Humanities

HUM 051. Independent Study - Humanities. 1-5 Unit.
HUM 100. Interdisciplinary Humanities Survey. 6 Units.
HUM 110. Philosophy: Good Questions for Life. 2 Units.
HUM 110A. Studies in Humanities: The Classical Word. 2-3 Unit.
HUM 111. Literature: Reading Cultures. 2 Units.
HUM 111A. Studies in the Humanities: Renaissance To Enlightenment. 2-3 Unit.
HUM 112. Art History: Visual Literacy. 2 Units.
HUM 112A. Studies in the Humanities: Contemporary Voices. 2-3 Unit.
HUM 151. Independent Study: Humanities. 1-5 Unit.
HUM 250. Prior Learning: Humanities. 0 Units.
HUM 251. Independent Study: Humanities. 1-5 Unit.
HUM 257. Origins and History of Consciousness. 3 Units.
This course presents an overview, experiential and analytical, of the visual arts, stressing disciplines necessary to the creative process. Experience with drawing and color, examination and analysis of works of art, and projects designed to sharpen vision and understanding of art are included.

HUM 302. Culture and Social Change. 3-4 Unit.
This course looks at the role of religion as a cultural expression in social change. We study three expressions of liberation theology- Latin American, Black, and Feminist- which emphasize the political and liberatory nature of religion. For each of the theologies we will establish the historical, cultural, and political contexts from which they developed, outline the principals of their theological features, and reflect on critical responses to them as well as their socio-ethical implications.

HUM 303. Twenty-First Century Latin American Social Movements. 3-4 Unit.
HUM 305. The Rhythms and Patterns of Jazz in U.S. Culture. 3 Units.
HUM 306. Ballot Box POLITICS: Presidential Politics and Race. 3-4 Unit.
Against a background and critical analysis of past and current American presidential campaigns, 1960-2008, students examine a broad spectrum of issues related to American voting patterns and perspectives based on ethnicity, race, and gender. Further, students examine, through lecture, critical dialogue, and guest panels, a vivid history and contemporary view of America’s political landscape, its deep racial divide and presidential campaigns.

HUM 307. Borderlands: Exploring Identities & Borders. 3-4 Unit.
HUM 310. Religiousworldviews: How Religion Constructs Our World. 3-4 Unit.
This interdisciplinary humanities course uses methods and insights from history, philosophy, and sociology to examine the religious worldviews of Buddhism, Christianity, and Islam in terms of their experiential, mythological, doctrinal, ethical, ritual, and social dimensions. In light of each of these worldviews, the issues of nationalism, capitalism, globalization, technology, environmentalism, feminism, and education are explored. The overriding concern of the course is to understand and appreciate the concrete ideological implications of three religious worldviews. Representatives of these religious traditions participate as guest speakers to provide direct experience of these worldviews and their implications.

HUM 311. LA Museums: Public Memory and Urban Narratives. 3-4 Unit.
Museums are traditionally yet mistakenly viewed simply as repositories of antiquity, as warehouses of relics from earlier times. However, museums play an indispensable role in contributing to the urban narrative. They are vibrant and exciting institutions of contemporary life and reminders of that which made earlier times and events relevant. Their collections help shape the public memory of what, from the past, has meaning. Conversely, what museums choose not to make available to the visiting and viewing public also implicitly contributes to the shaping of public memory. This course engages the urban narratives of Los Angeles by lecture, discussion, and field trips to local museums.

HUM 314. Scholarly Storytelling and Library Research. 3-4 Unit.
This course will be a hands-on and knee-deep exploration of different methods of library research. As methods (mad library skillz) are learned, we will traverse the information landscape: analyzing literature and theory about "information"; searching for stories; pursuing documents and ephemera housed in university, community, and Internet archives and libraries; examining the Internet, as public good and private asset, depositor and trafficker.

HUM 315. Case Studies in Filming the Other: Carmen. 3-4 Unit.
This course is an in-depth examination of a particular myth and cultural icon in several contexts. Students should have some background in theoretical approaches to issues of race, ethnicity, gender, sexuality, nationalism, performance, cultural studies and film. Carmen has circulated widely because of the eponymous opera and its melodramatic assertion of woman as other as whore in Western culture. The myth of Carmen is used to frame discourses of "the other" and to examine the interrelationships of gender, sexuality, and national belonging that various film versions of Carmen foreground. Along the way, we increase our critical vocabulary for discussing film and opera.
HUM 316. Human Rights and Children. 3-4 Unit.
This upper-division course uses a case study approach to address the issue of human rights and children. The rights of children are examined from a national and international perspective as well as from the point of view of political philosophy. The national perspective uses Supreme Court cases that have examined and established children’s rights such as limiting or forbidding child labor, protection of the dependent and incompetent, constraints on parental authority, children’s’ rights to access to education and medical services.

HUM 317. The Media and the Construction of Knowledge. 3 Units.
This course focuses on the “American Mind” as an overdetermined target of historical, traditional, mythic, news, and propaganda tributaries. The collision and confusion of pre-modern symbolic trends from the New Jerusalem of the 17th century to the millenium of the 21st are explored. Students come to understand how their own thinking reflects and recapitulates culturally created ideas and myths.

HUM 318. Women Who May Never Marry: Reasons, Realities, Opportunities. 1 Unit.

HUM 319. Popular Culture and Media Literacy. 3-4 Unit.
American popular culture is increasingly under the control of a handful of massive corporations that, taken together, might be called the National Entertainment State. This course engages the student in a critical exploration of the structure, ideology, and consequences of this modern Culture Trust.

HUM 320. Representing the American Other: Latin American. 3 Units.

HUM 320A. Intro to Latino/Chicano Studies. 3-4 Unit.
Latino people now constitute the fastest growing “minority” population in the United States, with historically important urban centers in the U.S. Southwest (including Los Angeles) and rapidly growing concentrations in the Midwest and U.S. South. But to what extent is it even possible to study this diversity of people under the rubric of a unitary “Latino” identity category? This course is organized around a series of “keywords” that allow students to submerge themselves in some of the major issues, debates, and controversies involved in the study of Chicano and Latino communities. These keywords include: mestizaje, borders, migration, labor, feminism, public arts, commodified ethnicity, state violence, refugees, and radical politics. These keywords emphasize the intimately related roles of government, corporate capital, cultural producers, social movements, neighborhoods, and individuals in constructing diverse, fluid, complex, and sometimes contradictory “Latino” and “Hispanic” identities. The course also explores how diverse people negotiate those constructed identities in their everyday lives in terms of employment, politics, education, family, neighborhood, and cultural expression.

HUM 321. Bldg Bridges With the Latino Communities of Los Angeles. 3 Units.
Diverse Latino communities are examined from a theoretical and practical perspective, and students develop an understanding of the history of different groups, the relations between refugees and local economics, cultural contributions, discrimination issues, and the growing political power of Latinos in Los Angeles. Other issues in the course are urban planning, education, health, mass media, women's groups, gangs, immigration rights, religion, and the police. This course requires students to alternate between classroom and visits to off-site community organizations such as Dolores Mission, Central American Refugee Center, and El Rescate.

HUM 322B. Authoritarianism and the Self, Part II. 3 Units.

HUM 323. The City: Myth, Madness, and Maturity. 3-4 Unit.

HUM 324. Western Mysticism in History, Literature, and the Psychology. 3 Units.

HUM 325. Simone de Beauvoir: Life and Works. 3-4 Unit.
Simone de Beauvoir was a foremost existential philosopher and author of one of the most important feminist works of our times: The Second Sex. This course juxtaposes de Beauvoir’s life with this classic feminist study along with her other literary works. Students explore the life and times of de Beauvoir and the significant aspects of her philosophic and feminist concepts.

HUM 325W. Peace Studies. 3-4 Unit.
This course uses principles of Community Psychology in examining approaches to promotion of peace and nonviolence within the field of psychology. Students develop an understanding of the range of approaches psychology has taken in research, theory and action toward the under-standing and promotion of nonviolence. Students explore the relationship between forms of oppression in cultural belief systems and manifestations of violence. A multidimensional perspective on peace and nonviolence assists in examining peace and nonviolence locally, in our own lives, as well as globally.

HUM 326. Earth in the Balance. 1 Unit.
This workshop explores the principles that might compose a humane and functional mode of relating to the earth, and the functional mode of relating to the earth, and the processes necessary to getting there. Using Vice President Al Gore’s Earth in the Balance, students confront the web of threats constituting the planetary crisis.

HUM 326A. Contemporary Literature From the Global Community: Fiction, Memoir, & Culture of The Middle East. 3-4 Unit.
This course explores various dimensions of the works of two critically acclaimed literary icons of Middle Eastern fiction - the Egyptian novelist Naguib Mahfouz and Turkish novelist Orhan Pamuk - both recipients of the Nobel Prize for Literature, in 1988 and 2006 respectively. Each has explored the historical, colonial, and post-colonial dimensions of his culture. Mahfouz delves into pre-Islamic stories that rest within the Egyptian psyche today as well as into the existential tales rooted in the soil of the 1960’s. Pamuk’s fiction is exemplary of the major inner conflicts of religion, love, identity, and politics in his native country Turkey with a focus on Islamic extremism and secularism. We will explore these two authors’ writings in several ways - first by exploring the historical context in which their works are situated while also examining the literary forerunners that inspired their writing. We will also look at social themes that emerge in the works, while also developing our cultural understanding of Egypt, Turkey, and Islam. The goal in this class will be to make a comparative analysis of themes in our society and the Middle East, which will encourage the reading of global literature as a tool for understanding diverse cultures. Through fiction and memoir we will live with these two authors in their respective traditions and travel from what was once the cradle of civilization to the borders of Europe and the Middle East.
HUM 327. Community Action and Social Responsibility. 3 Units.
A key to becoming socially responsible is the ability to articulate concerns, critique social policy, examine and change one’s values, and take responsibility for one’s actions. In this seminar, students have the opportunity to develop the motivation, skills, and knowledge necessary to contribute to the solution of social problems through activist community involvement. The seminar may include field trips.

HUM 328. Critical Thinking and Logic. 3 Units.
This course helps students develop the tools to think logically, evaluate arguments, and make educated decisions on their own in a wide range of real life situations. Topics include understanding claims, recognizing ambiguity, evaluating explanations, recognizing logical fallacies, understanding inductive and deductive arguments, evaluating the logical portion of moral arguments, distinguishing science from pseudo science, and understanding why people persist in illogical thoughts and beliefs.

HUM 328A. The Art of Humor. 3-4 Unit.
This course focuses on the development of students? creative writing skills in the context of humor writing. We will apply several literary and psychological theories to a wide range of cross-disciplinary models of humor writing (e.g., fiction, non-fiction, poetry, playwriting, television writing and stand-up comedy) in order to develop students? own creative work. Close readings of comedic texts will support a rich understanding of the psychological, socio-cultural, and literary mechanisms by which humor operates. The course will also compare and contrast various kinds of humor, including satirical, parodic, slapstick, farcical, gallows, highbrow, lowbrow, and will involve discussion, writing exercises, group work, and relevant video. Students will be invited to identify and explore the rich territories for humor inside and outside their lived experiences and to leverage these into their own creative writing.

HUM 329. Ancient Heroines and Goddesses. 3-4 Unit.
This course examines the roots of modern patriarchy through comparative archaeological, mythological, and literary reflections. The functions and characteristics of the ancient goddess are explored as well. Students examine ancient archaelogical evidence(figurines and pottery), then move to the earliest historical cultures, examining Near-Eastern myth (the goddesses of Egypt, Mesopotamia, and Syria.) Patriarchal Indo-European goddesses are presented as well.

HUM 330. High and Popular Culture in the L.A. Latina(o) Communities. 3 Units.
This seminar explores the Latina/o artistic and cultural scene in Los Angeles both theoretically and practically. It examines the representation of transculturation, biculturality, class, gender, politics, nationality, religion and immigration in both high and popular cultures. Media studied include art, theatre, performance art, murals, television, poetry, literature, music, dance, comics and public or religious festivities. Students travel to offsite locations as part of the seminar’s requirements.

HUM 331. Women in Film. 3-4 Unit.
This course explores the condition of women as revealed in contemporary films. Students view and analyze films made by American and international film directors of both sexes, relating to a variety of aspects of the female and human experience. Students also gain insight into the different approaches that directors use in order to better understand women’s lives.

HUM 331A. Symbols, Patterns, and the Cosmic Whole. 3-4 Unit.
The natural world, humans, and the cosmos are constructed from patterns reflecting numbers, geometric shapes and relationships. Each image with its correlative numerical value is unique in its role in creating and maintaining the cosmic order. This course explores symbols and patterns and their relationship to each other as well as their individual expressions in nature, architecture, mythology, the arts and their role in guiding the life process itself. From unity and wholeness to transformation, stability, and completion, numerical symbols, geometric shapes, and patterns are explored in the cultures of the Ancient Near East (Sumerian, Babylonian), Egypt, Greece, Central and South America (Mayan, Aztec, Incan), the Far East (Japan, China, Thailand), and Medieval Europe. Designed to deepen an understanding of the natural world and human culture through an exploration of the numerical and geometric foundations of both human and natural design, this course develops the tools necessary for a life-affirming metaphysical, psychological, and sociological relationship to one’s self, others, and the world.

HUM 332. Hollywood and the Black Independent Film Movement: a Search for Identity. 3 Units.

HUM 333. Voices and Visions of Democracy. 3-4 Unit.
Meet Alexis de Tocqueville, a Frenchman who spent 9 months in the United States in 1831-32, and let him tell you what he understood about democracy in America. Begin to evaluate the U.S.A. as you understand and experience it considering his prophetic insights. This course takes you to the heart of essential, founding documents, speeches and poems that map out the democratic adventure and its ideal goals. Aside from de Tocqueville, this class will also examine the works of Rousseau, Thomas Jefferson, Frederick Douglass, Elizabeth Cady Stanton, Susan B. Anthony, Booker T. Washington, and Martin Luther King. In the area of poetry, the works of Phyllis Wheatly, Walt Whitman, Emily Dickinson, Langston Hughes, Gwendolyn Brooks, Phillip Levine, Charles Bukowski, and Ani de Franco will be discussed.

HUM 333A. Voices and Visions: American Indians, Europeans and African Experience of New World Democracy. 3-4 Unit.
American Indians lived and still live under various forms of government, including egalitarian ones, led by men and women elders. This course focuses on the roots of American Democracy. It enlists eyewitness accounts of the violence attendant on the "birth" of the nation and presents autobiographical pamphlets and great speeches in which the highest human ideals triumph over corrupting tyranny. For part of the journey, students enlist as a guide a young Frenchman, Alexis de Tocqueville, who spent only nine months in the United States, in 1831-32.
HUM 333B. Voices and Visions of Democracy. 3-4 Unit.
This class introduces students to essential texts that mark issues and stages in the evolution of American democracy and shed light on ongoing political and ideological struggles in local and transnational spheres. The colonial conquest of the "new world," as Europeans understood it, had various motives and many consequences. The best and the worst come to light as students explore three enduring struggles for freedom on American soil, particularly from an oratorical perspective. One struggle is that of Africans enslaved and brought to the United States, and their often mixed-race children, as seen in the texts of Phillis Wheatley, Sojourner Truth and Frederick Douglass. The Declaration of Independence of 1776 and speeches by Abraham Lincoln frame the poems and slave-narratives and shed light on the founding flaws, from which the United States is still recovering. From this perspective, too, students review aspects of American Indian history, myths and poems framed by the eye-witness account of genocide by Bartolome de Las Casas, A Short Account of the Destruction of the Indies (1552), Shakespeare’s The Tempest (viewed as a film) and Book IV of Gulliver’s Travels provide appraisals Old World assumptions about class, race, and gender in the seventeenth and eighteenth centuries. A third focus of the class is the women’s suffrage movement in the United States, pioneered by Elizabeth Cady Stanton and Susan B. Anthony, lasting till 1920. These three strands interweave as the class takes stock of the Civil Rights Movement’s legacy in other liberation struggles that are ongoing. Students evaluate the power of the spoken as well as the written word in creating uniquely "American" values and responsibilities.

HUM 334. Building Bridges with the African- American Communities of Los Angeles. 3-4 Unit.
This class explores the diverse African-American communities of Los Angeles, from a theoretical and practical perspective. It aims at gaining awareness, exposure, and understanding relative to this group. Students investigate historical and cultural underpinnings as well as contemporary issues impacting African- American relationships. Other issues that are addressed are racism, sexism, education, religion, leadership, and political activism. This course requires students to leave campus and attend an array of activities during the course.

HUM 335. History of Philosophy: the Politics of Beauty From Plato to the Present. 3 Units.

HUM 336. Buddhism and Modern Systems of Thought. 3 Units.

HUM 336A. Religious Worldviews: How Religion Constructs Our World. 3-4 Unit.

HUM 337. Community and the Individual: Alienation and Connection. 3-4 Unit.
The triumph of the industrial economy is the fall of community. But the fall of community reveals how precious and how necessary community is. For, when community falls, so must fall all the things that only community life can engender and protect: the care of the old, the care and education of children, family life, neighborly work, the handing down of memory, the care of the earth, respect for nature and the lives of wild creatures. This class examines the breakdown of community, its causes, its aftermath, and its future. It assists students in understanding the social context in which alienation, loneliness, depression, and other contemporary maladies arise.

HUM 337A. Contemporary Issues in the Asian American Community. 3-4 Unit.
Asian Americans are one of the fastest growing populations in the United States today. Although they represent only five percent of the American population, Asian immigrants and their American-born children have informed every aspect of the United States’ development as a nation. Questions of citizenship, labor, civil rights, immigration, identity politics, education, political participation, activism and the ongoing struggle for acceptance are all unique facets of the Asian American experience that we will explore as a class. What is the current state of Asian America? How has Asian American diversity influenced inter-ethnic coalition building? What is the model minority myth and how has it shaped the educational experiences of Asian American youth? What unique challenges do Asian American women face in the workplace and in their own homes? What kinds of relationships do Asian Americans cultivate with their ancestral homelands and with other parts of the world? These are but some of the questions that will frame the goals of this course. As with most Antioch courses, “Contemporary Issues in the Asian American Community” encourages students to utilize interdisciplinary methods to identify and engage in the social, cultural and political landscape of the city.

HUM 338. Picasso: Life and Work. 3-4 Unit.
This course studies Picasso as an original artist and Picasso, the person, in relation to his constructivism. Contributions to Cubism are emphasized. In addition, the work of other artists are compared and contrasted such as Rodin, Matisse, Rembrandt, and Michelangelo.

HUM 339. African-American Playwrights in Review: Lifting the Veil. 3-4 Unit.
This class explores the contribution of African-American playwrights to American theatre. Students will focus on the most important works in the canon of African-American dramatic literature and the historical emergence of the famed Negro Ensemble Company repertoire. Guest lecturers from the Los Angeles and New York Theatre visit the class and some field excursions to local theatre productions are planned.

HUM 340. The Earth’s Moon in Culture, Literature, Mythology and Science. 3 Units.
This seminar examines the powerful influence our Moon has had on the Earth’s literatures, mythologies, and cultures, as well as our personal cycles and relationships with the Moon. Readings, discussions, and ongoing observations of the Moon are enhanced by a trip to NASA’s Jet Propulsion Laboratory and a “star party” where students observe the Moon and the heavens.

HUM 340A. Owning Your Work: Editing, Revising, and Preparing for Publication: a Follow-On to the Earth’s Moon. 3 Units.
HUM 340B. Caramba! Latin American Short Fiction. 3-4 Unit.
Our sense of personal and community identity is shaped and layered by various forces - family, culture (history), place and time as well as the exciting discovery of other cultures, times and places. This course welcomes you to a manner of storytelling developed in nations with currently (or once) large populations of mainly Native Americans, descendents of Africans, and of Spanish/Portuguese European colonizers. Classic films such as Los Olvidados (Mexico: Luis Bunuel, 1950); Black Orpheus (Brazil: Marcel Camus, 1959); clips from Erendira, (Colombia: Ruy Guerra, 1983), from Kiss of the Spider Woman (USA: Hector Babenco, 1985) and from Like Water for Chocolate (Mexico: Alfonso Arau, 1992) will bring visual immediacy to our explorations. Reading the best stories of authors like J.M. Machado de Assis, Jorge Luis Borges, Alejo Carpentier, Gabriel Garcia Marquez, Manuel Puig, Isabel Allende, Jose Maria Arguedas, Juan Rulfo, Julio Cortazar and Clarice Lispector, we open ourselves to magic and fantastical realities. The "marvelous" fusion of the Pre-Columbian past, the Spanish or Portuguese colonial era and the post-colonial present we encounter is also present in so-called "Hispanic" cultures in Los Angeles, and part of "American culture" as we redefine it. Selected songs (Atahualpa Yupanqui, Violeta Parra, Victor Jara) a mode of popular expression that has played an enormous role in political struggles in Latin America-will also help ground the class texts.

HUM 341. Images of Women. 3-4 Unit.
This course examines the changing representations of women in the United States in the 20th Century, with special emphasis on contemporary images of women. The social construction of women's identity in popular culture, including fashion, advertising, film, literature, television and other media, is the focus of the course. Students examine primary material in the light of the historical changes experienced by women in this century.

HUM 342. Feminist Theory: the Reconstruction of Reality. 3 Units.
This course looks at photographers from the 1920's in Paris who photographed the underground "scene" of cross-dressing women to contemporary images of female masculinities and androgyny. Students are encouraged to explore and discuss these issues in a creative atmosphere. The goal of the class is to engage students with a large breadth of images as well as text ranging from psychoanalysis, cultural and gender theory as well as essays that specifically address photography.

HUM 342A. Women Cross-Dressers and Other Outlaws In Photography. 3-4 Unit.

HUM 343. Change and Conflict in 20th Century Capitalism. 3 Units.
This course examines some of the most significant movements and events of capitalism’s last one hundred years. Within a theoretical orientation, numerous case studies such as World War I, the Cuban Revolution, Allende’s Chile, and the "New World Order" elucidate the fundamental interconnectedness of theoretical and empirical questions. Course objectives use are to heighten each student’s political awareness of recent history and contemporary events and to sharpen her/his analytical skills.

HUM 343A. Public Selves/Private Selves: Citizens To Consumers. 3-4 Unit.

HUM 344. Contemporary Native American Issues. 1 Unit.

HUM 345. Latin America in the Wake of Eastern Europe. 1 Unit.

HUM 345B. International Psychology, Globalization and Culture: Latin America. 3-4 Unit.

HUM 346. Homosexualities: Culture, History, and the Current Moment. 1 Unit.

HUM 347. At the Hour of Our Death. 1 Unit.
This all-day workshop focuses on advance directives for medical care, the patient determination act, and the ethics of euthanasia and assisted suicide. Participants examine these current controversial topics from many perspectives and learn the practical and legal issues involved.

HUM 347A. Word and Image: Treasure of Italian Literature. 3-4 Unit.
Italian literature is a tight-knit braid in which the founders of the tradition deeply influence future authors. Steeped in Mediterranean culture (Pagan, Jewish, Christian and Islamic), medieval Italian literature reinvented the past to fit new social and political conditions. Petty wars, trans-national crusades, the Bubonic plague, foreign occupation - these and other catastrophes spurred writers to protest. Francis of Assisi founded an order based on peace and love for all creatures - and wrote the first real poem in Italian. Dante’s ethical hike through Hell exposed the vices that bring suffering to individuals, communities and the world as a whole. Boccaccio, directly in contact with Muslims and Jews in Naples, reacted to religious intolerance and fear of sexuality by writing entertaining and transgressive stories that send up the folly of people from all walks of life, but also celebrated heroic human ingenuity and diversity. Machiavelli focused new insights on the natural drives to power and pleasure in his comedy The Mandragola. Manzoni’s colossal historical novel, The Decameron, set in the 17th century, has the moral seriousness of Dante, the shrewdness of Machiavelli, the story-telling magic of the Decameron. This tradition continues in Primo Levi. His Survival at Auschwitz owes much to Dante and Manzoni’s works, which helped him write his account of the hell of a Nazi concentration camp and scrutinize the choices people make in lethal situations of unimaginable brutality. Students become familiar with essential aspects of Italian culture and discuss how literature can delight, enlighten and empower us to understand abuses of power, the aspiration to justice and happiness, and other aspects of the human condition. This course includes a field trip to the Norton Simon Museum.

HUM 348. Issues in Lesbian and Gay Studies. 3-4 Unit.
This course investigates sexual orientation and studies the historical definitions and cultural roles of gay men and lesbians, mainly in the Western tradition. The course surveys contributions from the social sciences and the humanities, focusing on topics of gender roles, identity development, religion and spirituality, gay and lesbian cultures, marginalization and oppression, societal reactions to homosexuality, and parallels between gay and lesbian activism and other "liberation movements."

HUM 348A. Gay & Lesbian History: a Personal Journey Through Narratives. 3-4 Unit.
HUM 359A. Latino(a) Experiences and Representations in Nuestra Senora de Los Angeles. 3-4 Unit.

This course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

HUM 349. The Beginning of Today: Early Modern Political Thought. 3-4 Unit.

The modern era began with intense religious wars and brilliant political thought, and culminated not only in the continuing triumph of today’s liberal political culture but also in the European imperialism which set up today’s revolutionary global economy. This course focuses on this “early modern” era which saw the development of our contemporary political judgements involving the ethical good and bad and institutional right and wrong (individual rights, the constitutional state, the rule of law, and utilitarianism) which guide collective action.

HUM 350. Prior Learning: Humanities. 0 Units.

HUM 351. Independent Study. 1-5 Unit.

Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of “American” culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

HUM 352. The Revolution of Modernity. 3-4 Unit.

The idea of modernity does not only refer to a distinct set of political institutions such as the constitutional democratic nation-state and the capitalist-industrial free-market but also involves an ongoing repudiation of the past as the chains of historical tradition. In this course students study the key texts that underlie the political philosophy of modernity. These texts are viewed both as historical documents and as driving forces behind the revolutionary foundation that drives politics today.

HUM 353. Internship. 1-5 Unit.

HUM 354. 19th Century American Utopian Communities. 3-4 Unit.

This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit Lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

HUM 354W. 19th Century American Utopian Communities. 3-4 Unit.

HUM 355. Philosophy of Love and Sexuality. 3 Units.

Learning new ways of thinking about our emotions through two of the more pervasive, enchanting, and problematic emotional experiences-love and sexuality-is the focus of this course. Students learn how to articulate their thinking about, particularly how one identifies something as love or as sexuality, and the larger meanings of these experiences have in life.

HUM 356. Social Ethics. 3 Units.

This course provides a foundation in traditional approaches to ethical decision-making and polity analysis for contemporary social issues. Particular attention focuses on developing alternative approaches to social and ethical issues. Students consider, in particular, the contributions of feminists, persons of color, the underclass, and gays and lesbians to re-visioning the social and ethical tasks before us.

HUM 356A. Social Ethics (Online). 3-4 Unit.

HUM 357. A Discourse on Human Rights: the Enlightenment to the Present. 3-4 Unit.

Arguments for or against intervention across the globe are often grounded in contentious claims about human rights. Often, those who support it demand universal respect for individuals but disagree about which rights comprise that respect. Just as often, those who resist it make accusations of western imperialism and infringement on national sovereignty. In order to contribute to development of informed opinion on these controversial issues, this class explores the theoretical foundations of human rights, as well as their emergence and change over time in the international arena. Among the questions to be raised: on what are rights based; what are their content; are they only individual or do they apply to groups; which, if any, are universal and how does this affect national sovereignty and self-determination.

HUM 358. Philosophy of Alternative Communities. 3-4 Unit.

This course explores the diverse array of alternative communities- associations, utopias, communes, and intentional groups- in the United States from 1680 to the present. These communities are placed in their historical and sociological context, and the variety impulses that conditioned the rise of alternative communities will be examined. The issue of the future of alternative communities is also examined.

HUM 359. Pursuing Emancipation: Theories of Foucault and Habermas. 3 Units.

HUM 359A. Latino(a) Experiences and Representations in Nuestra Senora de Los Angeles. 3-4 Unit.
HUM 360. The Philosophy of Money. 3-4 Unit.
This course examines the politics and pleasures of cinema, both traditional and experimental, both the products of Hollywood and "foreign" cinema. Through lecture, viewings and dialogue, students examine film as a socio-political apparatus, and the ways in which it not merely reflects but constructs and at times limits our identities. Using a historical approach, the class focuses on representations of "otherness" in the mainstream Hollywood vernacular, specifically through the lens of race, gender and sexual identity. Specific attention is given not only to the coercive nature of these images, but also to the ways in which politics interacts with desire in cinema, ideology inevitably unravels and undermines itself, giving way to something resembling pleasure. Finally, the class examines instances of global cinema with excerpts from radical attempts to create new modes of cinema and new forms of seeing.

HUM 360A. Seeing Films Politically: Ideology and The Construction of the Self in Films. 3-4 Unit.
This course examines the concept of ideology and the ways in which film helps to construct us as particular "postmodern" persons perfectly situated to reproduce late capitalism. Typical, contemporary, postmodern films will be contrasted with more radical films in order to compare ideological investments, and the kind of subjectivities suggested in the different works.

HUM 361. Philosophy of Marriage and Family. 3 Units.
This course is designed to help students become acquainted with philosophical thinking about and awareness of their own concepts of marriage and family, and learn to critically analyze and articulate these concepts.

This course explores Western culture's changing conception of such categories as race, gender, class, spirituality, the exotic, and the environment. The goal is to gain insight into how these dynamics are affected by and reflected in a range of musical practices. Students are introduced to the fundamentals of music and how to relate musical detail to history and cultural categories. No previous musical experience or coursework is necessary. Ultimately, the aim is to think critically about musical texts, and develop the ability to translate the results of that analytical process into clearly written prose and speech. Students also draw upon relevant texts in film and literature to examine our Western cultural values.

HUM 363. Philosophy of Human Emotions. 3 Units.
Radically different ways of thinking about emotions such as anger, pride, fear, guilt, shame, jealousy, resentment, hate, and love are presented in this class. Students learn how emotions may be rational rather than the commonly held notion of irrational emotions, and how to analyze philosophically the experience of different emotions.

HUM 363A. Performing Sex and Race in Popular Culture. 3-4 Unit.

HUM 363B. Watching Black on Network Television: From Amos & Andy to Oprah. 3-4 Unit.
Against a background of black Americans' struggle for social justice and the many changes experienced in American social, political and cultural landscape spanning from the 1950s to the 1990s, this course traces a vivid history of African Americans on network television. The course fosters a critical reading of the early and blatant stereotypes of the postwar era to the more subtle images of black folk witnessed throughout the 1990s. With a critical eye on the issue of race and its role in shaping audience perceptions and attitudes, students also examine a diverse set of weekly series, TV movies, and miniseries including an array of television characters and controversial black images including Kingfish & Sapphire to Julia, Dr. Huxtable and television host, Oprah. Class meetings consist of readings, short lectures, media presentations and a guest panel of television artists.

HUM 364. Philosophy of Death and Dying. 3 Units.
This course focuses on concepts of death and dying, connections to our concept of life, and ethical issues, particularly new predicaments resulting from modern medical practices.

HUM 365. Ethics in Counseling and Psychotherapy. 3-4 Unit.
This course explores fundamental ethical theories and applies them to an understanding of professional ethics in counseling. A variety of Western views are addressed including deontological, utilitarian, virtue ethics, and egoistic theories. The class includes several cross-cultural theories such as Chinese, Indian, Islamic and Buddhist. Students scrutinize basic ethical dilemmas encountered in the work of being a psychologist, as well as engaging in the debate about what is moral, how we make choices about right and wrong, and the responsibilities counselors shoulder in giving advice and in their influence over another person's life.

HUM 366. Structures of Time in the Twentieth Century. 3-4 Unit.

HUM 367. Humanism and the Renaissance. 3 Units.

HUM 368. History of Women: the Religious Influence. 3 Units.

HUM 369A. Nietzsche’s "Thus Spoke Zarathustra": The Challenge to Self. 3-4 Unit.

HUM 370. Poetry and the City: New York and Los Angeles. 3-4 Unit.
HUM 370A. Heart of the City: Poetry of New York And Los Angeles. 3-4 Unit.
Through documentaries, poetry readings on video, talks and discussion, this course follows the growth of New York and Los Angeles in reality, and myth. Ports of immigration, N.Y. and L.A., are powerful hubs of activity. Students read essays and poetry written about these megacities. This course focuses on landscapes and neighborhoods, economic engines, power groups, social diversity, forgotten or erased aspects of the past, dreams, catastrophes, struggles for justice and joy. Students analyze how a poem builds and look at questions of craft. Students write poems in class and interview members of our communities about the role of poetry in their lives. A spoken word/poet visits the class.

HUM 371. The Politics of Psychology. 3-4 Unit.
This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline’s history, present day social practices, and future potential. *This is a highly recommended gateway course for all Psychology Concentration students.

HUM 371C. Politics of Psychology. 4 Units.

HUM 372. The Arts of Los Angeles. 3-4 Unit.
In this course students are exposed, through assigned reading, to the history of Los Angeles’ cultural scene, with a particular emphasis on community art by people who have been historically marginalized. They get hands-on experience of what is on offer in the Los Angeles of today. Students examine what makes something art, as well as who gets to define it, and compare some of the city’s established downtown cultural institutions to Los Angeles’ grassroots cultural organizations. Students explore community-based arts organizations throughout Los Angeles that bring the arts to traditionally under-served communities.

HUM 374. Edge Conditions: Women of Greek Antiquity. 3-4 Unit.
This course explores the truths that Greek poets and playwrights spoke to power in an attempt to save Athens from spiraling out of control in an unending war. By reading texts which have not faded over time, the course considers the unique and vulnerable place that humans negotiate, between gods and beasts. Students write a paper, participate in spontaneous creative exercises, and respond to a film version of a play. The course includes a field trip to the theater if a production of an ancient play is running at the time of the course.

HUM 375. Critical Thinking About Contemporary Issues. 3-4 Unit.
In this course students will explore and respond to challenging ideas in Southern Africa, such as those of migrant labor and its sociological consequences, double imperialism, the problem of creating ethnic balance in a multi-cultural society, the interaction between religion and politics, and others, comparing them to similar situations in the U.S. Topics will include the peoples of Southern Africa and their environment; Bantu-Boer conflicts and the British Imperial factor, apartheid in Southern African politics; South Africa and its neighbors; and future prospects.

HUM 378. Evolution of Women’s Moral Voice. 3 Units.
The emergence of a public moral voice for women, a phenomenon of the 19th century, is the point of departure for this course. Students examine how the cultural, political, and intellectual movements of this era, while prescribing a privatised existence for women as moral authorities and to legitimate the articulation of a public moral voice.

HUM 379A. Alternative Religious Movements. 3-4 Unit.
This interdisciplinary humanities course explores a diverse array of alternative religious movements in the United States from 1950 to the present. Examples of groups that may be considered include: Baha’i, Vedanta Society, Unification Church, Eckankar, Scientology, Branch Davidians, Transcendental Meditation, and Self-realization Fellowship. These groups are placed in their historical and sociological contexts, and the variety of impulses that conditioned the rise of these movements is examined. Each group is also examined critically in terms of its major philosophical/religious tenets. The issue of the future of alternative religious movements is examined as well. Representatives of selected groups are invited to class sessions, and some visits to selected groups are arranged.

HUM 380. Israel & Palestine: History, Literature & Media. 3-4 Unit.
This course will explore the experiences of women in our society from a feminist perspective. Using this perspective we will critique sexism and patriarchy in our society, and look at the contributions of women to a variety of disciplines- literature, history, psychology, sociology.

HUM 381. Myth and Magic: Latin American / Indian Stories, Narratives, and Counter-Narratives. 3-4 Unit.
Our sense of cultural identity is in flux and under construction, subject to the play of history and difference. Through documentaries, videos and readings of American Indian myths, stories from the Latin American Boom, and vernacular African-American tales, students uncover layered histories of American destinies and their possible role in defining a more inclusive sense of “American” culture. Students analyze how stories and counter-stories teach and delight; how gender is constructed through cautionary or celebratory tales and how diverse spiritual and erotic values are encoded. Students locate, in stories, the struggle against inhuman (but all too human) violence motivated by greed and fear. Students explore the American Indian presence in Los Angeles, in a powwow, museum visit and guest interview.

HUM 383W. Visions of Human Purpose in Literature: Love, Power and Resistance. 3-4 Unit.
Using the novel as our catalyst students critically consider the question of a purposeful life. The novel’s unique relation to modernity offers an opportunity to investigate provocative examples of the individual’s relation to structures of power, the possibilities of resistance, and the potential for love.
HUM 388. American Culture/Society Through Film. 3-4 Unit.
This course explores, through the medium of film, a variety of social, cultural, and political themes within American society from the 1920’s to the present. The goal of the course is to investigate a series of topics reflected in cinema, which influence popular consciousness through representation of images, values, ideals and myths. The topics are approached through Hollywood films, documentaries, film clips, texts, supplemental readings, and lectures. From such perspectives students can examine vital motifs and themes in American life: power and the issue of empowerment; gender and race relations; sexuality and romance; war and peace; crime and violence; class divisions; decline of the family, and so forth. This course emphasizes the dialectic between the larger cinematic enterprise and the social reality of American life, especially throughout the post-World War II years.

HUM 389. Narratives From the Stage. 3 Units.
A week-long foray into repertory theater as staged by the Oregon Shakespeare Festival in Ashland, Oregon, along guided writing projects and a follow-up colloquium at the Antioch Los Angeles campus. The course features and students attend live performances; read the plays and selected critical materials; participate in a guided tour of the production facilities; listen to relevant lectures by faculty and a Shakespearean actor; participate in pre- and post-production discussions, and write responsive essays. This team-taught course is in conjunction with SOC 376/SCI 374 Narratives from the Land.

HUM 389A. Caribbean Cultures: Post-Colonial Paradise. 3-4 Unit.

HUM 390. Philosophy for Children: Special Topics in Humanities. 1 Unit.

HUM 390A. Post Emancipation and the Question of Reparations: Slavery and Denial. 1 Unit.

HUM 390AB. Modern China Through Theater and Film. 1 Unit.
Who was the last emperor? Why did Madame Chiang become so popular in the US? What are the red guards? Why is Mao so infamous? This workshop provides an introduction to modern Chinese history (from the fall of the last dynasty to the present). To focus our discussions, we will be looking at 1-2 films as well as a few literary works.

HUM 390AC. Globalization and Latin America. 1 Unit.
This workshop explores the political, social and economic causes of globalization in Latin America, with a strong focus on immigration into this country as one of its consequences. Students gain a broad perspective on topics including colonialism, globalization, multiculturalism, construction of identities, women’s issues, revolutions, and State terror. An emphasis is put on the politics of resistance to this seemingly pervasive globalization trend: the Zapatista insurrection in Chiapas, Mexico, the America’s Social World Forum, the G-23, and several grass-roots organizations from Argentina: HIJOS, los piqueteros, etc.

HUM 390AD. Alienation, Psychotherapy and the Economic Order, Part 1. 1 Unit.
This workshop focuses on the theme of alienation. For many of us, there is a sense that we are not truly ourselves in the most intimate aspects of our lives. Writing in the "1844 Manuscripts" Marx provides critical insights into the nature of this alienation from an economic, social, psychological and ideological perspective. Marx explains how alienation is rooted in capitalism and how it only increased with the accumulation of capitalist power. This is the morning section of the course. In the afternoon Arthur Miller’s play "Death of a Salesman", in which the nature of alienation is made concrete in the lives of the Loman family, is discussed.

HUM 390AE. Alienation, Psychotherapy and the Economic Order, Part 2. 2-3 Unit.
HUM 390AF. Roofless in Los Angeles. 1 Unit.
In this course, students look at the experience of homelessness in Los Angeles. Students analyze the causes of homelessness, such as changes in welfare and mental health policies as well as the decrease in low-income housing. Through readings, videos, and group discussions, we deconstruct and challenge the notion of home, gender and family in order to gain a better understanding of the occurrence of homelessness. During the course of the day the class visits a homeless shelter and addresses specific issues around the increasing number of homeless women. All students must attend the shelter to receive credit.

HUM 390AG. Swamp Writing: the Primordial Connection Creative Writing and Movement. 1-2 Unit.
This is an experiential workshop designed to access fresh, innovative writing material by disrupting habitual patterns of movement in the body/mind. The class explores how, culturally and historically, we’ve come to view the body as a machine and how technology, speed and mechanization affect our creative writing process. Our bodies and how we relate to others. Students investigate how breath, sound and fluid movement relieve stress and tension as well as counteract the debilitating repetitive linear motions that define the 21st century "body as machine" paradigm. No grade equivalent allowed.

HUM 390AH. Genocide: Darfur, Armenia, and Bosnia. 1 Unit.
This workshop focuses on historical, political, and religious questions of genocide. Students learn to analyze three recent and current examples of genocide: Armenia, Bosnia, and Darfur. By examining historical and cultural differences in each of these cases, students engage some probing questions about how knowledge and exposure to global genocide can transform our future. How is genocide different form war? How are ethnicity, race, and tribe defined? What types of political systems have permitted these type of atrocities? After genocide has been committed, how do the oppressors and victims reconcile? How are female victims impacted differently? Finally, the class explores how we can teach ourselves about genocide and the political landscape that serves as its backdrop, and what we can do about it? No grade equivalents allowed.

HUM 390AJ. The Politics of Surrealism. 1 Unit.
While many people are aware of the psychological aspects of surrealism, fewer realize the radical politics espoused in Surrealism. In this workshop students explore the politics that shaped and motivated the Surrealist Movement. We examine a variety of Surrealist texts from the creation of the Surrealist Movement through contemporary examples.

HUM 390AK. Strategies of Resistance in History, Philosophy, and Humanities. 1 Unit.
This seminar introduces various aspects of resistance and how they have manifested in human practice at various points in Modern history. The course takes an integrated approach, looking at literary, philosophical, and musical materials in historical contexts, to explore multiple concepts of resistance. The course also examines the contributions and social effects of these strategies and asks what the relationship is between ideas and action. Emphasis is on the ways in which different cultures and historical periods produce different interpretations of human values and, hence, resistance. This begs the question: Are the attempts of writers, musicians, thinkers, and activists to break with tradition always expressions of resistance?

HUM 390AM. Bldg Bridges: Revisiting “la Nueva Mestiza. 1 Unit.
Drawing from the pathbreaking work of late Chicana cultural critic Gloria Anzaldúa, and her very timely contributions to the women’s movement on the discourse of race, participants in this workshop are encouraged to exchange dialog on race relations and its intersections with issues of class, sexual preference, nationality and immigration status among women. If feminism is the policy, practice or advocacy of political, economic and social equality for women, what role do women of color, particularly “mestizas”, have in the feminist movement at this stage of globalization? By means of poetry, art, images, music, and “testimonios,” this workshop creates a space of reflection that encourages action in creating puentes/bridges among and across differences.

HUM 390AN. Urban Zapatismo in Los Angeles. 1 Unit.
This workshop focuses on the transnational networks of Zapatismo, particularly the local work that some Los Angeles-based collectives are doing, "committed to the belief that all people and all communities have the right to self-governance and self-determination, and that they possess within their own communities all the knowledge and power to make this a reality" (from the Eastside Cafe mission statement). The first part of the workshop takes place at AULA for discussion of the theoretical premises of this autonomous movement. The latter part of the day focuses on the observation of the work of these communities on-site. No grade equivalents allowed.

HUM 390AP. Separate But Equal: Then and Now, 50 Years Beyond Brown vs. Board of Education. 1 Unit.
In this workshop students critically examine the landmark 1954 Brown v. Board of Education court decision and its impact on the social perspectives of education, race and social justice. Additional focus includes the current state of school integration and an historical exploration of the African American struggle for educational equality. No grade equivalents allowed.

HUM 390AQ. The African American Image in Contemporary Mass Media. 1 Unit.
In this workshop students critically examine the historical and contemporary depiction and branding of African Americans in the mass media. Through films, television, plays, music videos, printed media, and a guest panel, the workshop offers an interdisciplinary analysis and critique of American popular culture, the creation of the black image, and its impact on the American psyche. No grade equivalents allowed.

HUM 390AR. Israel/Palestine: Artistic, Poetic, and Political Expressions. 1 Unit.
This course provides an overview of the ongoing political conflict between Israelis and Palestinians in present day Israel. This conflict has been the cornerstone of multiple political, religious, and global identity politics. This problem has multiple dimensions and layers of historical, theological, and political complexities that need to be addressed. This course will open up new dimensions of reading this conflict through art, poetry and architecture. Students learn to chronicle the conflict through three stages: a historical overview, a literary comparison of narratives from both perspectives, and finally a close look at the landscape of Jerusalem. The class is designed for a general understanding of this conflict but also new ways of thinking about political conflicts with critical and philosophical questions of identity, dispossession, and historical memory. No grade equivalents allowed.
HUM 390AS. The New Latin American Social Movements: From Theory to Practice. 1 Unit.

There is an expanding trend among "disenfranchised" communities throughout Latin America (and indeed, the Third World, including within the US), that are opting for autonomous, horizontal models of self-governance to practice an alternative approach to global capitalism. Starting with the successful example of the Zapatistas in Chiapas, Mexico, to the effective ways of surviving the economic debacle of Argentina proposed by several autonomous organizations like the Unemployed Workers' Movement (MTD Solano), the movement of recovered factories, etc., and the South Central Farmers in Los Angeles, the autonomy that these collectives are working towards is not only from the hand-outs of the welfare state, but also from traditional Leftist politics and methodologies. Challenging the clarion call of the "end of history and ideologies," these new social movements embark on a critical re-reading of Leftist ideologues and reinterpret notions of power, hegemony, and leadership. Betting on a praxis that opens trails, these movements don't follow blueprints for revolutionary action, but instead believe with the Zapatistas that the path is traced by walking (caminando preguntamos). This workshop examines the philosophical foundations of this post-Marxist political praxis. Recovering classical texts of famous iconoclasts like Antonio Gramsci and Michel Foucault, these shed light on more current debates on political power, its sustainability by social movements and their negotiations with the nation-state, as posited by John Holloway, Antonio Negri, Gustavo Esteva, and Arturo Escobar. No grade equivalents allowed.

HUM 390AT. Bridging Borders: Gloria Anzaldua, Identity Politics and the Interconnection of Struggles. 1 Unit.

HUM 390AU. Women in Contemporary Politics. 1-2 Unit.

HUM 390AV. Mexican Pop Culture. 1 Unit.

HUM 390AW. The Mesh of Civilizations: Islamic Cultures and the West. 1 Unit.

How do we come to know what we know about Islam? Where do the images come from? The course examines post-9/11 debates through fine art and popular imagery, travel writing and tourism, fiction, film and fashion. It questions the idea of an inevitable Clash of Civilizations between "Islam" and "The West", and from their long intertwined histories offers alternative interpretations beyond the rhetoric of fanaticism and war. It looks at western interventions from Napoleon in Egypt to the US in Iraq, and the images they've engendered. It examines the basic tenets of Islamic faith and the periodic emergence of fundamentalisms; also the variety of its religious beliefs, political forms and social practices, including the status of women. It includes the work of artists and writers of the Islamic world, and debate with a contemporary practitioner. Above all the course is concerned with intercultural communication as an issue of everyday experience and ethical practice. No grade equivalents allowed.

HUM 390AX. Occupy the Internet: A Laboratory. 1 Unit.

HUM 390AZ. Queer Theory. 1 Unit.

The recent radical reappraisal of the term "queer" has signified a move towards provocative and innovative theoretical and political ends. At the same time it constitutes a move away from the essentialism of gay and lesbian identity politics. This workshop charts some of the discourses related to the emergence of queer theory (homophile movements, the women's movement, gay liberation and lesbian feminism) and articulates some of the challenges queer theory presents in its call for new ways of conceptualizing and living out sex, gender, sexuality and identity. No grade equivalents allowed.

HUM 390B. All Consuming Images: Special Topics in Humanities. 1 Unit.

This workshop investigates the economic, political, social and cultural effects of mass-mediated images in our society and the majority of those images have been created to control consciousness, establish political power and sell commodities. Students focus particularly on television and advertising.


HUM 390BB. Women & Islam. 1 Unit.

HUM 390BD. Black Mexico: Recovering Mexico’s African Past. 1 Unit.

This workshop traces the African heritage in Mexico, known as the “Third Root.” Through an interdisciplinary approach that include the chronicles of the Conquest, the 18th century Casta Paintings, and live music, the students will explore Mexico’s third root, and understand how the widely held concept of Mexico as a Mestizo nation (half Spanish and half Indian) excludes its African heritage. Students will learn how to identify in various texts the African presence in Mexico, focusing in three historical periods: the Spanish Conquest (1519-21), the Colony (1521-1810), and the Independence (1810-1821). Examination of the 18th century Casta Paintings will provide strong visual component of this class. Students will also analyze historical maps of the slave trade route from West Africa to Mexico and to the different geographical points in Mexico where slaves were assigned to work, according to the labor needed in the country’s four main areas of production: the sugar mills, coffee plantations, mines, and haciendas. The workshop will explore the geographical areas of Mexico where the African heritage is visible (for example, in the physical traits of the people on the coasts), contrasted with those areas where this heritage is less visible but present in local language, food, and music. This workshop will end with a live music performance of a repertoire that stresses the Mexican African roots.

HUM 390C. American Communal Alternatives: Special Topics in Humanities. 1 Unit.

HUM 390CC. Narrative Medicine: Teaching Empathy Through Literature & Performance. 1 Unit.

HUM 390D. Women’s Spirituality: Special Topics in Humanities. 1 Unit.
HUM 390DA. Writing the Self Into the 21st Century: A Laboratory. 2 Units.
The central concern of this two-day workshop is to investigate the following question: what does it mean to be alive in the 21st century? Naturally it takes a while for a century to get going; it seems that it’s only as we enter this century’s second decade that we can even begin to grapple with this matter. Within this central focus, other questions will be raised, such as what are the social and technological structures that define our daily existence? How does everyday life today differ from our daily routines in the 20th century? What do we despise about this century? What are uniquely 21st century pleasures, public and private? What are the pivotal events of the first decade? What role do ongoing concerns such as religion, love, identity, sex, creativity and spirituality play? And how do we relate to history and social justice? Some focus will also be given to the ambivalent role of writing and literature in our century. The framework for this seminar will be as much experiential as theoretical, and therefore highly participatory and dialogue based, including informal presentations on the 2nd day of the workshop. Prior to the workshop, participants will be emailed a number of questions that will require some forethought and some gathering of artifacts. Students will use the workshop’s findings to write a personal/creative essay on this topic. Students are encouraged to find a form that meets the shape of this century.

HUM 390E. Perspectives of Native Americans in Film: Spec Topics in Hum. 1 Unit.

HUM 390F. Issues in Postmodernism: Special Topics in Humanities. 1 Unit.
This workshop examines postmodernism as an historical period, a worldview, an aesthetic, and an attitude toward politics, culture, art, and personal style. Through analysis of film, literature, music, and other artifacts of popular culture, and through reading works by contemporary North American and European social theorists and critics, students explore the dilemmas as well as the hopes of “the postmodern condition.

HUM 390G. Arthur Miller and Social Reality: Special Topics in Humanities. 1 Unit.
Theatre (and film) are often seen as separate from and even escapes from social life. This workshop, in contrast, explores one of the most important plays of the American Theatre “Death of a Salesman” and the way in which the play introduces the theme of alienation in capitalist society and demonstrates other aspects of our lives as they are experienced in the realities of our society.

HUM 390H. Women Who Have Been Erased From History: Special Topics in Humanities. 1-2 Unit.
This workshop examines how women and goddesses have been eradicated from historical archives and popular culture. Included in this study are Hapshepsut from Ancient Egypt; early Sumerian; Babylonian, and Mesopotamian goddesses; and women who perished during the witch craze of the 14th-17th centuries. Students consider how societies have erased these powerful women and goddesses by changing their gender, devaluing their power, aligning them with evil.

HUM 390J. Buddhism: Values, Mindfulness, and Right Livelihood. 1 Unit.
In this one-day workshop, students explore the challenge Buddhism addresses to Western notions of values, ethics and right livelihood. The initial emphasis is on comprehending the central philosophy: Is ethical conduct possible for beings suffering in samsara and, if relevant, on what grounds would it rest? How does Right Livelihood relate to larger questions of the nature of the social order? What is the role of mindfulness, critical reflection and meditation in daily life and how might it be cultivated?

HUM 390JP. Latin American Alternatives to Global Capitalism. 1 Unit.
This workshop explores the political, social and economic causes of globalization in Latin America with a focus on colonialism and neo-liberalism. An emphasis is put on the politics of resistance to this seemingly pervasive globalizing trend, known as “globalization from below” or “grassroots globalization.” The class focuses on multiple discursive interventions towards a notion of radical, plural democracy. No grade equivalency allowed.

HUM 390K. The Radical Pedagogy of Paulo Freire: Special Topics in Humanities. 1 Unit.

Founded in 1972 as an artists' collective in Boyle Heights, Self-Help Graphics has been an instrumental player in the community's cultural development, using art as a tool for social change and empowerment among young Chicana/o artists in the city. In a one-day workshop, students meet at a Self-Help Graphics where they learn its remarkable history from those who helped make it. Artists affiliated with Self-help Graphics speak about the organization's relationship to the Chicana/o Movement, to the death of journalist and activist Ruben Salazar, and to the formation of the country's first Dia De Los Muertos celebration. Students participate in a print-making workshop and learn about how Self-Help has been educating the city's youth in various forms of artistic production. The afternoon includes a tour of Boyle Heights area to consider the challenges it faces from forces committed to gentrification in Los Angeles. No grade equivalency allowed.

HUM 390LA. Los Angeles Architecture. 1 Unit.
In this multimedia workshop students learn to interrogate the local built environment through the combined use of a pre-class self-guided tour of the Los Angeles civic center area and in-class exposure to photographs, documentary footage, on-line resources, texts, lecture and discussion. Architecture offers a particularly apt corpus for cultural analysis as it embodies and freezes in time the functional and aesthetic intent of its builders and their ability to interpret and influence community values, beliefs and lifestyles. Students learn to scrutinize the bewildering shape and fate of Los Angeles architectural repertoires from colonial La Plaza church to the upcoming hyper-real corridor in Grand avenue in search of revealing connections between regional built statements and local culture. No grade equivalency allowed.

HUM 390M. The U.S. Constitution and Classroom Issues. 1.00 Unit.
HUM 390MA. Intro to Psychogeography: Where Is Antioch?. 1 Unit.
This one-day workshop investigates and excavates the social and psychic geography of AULA and its nearby environs, allowing students to come to a deeper relationship with and more poetic, more embodied understanding of precisely where we are. The French Situationists' concept of Psychogeography serves as theoretical framework. This model has been defined as "the study of the precise effects of geographical setting on the emotions and behaviors of individuals." One of the major premises of the Situationists was that post-industrial capitalism engendered a profound state of alienation from one's physical surroundings. The class examines the history of Situationism and its key theories, including concepts of psychogeography, drift, detournement and situations. Students also analyze their own perception of AULA's locatedness by undertaking a group wandering around the environs surrounding AULA, attempting to remap AULA, restitute it in its environs and reimagine it. Students record what they find using writing, drawing, tape recordings, photography, and above all, their imaginations. No grade equivalent allowed.

HUM 390N. Brothers' Voices: the Fire This Time ... A Perspective. 1 Unit.
In this highly interactive workshop, students examine the sociocultural life experiences and political dynamic of African American males in contemporary American society. Specific emphasis includes the topics of religion, family, arts, history, culture, politics, and the exploration of perspectives relative to being a "Brother" in America.

HUM 390P. Constructing the Public. 1 Unit.
Public parks, public education, public opinions, public art, public broadcasting plus many more institutions and practices across the cultural spectrum seem to have in common some sort of notion of "public." In this workshop we analyze the construction of the public. We will consider the following questions: what is public? who is the public? how do we account for multiple publics? We address these questions through the application of theoretical approaches to actual institutions and practices that present themselves as "public.

HUM 390Q. Too Much School, Too Little Education: Perspectives in the Education of Americans of African Descent. 1 Unit.
In this workshop students critically examine the pedagogical, cultural, political, and socio-economic issues related to the "education" of African Americans. Students trace the historical beginnings of informal training during the period of "slavery" to the era of integration, the Black Independent School movement, and, finally, through the formal contemporary experiences in this nation's urban public schools.

HUM 390R. Looking Backward: Exploration of a Utopian Vision. 1 Unit.
This interdisciplinary humanities workshop uses methods and insights from history, sociology, literature, and philosophy to examine Edward Bellamy's classic work Looking Backward. First published in 1888, this utopian novel recounts the story of a Bostonian who awakens from a more than 100-year sleep to experience an almost perfect existence in the year 2000. Together we will examine this novel in its historical and sociological setting, and analyze and critique the utopian notions preferred.

HUM 390S. Daughters of Africa: Singing Our Own Song. 1 Unit.
In this highly interactive workshop student participants critically examine the topic of African American women and the multi-dimensions of "sisters" of North America. Topics cover diverse historical and contemporary perspectives relative to the role, image, and relationships with other Black women, their men, children, family, and the broader American society. Specific emphasis includes the impact of racism, sexism, religion, politics, economics, and the contemporary African Woman in America and the diaspora.

HUM 390T. Queer Identities: a Multicultural View Of Sex and Gender. 1 Unit.
This workshop visits the lives of extraordinary people who transcend conventional concepts of gender identity: from Joan of Arc to Rupaul, the galli and hijra, intersexes, two-spirit, transvestites and others. The lives of persons who explore sexual frontiers are also visited: fetishists, swingers, sadomasochists, MSMs, paraphiliacs. The workshop focuses on issues of hybrid beauty, leadership, and spiritual stewardship, offering students an opportunity to critically consider assumed understandings of sex and gender.

HUM 390U. Contemporary Crises: Israel and Palestine. 1 Unit.
This class examines the period from 1887 to 1948, the year of founding of the state of Israel, and asks students to consider the following questions: How did the current divison of land come about? What was the effect of the Holocaust on the transformation of Palestine? What relationship developed over time between the United States and Israel? Most crucially, what was the fate of the Palestinians? The class suggests that during this crucial period the stage was set for everything that has since followed in this most tortured part of the world. Therefore, the course assists students in developing their understanding of the current crisis.

HUM 390V. Peace: an Evolving Idea. 1 Unit.

HUM 390W. Jewish and Islamic: Literature, Exile, Identity and Changes. 1 Unit.
This workshop is designed to take a brief journey through Jewish and Islamic literature so as to see similarities within the religious and secular writings. The course begins with a theological and literary view of these two traditions, followed by examination of Egyptian, Israeli and Palestinian works. Students read poetry, literature, and Scriptures from both the Jewish and Islamic traditions, exploring basic concepts and deconstructing stereotypes. No grade equivalents allowed.
HUM 390X. Race, Resistance, Reparations: Perspective in the Struggle for Freedom And Justice--By and for Black Folk. 1 Unit.

HUM 390Y. Africa: Leadership, Land, and Pan Africanism. 1 Unit.
This workshop examines African reconstruction and development in the post-colonial era from the vantage point of independent news gatherers and scholars, which often sharply contrasts with Western mainstream media reporting. Beginning with the era of decolonization and up to the present, the focus is on several of the continent’s countries and leaders that have headlined news recently: Liberia, Zimbabwe, and the Democratic Republic of Congo. Throughout this workshop, an emphasis is placed on developing a framework for understanding the role of the African Union, Pan Africanism, Western interests, destabilization and the issue of land redistribution.

HUM 390Z. Journeying Through Islam: Empires, Modern Identities and Contemporary Challenges. 1 Unit.
This class is designed to introduce students to various histories and differences within Islam. Students look at specific countries and their evolving changes, and the impact of colonization. In addition, the students focus on important challenges that the Islamic world has faced such as: colonization, women, and extremism. This short journey exemplifies some of the most important contemporary topics in the Islamic world today. Through this course we reconstruct certain narratives of the Muslim world as well as students’ own perceptions of Muslims. This crucial study introduces a critical way of seeing cultures that are “other” and “unfamiliar” to us in the United States. Students read Muslim culture as a diverse tradition and analyze the many tumultuous events that have changed the many faces of Islam.

HUM 392. Moral Psychology in the Dramatic Film. 3-4 Unit.
This course analyzes several dramatic films in class with the application of the theories of moral psychology of John Rawls, Lawrence Kohlberg, and Jean Piaget. Through class analyses and discussions, students will learn to apply these developmental and social contract theories. Films studied may include The Hunchback of Notre Dame, Mutiny on the Bounty, Babette’s Feast, The Diaries of Adam and Eve, Born on The Fourth of July, Crimes and Misdemeanors, and Casablanca.

HUM 392A. Moral Issues in Contemporary Films. 3-4 Unit.
HUM 392AA. Madness in American History and Film. 3 Units.
This course will explore the history and cinematic representation of madness in America, inviting the students’ critical analysis of the ethical, psychological and political effects in the treatment of insanity from 1750 to the present. An interactive and collaborative class format will be utilized, with discussion of weekly readings and film presentations. Topics to be explored include European influences, ethical dilemmas, the emergence of asylums, treatment pioneers, humane/inhumane practices, scientific and political imperatives, creation of the DSM, and interpersonal challenges within the individual, the family and the culture at large.

HUM 393. Exploring Modernism & Post-Modernism. 3-4 Unit.
This course examines the intersections between modernism and post-modernism as historical periods, worldviews, aesthetic statements, and attitudes toward politics, culture, art, and personal style. Through analysis of architecture, film, literature, music, and other artifacts of popular culture, and through works by contemporary North American and European social theorists and critics, students explore the dilemmas as well as the hopes of “the postmodern condition.

HUM 393A. Performing Sex and Race in Popular Culture. 3-4 Unit.
This course examines the constructs of sex and race in popular culture. From the Clarence Thomas/Anita Hill hearings to a theatrical reenactment of the 1992 Los Angeles riots, from Chinese restaurants to kung fu rap, from Ricky Martin’s hips to Selena’s murder, we will generate a working definition of performance. We will also consider how a focus on performance elucidates questions of gender, ethnicity and class. We will ask not only, “what is being performed,” but also “who is the intended audience?” Whose money makes the performance possible? How will the performance be received and why, and what mediation informs its popularity? What tactics of intervention do various performances allow in dialogues about sexual, racial, and national identities?.

HUM 394. Gender and Justice: Women and Social Policy. 3 Units.
This course examines the implications of decades of male-dominated policy formation on women’s social reality, considering how a feminist perspective brings new insights to the question, “What is a just society?.

HUM 394A. Western Constructions of the Primitive. 4 Units.
This interdisciplinary course critically investigates the various ways the West has constructed otherness through the prism of the primitive. Drawing from classical literature, anthropology, travel narratives, ethnography, art history, psychology, philosophy and popular culture-from Homer to Freud by way of Tarzan-students wrestle with questions of the primitive, civilization, otherness, identity, self and representation, in an effort to better understand practices of marginalization and aggrandizement.

HUM 395. Social Issues in Cyberspace. 3 Units.
HUM 395A. Philosophical Foundations: Theories of Western Rights and Justice. 3-4 Unit.
In an attempt to bring a critical perspective to assumed notions of rights and justice, this course examines several of the dominant philosophies which have given rise to the tradition of classical liberalism. Students examine ancient Greek conceptions of justice and natural right; early and medieval Christian political philosophy; the rise of natural law theory; and the crucial philosophical debates of the early modern period. Some of the philosophers studied include: Plato, Aristotle, Augustine, Aquinas, Machiavelli, Descartes, Hobbes, Locke, Rousseau, Hegel, and Marx.

HUM 395B. Philosophical Foundations: Contemporary Theories of Rights and Justice. 3 Units.
HUM 396. A Survey of Buddhism: Hinayana, Mahayana, and Vajrayana. 3 Units.
HUM 397. Sartre: Life and Works. 3 Units.
This seminar examines Jean-Paul Sartre's existentialism and its clinical applications through a study of his literary and philosophical works. Sartre's life is examined in an historical context. Students pursue in-depth research on topics of interest. Prior knowledge of existentialist philosophy, literature and/or psychology is beneficial but not required.

HUM 398. Eco-Feminism: Reweaving the World. 1 Unit.
Ecofeminism as a philosophical and political movement, examines women's oppression and the exploitation of nature. This workshop analyzes the Western philosophical origins of the ecocrisis and of women's subordination, introduces pre-patriarchal cultures that honored nature and the spiritual dimensions of reality, and looks at how definitions of the "feminine" affect the earth and the lives of people.

HUM 398A. Inventing Illness: the Social Body. 3-4 Unit.

HUM 399. Philosophy of Clinical Psychology. 3 Units.

HUM 401. History of Performance Art. 3-4 Unit.
Students explore the shifting phenomenon of performance art by examining its historical origins, as a reaction to and deconstruction of the economic and aesthetic constraints of such artistic disciplines as visual art and theater. The course explores different formal movements in performance, including body-based work, identity-based work, time-based work and storytelling. The focus is on performance as it has developed and mutated in Los Angeles, with guest class visits from innovative and leading local artists. Through reading, viewing taped performances, discussion and practical exploration, students familiarize themselves with the radical possibilities of this discipline through historical, societal, political, and economic perspectives.

HUM 403. Black Image and Popular U.S. Culture. 3-4 Unit.
In this course students critically examine the authentic, fictional and distorted image of black Americans created for mass consumption in mainstream popular American culture and entertainment. This course further examines significant distinctions between images presented by black Americans and those created by others that merely depict African Americans. Nearly three centuries of popular American culture, mass media, and American history are examined in order to grasp the full scope and impact the black image had and continues to have on the American psyche. In addition, through films, video, and guest speakers the course offers an interdisciplinary examination of what W.E.B DuBois refers to as "the bifurcation of the Negro image, that peculiar sensation of a double-consciousness, the sense of always looking at one's self through the eyes of others... one ever feels his or her twoness, an American, a Negro; two souls, two thoughts, two un-reconciled strivings" (Soul of Black Folks, 1903).

HUM 404. Queer Theory. 4 Units.

HUM 405. Mesh of Civilizations: Islam & the West. 3 Units.
The course is designed to provide an overview of the historical interweaving of 'western' and 'Islamic' cultures. The course focuses on the Mediterranean region, the emergence of the Islamic empires, the involvement of the European colonial powers and the United States. The core values of Judaism, Christianity and Islam, and its impact on the development of the European Renaissance is also explored. The course also traces the history, ideologies and arts of colonialism and resistance in the Islamic world, including that of women. The present globalized economic and cultural system is also highlighted.

HUM 408. Pursuing Emancipation: Frankfurt School of Criticism and Social Theory. 3 Units.
The Frankfurt School of critical social theory provides a multi-disciplinary and holistic approach to the question of emancipation from oppressive social structures. This course traces the relation of critical theory to (1) the successes and failures of the project of the enlightenment, (2) the critique of mass culture, and (3) the discipline of psychology. Students are made more aware of oppressive and coercive elements of society and the means of pursuing emancipation from them.

HUM 409. Philosophical Foundations: Theories of Rights and Justice. 3 Units.
This course begins with classical foundations of Western notions of rights and justice, and examines the current debate surrounding concepts of natural rights, human rights, equality, difference, and freedom. The goal of this course is to help students think more critically about the concepts most frequently evoked in ethical and political attempts at betterment of the human condition.

HUM 410. Political Liberalism: the Justice of Social Institutions. 3 Units.
This seminar examines political liberalism as a doctrine about the justice of basic institutions and as a basis for shared, fundamental ideas implicit in the public political culture. Constructivistic conceptions of political justice, found in Kant's and Rawls' philosophies, are studied and contrasted with rational intuitionism, utilitarianism, Hume's psychological naturalism, and Leibnitz' transcendentalism.

HUM 411. Contemporary Theories of Rights and Justice. 3 Units.
Beginning with classical foundations of Western notions of rights and justice, this course examines the current debate about natural rights, human rights, equality, difference, and freedom. Philosophers studied include Sterba, Nozick, Kant, Rawls, Dworkin, Sandel, MacIntyre, Okin, and Jaggar. This course helps students think critically about concepts evoked in ethical and political attempts at betterment of the human condition.

HUM 412. Manufacturing the Self: Technology, Desire and the Body. 3-4 Unit.
Technology has had enormous influence over our lives, making many things easier, complicating others, and opening up new areas for ethical discussion. Yet little attention has been paid to how technology has shaped us as human beings: communication, sex, warfare, medicine, etc. This course considers issues such as visibility, speed, and mechanization and reflects on how technological development has altered understanding of the self, desire, and even our own bodies. Theorists considered include: Barthes, Sontag, Horkheimer, Adorno, Virilio, Heidegger, Postman and Stone.

HUM 415. Feminist Theories: Reconstructions of Realities. 3 Units.
This course traces several types of feminist discourse, from feminist resistance within the tradition of democratic liberalism to Marxist, socialist, psychoanalytical, radical, and postmodern feminist critiques of that tradition.
HUM 419. May Be Used for a Class. 4 Units.

HUM 421. Seeking the Good Life Through Philosophy, Psychology, and Experiences. 3-4 Unit.

HUM 427. The Social Construction of Sexuality, Gender, and the Body. 3 Units.

HUM 431. Mark Twain: Personal Philosophy and Moral Psychology. 3 Units.

HUM 448. Rawls: a Critical Review of a Theory. 3 Units.

HUM 451. Independent Study. 1-5 Unit.

HUM 453. Internship. 1-5 Unit.

HUM 454. The Turn to Culture: Cultural Studies Theory and Practice. 3-4 Unit.

Culture has become an increasingly important concept for understanding ourselves and the world, as well as an important arena for pursuing just social change. This course provides a wide-ranging survey of the history of Cultural Studies (CS) while focusing on the theories that have most informed CS, the concepts and language most often employed, and examples of CS in practice. From the beginning, CS has been highly political in nature and focused on the potentials for resistance in oppositional subcultures, first, valorizing the potential of working class cultures, then, youth subcultures to resist capitalist domination. As it developed, CS was informed by feminism, critical race theory, gay and lesbian theory, queer theory, and postmodern theory. Today CS is now focused on examining the ways that cultural texts promote sexism, racism, homophobia, and other forms of oppression, or can be employed in resistance and struggle. The course provides students with tools for doing cultural critique and political analysis and cultural activism.

HUM 455. Changing Face of Science: Philosophy of Science. 3-4 Unit.

The interaction between philosophy and science is examined in this course. Of primary interest is the process of scientific inquiry and change. Social science students learn the philosophical and scientific underpinnings of their areas of study. Prominent philosophers of science such as Popper, Kuhn, and Capra are discussed. Their ideas are compared and contrasted and then applied to familiar topics.

HUM 468. The Law and Human Rights. 3-4 Unit.

This course uses the study of several landmark U.S. Supreme Court cases to study the relationship between law and such political philosophies as social contract and utilitarianism. Specific focus is placed on the rights of free speech and privacy.

HUM 471. Mark Twain: Personal Philosophy and Moral Psychology. 3-4 Unit.

This course studies Mark Twain as a social critic and moral educator and examines the personal philosophy that he brought to his writings. In context of Rawls' moral psychology, course topics include Twain's critiques of moral determinism, conventional religion, creationism, as well as the "moral sense" in human morality, adultery, hypocrisy, patriotism, superstition, religious intolerance and persecution.

HUM 472. Mark Twain: Speeches, Wit and Dark Writings. 3-4 Unit.

This course is a continuation of HUM 471/PSY 471 for students who appreciate Twain's social critiques and were introduced to Twain as a social critic and moral educator. Reading Twain's autobiography and "The Adventures of Huckleberry Finn" prior to this course will enrich the student's experience and enable them to benefit from this course if they have not taken HUM 471/PSY 471. This course is for students to advance to Mark Twain's best, deepest writings and his strongest social critiques of society and fundamentalist religions.

HUM 473. Psychedelics Revisioned: The Cultural Politics of Consciousness. 4 Units.

This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically oriented path between fear and ignorance on one hand, and unbridled enthusiasm on the other, this course studies issues related to psychedelics from a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive questions concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage and broaden the horizons of understanding of the history, present day practices, and future potential of psychedelics.

HUM 490. A Play on History: Marx in Soho. 1 Unit.

HUM 490A. Imagining the Primitive Other. 1 Unit.

In this one day workshop students explore various models of constructions of the primitive other, followed by an opportunity to apply these models to a variety of popular films and documentaries. Students gain a greater understanding of the sundry means by which the Western world, broadly speaking, negotiates difference, civilization and the primitive, and self and other. No grade equivalents allowed.

HUM 490B. Making Meaning: Language, Culture and Reality. 1 Unit.

Language is the primary symbol system through which we communicate with one another and codify our experiences. In this workshop students examine language through its interrelation with culture and reality and understand communication as a process of meaning making which is bound to culture.

HUM 490C. Cornell West: Positions and Praxis. 1 Unit.

This workshop explores some of the fundamental tenets of philosopher, social critic and writer Cornell West.

HUM 490D. Encountering Islam: From Napoleon in Egypt to the US in Iraq. 1 Unit.

The aims of this workshop are to present the history of Orientalist imagery—meaning western views of the Islamic World— as a shared inheritance of misrepresentation between Muslims and non-Muslims, and one which relates to the representation of other non-European cultures in the US and elsewhere. This shared inheritance distorts the identity of both the creator and the object of misrepresentation. This principle provides a way of linking a key point about orientalism— that it reveals more about the society that produces it than the society it is meant to describe — to social relationships and practical politics. The course aims to contribute to the shared task of finding a way through and beyond orientalism and other power-laden forms of perception and representation.
HUM 490G. Psychological Perspectives on War. 1 Unit.
This workshop explores the psychological impact of the political and economic conditions that have characterized U.S. society since the tragic events of September 11, 2011. We examine the psychodynamic significance of individual and group responses in this country to the traumagenic environment characterized by the ongoing threat of future terrorist attacks and an increasingly militarized governmental discourse and policy. We critically evaluate how the current political culture constrains policy makers’ and citizens’ capacities to construct effective conflict resolution strategies capable of addressing the growing threats to our national and international well-being. Students explore their personal and political responses to the psychological environment as well.

HUM 490H. Feminism and Existentialism: the Works of Simone de Beauvoir. 1 Unit.
This workshop explores the life and works of one of the foremost existential philosophers and author of one of the most important feminist works of our time, The Second Sex. Students gain insight into the relationship between Beauvoir’s values and her works of fiction and philosophy. The course juxtaposes the story of a life, the expression of that life through works of literature, and the philosophy that propelled the life and works of this remarkable and courageous woman. Students explore the influence of concepts in The Second Sex in shaping the Second Wave of Feminism in the U.S. and abroad. No grade equivalents allowed.