

The following Core courses will be offered during **Fall semester 2019**:

ART 150-01 Roots of the Modern Age: Art

We are inundated with images on a daily basis – on our phones, in our homes, and throughout public space. Perhaps because of this image overload, we often take our visual environment for granted, failing to appreciate the choices that went into its design and production. This course teaches students how to analyze their visual environment by studying the history of Western Art, that is, by examining the paintings, sculptures, and buildings of past cultures as visual expressions of the social, political, religious, cultural, and commercial values of the individuals that created them. Moving between lectures, group discussions, and interactive technology workshops, students conduct case studies of thirteen works of art and architecture (roughly one per week), from the Parthenon in ancient Greece to Andy Warhol’s Marilyn Diptych, with an eye toward the relationship between visual form and historical context. The process involves learning not only the basic methods of Art History, but also how to express one’s ideas in various types of art-historical writing, such as the exhibition review. Finally, the class will take advantage of the rich collections of New York City art museums as well as the art and architecture of Manhattan College with numerous group trips.

ENGL 150-01 Secrets, Lies, and Literature

What do Shakespeare’s most famous play and a contemporary American graphic novel have in common? One answer: both of them explore the challenges faced by the main character, ensnared in a web of secrets and lies. In between Hamlet (1603) and Fun Home (2006), there are a range of literary works that similarly represent the practice of deceit, the fear of (or desire for) discovery, and the pursuit (or repression) of knowledge as fundamental experiences of human existence. What do people typically keep secrets or lie about? How? Why? What are the consequences of keeping secrets or telling lies? And of their exposure? Finally, is it ever really possible to discover the “truth”?

ENGL 150-02 & 05 Roots of the Modern Age: Literature, Empire and Desire

This class will introduce you to some canonical (and some not so canonical) works of literature that continue to contribute to our understanding of the modern world. Over the course of the

semester, we will explore the literary representation of the British empire from the 17th to the 21st century. The modern era saw a vast expansion of European empires, changing the global distribution of power and the interrelationships of different peoples and cultures. Through the contact initiated by exploration and imperial trade, modern ideas about race, difference and power developed and evolved. In this core class, we will consider the role of literary culture in imperial ideology and in the formation of modern conceptions of race, gender and nationality. Our texts, responding in various ways to situations of empire and post-colonialism, represent and interrogate values associated with British imperialism and deal with questions of difference and displacement across a range of contexts. We will focus in particular on literary explorations of the relationship between England and her colonies, and the ways in which different forms of desire have been deployed to characterize these interactions during and after the period of colonization.

ENGL 150-03 Literature, Law and Identity

In this course, we will examine how literature teaches us our various social identities: as subjects of a government, as men and women, as members of a racial or ethnic group, as members of religious groups, and as human beings. The central purpose of literature may be to entertain, but literature also teaches us our relationship to “the law,” both in the literal sense and in the sense of the unspoken rules that produce our identities. Keeping these ideas in mind, students in the course will study how a range of writers construct social identities for themselves and their readers through their representation of laws, governments, and the people who live under them. Writers to be studied include Geoffrey Chaucer, William Shakespeare, Emily Dickinson, Frederick Douglass, William Butler Yeats, and Junot Diaz.

ENGL 150-04 Roots of Literature: Violence and Representation

What signifying power do we attribute to violence? Do authors incorporate acts of violence into their works to signal a breakdown in communication or a form of communication? This course, as part of the core curriculum, will investigate these and other questions by analyzing landmark texts such ranging from fourteenth century “comedies” to twentieth century novels. Rather than treating violence as a mystifying abstraction, we will strive to explain its nuanced intersection with issues such as class, race, and gender.

ENGL 150-06 Visions of Nature

What do we mean when we say something is “natural”? What do we mean by “nature” at all? Do cultural differences influence the way people view the natural world? Are human beings a part of nature or separate from it? Are we fundamentally like animals—this is, are we merely animals ourselves—or are we fundamentally different somehow? Do we owe a debt to nature or are we free to use it, even dominate it, as we see fit? Are the things we create as human beings natural or “unnatural”? How do technologies such as genetic engineering, cloning, and artificial intelligence change our view of what is “natural” and what is not? In this course we will read works by authors from the late medieval period to our own time, all of whom grapple in one way or another with these questions of the meaning of nature.

HIST 150-01 & 61 Revolutions and Revolutionary Thought

What are revolutions and what can they tell us about history? This course is an introduction to the history of revolutions and revolutionary thought from the late fifteenth century to the present. The first half of the course will focus primarily on revolutionary transformations in Europe/North America in the early modern period, while the second half of the course will focus on revolutions that have taken place across the world throughout the modern era. We will pay particular attention to the way in which revolutions have emerged as a response to the interaction between local concerns and global developments, especially Western colonialism, capitalism, and the spread of the nation-state system.

HIST 150-02 Nationalism and Empire

This course surveys the history of the West from the European encounter with the non-Western world to the present day. In many ways, it is these interactions that have shaped the modern world. We will explore major trends including the rise of modern states; new ideas about rights; the emergence of modern nationalism; the expansion of European imperialism; colonial resistance; and the shifting balance of power in the postcolonial world.

HIST 150-03 & 04 Roots: History

An intensive and critical examination of selected historical texts and developments from the medieval period to the present that contribute to an understanding of the modern world.

LLRN 102-01 Classical Origins of Western Culture

This roots course aims to develop in students a knowledge and appreciation of Greek and Roman thought and culture, especially its contribution to the culture of the western world, by a careful study of important primary texts from different disciplines in that era. We will develop in students the ability to read, analyze, understand, and respond critically (in oral and written form) to the ideas presented in these texts and to begin to develop in students an awareness and understanding of the different modes of thought, organization, and expression used by different academic disciplines.

LLRN 102-02 & 04 Ancient Mediterranean Journeys: Classical Origins of Western Culture

This course is a multi-disciplinary exploration of Greek and Roman contributions to the heritage of western culture. Students will gain knowledge and understanding of ancient Mediterranean cultures and societies in order to develop multicultural awareness and sensitivity and a value for the humanities, especially through building connections and comparisons between social-political trends and literary genres as well as between antiquity and modern times. The readings for Prof. De Sena's sections introduce students to the epic, historical, philosophical, and theatrical literature of the Classical World. Class discussions and assignments emphasize topics such as leaders and governance, ethics, intellect vs. instinct, history vs. myth, and role models. The course is also intended to help students improve skills in oral and written expression and critical thinking.

LLRN 102-03 Classical Origins of Western Civilization: On Being Human

This course will examine some of the major poetic, dramatic, and philosophical works of the classical West. Texts to be covered include Homer's *Iliad*, Sophocles' *Antigone*, Aristophanes' *Clouds*, Plato's *Apology*, Cicero's *On Friendship*, and selections from Lucretius' *On the Nature of Things*. Topics to be examined include fate, truth, civil disobedience, the examined life, friendship, and freedom.

LLRN 102-05 Classical Origins of Western Civilization

This course helps students develop critical thinking and writing skills through an introduction to central texts and documents from Ancient Greece that have become foundational narratives for Western civilization. Classes will engage students in an interdisciplinary approach to cultural history, and discussions will pair literary works with relevant contemporary documents from the fields of material culture, the visual arts, political theory, and anthropology. The learning objectives for this course include: strengthening close reading skills, developing strong skills in expository writing, and acquiring a precise vocabulary for literary, artistic, historical, and cultural studies.

LLRN 102-06 Classical Origins of Western Culture

In Fall, 2019, the section in which I am Instructor will investigate the beginnings of the universe through Hesiod, as well as his moral issues with his brother's shady legal dealings. We will move on to Athenian politics, including Pericles and the public prosecution of Socrates. The Greek interest in the legendary past will appear in Euripides' plays, *The Trojan Women* & *Andromache*. The unit on Rome will find us reading Cicero's takes on morality and the grand epic of the foundation of the roman empire, Virgil's *Aeneid*.

MUSC 150-01 & 03 Roots of the Modern Age: Music

Over the course of the semester, we will explore music from the medieval period through the 20th century, examining the changing attitudes, styles, and composers that define "music" in the Western world (Europe and the United States). In the process, we will approach music as part of a larger network of ideas and thoughts, placing it within the context of philosophical, social, economic, and aesthetic trends throughout history. While exploring these issues, we will also be cultivating critical listening skills and developing a useful vocabulary for discussing the role and function of sound within a historical and contemporary setting. Through the study of primary documents, coursework, lectures, discussions, and other assignments, you will work on developing a variety of skills, including an understanding of specialized vocabulary; an ability to analyze structures and relationships within a musical work; the ability to engage with a musical work using a range of tools, such as aesthetic sensitivity, personal experience, an understanding

of social context, and the recognition of a variety of cultural/historical references; familiarity with representative works and composers of Western musical history; and critical thinking skills.

MUSC 150-02 & 04 Roots of the Modern Age: Music

Roots: Music emphasizes critical listening skills by studying music production practices, listening technologies, various styles and traditions from across the globe, and Western (US and European) music structures and compositional forms. Through the course of the semester we will explore music during the Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th-century time periods, as well as ideas and styles from today's music. This being the case, the class covers material diachronically (the past in relation to the present) and synchronically (the past alone), incorporating aspects of science, history, art, literature, and economics and their influence on the music of that particular culture, subculture, and specific time period. All of these objectives are rather secondary to the primary goal of understanding how music communicates meaning in a highly complex world.

PHIL 150-01 Classics of Modern Philosophy

This course will focus on two seminal works from the modern period: Niccolò Machiavelli's *The Prince* and Rene Descartes' *Meditations on First Philosophy*. Both works forever transformed their specific areas of philosophy—political philosophy for the former and epistemology and metaphysics for the latter—and the influence of both has extended beyond traditional academic disciplines. Within and without the bounds of philosophy, we will examine and discuss these works with care and precision.

PHIL 150-02 Roots of the Modern Age: Philosophy and Resistance

This seminar will explore the world of Western philosophy while engaging the question, *what is philosophy for?* We will engage with philosophy as a practical tool in the struggle for justice, as a mode of political, social, and spiritual resistance. We will think about various forms of oppression and ask, when do I have not only the *right*, but the *duty* to resist? What form should resistance take? What is the relationship between resistance and the duty to follow the law? To explore these questions, we will engage with both the Western canon of philosophical thought as well as feminist and critical race challenges to that canon. Our readings and

discussions will take us from ancient Greece to the present day, and will incorporate classic philosophical texts as well as contemporary texts concerned with our duties of resistance in the face of raced, gendered, and classed oppressions.

PHIL 150-03 Roots: Philosophy

This course provides an introduction to philosophy through the study of major Western philosophic works. We will explore a range of philosophic problems in this class, including: What am I? Who am I? What can I know? Are there different ways of knowing? What is truth? Are there different types of truths? Does God exist? Can I know God? What is the relationship between my mind and my body? Do I have free will? How can I achieve happiness? What is my relationship to other selves? How should my relationships with others be? We will study responses to these problems from authors such as Plato, Aquinas, Descartes, Borges, Sartre, De Beauvoir, Camus, and Arendt. These philosophers produced responses that were so compelling that they shaped and continue to shape contemporary Western identities and social and political practices. We will read them to learn about our intellectual history, to learn from their example how to approach philosophic problems, and to begin to insert ourselves into ongoing scientific, religious, moral, and political debates that rest on competing philosophical views about the nature of humanity.

PHIL 150-61 Roots: Philosophy

Although no one course can possibly do justice to all of the remarkable ideas of the modern age, this course will introduce you to many of them. The goals of the course include: 1) understanding issues and philosophical ideas that helped to shape the modern age; and 2) learning to think, read, speak, and write analytically and critically about them. We will address some of the most influential thinkers of the modern world whose impact was felt far beyond the confines of philosophy and the scholarly world, for example, Rousseau, Marx, Sartre, and Beauvoir. In order to introduce important ideas of the modern world, we will begin by setting the stage through discussing Ancient Greek culture and philosophy, and then cover figures from the last few centuries

PHIL 150-62 Roots: Philosophy

This course introduces students to central metaphysical and epistemological questions in the history of philosophical inquiry into human nature. We will investigate questions such as: Can we really be free or is everything determined? What is knowledge and why is it valuable to us? Can we know anything and if so, how is this knowledge obtained? What does metaphysical freedom (or lack thereof) imply for taking responsibility for our actions? What is a person and what makes a person the same person over time? In addition to examining some of the fundamental questions philosophers have pursued in both classical and contemporary texts, this class will introduce you to the nature of philosophical reasoning. The course is divided into units corresponding to the major categories of philosophical inquiry the course is concerned with. Within each unit we will look at well-known historical works as well as contemporary approaches to the core problems discussed. 60% of the course will focus on Plato, Aristotle, St. Augustine, St. Aquinas, and Descartes. The writings of these five authors form the basis of our inquiries in this course.

POSC 150-01 & 02 Roots of Government: America Now!!

This course is designed to introduce students to the study of government and politics through analyses of the basic concepts of politics, political theories, ideologies, political systems and institutions. Its primary focus is on the historical evolution of the American political system, as concepts such as liberty, freedom, justice, equality, and power, are explored. How they impact salient public policy issues that confront individuals and society in the American domestic and foreign policy arenas will also be examined. Students will, in addition, analyze public policy challenges, by simulating elected legislators, candidates and citizens of the United States of America in discussion, policy presentations and debate formats as they take sides on contemporary political issues.

POSC 150-03 Roots: Government: Current Issues

This course provides an introductory overview of American politics with an emphasis on current controversies and debates. Students will have the opportunity to consider and discuss a range of institutional and behavioral issues, including the U.S. Constitution, the effectiveness of the

legislative process, the three branches of government, the relationship between the federal government and state governments, elections and contemporary socio-economic and political issues affecting the United States.

This course has four main objectives:

1. To introduce students to the basics of American politics.
2. To engage students in the study of American politics.
3. To have students critically evaluate and debate issues in American politics and think more deeply about how well the American political system works.
4. To help you form and express political opinions orally and in writing to make students better democratic citizens and, as an added bonus, enable students to impress friends and family during their next political discussion!

PSYC 150-01 & 03 Roots: Psychology

This course provides an overview of the major content areas and theories in psychology. Topics learning, memory, perception, development, personality, social, and abnormal psychology. The course also features debates on several contemporary controversies in psychology. Together with readings and lectures, these debates are used to help students further develop their writing and critical thinking skills.

PSYC 150-02 Roots: Psychology

This course will view important questions about humans through the lens of psychological science. The study of psychology allows us to move beyond these lay theories and use the scientific method to learn about humans: how we think, learn, develop, and who we are as individuals and a society. In this class we will use research to explore some of the most exciting questions in the broad discipline of psychology including how memory works (and is it accurate?), how we develop abstract reasoning, if we make logical decisions, and what attracts us to individuals.

PSYC 150-61 Roots: Psychology

This course will provide an overview of the science of Psychology by introducing basic principles, theories, research and scientific techniques that Psychologists use to describe, explain

and predict human behavior and mental processes. Students will develop an understanding of the complexity of human behavior and will be able to explore the impact socio-cultural factors, diversity and environment have on Psychology. Critical thinking and analysis will aid students in applying psychological principles to problems and interactions in real life.

SOC 150-01 Unmasking the Structures of Power

This First Year Seminar is dedicated to understanding barriers that come from sex and gender, namely the social construction of masculinity and femininity. Here, exploring sex and gender is a means of enriching knowledge and thinking critically while discouraging marginalization and oppression. As engaged students of sociology, you will focus on broadening your intellectual horizons, fostering lifelong learning skills, developing as leaders of tomorrow, promoting community involvement, and instilling an appreciation of world cultures. We will do so by discussing, reading, and examining cultural artifacts, social movements, and theorizations around categories of power – sex and gender - and hopefully lead to a re-thinking of these categories through their grounding in particular localities, practices, truths, and histories. This course nurtures cultural competence by celebrating the rich diversity of our communities and welcoming the participation of all.

SOC 150-02 Ethical Foundations of Criminal Justice

This course discusses ethical theories and their philosophical foundations in relation to the criminal justice system. Drawing on a historical and contemporary criminological and sociological theoretical foundation, the students will investigate how the criminal justice system has evolved into what it is today and how it navigates systemic ethical problems. Addressing and acknowledging the ethical dilemmas that plague our current system, the students will gain an in-depth understanding of the various issues that dictate laws, law enforcement behavior, court proceedings, and the use of corrections and incarceration. Throughout the semester, students will develop and hone ethical reasoning skills and gain familiarity with professional standards and codes of ethics that should, ideally, be utilized in the criminal justice field. The course will prompt critical thinking through reading-based group discussions and friendly debates and out-of-class writing assignments. To refine students' abilities to articulate their ideas, written assignments will take the form of empirical-based, formal analyses on various, highly debated

criminal justice topics including race and justice, the death penalty, and the sanctioned use of torture. This class also often hosts guest speakers, such as police officers, to provide holistic perspectives on these issues. This is a fast-paced, high-intensity course designed to broaden perspectives and challenge previously held beliefs.

SOC 150-03 Roots of Sociology and Anthropology: The Participant Observer

This course explores the origins of sociology as a scientific study of society and the development of methods for sociological research. Students read studies of social behavior using statistics, experiments, content analysis, case study, and ethnography, focusing on the intersection of ethnicity, class and gender to understand contemporary US society. Students use the campus and the City as sites for participant observation, practicing the techniques of qualitative research as one set of tools for sociological analysis.

SOC 150-61 Roots: Sociology and Political Economy

This course explores the roots of social scientific thinking through the lens of Political Economy. It was Classical political economy that first sought to conceptualize the linkages of political power to accumulated material wealth. Thinkers like Adam Smith and David Ricardo helped establish important theoretical foundations for understanding social behavior. Many influential sociologists and critical thinkers, both classical and contemporary, developed their ideas while engaged in a dialogue with political economy. Over the course of the semester, we will examine the rise of political economy and trace its pervasive influence upon sociological thought up through the present. In so doing, we will explore some contemporary applications of political economy in sociological research within the critical tradition.