

Spring 2019 Schedule of Courses
Ph.D. in Comparative Studies Program
The Dorothy F. Schmidt College of Arts and Letters

Oct. 26, 2018

Adam C. Bradford, Director
Gabby Denier, Coordinator
Stefanie Flint, Graduate Research

561-297-0928
561-297-0155

AH 214B
AH 214A
CU 333

The following courses are open to doctoral students in the Ph.D. in Comparative Studies. Advanced M.A. students and doctoral students in other programs may enroll only with permission of instructor.

AML 6934

21st Century African Amer Lit.

Monday, 4–6:50 p.m.

Dr. Sika Dagbovie-Mullins, English
561-297-3830

sdagbovi@fau.edu

What, if anything, characterizes twenty-first century African American literary production? In her essay and introduction to a special issue of *American Literary History*, Stephanie Li identifies African American “twenty-first-century writers’ wide-ranging determination to claim their dead and envision a home for the living.” This, for example, contrasts with Kenneth Warren’s assertion that African American literature came to an end when Jim Crow ended. This course will focus on the diverse array of African American literary texts published since 2000. We will ask ourselves: what cultural, social, and political movements and events have shaped African American literary production in the new millennium? How does one define a black aesthetic? We will consider the politics and rhetoric of black literary art in the twenty-first century. Texts will likely include Paul Beatty’s *The Sellout*, Ta-Nehisi Coates’ *Between the World and Me*, Percival Everett’s *Erasure*, Ladee Hubbard’s *The Talented Ribkins*, Mat Johnson’s *Loving Day*, Kiese Laymon’s *Long Division*, Claudia Rankine’s *Citizen: An American Lyric*, Nafissa Thompson-Spires’ *Heads of the Colored People*, Danez Smith’s *Don’t Call Us Dead*, Jesmyn Ward’s *Salvage the Bones* among other texts.

AML 6938

Col. Amer. Indigenous Lit.

Wednesday, 7:10–10 p.m.

Dr. Shelby Johnson
561-297-3830

shelbyjohnson@fau.edu

The most recent edition of the *Norton Anthology of American Literature: Beginnings to 1820* makes a curious choice in its selection of Native American literature: it covers a selection of creation myths and trickster tales, as well as speeches delivered by indigenous diplomats and leaders – most written down from memory by white observers. The anthology does not include writings published by literate Native Americans in the colonial period (such as Samson Occom or Joseph Johnson) or the early republic (such as William Apess, George Copway, Elias Boudinot, or Jane Johnston Schoolcraft). The anthology, in short, prioritizes indigenous *oral* cultures. While this editorial decision makes a certain amount of pedagogical sense, given many students’ unfamiliarity with Native American story cultures and lifeways, it does contribute to several shibboleths that continue to influence how these literatures are read, anthologized, and interpreted: that indigenous literature is necessarily *oral*, that indigenous literature foregrounds *fiction* (as myth, legend, or tale), and that indigenous literatures are “inauthentic” once they take written form. In this course, we will reconsider the oral/written binary by exploring a range of manuscript and published Native American life writing and non-fiction from the 1760s into the 1840s. We will focus our exploration on one anthology (*Early Native Literacies in New England*) and three writers (Samson Occom, William Apess, and Jane Johnston Schoolcraft) because they intervened in multiple colonial and early American discourses on racial identity and white supremacy, territorial expansion and settler colonialism, and spiritual conversion. As we will see, indigenous speakers and writers engage in a range of persuasive and rhetorical positioning across legal documents, petitions and wills, conversion narratives and autobiographical poetry, and activist reportage. We will supplement with secondary readings by (primarily indigenous) literary scholars and historians in order to think analytically about the kinds of questions that drive contemporary Native American scholarship. By doing so, my hope is that we will have opportunities to critically reflect on our own research and writing methodologies across the disciplines we call “home.”

ANG 6084

Seminar Anthropological Theory 2

Monday, 6:30 – 9:20 p.m.

Dr. Susan L. Brown, Anthropology
(561) 297-2325

slbrown@fau.edu

Course focuses on contemporary anthropological theory and the interplay between theory and practice in each of the four subdisciplines of anthropology.

ANG 6930

Gender, Health and Power

Thursday, 6 – 8:50 p.m.

Dr. Mary Cameron, Anthropology
(561) 297-1207

mcameron@fau.edu

This course assesses the role of power relations, particularly gender, ethnicity, social class, religion, and globalization in shaping the health status, the illness experiences and outcomes, and the form and substance of medical options available in local communities around the world. A focus on how health is differentially impacted for women and men will engender an examination of gender ideology in power relations.

COM 6935

Posthuman Critical Theory

Thursday, 7:10–10 p.m., CU 222

Dr. Bill Trapani, School of
Communication and Multimedia
Studies

561-297-2051

wtrapan1@fau.edu

No course description available.

CST 7936-001 (15299)

Sci & Its Cultural Dimensions

Monday, 7:10–10 p.m., SO 383

Dr. Marina Banchetti, Philosophy
561-297-3816

banchett@fau.edu

Whatever views one might hold with regard to scientific theory, the practice of science is never isolated from cultural dimensions, whether these be political interests, economic and social interests, moral interests, and religious beliefs, among other factors. This course examines the cultural dimensions of the natural, human, and social sciences, while also raising questions regarding the value-neutrality of science and the ethical dimensions of scientific work.

CST 7936-002 (15300)

Adapting from Medium to Medium

Tuesday, 7:10–10 p.m., AH 209

Dr. Anthony Guneratne, School of
Communication and Multimedia
Studies

954-236-1182

guneratn@fau.edu

Recent trends in theory have, in the words of Hugh Grady, taken a “material turn.” In keeping with this emerging scholarly terrain, the present course attempts to take a fresh approach to adaptation studies, moving away from issues of representational adequacy (i.e. the relentless focus on the refashioning of texts as they migrate from one medial terrain to another), to a reconsideration of the way in which fundamental technological changes have shaped the complex reciprocities between textual forms and their media of transmission. Accordingly, this course foregrounds an emergent, increasingly sophisticated view of the relationship of science and technology and the production, preservation, and analysis of individual works of art. In each of 12 seminar sessions an aesthetic watershed, i.e. a technological transformation that reinvigorated or refined an art form — such as the European rediscovery of the printing press, the Renaissance adoption of normative linear perspective in painting, or the establishment of standard tonality in musical composition — will be presented in discussions that are led by the instructor and, in turn, by students who have selected an appropriate subject specialization. Of particular interest, therefore, will be such performance-oriented media as cinema that mobilize the technological capabilities of other related medial forms. Central to this approach is the idea that an enhanced focus on text-medium reciprocity allows us to distinguish between the kind of poem composed for inscription on clay tablets as opposed to one recorded in manuscript or print, just as it enables us to evaluate the fine-grain disinctions between cinematic and televisual recordings of a particular avant-garde dance choreography. Such an approach help us not only to investigate key examples of contemporary adaptation theory, but also to conscientiously reimagine and fruitfully reconsider some of the key debates that have shaped discussions of aesthetics and our present approach to the humanities, ranging from Plato and Aristotle to Erich Auerbach and Leo Spitzer; from Sergei Eisenstein and André Bazin to Marshall McLuhan and Raymond Williams; from David Bordwell and D.N. Rodowyc to Lev Manovich and Paolo Usai.

Notes: I will be preparing an extremely detailed course guide that carefully prepares all students for each seminar (no matter what their previous background happens to be) — the idea is to cultivate powers of detailed textual analysis from the standpoint of a growing (and hopefully increasingly-sophisticated) understanding of the relationship of textuality and medial intervention in the light of classical and contemporary media theory. The idea is that students who do NOT know much about how a musical idiom can translate words, and so on, learn some of the fundamentals: each seminar is thus designed to open a NEW window, in every instance allowing students to explore their own interests in depth by acquiring a broad background in Comparative Studies.

ENL 6455 00X

Seminar: British Literature

Monday, 7:10– 10 p.m., CU 321

Dr. Clarissa Chenovick, English
(561) 297-3830

cchenovick@fau.edu

This seminar will focus on representations of the body's ability to "speak" in early modern English poetry, prose, and drama. In sixteenth- and seventeenth-century England developments in dissection and anatomical knowledge made it seem to many people as if the secrets of the body were becoming more available to discovery. During this era as well, most people had far more confidence than we do today about the possibility that human emotions and even personalities could be "read" in certain legible signs written on the body. Indeed, the voice itself was considered to hold direct clues to the personality and moral character of the speaker while also serving as the physiological vehicle through which the thoughts of the heart were projected into the world – and into other bodies through the sense of hearing. Based on these beliefs about the communicative potential of the body, rhetoricians and actors developed elaborate taxonomies of gestures that could be used to convey particular emotions to an audience, while poets, dramatists, and preachers drew on this rich field of possibilities in their written and performed explorations of the nature of truth, personal identity, and social relations.

This seminar will examine some of the many literary and dramatic texts informed by early modern ideas about how the body could speak, and how it could be made to speak (e.g. through dissection). Our texts will include comedies and tragedies by William Shakespeare, Tom Ford, and John Webster, poetry by Mary Wroth, Edmund Spenser, John Donne, George Herbert, and Richard Crashaw, and short prose writings including William Baldwin's bizarre and fascinating early novel *Beware the Cat*, which gives human voices to cats. Alongside these texts, we will study sixteenth- and seventeenth-century contextual sources on anatomy and dissection, early forms of phrenology, and theories of voice in order to shed light on the ways early modern poets and dramatists try to make bodies speak the truth – or highlight the fundamental pitfalls of this project. We will also consider the role of the viscera (heart, stomach, liver) in motivating speech and action.

ENC 6930

Visual Literacy

Thursday, 4 – 6:50 p.m., AL 240

Dr. Jeffrey Galin, English
(561) 297-3830

jgalin@fau.edu

This course is designed to examine visual literacy/rhetoric in writing and cultural media and to use visual texts to analyze and apply frameworks for thinking about social issues. We will also discuss the teaching of visual arguments. It will be a project-based course with readings. Short projects will offer analyses of photos, advertisements, and websites reading them rhetorically for issues such as race, gender, politics, and design. A final substantial project will allow you to explore a topic of your own interest that emphasizes social action within a specific cultural context—think of political, culture, or humanitarian relief argument built with visual representations with some textual enhancements. The work of Sharon Daniel and others will serve as starting places for discussions of these projects. The goal of the class will be to help support you to produce new and original work or contribute to work you are already doing. This course is open to all MA, MFA, and PhD students in English and Communications.

EUH 6939 002 (14131)

Seminar European History

Tuesday, 5 – 7:50 p.m., AH 105

Dr. Patricia Kollander, History
(561) 297-3830

kollande@fau.edu

This course will study and analyze two infamous systems of government: Hitler's Nazi Germany and Stalin's Soviet Union. Each system regarded the other as its foremost enemy, yet at the same time both had essential features in common, and aimed to unravel the existing political order in Europe. Though both systems were defeated, they had a lasting impact on Europe and world history long after their demise. The course will acquaint students with major issues and historiography of the Nazi era in Germany and the Stalin era in the Soviet Union. Students will write research papers that focus on how the English-speaking world responded to these regimes.

FIL 6935-002

**Studies in Film and Television:
Critical Race Film Theory, and
Other Questions of Difference**

Wednesday, 7:10–10 p.m.

Dr. Gerald Sim, Communication and
Multimedia Studies

561-297-2050

gsim@fau.edu

FIL 6935: Studies in Film and Television (Critical Race Film Theory) examines film and media criticism's various approaches to race and difference. Most spectators are probably sensitive to stereotypes and "negative representations," but the field often deals with much more than that. Film criticism's discussions of race have relied on a key set of theoretical ideas derived from poststructuralism and postcolonial theory. This seminar will survey these canonical writings, before undertaking a critical history of the field. How have they changed? How do these intellectual shifts correspond with simultaneous developments in politics, theory, culture, and digital technology? What is the state of critical race film theory today? Is it keeping up with changes in racial ideology, and the influence of neoliberalism in particular? Readings include works by Robert Stam, Ella Shohat, Edward Said, Homi Bhabha, bell hooks, Lisa Nakamura, and others.

FRW 6938-004 (15365)

SPW 6938-004 (15368)

The Baroque: A Comparative Approach

Monday, 2–4:50 p.m., SO 390

Dr. Frédéric Conrod, Languages, Linguistics, and Comparative Literature

561-297-0286

fconrod@fau.edu

The objectives of this course will be to determine if there is such a thing as a Baroque period in the terms that have been established over the centuries, and if so, if humanity is still living in it, or has overcome it. In order to question and reflect upon the Baroque, students will be invited to discuss a selection of key readings from the English, French, Italian and Spanish literary traditions in juxtaposition with other aspects in which the Baroque expresses itself, such as Music, Painting, Sculpture, Architecture and Urban Planning. They will read, analyse and discuss these expressions in the light of contemporary critical theory, and understand how different works of art from the Baroque enter the same play of representation. Among other concepts, students will be exposed to the Wölfflin Principles, Gilles Deleuze's "Baroque Fold," Walter Benjamin's Trauerspiel, and Frederick de Armas' Ekphrasis. This acquired theoretical knowledge will prepare students to envision the time period from the perspective of their tradition of expertise, but within a much wider picture.

HIS 6939

Seminar In Oral History

Wednesday, 7:10 – 10 p.m., AH 105

Dr. Sandra Norman, History

561-297-2621

norman@fau.edu

Oral history records the spoken memories and personal commentaries of people who have often been hidden from history. This is a comprehensive 'hands-on' multi-disciplinary course teaching students how to 'do' oral history and will be of particular interest to graduate students studying journalism, anthropology, political science, sociology, and history (particularly family, ethnic, and local history). Students will gain an awareness of ethical and legal issues and will learn how to select subjects, develop questions, build rapport with interviewees, use equipment, and transcribe and edit the completed interview. This semester we will be working with two museums in the City of Delray Beach. Interviewees will be individuals with life histories relating to Florida history particularly pioneer experiences, local history, de-segregation and environmental issues.

ITW 6938

Poetic Geographies of Italy

Tuesday, 4–6:50 p.m., CU 118

Dr. Ilaria Serra, Languages, Linguistics, and Comparative Literature

561-297-0286

serra1@fau.edu

This course wants to explore a particular eco-critical turn in Italian studies focusing on the interaction between landscape and poetry in concrete and visible ways. It will expand on the traditional notions of description, setting, and symbolism to propose innovative and effective connections between poems and their environmental humus. Our critical act will be an attempt at poetry itself because we will imagine new and *poetic* ways to study literature and its birth places, picturesque Italian places in particular..

LIN 6601

Sociolinguistics

Wednesday, 4–6:50 p.m., AH 204

Dr. Romain Rivaux, Languages, Linguistics, and Comparative Literature

561-297-3616

rrivaux@fau.edu

This course is a Seminar on sociolinguistics, i.e. the study of language and linguistic behavior as influenced by social and cultural factors. A variety of topics will be explored, such as language contact, language prestige, code switching and diglossia, language and social identity, regional and stylistic variation, language change, ethnographic approaches, pragmatics, discourse analysis, as well as social justice issues including gender, bilingual education, and language policy and planning.

LIN 6720-002 (12819)

Second Language Acquisition

Friday, 5-7:50 p.m., CU 119

Dr. Justin P. White, Languages, Linguistics and Comparative Literature

561-297-0497

jwhite94@fau.edu

This course surveys a wide range of theories and models of Second Language Acquisition (SLA) as well as examines various research fields within SLA. In this course, we will evaluate various theories of SLA as well as read and discuss recent empirical research. Specifically we will examine the claims of the theories, the views of language, learning, the learner within the theories, and the nature and extent of empirical support for the theories.

LIN 6938

Ecolinguistics

Wednesday, 4–6:50 p.m., AL 342

Dr. Prisca Augustyn, Languages, Linguistics, and Comparative Literature

561-297-2529

augustyn@fau.edu

In this seminar, we explore the emerging field of *Ecolinguistics*, beginning with a survey of critical discourse analysis and cognitive linguistics as its most important theoretical foundations. *Ecolinguistics* is concerned with the role of language in the interactions of humans, other species, and the physical environment. It puts the field of linguistics in the service of examining concepts and narratives like climate change, biodiversity, sustainability, or animal rights. We also cover some essential readings in *Ecolinguistics* and *Biosemiotics*.

LIT 6105

Postcolonial Fiction

Tuesday, 4–6:50 p.m., CU 321

Dr. Ashvin Kini, English

561-297-3830

akini@fau.edu

This interdisciplinary course will interrogate how colonial power relations are organized and articulated through discourses of gender and sexuality. Through critical readings of literature, cinema, visual culture, activist movements, and scholarship, we will consider 1) how the production of gender and sexual normativities lies at the heart of colonial racial projects; and 2) that colonialism, anticolonialism, and decolonization are unevenly experienced by those deemed gender and/or sexually deviant. Course materials will likely include cultural texts by Shani Mootoo, R. Zamora Linmark, Ama Ata Aidoo, Deepa Mehta, Patricia Powell and Saleem Haddad, as well as scholarship by M. Jacqui Alexander, Qwo-Li Driskill, Jasbir Puar, Gayatri Gopinath, Lisa Lowe, Dean Itsuji Saranillio, Ann Laura Stoler, Scott Lauria Morgensen, Anne McClintock, Deborah Miranda, and Nayan Shah.

LIT 6938

Science Fiction & the Cold War

Wednesday, 4–6:50 p.m., CU 321

Dr. Carol McQuirk, English

561-297-3830

cmcquirk@fau.edu

The course covers science fiction, mostly by US writers, from the conclusion of World War II in 1945 to the dissolution of the USSR in 1991. Smoldering hostilities between these two superpowers threatened to engulf the planet in another global war. Philip K. Dick refers to this conflict as “World War Terminus” because the nuclear warheads likely to be deployed were powerful enough to destroy all life on earth. Susan Sontag observed in “The Imagination of Disaster” (1965) that “This nightmare . . . in science fiction . . . is too close to our reality.” Cold War sf remains all too pertinent today, when discussions of climate change are equally haunted by ecological catastrophe, from loss of human population centers in coastal areas to mass extinction of animal species.

Major milestones in the genre occurred during the Cold War, including feminism in the 1970s (we will read stories by Joanna Russ, Ursula K. LeGuin, and “James Tiptree, Jr”/Alice Sheldon) and cyberpunk, which arrived around 1980 (we will read stories by William Gibson, Pat Cadigan, and Bruce Sterling).

POS 6934

Masterworks in Political Theory

Thursday, 6–8:50 p.m., SO 377

Dr. Rebecca LeMoine, Political Science

rlemoire@fau.edu, AH 104

What is justice? Why do governments exist? What does it mean to be a good citizen? Political theorists have explored these essential questions for ages, creating a rich dialogue that often challenges core assumptions and concepts in the study and practice of politics. Knowledge of political theory—one of the major subfields of political science—is thus indispensable to students seeking a graduate degree in political science. Whereas other political science courses emphasize data collection and empirical methods of analysis, political theory is more of an art than a science due to the normative nature of the questions it examines. As such, students will read classic works in the tradition of Western political thought, using the methods of literary analysis to interpret these thinkers’ insights and the elements of persuasive argument to engage these thinkers in conversation. In Part I of the course, students will become familiar with major works including Plato’s *Republic*, Machiavelli’s *Prince*, Hobbes’ *Leviathan*, and Rousseau’s *Second Discourse*. In Part II, we will examine different “methods” of doing political theory by reading excerpts from the works of Leo Strauss, Quentin Skinner, Martin Heidegger, Friedrich Nietzsche, Michel Foucault, Jacques Derrida, Eric Voegelin, and others. By considering the texts from Part I through the lens of various interpretive traditions, we will not only gain a deeper appreciation of the complexities of these texts, but also a better sense of what political theory is.

POS 6934-002

Politics of Human Rights

Thursday, 6–8:50 p.m., SO 321

Dr. Angela D. Nichols, Political Science

nicholsa@fau.edu

In this course, we explore the origins, historical and theoretical foundations, and current practices of the international human rights regime. We address current topics regarding human rights, including patterns and trends of human rights abuses, torture, government killing, international and domestic mechanisms for protecting human rights, and mechanisms by which violators of human rights are held to account.

POS 6934

Seminar in Policy Implementation

Tuesday, 6–8:50 p.m., SO 377

Dr. Orin Kirshner, Political Science

okirshner@fau.edu

This course examines the formulation and implementation of a wide range of public policies at both the domestic (American) and international (comparative) levels. These policies include: American Trade Policy; American Affirmative Action policy; American Immigration policy; American Foreign Policy; Comparative Foreign Economic Policies of Advanced Industrial States; Comparative Welfare States; Comparative Responses to International Economic Crises; and Comparative Economic Development of Latin American States. In addition to gaining empirical knowledge about these policies, students also will gain the skills to analyze the different theoretical perspectives employed by the authors of these policy studies.

POS 6934

Women and War

Monday, 6–8:50 p.m., SO 377

Dr. Mehmet Gurses, Political Science
gurses@fau.edu

This course will cover several aspects of the war and women relationship. In addition to offering a general outline of how war affects women, it is designed to address an array of questions. Importantly, we will address the political, social, and economic aspects of women's participation in war. Why and how do women join violent political organizations? What roles do they play in war? How do they benefit from or suffer because of war? Do wartime experiences lead to a change in gender relations?

To this end, the course is divided into three main sections. In the first section (BEFORE), we will examine factors that are associated with women's participation in war. The second section (DURING) addresses several key questions regarding women's diverse roles during war. This section will also cover how war dynamics disproportionately impact women. The third main section (AFTER) primarily deals with women's changing roles in the aftermath of the conflict? Does an increased participation during the war lead to a substantial change in the postwar environments? Are the changes wartime dynamics engender ephemeral? Or can they be carried over into the postwar environments?

RTV 6417

Gender and Screen Cultures

Tuesday, 4–6:50 p.m., CU 222

Dr. Christine Scodari, Communication and Multimedia Studies
cscodari@fau.edu

Exploration of intersections between and among cultures of film, television, video, computer-mediated communication, and everyday life as they manifest, maintain, and/or challenge power relations of gender.

What do we mean by “screen cultures”? Digital media convergence, the “post-network” era, social media, and participatory cultures combine to create an environment in which media engagements are more dynamic, often interpersonal, and not exclusively oriented toward large, relatively passive audiences. People who consume and use media products can employ various technologies and formats, and social media and participatory cultures may form layers of interpretation and response that filter meanings. Adding a gender, sexuality, or gender identity element of power relations, which can then be intersected with race, ethnicity, nation, age, ability, or class if appropriate, completes the recipe for a “gender and screen cultures” study and analysis.

SPN 6835

Hist & Dialectology of Spanish

Tuesday, 4–6:50 p.m., CU 126

Dr. Martha Mendoza, Languages, Linguistics, and Comparative Literature
561-297-1092
mmendoza@fau.edu

This course traces the history of the Spanish language since its Latin origins. It covers both its internal and external history. Particular attention is devoted to phonological, morphological, and syntactic change, as well as dialectological variations.

SPC 6239

Classical Rhetorical Theory

Wednesday, 4–6:50 p.m., CU 222

Dr. Matthew Sobnosky, School of Communication and Multimedia Studies
(561) 297-0070
msobnosky@fau.edu

No course description available.

SPC 6715

Intercultural Communication

Monday, 4–6:50 p.m., CU 222

Dr. Deandre Poole, School of Communication and Multimedia Studies
dpoule3@fau.edu

No course description available.

SPW 6206

Latin American Women Writers

Monday, 2–4:50 p.m., SO 370

Dr. Nora Erro Peralta, Languages,
Linguistics, and Comparative
Literature

561-297-2724

peralta@fau.edu

Hay un destacado elenco de escritoras latinoamericanas que han publicado numerosos cuentos, novelas, ensayos, poesía y obras teatrales. Su literatura se destaca por ser una de las manifestaciones artísticas más ricas y logradas de la literatura hispanoamericana. Su variedad temática y estilística es sorprendente y de una calidad artística excepcional. El presente curso revisará la trayectoria de estas obras en el siglo XX y XXI.

SPW 6938

Medieval Spanish Lit

Wednesday, 4–6:50 p.m., AL 343

Dr. Yolanda Gamboa, Languages,
Linguistics, and Comparative
Literature

561-297-2530

ygamboa@fau.edu

No course description available.

SPW 6938-004 (15368)

FRW 6938-004 (15365)

The Baroque: A Comparative Approach

Monday, 2–4:50 p.m., SO 390

Dr. Frédéric Conrod

561-297-0286

fconrod@fau.edu

The objectives of this course will be to determine if there is such a thing as a Baroque period in the terms that have been established over the centuries, and if so, if humanity is still living in it, or has overcome it. In order to question and reflect upon the Baroque, students will be invited to discuss a selection of key readings from the English, French, Italian and Spanish literary traditions in juxtaposition with other aspects in which the Baroque expresses itself, such as Music, Painting, Sculpture, Architecture and Urban Planning. They will read, analyse and discuss these expressions in the light of contemporary critical theory, and understand how different works of art from the Baroque enter the same play of representation. Among other concepts, students will be exposed to the Wölfflin Principles, Gilles Deleuze's "Baroque Fold," Walter Benjamin's Trauerspiel, and Frederick de Armas' Ekphrasis. This acquired theoretical knowledge will prepare students to envision the time period from the perspective of their tradition of expertise, but within a much wider picture.

SYD 6934

Political Economy of Culture

Monday, 4–6:50 p.m., CU 249

Dr. Philip Lewin, Sociology

(561) 297-3278

lewinp@fau.edu

No course description available.

SYD 6934

Smmr Sociology of Consumption

Wednesday, 4–6:50 p.m., CU 249

Dr. Nikolas Summers, Sociology

(561) 297-3271

summersn@fau.edu

No course description available.

SYD 6934

Sociology of Healthy Aging

Wednesday, 4:20–7 p.m., CU 249

Dr. Will McConnell, Sociology

(561) 297-3270

wmccconnell@fau.edu

What does it mean to grow old? How do we define if someone is aging successfully or poorly? How do experiences of growing old differ across groups of people and societies? This course provides an introduction to contemporary issues in the sociology of aging, including how biological aging is defined and experienced in the context of society and how age contributes to social inequality. To do this, we will review classic and contemporary sociological theories about aging and the life-course, medical research, personal narratives of the elderly, and demographic and statistical evidence. By the end of this course, you will obtain the background information and develop the analytical skills necessary to challenge common misconceptions about aging and the elderly.

SYD 6934

Seminar Globalization & Development

Tuesday, 4–6:50 p.m., CU 249

Dr. Carter M. Koppelman, Sociology
(561) 297-3000

ckoppelman@fau.edu

What forces and structures produce and maintain global inequalities? What are the sources and consequences of the many proposals that have historically emerged to address them? In exploring these questions, this seminar will distinguish between three interrelated processes that have shaped the economies, societies and politics of the global South as well as the North. First, we will examine **capitalist development** as a historical process, exploring both the global foundations of its emergence in northern Europe and its expansion through the colonial project. Second, we will trace the emergence, transformation, and decline of the **“Development”** project - a set of ideas, policies and practices through which national and international actors sought to reshape and modernize societies and economies of the so-called “third world” in the second half of the 20th century. We will see how the Development project was repeatedly reworked in response not only to the limits of earlier ideas and interventions, but also shifts in the global economy and local political struggles in different parts of the world. Finally, we will situate the current era of intensified international integration known as **“globalization”** within late-20th century challenges to the Development project and neoliberal transformations of capitalist development. Taking a comparative and global perspective, this course considers how these three processes shape inequalities and struggles around land, labor, basic needs, race, and gender. Through an understanding how d/Development unfolds through uneven and contested relations between global and local forces, we will also consider the possibilities of social change in contemporary society.

WST 6564

Feminist Theory & Praxis

Wednesday, 4–6:50 p.m., CU 126

Dr. Jane Caputi, Women, Gender and Sexuality Studies
(561) 297-3865

jcaputi@fau.edu

The course is designed to provide an overview of some of the current and major debates in contemporary feminist theory and praxis. We examine discourses emerging from feminism – a political movement aimed at identifying and eliminating heterosexist oppression and related social injustices, while and striving toward gender equity and liberation. Included in this exploration is a deepening of our understanding of gender and its intersections (e.g., with race, class, sexuality) as well as its framing of our social relations through the prism of power, privilege, and hierarchies. We encounter diverse thinkers, approaches and topics, including body politics, transfeminisms, violence, ethics, religion and theology, sexual representations, and popular culture.