary by semester

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9720 Expressive Culture: Images (4 Credits)

Contemporary Art in Britain. Contemporary art raises vigorous debate and criticism. But what is contemporary about contemporary art? We consider some key issues in dealing critically with contemporary art with a focus on work on display in exhibitions in London, both major national collections and private galleries, exploring art produced since the late 1950s through case studies of the work of individual artists and through themes which include photography, representations of the body, gallery display, video practice, and installation art. Topics include how contemporary art came to look as it does, with a focus on British art; the different forms of material and presentation artists have employed; why and how diverse audiences are addressed; and how markets, national prizes, and private collections shape the kinds of art produced and inform public taste. We also look at the collection and display of contemporary art, on a private and a public scale; dealer galleries, and issues of curation. Critical and historical writings by artists and theorists will be considered.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9722 Expressive Culture: (4 Credits)

The course description for this Topics in CORE course varies depending on where the course is taught. Please view the course descriptions in the course notes section below.

Grading: CAS Graded

Repeatable for additional credit: Yes

CORE-UA 9723 Expressive Culture: Museums in Field Study: (4 Credits)

The course description for this CORE class varies on the location where taught. Please view the course description in the course notes.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9731 Expressive Culture: Music in Prague Field Study (4 Credits)

This is a chance to immerse yourself in the musical culture of Prague. You will attend five music performances together with the class and two on your own. Each of the concerts will be in a different style, and performed in a different sort of venue. Each concert will be preceded by a lecture/listening session, often involving the actual performers; you will also be assigned a reading excerpt relevant to the music you will hear. The concerts, scheduled about once every two weeks on evenings between Mondays and Thursdays, will be supplemented by architecture walks and film showings, which will usually take place during class time. In addition, you will undertake a "Personal Connection Project", in groups of two or three, in which you will choose a local genre, performer or composer to research. The research will include reading relevant contextual material, attendance at a live concert or rehearsal, and an interview with a performer. You will share your project with the class in an oral presentation, which will take place at the end of the semester. After which you will submit your conclusions in a final paper, in lieu of a final exam.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9732 Expressive Culture: (4 Credits)

For more than four centuries, opera has made us cry and laugh, and it still speaks to us today about ourselves and our lives. It does so by telling us stories of love and death, of power and despair, through a unique way of combining words, music and stage action, and ever new styles of performance. This course is designed to develop an understanding of the details of such combination and the way they cooperate in making an opera work in general and for us today. It does not develop chronologically, but through exposure to a selection of major works by Monteverdi, Mozart, Verdi, and Puccini. The presentations will be organized around individual operas, exploring their historical background, text and music, performing issues, reception history, and adaptation to other media (not necessarily in this sequence). Each opera will also be taken as a vantage point to explore one main thematic issue, while broader issues – such as genre, the development of formal conventions of librettos and music, Italian opera and its terminology, modes of production, cultural expression, social factors that give rise to certain narratives, how opera fits into the larger history of ideas in Western culture – will build up over the course.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9750 Expressive Culture: Film (4 Credits)

The course description for this CORE class varies on the location where taught. Please view the course description in the course notes below.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9760 Expressive Culture: Topics (4 Credits)

Course Description: Topics vary. Please see course notes for description.

Grading: CAS Graded

Repeatable for additional credit: No

CORE-UA 9764 Expressive Culture: Art and Culture in Contemporary Israel (4 Credits)

The location of Israel at the geographic junction between the West and the East, between the Arab world and the Western world, against the background of the long historical complexity of this piece of land provides a panoramic view of Israeli culture and art by examining thematic crossroads and ideas, via problems and social conflicts which lie at the heart of those art works and are reflected by them. Themes include: religion and secularism, universalism/globalism versus localism, Jews and Arabs, Ashkenazic and Sephardic cultures, multiculturalism in Israel, Zionism and Post-Zionism, right and left political world views, questions of gender, historical perspectives on war and peace and the Holocaust. Students explore the way different forms of art—visual, literary, and performance—reflect and shape the understanding of the "Israeli mosaic" while learning about the way the artists and writers internalize, consciously and unconsciously the complex Israeli reality.

Grading: CAS Graded

Repeatable for additional credit: No