
Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4420
Course Title Cultural Food Systems and Sustainability
Transcript Abbreviation Cultural Food Syst
Course Description Considering food as both a material good and marker of individual or collective identity, this interdisciplinary course asks students to think reflexively of how food and foodways (i.e., socio-cultural practices related to food production and consumption) are being transformed amid changing lived environments at various scales. This course includes a required agricultural experiential component.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites ENGLISH 1110 or equivalent; COMPSTD 2420 suggested but not required
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 30.3301
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Articulate how the food students and others eat impacts their lived environments, and how those environments impact their lives
- Explain how societal and cultural food practices shape individual and community behaviors and processes, as they relate to sustainability
- Identify the ways in which students and others are complicit in the production and consumption of food
- Evaluate how different food traditions change (or don't) over time in response to health and well-being

Content Topic List

- adaptation
- agriculture
- cultural studies
- food
- food culture
- food systems
- human-natural systems
- resilience
- social-ecological systems
- sustainability

Sought Concurrence

Yes

Attachments

- COMPSTD 4420, Sustainability Theme - 013122.pdf: Sustainability Theme form
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- CURRICULUM MAPS FOR CS MAJOR, UPDATED 020722.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- COMPSTD 4420 Syllabus - 020322.pdf: Course syllabus
(Syllabus. Owner: Arceno, Mark Anthony)
- COMPSTD 4420 Concurrence Form - SENR.pdf: SENR Form
(Concurrence. Owner: Arceno, Mark Anthony)
- COMPSTD 4420 Concurrence - CFAES.pdf: CFAES Email
(Concurrence. Owner: Arceno, Mark Anthony)
- COMPSTD 4420 Concurrence - Anthropology.pdf: Anthropology Email
(Concurrence. Owner: Arceno, Mark Anthony)

Comments

- Concurrence has been requested and emails/form from CFAES, SENR, and Anthropology are included here.

We have uploaded our most current Curriculum Map for CS majors, which includes the addition of COMPSTD 4420 as a possible elective for Comparative Cultural Studies majors.

An updated syllabus is also included. The only difference between this one and the ones the other units reviewed is the addition of verbiage related to the Food, Culture, and Society certificate, as suggested by one of the reviewers.

(by Arceno, Mark Anthony on 02/16/2022 10:26 AM)

- - Please request concurrence from CFAES (email Assistant Dean Jeanne Osborne.2).
- Please request concurrence from the Dept of Anthropology (email chair Scott McGraw).
- If this course will be able to count in one of your majors, please upload updated curriculum map(s) *(by*

Vankeerbergen, Bernadette Chantal on 02/01/2022 12:13 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	01/31/2022 08:12 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	02/01/2022 08:10 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/01/2022 12:13 PM	College Approval
Submitted	Arceno, Mark Anthony	02/16/2022 10:26 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	02/16/2022 10:28 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/23/2022 02:49 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/23/2022 02:49 PM	ASCCAO Approval

Lecture: COMPSTD 4420 (section #)
Course Meets in Building ###
Tuesdays and Thursdays, 2:20pm-3:40pm

Mark Anthony Arceño (arceno.1)
Student Hours in Hagerty Hall 444
Tuesdays and Thursdays, 12pm-2pm

Cultural Food Systems and Sustainability

How do human societies around the world respond and adapt to the challenges of food production and consumption in times of change? What cultural practices help define approaches to and/or understandings of sustainability? Considering food as both a material good and marker of individual or collective identity, this interdisciplinary course asks students to think about how food systems are being transformed amid societal, cultural, environmental, political, etc., change at local/regional, national, and global scales. Throughout the semester, we will compare and contrast the experiences of individuals and communities, thinking reflexively of how thematic case studies inform students' understandings of the overall complexity of food and foodways (i.e., socio-cultural practices related to food production and consumption) in and outside of the United States. To supplement our in-class meetings and guest lectures, this course includes an agricultural experiential component at Waterman Farm situated along Carmack Road.

Course Approach

This GE Sustainability course asks students to think about how issues of sustainability (in a rather unstable world) trouble what might otherwise be conceived as “stable” categories or identity markers. What might it mean if climates become too cold/warm to support ingredients that are today considered endemic? What role do/can consumers have in the food chain, in terms of supporting local farmers and businesses or as participants of industrial foodways? How are communities responding to food insecurity in the midst of economic uncertainty or social unrest? This course is intended to think through the symbolic and material roles of food and foodways amid changing environmental, economic, legal, and social conditions.

Importantly, this course aligns itself with the holistic approach of the Four-Leaf Clover conceptual framework for sustainability education at Ohio State. In comparing the experiences of not only individuals or communities presented in selected case studies, but also with the students' own journey through the course, students will be challenged to consider multiple points of view and the overall complexity of food and foodways in and outside of the United States. To that end, success in this course will heavily rely on students' reflexivity of their lived experience and the course's experiential learning activities; participation in in-class discussions; and reference to other subfields and disciplines in their written assignments.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Articulate how the food students and others eat impacts their lived environments, and how those environments impact their lives
2. Explain how societal and cultural food practices shape individual and community behaviors and processes, as they relate to sustainability
3. Identify the ways in which they and others are complicit in the production and consumption of food
4. Evaluate how different food traditions change (or don't) over time in response to health and well-being

GE Themes: General

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Expected Learning Outcomes

1. Engage in critical and logical thinking about the topic or idea of the theme.
2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcomes

1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

GE Themes: Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

Expected Learning Outcomes

1. Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

We will meet the aforementioned outcomes by:

- Applying systems thinking and the Four-Leave Clover Conceptual Framework to our study of sustainability
- Comparing different understandings of and approaches to sustainability, analyzing in the process case studies within and outside of the United States
- Learning about sustainable practices through participation in a collective class garden and visits to Waterman Farm
- Engaging with scholars and sustainability practitioners through Zoom and/or in-person meetings
- Charting and reflecting on our own food consumption habits

Four-Leaf Clover Conceptual Framework

The Ohio State Sustainability Institute identifies the core of sustainability & resilience education at the intersection of engagement with the physical & natural sciences; engineering & tech; social sciences, business, law, policy, and planning; and humanities & arts. Rather than engage in sustainability discourse strictly from the humanities and arts, this course aims to address the inherent overlaps in these fields *vis-à-vis* the six dimensions of sustainability. The following core thematic topics will further guide our exploration and application of sustainability principles.

Society, Culture, and Sustainability (principal topic): With particular attention to diversity, equity, inclusion, and justice, this course will explore traditional and changing foodways of local and regional groups in the contexts of ethnic, national, and international identity. Overlapping with the other dimensions of sustainability, students will be asked to consider how communities are expressing resilience amid times of uncertainty. Our class gardening activities and site visits at Waterman Farm will invite students to think about what growing their own food means and how doing so is an expression of food sovereignty. Additional attention will be given to how contested foods and foodways are portrayed in various forms media.

Human-Natural Systems (secondary topic): The course will begin with an introductory discussion of coupled human and natural systems, complex adaptive systems, ecosystem services, and social-ecological systems thinking. Throughout the course of the semester, students will be challenged to sketch a model of human-natural (“more-than-human”) interaction, reconfiguring their model(s) with each successive module.

Economy, Governance, and Sustainability (secondary topic): Due attention will be paid to the social structures that both limit change and offer areas of potential growth. Students will be introduced to local/regional/national/international laws and regulations, as they relate to food production and appellation naming laws, considering what this means for the identity of producers and consumers of place-based ingredients.

Earth and Environmental Systems and Sustainability: Drawing on research on *terroir* and studies on geographical indications and place-based identity, students will be presented with ingredients and meals that are (historically or currently) endemic to particular locales throughout the world, but which are potentially under threat due to climatic and other forms of change. Students will be tasked to select an item from the Slow Food Ark of Taste (or similar compendium of “at-risk” ingredients) and explore why the ingredient is being threatened, what its “value” is to the community(-ies) that consume it, and what can be done to help preserve it (or help it to adapt to the changing environment).

Sustainable Engineering, Technology, and Design: Course content will include vignettes of how different communities around the world produce or acquire their own food. Students will be asked to conduct a food inventory or meal journal, identifying the source(s) of the food they eat. When reflecting on this food, they will be asked to consider the (un)sustainability of food procurement, the impact of industrial agriculture, etc.

Health, Well-Being, and Sustainability: Course content will include readings that challenge students to think about the complexity of deciding between culture and well-being, with regard to traditions that may not be considered “healthy.” Who gets to say what is healthy (is there objectivity)? And what might it mean to suggest or to change behaviors?

Course Materials

All reading/viewing materials will be provided via Carmen. Students are responsible for transportation to Waterman Farm and may want to consider buying work/gardening gloves.

Grading Scale

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	0-59
B+	87-89	C+	77-79	D+	67-69		

Oral Presentation (20%)

During Part 1 of the course, students will select a date to present a summary and analysis of a country-specific sustainability case study. (Articles covering geographic regions are provided as a basis for conversation.) Each group will assign a reading in advance to the class, which they will then discuss as part of a presentation that provides an overview of the given country or community's food system and ongoing challenges and opportunities for sustainable efforts. Moreover, students should identify and articulate at least two lived environments or systems that contribute to the complexity of the system itself. These 15-20 minute presentations will provide a basis for the course's final paper. Students should take note that the oral presentation score will be scored largely by the instructor and partially by their class peers

Food Inventory Logbook and Reflection (25% - 15/10)

For the first half of the semester, students will be asked to keep an inventory logbook, wherein they will track their food consumption patterns (at least three times per week). Each entry should include what they consumed and, to the greatest extent possible, where their food came from (at minimum, the grocery store or restaurant; better still, the processing plant; and ideally, the actual farm). In addition, students must track the nutritional and/or financial costs of the food they consume. Points will be given on the basis of completeness and the relative effort as expressed in the given entry. A corresponding reflection essay due at the end of Part 2 of the course will ask students to interrogate their own (un)sustainability of food procurement and the impact of their eating habits on the planet.

Participation: In-Class and Waterman Farm Experiences (25% - 15/10)

Participation is evaluated based on preparedness for class and contributions to class discussion. This is not a question of quantity but rather quality. Students should come to class prepared to speak about that day's assignments: *What did you read/do that was interesting to you? What was problematic? What else did it make you think about?* More than responding to instructor questions, students should be prepared to react to one another, participating in a conversation with their classmates about the course materials. Engagement with our activities at Waterman Farm will be included as part of the Participation score, which necessarily requires attendance on these days.

Final Paper (30%)

The final paper for this course is divided into two main components. The first is a comparative analysis of three peer-presented sustainability case studies (one from each region) alongside their own. While students will certainly cite course materials, it is expected they will also refer to outside sources. The second component is a reflexive statement that describes and critiques the cultural food system the student currently finds themselves in, inclusive of steps they might take to respond and adapt to changing environments (climatic, economic, political, social, etc.). In their response, students should reference and reflect on their time at Waterman Farm.

COVID-19 and Absences from Class

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and activities for every scheduled meeting, adhering as well to University policies regarding masks and social distancing. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, or care for family members exposed to COVID-19 are expected to contact the instructor as soon as possible to arrange for accommodation. In addition, absences for religious observance, family emergencies, etc., are considered excused with proper documentation. Students in special situations or those requiring specific, long-term, or other accommodation should seek support from appropriate offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#), and the [Office of Institutional Equity](#).

Because of, but not limited to, the ongoing coronavirus pandemic, communication will be especially important throughout the semester. Repeated unexcused absences will adversely affect the student's final grade for the course.

Technology Policy

Students are encouraged to use technology to their advantage, while not using it as a crutch or distraction. Whenever possible, we will use Top Hat, an active learning platform to support in-class discussion and engagement. Students are encouraged to reference material electronically rather than necessarily printing out PDFs, and to take notes for your later use. This being said, cell phones should be silenced and calls only taken in the case of an emergency.

University Policies

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Food, Culture and Society Certificate

The College of Arts and Sciences offers a 12-credit hour certificate in food studies. The Food, Culture and Society Certificate builds upon several classes from across the College and introduces students to an interdisciplinary approach to understanding the culture, history, and societal role that food plays in human life. For more information, please contact the certificate's director, Dr. Jeffrey Cohen at cohen.319@osu.edu and visit the certificate's web home: <https://artsandsciences.osu.edu/academics/academic-programs/certificates/food-culture-society>

COURSE SCHEDULE

Please complete all reading/viewing/participation activities *before* arriving in class on the listed date.

Bolded assignments marked with **SUBMIT**: must be turned in by 11:59pm the following Friday.

This course schedule is subject to change, particularly in light of the ongoing pandemic.

Items marked in green denote out of classroom experiences.

Thank you in advance for your patience and flexibility as we navigate the semester together.

PART 1: Sustainability and Setting up the Course

WEEK 1: Introductions and Defining Sustainability		
8/23	Introductory activities and presentation of the course	
8/25	Initial visit to Waterman Farm: grounds tour with Tim McDermott; concurrent dairy barn tour	Review the websites for Waterman Farm and Franklin County Office of OSU Extension , and complete the corresponding websites review quiz on Carmen.

WEEK 2: Socio-Historical and Socio-Cultural Studies of Food and Food Systems		
8/30	Archaeological food studies and unearthing the past with Andrew Weiland	Guttmann-Bond 2010; Koohafkan and Altieri 2016 (ch. 1)
9/1	Food as biology, culture, and symbol	Barthes 1977; Belasco 2008; Paddock 2017a

WEEK 3: Human-Natural Systems		
9/6	Systems thinking and articulating social and ecological interactions	Lansing 1987; Liu 2007; Ostrom 2007 SUBMIT: COMPSTD 4420 Intro
9/8	Food and waste with Nick Kawa	

WEEK 4: Economy, Governance, and Sustainability		
9/13	<i>Terroir</i> , geographic indications, and place-based naming laws	Pamukçu <i>et al.</i> 2021; Arceño 2020 <i>or</i> Jones 2018
9/15	Visit 2 to Waterman Farm: Fall planting demo with Tim McDermott; concurrent activity may include a service-learning component helping with harvest/pick-up	

PART 2: Scales of Sustainability

WEEK 5: The Individual and Family Unit		
9/20	Household responses to forms of change	Cosgrove <i>et al.</i> 2021; Paddock 2017b
9/22	Extra Credit Opportunity: Attend the Farm Science Review (free with BuckID)	NO CLASS; submit written/video recap by 9/26 at the latest

WEEK 6: The Community and Region		
9/27	Food sovereignty and issues of food access with Cynthia Walters + Julialynne Walker	Belik 2020
9/29	The role(s) of the farmers market with Christine Hawks and Julialynne Walker	Alkon 2008 <i>or</i> Giampietri <i>et al.</i> 2016.

WEEK 7: The Nation and Global Discourses		
10/4	The Green Revolution, the Farm Bill, and the “Costs” of Industrial Agriculture	Benjamin and Virkler 2016 (ch. 1 and 2)
10/6	Visit 3 to Waterman Farm: harvesting and seasonal ingredients cooking demo	

WEEK 8: Slow Food and the Next Generation		
10/11	School gardens with Cynthia Walters	Chrzan 2004 <i>or</i> Leitch 2003
10/13	Autumn Break	NO CLASS

PART 3: Sustainability Case Studies (3-4 group presentations/meeting)

WEEK 9: Examples from the Americas, Part 1		
10/18	TEK and Indigenous Scholarship	Simpson 2003
10/20	Mesoamerica	Scarborough 2009

WEEK 10: Examples from the Americas, Part 2		
10/25	Human (Re)Shaping of the Environment	Reis <i>et al.</i> 2014
10/27	Agrobiodiversity in the Andes	Ruiz <i>et al.</i> 2014

WEEK 11: Examples from Africa		
11/1	The Maghreb, Sahara, and Middle East	Bahn <i>et al.</i> 2021
11/3	Central and southern Africa	Monau <i>et al.</i> 2020

WEEK 12: Examples from Asia		
11/8	Sustainable Entomophagy	Yen 2015
11/10	Water Resource Management	Kataoka 2010

WEEK 13: Examples from Europe and Oceania		
11/15	Nordic countries and the Mediterranean	Hermansen 2012; UNEP n.d.
11/17	Non-American Indigeneity	Sangha <i>et al.</i> 2019

WEEK 14: Thanksgiving Break		
11/22	NO CLASS, but read Koohafkan and Altieri 2016 (ch. 2)	SUBMIT: Responses to prompts
11/24	Official day off for Thanksgiving break	NO CLASS

PART 4: Representations of Sustainability		
WEEK 15: Cookbooks and Film as Artifacts of Sustainability		
11/29	Group 1: Meet with Jolie Braun at Thompson Library, Rm. 105c	Group 2: No class, but watch and respond to sustainability video (TBD)
12/1	Group 1: No class, but watch and respond to sustainability video (TBD)	Group 2: Meet with Jolie Braun at Thompson Library, Rm. 105c

WEEK 16: Final Assignment		
12/6	Final paper workshop	
<i>Finals</i>	Final Paper by 12/7 for extra credit	SUBMIT: Final Paper by finals day

COURSE BIBLIOGRAPHY

As with our course schedule, these sources may be subject to change.

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- Arceño, Mark Anthony. 2020. "Variability and Change: Terroir and the Place of Climate among Central Ohio Winegrowers." *Anthropology of Food* S14. ([LINK](#))
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- Chrzan, Janet. 2004. "Slow Food: What, Why, and to Where?" *Food, Culture & Society* 7(2): 117-32. ([LINK](#))
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- Ostrom, Eleanor. 2007. "A Diagnostic Approach for Going beyond Panaceas." *PNAS* 104(39): 15181-7.

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Arceno, Mark Anthony

From: Osborne, Jeanne
Sent: Wednesday, February 16, 2022 09:50
To: Arceno, Mark Anthony; McGraw, Scott
Cc: Rivera, Ingrid M.; Healy, Elizabeth A.; Whipple, Jean; Shank, Barry; Armstrong, Philip; Vankeerbergen, Bernadette
Subject: RE: COMPSTD 4420
Attachments: Ohio_State_Course_Review_Concurrence_Form_COMPSTD 4420__SENR.pdf

Dear Dr. Arceno,

On behalf of the College of Food, Agricultural, and Environmental Sciences, please accept concurrence for a new course, COMPSTD 4420 – “Cultural Food Systems and Sustainability”. This proposal has been reviewed by academic units within the CFAES, and the School of Environment and Natural Resources and Department of Agricultural, Environmental and Development Economics responded with concurrence (SENR form attached). The faculty in the School of Environment and Natural Resources had a request regarding the semester of offering; as the number of “food systems”-related courses increases, maybe there could be some coordination about semester of offering so the courses aren’t competing with one another. For instance, the request in SENR was that this course be offered in Spring so it wouldn’t compete with Rural Sociology 5530, ‘Sociology of Agriculture and Food Systems’.

The CFAES supports this proposal; this new course will be complimentary to existing courses within the CFAES.

Please let me know if you need any additional information.

Take care,

Jeanne



Jeanne M. Osborne | Pronouns: She, Her, Hers

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

‘Unexpected kindness is the most powerful, least costly, and most underrated agent of human change’ (Bob Kerrey)

Check out KINDNESS AT OHIO STATE at <http://kind.osu.edu>!

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, February 1, 2022 12:40 PM

To: Osborne, Jeanne <osborne.2@osu.edu>; McGraw, Scott <mcgraw.43@osu.edu>
Cc: Rivera, Ingrid M. <rivera.153@osu.edu>; Healy, Elizabeth A. <healy.152@osu.edu>; Whipple, Jean <whipple.15@osu.edu>; Shank, Barry <shank.46@osu.edu>; Armstrong, Philip <armstrong.202@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: COMPSTD 4420

Good afternoon, Dean Osborne and Dr. McGraw,

I am writing to request concurrence from CFAES and the Department of Anthropology regarding a new course I am developing here in the Department of Comparative Studies, which we hope to offer this upcoming Autumn 2022 term. **COMPSTD 4420** – “Cultural Food Systems and Sustainability” – is meant as a progression from our lower-level course COMPSTD 2420, American Food Cultures.

I’ll note here that development of this course has been additionally supported by the Sustainability Institute, as a new course to be designated with the Sustainability Theme.

Attached for your review is the course syllabus, as well as the standard concurrence form.

Please do let me know if you have any questions and/or if it would be helpful to meet/discuss this further.

Best,
Mark Anthony



Mark Anthony ARCEÑO, Ph.D.

Academic Program Coordinator, [Department of Comparative Studies](#)
444 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
Phone: 614-688-0433
arceno.1@osu.edu

Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

Arceno, Mark Anthony

From: McGraw, Scott
Sent: Wednesday, February 16, 2022 10:03
To: Arceno, Mark Anthony
Subject: RE: COMPSTD 4420

Hi Mark,

I had a number of folks review the course proposal (syllabus). There were many comments, most of them positive.

The feeling was not unanimous; however, based on a clear majority opinion – including mine – the **Department of Anthropology is happy to provide concurrence on COMPSTD 4420.**

Best,
Scott



W. Scott McGraw
Professor and Chair
Department of Anthropology
4042 Smith Laboratory, 174 W. 18th Avenue
Columbus, OH 43210-1106
(614) 688-3794
Mcgraw.43@osu.edu

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Wednesday, February 16, 2022 9:13 AM
To: McGraw, Scott <mcgraw.43@osu.edu>
Subject: RE: COMPSTD 4420

Good morning, Scott,

I hope this message finds you well. I'm just following up on COMPSTD 4420, and whether there are any comments from the Anthropology faculty?

All the best,
Mark Anthony

From: Arceno, Mark Anthony
Sent: Tuesday, February 1, 2022 1:36 PM
To: McGraw, Scott <mcgraw.43@osu.edu>
Subject: RE: COMPSTD 4420

Thanks for your quick action on this, Scott!

Much appreciated,
Mark Anthony

From: McGraw, Scott <mcgraw.43@osu.edu>
Sent: Tuesday, February 1, 2022 1:35 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: RE: COMPSTD 4420

Hi Mark,

I'll circulate for comments.

Best,
Scott



W. Scott McGraw
Professor and Chair
Department of Anthropology
4042 Smith Laboratory, 174 W. 18th Avenue
Columbus, OH 43210-1106
(614) 688-3794
Mcgraw.43@osu.edu

From: Arceno, Mark Anthony <arceno.1@osu.edu>
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Best,
Mark Anthony



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Pronouns: he, him, his
<http://about.me/markanthonyarceno>

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

COMPSTD 4420

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

This elective course is advanced insofar as it serves as a natural progression from our lower-level food-themed course COMPSTD 2420, American Food Cultures. As it is currently conceived, COMPSTD 2420 is a more general survey course that focuses on representations and imaginings of food and food cultures throughout the United States – how food helps sustain conceptions of American-ness and the relationship between the individual and community at-large. Our new course COMPSTD 4420, Cultural Food Systems and Sustainability, explicitly focuses on issues of sustainability and considers foods and foodways outside of the United States, while concurrently asking students to be reflexive and considerate of their positionality within local/regional/global food production and consumption chains. Here, we ask students to think about how issues of sustainability (in a rather unstable world) trouble what might otherwise be conceived as “stable” categories or identity markers. We aim to envision the course in such a way as to help students understand the symbolic and material roles of food and foodways amid changing environmental, economic, legal, and social conditions. Of note, this will require students to draw on aspects of the Lived Environments theme, as they attend to sustainability in holistic terms. Finally, and highlighting its focus on the Sustainability Theme, this course was specifically designed to align with the Sustainability Institute's Four-Leaf Clover conceptual framework for sustainability education. That is, this course approaches sustainability as an interdisciplinary field of study that includes interactions of humanities and the arts with other disciplines, including the natural and social sciences.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The Ohio State Sustainability Institute identifies the core of sustainability & resilience education at the intersection of engagement with the physical & natural sciences; engineering & tech; social sciences, business, law, policy, and planning; and humanities & arts. Rather than engage in sustainability discourse strictly from the humanities and arts, this course aims to address the inherent overlaps in these fields vis-à-vis the six dimensions of sustainability. These six dimensions -- listed in the syllabus, discussed on the first day of class, and included below -- thus guide students' critical engagement and logical thinking of sustainability throughout the course.

"Society, Culture, and Sustainability" is the principal topic in COMPSTD 4420 and is most clearly realized in students' participation in experiential activities at Waterman Farm, as students are invited to think about what growing their own food means and how doing so is an expression of food sovereignty. Sustainability will also be discussed in various forms of media including but not limited to cookbooks and film. The dimensions of "Human-Natural Systems" and "Economy, Governance, and Sustainability" are secondary topics in the course and are given specific attention in Part 1 of the course. Students will learn about theoretical approaches to the study of human-natural systems and will be asked to sketch a model of these interactions throughout the semester. Local, regional, national, and international laws will provide students with scalar understandings of sustainability.

Finally, "Earth and Environmental Systems and Sustainability," "Sustainable Engineering, Technology, and Design," and "Health, Well-Being, and Sustainability" will be discussed throughout the semester and will be especially evident in the various case studies that the students will learn about together. Thematic articles will be provided as a basis for discussion, which the students will reference in their group presentations.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Drawing from the six-dimensions model described above, students will have multiple outputs for engaging with the Sustainability theme. A food inventory log throughout the first half of the semester will ask students to keep track of their food consumption patterns, while the concluding exercise will ask students to think reflexively of their food habits and possibilities for more sustainability food procurement practices.

During Part 3 of the course, groups of students will present country-specific case studies that introduce their peers to sustainability efforts from around the world. These 15-20 minute presentations will require outside research and equitable collaboration, as grading will be partly conducted by group and class peers. The final paper will ask students to compare four case studies (their own and three others, one from each region), which will allow them an opportunity to demonstrate their advanced, in-depth exploration and interpretation of sustainability.

Finally, students' experiential learning at Waterman Farm will expose students to multiple facets of sustainability and sustainable farming practices in ways that complement their scholarly engagement in the subject matter.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The final paper for this course reflects the culmination of the students' experiences throughout the course. Waterman Farm, as well as an optional extra credit opportunity to visit the Farm Science Review, will allow opportunities for students to witness first-hand sustainable farming production practices as encouraged by OSU Extension and the Ohio farming community at-large. These practical activities will be compared to and contrasted with what students learn from their global case studies.

The food inventory reflection essay will also allow students to consider multiple dimensions of sustainability as they consider their role in the production-consumption process. This holistic approach is also evident in the group presentations, which require a discussion of at least two Lived Environments as students aim to articulate the complexity of sustainability and sustainability studies.

Finally, given that this course may follow a student's experience in COMPSTD 2420 and the final paper may be used as the basis for a student's final paper for COMPSTD 4990 (our Department's capstone course), student participation in COMPSTD 4420 provides for ample opportunities for making connections to previous material (i.e., in COMPSTD 2420) and future projects (e.g., in COMPSTD 4990).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students' success in this course is heavily grounded in reflexivity. This will be most evident in the Final Paper, which asks them to reflect more immediately on their time at Waterman Farm. Taking a step back, successful final papers will describe and critique the cultural food system the students currently find themselves in, inclusive of steps they might take to respond and adapt to changing [lived] environments (climatic, economic, political, social, etc.).

Reflection is also key to completing the food inventory logbook exercise, as previously described. Of note, the inventory logbook challenges students to pay attention to where their food came from, as well as the nutritional and/or financial costs of their consumption patterns. Reviewing these data points will aid students' retrospective understanding of their relative sustainability (or unsustainability) of food procurement and the impact of their eating habits on the planet.

To an extent, the group oral presentation will require self-assessment, as students consider their own participation and engagement with their peers when assigning scores.

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO will serve as the basis for this course beginning in Part 1 of the course. In week 2 (Socio-Historical and Socio-Cultural Studies of Food and Food Systems), an archaeologist will talk about food studies in the past, which will serve as the basis for our time-depth approach to understanding sustainability. This will be followed up by a social-cultural anthropological understanding of food as something materially biological, cultural, and symbolic. Week 3 (Human-Natural Systems) will introduce students to multiple frameworks for studying interactions between social and natural systems, including coupled human and natural systems, complex adaptive systems, ecosystem services, and social-ecological systems thinking. This is then followed up by an environmental anthropology lecture on the waste humans produce. Finally, Week 4 (Economy, Governance, and Sustainability) will introduce students to political dimensions of sustainability as they relate to climate change and subsequent calls for adaptation and resilience in the midst of such changes.

The above foundation will then be explored at various levels of scale during Part 2 of the course, with considerations for how to approach sustainability efforts and education with succeeding generations. Coupled with our global tour through sustainability case studies in Part 3 of the course, COMPSTD 4420 will offer students both temporal and scalar depth when it comes to understanding human dependency on Earth.

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

As noted above, this course incorporates six dimensions of sustainability, including those of "Society, Culture, and Sustainability," "Human-Natural Systems," and "Sustainable Engineering, Technology, and Design." Given the aforementioned time-depth of the course, students will have ample opportunities to describe, analyze, and critique the impact of human activity in the past (e.g., archaeology lecture of week 2, case studies, and in comparing how sustainability is framed in past cookbooks and film); currently (e.g., food and waste lecture of week 3, and case studies); and in the future (e.g., school gardens and educating youth in week 8, food inventory essay, and final paper reflection).

The students' Oral Presentation will bring this ELO to the forefront as they provide an overview of the given country or community's food system and ongoing challenges and opportunities for sustainable efforts. To successfully complete this activity, students will inherently have to discuss impacts of human activity on the natural world in the past (i.e., what led them to needing to adapt); present (i.e., what they are doing to remain resilient in the face of ongoing change); and future (i.e., possibilities for when the system can no longer sustain itself). In this process, students will learn from each other and hear about different perspectives and technologies from around the world. The Food Inventory and Logbook assignment will further enhance this perspective by asking students to reflect on their own activities and how those behaviors have impacted the world around them. By having students focus on a different topic each week, students will leave the course with a more complete and holistic understanding of their personal, human impact(s) on the natural world. Indeed, experiencing (through their time at Waterman Farm, for example) and understanding the impacts of a single person will drive home the impact whole societies leave on the planet.

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Taking into account everything that students will have been introduced to in Parts 1 and 2 of the semester, students' Oral Presentations will require an analysis of ongoing sustainability efforts in the country they are presenting on. By comparing different case studies for their final paper, students will be able to demonstrate shared values and approaches (by virtue of similar sustainability efforts) on a global scale, while considering outlier/divergent approaches and the feasibility of those approaches in different social and cultural contexts. (For example, among countries A, B, C, and D, C does X differently. Could that work in A, B, and D? Why or why not? What social, cultural, political, etc., barriers would hinder its efficacy?)

When reflecting on their own food consumption habits to close out their food inventory log, students will be tasked to identify why those habits are/are not sustainable and consider alternative means of procurement. In so doing, students will need to link their own behaviors to specific values as they relate to (un)sustainable practices.

Of final note, students' experiences at Waterman Farm will provide opportunities for them to learn from OSU-affiliated personnel who are living the values of sustainable food production not just academically/intellectually, but also in very real and pragmatic terms. As a consequence, students may very well learn about opportunities for participating in sustainable practices and activities (such as growing food for the local food bank) well after the course concludes.

CURRICULUM MAPS FOR COMPARATIVE STUDIES MAJOR

Comparative Cultural Studies	2
Comparative Ethnic and American Studies	8
Comparative Literature	14
Folklore	20
Science and Technology Studies	24

Curriculum Map for Comparative Cultural Studies Specialization (Subplan)

Program Learning Goals*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

Specialization-Specific Learning Goals*:

- Goal 1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

<p align="center">CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE CULTURAL STUDIES <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO SPECIALIZATION-SPECIFIC GOALS ONLY</i></p>						
Program Learning Goals				Concentration-specific Learning Goals		
Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.	
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv
<p align="center">CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in</p>						

consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.

ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104 Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350 Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3689 Transnationalism and Culture in the Americas	Int	Int	Int	Int	Int	Int
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv

RS 4871 Religion and American Politics (Religion and Politics)	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 (3874) New Age and New Religious Movements	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

Department and Course	Goal #1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.	Department and Course	Goal #1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
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AFRICAN AMERICAN AND AFRICAN STUDIES

2201 Major Readings in African American and African Studies	Beg	Beg	3440 Theorizing Race	Int	Int
2218 Black Urban Experience	Int	Int	3451 Themes in Francophone African and Caribbean Literature	Int	Int
2270 Introduction to Black Popular Culture	Beg	Beg	4378 History of Jazz	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4460 Topics in Africana Literature	Adv	Adv
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg	4535 Topics in Black Masculinity Studies	Adv	Adv
2290 Black Youth	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4570 Theorizing Colonialism in the Postcolonial	Adv	Adv
3230 Black Women: Culture and Society	Int	Int	4571 Black Visual Culture and Popular Media	Adv	Adv
3310 Global Perspectives on the African Diaspora	Int	Int	4582 Special Topics in African American Literature	Adv	Adv
3342H Magic, Religion, and Ritual in Africa	Int	Int	H4584 Literature and Modern Experience in Africa	Adv	Adv
3376 Arts and Cultures of Africa and the Diaspora	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv

ANTHROPOLOGY

2202 Peoples & Cultures: Intro to Cultural Anthropology	Beg	Beg	3400 Contemporary Views of the Ancient Near East: Orientalism, Archeology, and Nationalism	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3419 Latin American Cultures and Migration in Global Perspective	Int	Int

3334 Zombies: Anthropology of the Undead	Int	Int	3525 History of Anthropological Theory	Int	Int
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Adv	
EAST ASIAN					
3446 Asian American Film	Int	Int		Int	Int
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore Genres: Form, Meaning and Use	Adv	Adv
2270 Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folk Groups and Communities	Adv	Adv	4593 Literature and Law	Adv	Adv
FRENCH					
2801 Classics of French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Int	Int	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World	Int	Int
GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	H4670 Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			
HISTORY					
2002 Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro to the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int

2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg		3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN LANGUAGES AND CULTURES					
2244 Films of the Middle East	Beg	Beg	3703 Middle Eastern Literature and Post Colonial Theory	Adv	Adv
3205 Women in the Muslim Middle East	Int	Int	4597 Islamic revival and Social Justice: Utopian Ideals and Lived Realities	Adv	Adv
3801 Everyday Life in South Asia	Int	Int		Adv	Adv
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	H2470 Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN (Quarter courses are listed here. Their successor courses will be included when conversion is complete.)					
3460 Modern Russian Experience through Film (successor)	Int	Int			
SOCIOLOGY					
2340 Sex and Love in Modern Society	Beg	Beg	2382 Sociology of Asian American Life	Beg	Beg

2380 Racial and Ethnic Relations in America	Beg	Beg	3210 Sociology of Culture and Popular Culture	Int	Int
SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	H4565 Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
H2341 Moving Image Art	Beg	Beg	3731 Theatre Histories and Literatures	Int	Int
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
H2296 Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 Gender and Sexuality in Global Perspective	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2340 Latina Experiences in the U.S.	Beg	Beg	4524 Women and Work	Adv	Adv
2550 History of Western Feminist Thought	Beg	Beg	4527 Studies in Gender and Cinema	Adv	Adv
3317 Hollywood, Women, and Film	Int	Int	4560 Chicana Feminism	Adv	Adv
3320 Topics in Women's Studies	Int	Int	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3505 Feminist perspectives on Globalization	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
4375 Women and Visual Culture	Adv	Adv			
YIDDISH					
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			

Curriculum Map for Comparative Ethnic and American Studies Specialization

Program Learning Goals*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

Concentration-Specific Learning Goals*:

- Goal 1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.
- Goal 2 Students develop the ability to understand different ethnic communities and their histories in the U.S.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE ETHNIC AND AMERICAN STUDIES <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO SPECIALIZATION-SPECIFIC GOALS ONLY</i>						
	Program Learning Goals				Concentration-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships between disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.	Goal #2 Students develop the ability to understand different ethnic communities and their histories in the U.S.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990	Int	Int	Int	Int	Int	Int
<u>CS 4990</u>	Adv	Adv	Adv	Adv	Adv	Adv
CONCENTRATION CORE COURSES (15 CREDITS): This core requirement consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. Core courses must be drawn from the following list or have the approval of faculty advisor.						

CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 3686 Cultural Studies of American Musics	Int	Int	Int	Int	Int	Int
CS 3689 Transnationalism and Culture in the Americas	Int	Int	Int	Int	Int	Int
CS 4658 (will become 3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4685 Comparative Ethnic and American Studies	Adv	Adv	Adv	Adv	Adv	Adv
CS 4692 Comparative Social Movements	Av	Adv	Adv	Adv	Adv	Adv
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv

ELECTIVES (12 CREDITS): Electives should complement the Concentration Core, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL ELECTIVES

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104 Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350 Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int

CS 3686 Cultural Studies of American Musics	Int	Int	Int	Int	Int	Int
CS 3689 Transnationalism and Culture in the Americas	Int	Int	Int	Int	Int	Int
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 The City and Culture (3661)	Int	Int	Int	Int	Int	Int
CS 4685 Comparative Ethnic and American Studies	Adv	Adv	Adv	Adv	Adv	Adv
CS 4692 Comparative Social Movements	Adv	Adv	Adv	Adv	Adv	Adv
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latina/a Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 Utopia and Anti-Utopia (CS 3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 4871 Religion and American Politics (Religion and Politics)	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 (3874) New Age and New Religious Movements	Int	Int	Int	Int	Int	Int
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES

Department and Course	Goal #1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.	Goal #2 Students develop the ability to understand different ethnic communities and their histories in the U.S.	Department and Course	Goal #1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.	Goal #2 Students develop the ability to understand different ethnic communities and their histories in the U.S.

AFRICAN AMERICAN AND AFRICAN STUDIES

2080 History of African Americans in the Age of Slavery	Beg	Beg	3086 Black Women in Slavery and Freedom	Int	Int
2081 History of African Americans from Emancipation to the Present	Beg	Beg	3089 Studies in African American History	Int	Int

2201 Major Readings in African American and African Studies	Beg	Beg	3230 Black Women: Culture and Society	Int	Int
2218 Black Urban Experience	Beg	Beg	3310 Global Perspectives on the African Diaspora	Int	Int
2218 Intro to African Literature	Beg	Beg	3361 Psychology of the Black Experience	Adv	Adv
2270 Intro to Black Popular Culture	Beg	Beg	3376 Arts and Cultures of Africa and the Diaspora	Int	Int
2281 Intro to African American Literature	Beg	Beg	3440 Theorizing Race	Int	Int
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg	3451 Themes in Francophone African and Caribbean Literature	Int	Int
2290 Black Youth	Beg	Beg	4378 History of Jazz	Adv	Adv
2367.01 African American Voices in US Lit	Beg	Beg	4570 Theorizing Colonialism and the Postcolonial	Adv	Adv
2367.02 African American Women's Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
ARABIC					
2367 Issues in Arab-American Society, Culture, and Language	Beg	Beg			
EAST ASIAN LANGUAGES AND LITERATURES					
3446 Asian American Film	Int	Int			
ENGLISH					
2281 Introduction to African American Lit	Beg	Beg	4586 American Indian Literature & Culture	Adv	Adv
2367.05 The U.S. Folk Experience	Beg	Beg	4587 Asian American Literature and Culture	Adv	Adv
4577.01 Folk Groups and Folk Communities	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.02 Folklore Genres	Adv	Adv		Adv	Adv
HISTORY					
2001 Launching America	Beg	Beg	3014 Gilded Age to the Progressive Era	Int	Int
2002 Making America Modern	Beg	Beg	3015 From the New Ear to the New Frontier	Int	Int
2045 History of American Religion to the Civil War	Beg	Beg	3016 Contemporary US since 1963	Int	Int
2070 Intro to Native American History	Beg	Beg	3017 The Sixties	Int	Int
2071 American Indian History of the Midwest	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2075 Intro to U.S. Latino/Latina History	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2079 Intro to Asian American History	Beg	Beg	3040 The American City	Int	Int
2080 African American History to 1877	Beg	Beg	3045 American Religious History	Int	Int
2081 African American History from 1877	Beg	Beg	3070 Native American History from European Contact to Removal 1560-1820	Int	Int
2110 Intro to Native American Peoples from Mesoamerica	Beg	Beg	3071 Native American History from Removal to the Present	Int	Int
2111 Intro to Native American Peoples of the Andes	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int

2455 Jews in American Film	Beg	Beg	3080 Slavery in the U.S.	Int	Int
2610 Intro to Women and Gender in the U.S.	Beg	Beg	3082 Black Americans during the Progressive Era	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2752 Social Reform Movements in U.S. History	Beg	Beg	3100 Colonial Latin America	Int	Int
3005 US Constitution and American Society to 1877	Int	Int	3101 South America since Independence	Int	Int
3006 US Constitution and American Society since 1877	Int	Int	3465 American Jewish History	Int	Int
3010 Colonial North America to 1763	Int	Int	3612 Asian American Women: Race, Sex, and Representation	Int	Int
3011 American Revolution and the New Nation	Int	Int	3630 Same-Sex Sexuality in Global Context	Int	Int
3012 Antebellum America	Int	Int	3700 American Environmental History	Int	Int
3013 Civil War and Reconstruction	Int	Int			
MUSIC					
2244 African American Musical Traditions	Beg	Beg	2288 Bebop and Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg
2253 Intro to Jazz	Beg	Beg			
NEAR EASTERN LANGUAGES AND CULTURES					
3401 Islam in the United States	Int	Int			
SOCIOLOGY					
2380 Racial and Ethnic Relations in America	Beg	Beg	3435 Sociology of Gender	Int	Int
2382 Sociology of Asian American Life	Beg	Beg	3462 Social Stratification: Race, Class and Gender	Ind	Ind
2391 Social Organization of Communities	Beg	Beg	4666 Power and Society	Adv	Adv
SPANISH AND PORTUGUESE					
2242 Intro to Latino Studies	Beg	Beg	4557.10 Intro to Latino Lit in the US	Adv	Adv
2330 Reinventing America	Beg	Beg	4557.02 Intro to Other Latino Lit in the US	Adv	Adv
2367 US Experience: Hispanics, Language, and Literacy	Beg	Beg	4560 Intro to Spanish American Cultures	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Adv	Adv	4580 Latin American Film	Adv	Adv
4555 Indigenous, Colonial, and National Literatures and Cultures of Spanish America	Adv	Adv		Adv	Adv
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
2215 Reading Women Writers	Beg	Beg	3370 Sexualities and Citizenship	Int	Int
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	3505 Feminist Perspectives on Globalization	Int	Int
2300 Appr to Feminist Inquiry	Beg	Beg	4375 Women and Visual Culture	Adv	Adv

2305 Gender and Sexuality in Global Perspective	Beg	Beg	<u>4401 Asian American Women: Race, Sex and Representations</u>	Adv	Adv
2340 Latina Experience in the U.S.	Beg	Beg	4402 Black Women: representations, Politics , and Power	Adv	Adv
2367.02 Latina Writers: Texts and Contexts	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2367.04 African American Women Writers: Texts and Contexts	Beg	Beg	4510 American Women's Movements	Adv	Adv
2550 History of Feminist Thought	Int	Int	4520 Women of Color and Social Activism	Adv	Adv
2750H Natives and Newcomers: US Immigration and Migration	Int	Int	4524 Women and Work	Adv	Adv
3306 Gender, Media, and New Technologies	Int	Int	4527 Studies in Gender and Cinema	Adv	Adv
3317 Hollywood, Women, and Film	Int	Int	4560 Chicana Feminism	Adv	Adv
3320 Topics in Women's Studies	Int	Int			

Curriculum Map for Comparative Literature Specialization

Program Learning Goals*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

Concentration-Specific Learning Goals*:

- Goal 1 Students develop the ability to interpret literary texts and to understand issues related to the translation of literary texts.
- Goal 2 Students develop the ability to understand how literature shapes and is shaped by its cultural and historical contexts.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE LITERATURE <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO <u>SPECIALIZATION-SPECIFIC GOALS ONLY</u></i>						
	Program Learning Goals				Specialization-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the ability to interpret literary texts and to understand issues related to the translation of literary texts.	Goal #2 Students develop the ability to understand how literature shapes and is shaped by its cultural and historical contexts.
REQUIRED COURSES (10 CREDITS)						
CS 2099	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Literature	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990	Int	Int	Int	Int	Int	Int
CS 4990	Adv	Adv	Adv	Adv	Adv	Adv
CONCENTRATION CORE (15 CREDITS) -- The core requirement consists of a set of five courses (at least three of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that encompass two different literary traditions, only one of which may be in the English language. At least 6 credit hours in a non-English literary tradition at the 3000-level or above must be taken in the original language. The remaining credit hours may be in English, in the original or in translation. These must be focused in a particular area and must include 3 credits in related non-European and non-North American literatures (e.g., African, Caribbean, East Asian).						

ELECTIVES (12 CREDITS)-- Electives should complement the Concentration Core, but can add additional knowledge bases or theoretical/methodological approaches

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER THE CORE OR ELECTIVES

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2102.01 Literature and Religion	Beg	Beg	Beg	Beg	Beg	Beg
CS 2103 Literature and the Self	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104 Literature, Science, and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS H2864 Modernity & Postmodernity: Issues and Concepts	Beg	Beg	Beg	Beg	Beg	Beg
CS 3603 Love in World Literature	Int	Int	Int	Int	Int	Int
CS 3604 Women in East Asian and Asian-American Literature	Int	Int	Int	Int	Int	Int
CS 3606 The Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature as Narrative Art	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literature of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 Utopia and Anti-Utopia (3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4809 The Twentieth-Century Novel: Transnational Contexts	Adv	Adv	Adv	Adv	Adv	Adv
RS 4877 (3877) Myth and Ritual	Int	NA	Int	Int	Int	Int
CS 4903 World Literature: Theory and Practice	Adv	Adv	Adv	Adv	Adv	Adv
RS 4972 (3972) Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
CS 5602 Poetry & Politics 20 th century Mediterranean	Adv	Adv	Adv	Adv	Adv	Adv
CS 5864 Modernity & Postmodernity: Concepts and Theories	Adv	Adv	Adv	Adv	Adv	Adv
CS 5691 Topics in Comparative Studies (subject to adviser's approval)	Adv	Adv	Adv	Adv	Adv	Adv

COURSES IN OTHER DEPARTMENTS THAT FULFILL EITHER THE CORE OR ELECTIVES

Department and Course	Goal #1 Students develop the ability to interpret literary texts and to understand issues related to the	Goal #2 Students develop the ability to understand how literature shapes and is shaped by its cultural and	Department and Course	Goal #1 Students develop the ability to interpret literary texts and to understand issues related to the	Goal #2 Students develop the ability to understand how literature shapes and is shaped by its cultural and

	translation of literary texts.	historical contexts.		translation of literary texts.	historical contexts.
AFRICAN AMERICAN AND AFRICAN STUDIES					
2251 Introduction to African Literature	Beg	Beg	4453 Swahili Literature II	Adv	Adv
2253 Introduction to Caribbean Literature	Beg	Beg	4460 Theories in Africana Literature	Adv	Adv
3451 Themes in Francophone African and Caribbean Literature	Int	Int	4551 Topics in Africana Literature	Adv	Adv
4452 Swahili Literature I	Adv	Adv	H4584 Literature and the Modern Experience in Africa	Adv	Adv
ARABIC					
3105 Intermediate Literary Arabic Reading	Int	Int	5628 Classical Arabic Prose	Adv	Adv
4626 Intro to the Arabic Quor'an	Adv	Adv	5651 Contemporary Arabic Prose Fiction	Adv	Adv
5627 Classical Arabic Poetry	Adv	Adv	5652 Contemporary Arabic Poetry and Drama	Adv	Adv
CHINESE					
4404 Chinese Drama	Adv	Adv	4407 Eco-Literature in China	Adv	Adv
5411 Selected Readings in Classical Chinese Literature	Adv	Adv	5490 Chinese Translation Workshop	Adv	Adv
CLASSICS					
2222 Classical Mythology	Beg	Beg	3103 Comic Spirit in Antiquity	Int	Int
2401 Intro to the New Testament: History and Literature	Beg	Beg	3104 The Ancient Novel: Narrative Fiction in Greece and Rome	Int	Int
3100 Topics in Ancient Literature and Culture	Int	Int	3203 War in Ancient Greek and Roman Literature	Int	Int
3101 Greek and Roman Epic	Int	Int	3403 The Hero in Classical Mythology	Int	Int
3102 Greek and Roman Drama	Int	Int	5101 Classical Literature: Theoretical Perspectives and Critical Readings	Adv	Adv
ENGLISH					
2201 Selected Works of British Lit: Med. through 1800	Beg	Beg	4562 Studies in Literature and the Other Arts	Adv	Adv
2202 Selected Works of Brit Lit: 1800 to the Present	Beg	Beg	4563 Contemporary Literature	Adv	Adv
2220 Introduction to Shakespeare	Beg	Beg	4564.01 Major Author Med Renaiss Brit Lit	Adv	Adv
2275 Thematic Approaches to Literature	Beg	Beg	4564.02 Major Author 18 th & 19 th Century Brit Lit	Adv	Adv
2280 The English Bible	Beg	Beg	4564.03 Major Author American Lit to 1900	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4564.04 Major Author 20 th Century Lit	Adv	Adv
2291 U.S. Literature: 1865 to Present	Beg	Beg	4569 Digital Media and English Studies	Adv	Adv
H2296 Honors Seminar: Literature and Intellectual Movements	Beg	Beg	4575 Special Topics Literary Forms & Themes	Adv	Adv
3372 Science Fiction and/or Fantasy	Int	Int	4576.01 History of Critical Theory: Plato to Aestheticism	Adv	Adv
4513 Intro to Medieval Literature	Adv	Adv	4576.02 History of Critical Theory: 1900 to Present	Adv	Adv

4514 Middle English Literature	Adv	Adv	4576.03 Issues & Movements in Critical Theory	Adv	Adv
4515 Chaucer	Adv	Adv	44579 Special Topics in Non-Fiction	Adv	Adv
4520.01 Shakespeare	Adv	Adv	4580 Special Topics in LGBTQ Literatures and Cultures	Adv	Adv
4520.02 Special Topics in Shakespeare	Adv	Adv	4581 Special Topics in U.S. Ethnic Literatures	Adv	Adv
4521 Renaissance Drama	Adv	Adv	4582 Studies in African American Literature	Adv	Adv
4522 Renaissance Poetry and Prose	Adv	Adv	4584 Spec Topics in Literacy Studies	Adv	Adv
4523 Spec Topics in Renaissance Literature and Culture	Adv	Adv	4585 History of Literacy	Adv	Adv
4531 Restoration and 18th-Century Literature	Adv	Adv	4586 American Indian Literature and Culture	Adv	Adv
4533 Early British Novel	Adv	Adv	4587 Asian American Literature and Culture	Adv	Adv
4535 Spec Topics in 18 th -C Literature	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4540 19 th -C British Poetry	Adv	Adv	H4590.01 Honors Seminar: The Middle Ages	Adv	Adv
4542 19 th -C British Novel	Adv	Adv	H4590.02 Honors Seminar: The Renaissance	Adv	Adv
4543 20th-Century British Fiction	Adv	Adv	H4590.03 Honors Seminar: 18 th -century	Adv	Adv
4547 20th-Century Poetry	Adv	Adv	H4590.04 Honors Seminar: Romanticism	Adv	Adv
4549 Modern Drama	Adv	Adv	H4590.05 Honors Seminar: Later 19 th Century	Adv	Adv
4550 Spec Topics in Colonial and Early Nat'l Literature of the U.S.	Adv	Adv	H4590.06 Honors Seminar: Modern Period	Adv	Adv
4551 Spec Topics in 19 th -C U.S. Literature	Adv	Adv	H4590.07 Honors Seminar: Literature in English after 1945	Adv	Adv
4552 Spec Topics in American Poetry through 1915	Adv	Adv	H4590.08 Honors Seminar: U.S. and Colonial Literature	Adv	Adv
4553 20th-Century U.S. Fiction	Adv	Adv	H4590.09 Honors Seminar: Selected Topics in Literature and Literary Interpretation	Adv	Adv
4559 Intro to Narrative and Narrative Theory	Adv	Adv	4592 Special Topics in Women in Literature and Culture	Adv	Adv
4560 Special Topics in Poetry	Adv	Adv	4595 Literature and Law	Adv	Adv
4561 Special Topics in Fictional and Nonfictional Narrative	Adv	Adv			
FRENCH					
*3201 French Literary and Visual Texts	Int	Int	*5205 Black Africa and Diaspora: Texts and Contexts	Adv	Adv
*3202 Literary and Visual Texts of the Francophone World	Int	Int	*5206 North Africa: Texts and Contexts	Adv	Adv
*5201 Gothic to Renaissance: Texts and Contexts	Adv	Adv	*5207 Quebec: Texts and Contexts	Adv	Adv
*5202 Versailles to the Enlightenment: Texts and Contexts	Adv	Adv	*5401 Louis XIV to World War I	Adv	Adv
*5203 Romanicism to Surrealism: Texts and Contexts	Adv	Adv	*5402 The Roaring '20s to the 21 st Century	Adv	Adv
*5204 World Wars and Beyond: Texts and Contexts	Adv	Adv	*5403 Topics in French Speaking Cultures and Literatures	Adv	Adv
GERMAN					
*3200 Topics in German Literature, Art, and Film	Int	Int	3451H Religion in Modern German Literature and Philosophy	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	*3600 Topics in German Linguistics/Language	Int	Int

*3300 Topics in German Culture Studies, Social and Intellectual History	Int	Int		Int	Int
GREEK					
*2101 Attic Prose	Beg	Beg	*5012 Greek Lyric, Iambos, Elegy	Adv	Adv
*2102 Homer	Beg	Beg	*5013 Greek Historians	Adv	Adv
*2103 The Greek Historians	Beg	Beg	*5014 Greek Drama	Adv	Adv
*2104 Greek Tragedy	Beg	Beg	*5016 Readings in Greek Philosophy	Adv	Adv
*5011 Greek Epic	Adv	Adv	*5030 Special Topics in Greek Literature	Adv	Adv
HEBREW					
2703 Prophecy in the Bible and Post-Biblical Literature	Beg	Beg	*4602 Modern Hebrew Poetry	Adv	Adv
2704 Women in Biblical and Post-Biblical Hebrew Literature	Beg	Beg	*5601 Intro to Hebrew Literary & Cultural Texts	Adv	Adv
2705 The Holocaust in Lit and Film	Beg	Beg	*5602 The Bible as Literature: Selected Readings	Adv	Adv
*4601 Modern Hebrew Short Story	Adv	Adv	*5603 Readings in Rabbinic Literature	Adv	Adv
ITALIAN					
2054 Dante in Translation	Beg	Beg	*3221 Reading Italy: Italian Literature and Culture	Int	Int
*3220 Italian Culture Through the Ages	Int	Int	*4224 Survey of Italian Literature	Adv	Adv
JAPANESE					
*5454 Japanese Lit: Classical Period	Adv	Adv	5456 Japanese Lit: Modern Period	Adv	Adv
*5455 Japanese Lit: Medieval and Edo Periods	Adv	Adv			
KOREAN					
5400 Performance Traditions of Korea	Beg	Beg	5405 Korean Drama in Translation	Adv	Adv
LATIN					
*2101 Cicero	Beg	Beg	*2105 Latin Lyric	Beg	Beg
*2102 Vergil	Beg	Beg	*2106 Roman Comedy	Beg	Beg
*2104 Ovid	Beg	Beg			
MODERN GREEK					
*5000 Modern Greek Language and Literature	Adv	Adv	*5520 Contemporary Greek Poetry	Adv	Adv
*5510 Contemporary Greek Prose	Adv	Adv			
NEAR EASTERN LANGUAGES AND CULTURES					
3703 Middle Eastern Literature and Post Colonial Theory	Beg	Beg	5568 Studies in Orality and Literacy	Adv	Adv
3704 The Novel in the Middle East	Beg	Beg	5571 Canon and Communities in the Near East	Adv	Adv
4601 Israeli and Palestinian Literature	Adv	Adv	5572 Poetry and Politics in the 20 th -century Mediterranean	Adv	Adv

PERSIAN					
*5601 Persian Prose	Adv	Adv	*5602 Persian Poetry	Adv	Adv
PHILOSOPHY					
2450 Philosophical Problems in the Arts	Beg	Beg	5460 Philosophy in Literature	Adv	Adv
PORTUGUESE					
*3450 Intro to the Study of Literatures and Cultures	Int	Int	*4560 Cultural Experiences of Portugal and Lusophone Africa	Adv	Adv
*4551 Literatures from Middle Ages to Neo-Classicism	Adv	Adv	*4561 Cultural Expressions of Brazil	Adv	Adv
*4551 Literatures from Middle Ages to Neo-Classicism	Adv	Adv	*5650 Topics in Literature of the Portuguese-Speaking World	Adv	Adv
*4552 Literatures from Romanticism to the Present	Adv	Adv		Adv	Adv
SPANISH					
*3450 Introduction to the Study of Literature and Culture in Spanish	Int	Int	*4557.10 Intro to Latino/a Literature in the US	Adv	Adv
*4551 Spanish Golden Age Lit	Adv	Adv	*4557.20 Intro to Other Latino/a Literature in the U.S.	Adv	Adv
*4552 Modern Spanish Lit	Adv	Adv	*H4565 Latin American Indigenous Literatures and Cultures	Adv	Adv
*4555 Indigenous and Colonial Literatures of Spanish America	Adv	Adv	*H4590 Interdisciplinary Protocols: Identity and National Formation in Latin America: Perspectives from Literature, Culture and History	Adv	Adv
*4556 Modern Spanish American Literature	Adv	Adv			
TURKISH					
*5627 Classical Turkish Poetry	Adv	Adv	*5651 Modern Turkish Poetry and Prose	Adv	Adv
YIDDISH					
*4721 Studies in Yiddish Literature	Adv	Adv	*5651 Modern Yiddish Prose	Adv	Adv

Curriculum Map for Folklore Specialization

Program Learning Goals*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

Specialization-Specific Learning Goals*:

- Goal 1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural forms.
- Goal 2 Students develop the ability to analyze issues related to ethnography and fieldwork.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): FOLKLORE <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO SPECIALIZATION-SPECIFIC GOALS ONLY</i>						
	Program Learning Goals				Specialization-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural forms.	Goal #2 Students develop the ability to analyze issues related to ethnography and fieldwork.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350 Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990	Int	Int	Int	Int	Int	Int
CS 4990	Adv	Adv	Adv	Adv	Adv	Adv
<p>1) CONCENTRATION CORE COURSES (15 CREDITS): This core requirement consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. Core courses must be drawn from the following list or have the approval of faculty advisor.</p>						
CS 3657 Contemporary Folklore in the Arab World	Int	Int	Int	Int	Int	Int

CS 4577.01 Folklore I: Groups and Communities	Adv	Adv	Adv	Adv	Adv	Adv
CS 4577.02 Folklore II: Genre, Form, Meaning and Use	Adv	Adv	Adv	Adv	Adv	Adv
CS 4577.03 Folklore III: Issues and Methods	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4598 American Regional Cultures in Transition	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 5957.01 Comparative Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 5857.02 Folklore in Circulation	Adv	Adv	Adv	Adv	Adv	Adv
East Asian 5477 Performance Traditions in Contemporary East Asia	Adv	Adv	Adv	Adv	Adv	Adv
International Studies 4800 Cultural Diplomacy	Adv	Adv	Adv	Adv	Adv	Adv
Linguistics 3602 Language and Social Identity in the US	Int	Int	Int	Int	Int	Int
NELC 5568 Orality and Literacy	Adv	Adv	Adv	Adv	Adv	Adv
Scandinavian 3350 Norse Mythology and Medieval Culture	Int	Int	Int	Int	Int	Int

ELECTIVES (12 CREDITS): Electives should complement the Concentration Core, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL ELECTIVES

CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	
CS 2264 Intro to Reading Popular Culture	Beg	Beg	Beg	Beg	Beg	
CS 2301 Intro to World Literature	Beg	Beg	Beg	Beg	Beg	
CS 2360 Intro to Comparative Cultural Studies						
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	
CS 3657 Contemporary Folklore in the Arab World	Int	Int	Int	Int	Int	
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	
CS 3689 Transnationalism and the Americas	Int	Int	Int	Int	Int	
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	
CS 4661 (3661) The City and Culture	Adv	Adv	Adv	Adv	Adv	
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	
CS 4803 Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	
CS 4804 Latino/a Literature and Culture	Adv	Adv	Adv	Adv	Adv	
CS 5668 Studies in Orality and Literacy	Adv	Adv	Adv	Adv	Adv	
RS 4871 Religion and American Politics (Religion and Politics)	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 (3874) New Age and New Religious Movements	Int	Int	Int	Int	Int	Int

RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES Courses are to be chosen depending on individual interests, e.g., in verbal arts, a geographical region, material culture.					
Department and Course	Goal #1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural form.	Goal #2 Students develop the ability to analyze issues related to ethnography and fieldwork.	Department and Course	Goal #1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural form.	Goal #2 Students develop the ability to analyze issues related to ethnography and fieldwork.
ANTHROPOLOGY					
3334 Zombies, the Anthropology of the Undead	Int	Int	5625 The Anthropology of Religion	NA	Adv
5624 The Anthropology of Food: Culture, Society and Eating	Int	Adv	5650 Research Design and Ethnographic Methods	NA	Adv
ARABIC					
2241 Culture of the Contemporary Arab World	Beg	Beg	3301 Contemporary Folklore in the Arab World	Int	Int
2704 The Arabian Nights	Beg	Beg	5702 Arabic Folk Narrative in Translation	Adv	Adv
CHINESE					
5400 Performance Traditions of China	Adv	Adv			
CLASSICS					
2220 Classical Mythology	Beg	Beg	3404 Magic in the Ancient World	Int	Int
2220H Honors Classical Mythology	Beg	Beg		Int	Int
EAST ASIAN					
1231 East Asian Humanities	Beg	Beg	5477 Performance Traditions in East Asia	Adv	Adv
3457 East Asian Folklore	Int	Int			
ENGLISH					
2367.05 The U.S. Folk Experience	Beg	Beg	4571 Studies in the English Language	Int	Int
4554 English Studies and Global Human Rights	Int	Adv	4597.01 The Disability Experience in the Contemporary World	Adv	Adv
4559 Introduction to Narrative and Narrative Theory	Int	Int	4597.02 American Regional Cultures in Transition	Adv	Adv
KOREAN					
5400 Performance Traditions of Korea	Adv	Adv			

MEDIEVAL AND RENAISSANCE STUDIES					
2666 Magic and Witchcraft in the Middle Ages and Renaissance	Beg	Beg	4504 Arthurian Legends	Adv	Adv
MODERN GREEK					
2680 Folklore of Contemporary Greece	Beg	Beg		Beg	Beg
MUSIC					
5675 Music in the Russian Folk Tradition	Adv	Adv			
NEAR EASTERN LANGUAGES AND CULTURES					
3280 Everyday Life in South Asia	Int	Int	5568 Studies in Orality and Literacy	Adv	Adv
3700 Mythology of Ancient Egypt and Mesopotamia	Int	Int	5572 Poetry and Politics in the Mediterranean	Adv	Adv
PERSIAN					
2301 Persian Mythology and Folk	Beg	Beg	2704 Intro to Persian Epic	Beg	Beg
RUSSIAN					
3644 Russian Fairy Tales and Folklore	Int	Int			
SCANDINAVIAN					
3350 Nordic Mythology and Medieval Culture	Beg	Beg	5151 Topics in Scandinavian Studies (with appropriate topic)	Adv	Adv
5150 Introduction to Old Norse-Icelandic	Int	NA	5251 The Icelandic Saga		
SLAVIC					
2230 Vampires, Monstrosity, and Evil: from Slavic Myth to <i>Twilight</i>	Beg	Beg			

Curriculum Map for Science and Technology Studies Specialization

Program Learning Goals*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

Concentration-Specific Learning Goals*:

- Goal 1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.
- Goal 2 Students develop the ability to analyze how culture influences scientific and technological development.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION: SCIENCE AND TECHNOLOGY STUDIES <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO</i> <i>SPECIALIZATION-SPECIFIC GOALS ONLY</i>						
	Program Learning Goals				Concentration-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.	Goal #2 Students develop the ability to analyze how culture influences scientific and technological development.
REQUIRED COURSES (10 CREDITS)						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar	Adv	Adv	Adv	Adv	Adv	Adv
COURSES THAT FULFILL THE CONCENTRATION CORE (15 CREDITS): This core requirement consists of a set of five courses (at least four of which must be from Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. Core courses must be drawn from the following list or be approved by the faculty advisor.						
CS 2104 Literature, Science, and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg

RS 2670 Science and Religion	Beg	Beg	Beg	Beg	Beg	Beg
CS 2677 Religion and Environmentalism	Beg	Beg	Beg	Beg	Beg	Beg
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Natures, Cultures, Technologies	Int	Int	Int	Int	Int	Int
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4808 Utopia and Anti-Utopia (3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4845 Gender, Sexuality, and Science	Adv	Int	Adv	Adv	Adv	Adv
CS 4846 Social Studies of Objects and Networks	Adv	Adv	Adv	Adv	Adv	Adv
CS 5691 Topics in Comparative Studies (repeatable with appropriate topics)	Adv	Adv	Adv	Adv	Adv	Adv
Philosophy 3650 Philosophy of Science	Int	Int	Int	Int	Int	Int
History 2700 Global Environmental History	Beg	Beg	Beg	Beg	Beg	Beg
History 2701 History of Technology	Beg	Beg	Beg	Beg	Beg	Beg
History 3700 American Environmental History	Int	Int	Int	Int	Int	Int
History 3701 History of American Medicine	Int	Int	Int	Int	Int	Int

ELECTIVES (12 CREDITS): Electives should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL ELECTIVES

CS 2104 Literature, Science, and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Introduction to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Introduction to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
RS 2670 Science and Religion	Beg	Beg	Beg	Beg	Beg	Beg
RS 2677 Religion and Environmentalism	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864H Modernity and Postmodernity: Issues and Ideas	Beg	Beg	Beg	Beg	Beg	Beg
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4808 Utopia and Anti-Utopia (3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4845 Gender, Sexuality, and Science	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 New Age and New Religious Movements	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv

CS 5681 Topics in Comparative Studies (repeatable with appropriate topic)	Adv	Adv	Adv	Adv	Adv	Adv
CS 5864 Modernity and Postmodernity: Concepts and Theories	Adv	Adv	Adv	Adv	Adv	Adv

COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES					
Department and Course	Goal #1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.	Goal #2 Students develop the ability to analyze how culture influences scientific and technological development.	Department and Course	Goal #1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.	Goal #2 Students develop the ability to analyze how culture influences scientific and technological development.
AFRICAN AMERICAN AND AFRICAN STUDIES					
3440 Theorizing Race	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
ANTHROPOLOGY					
3302 Intro to Medical Anthropology	In	Int	5601 Sociocultural Aspects of Health	Adv	Adv
4597.04 The Molecular Revolution: Heredity, Genome Mapping, Genomania	Adv	Adv	5602 Medical Anthropology: Global Perspectives on Women's Health	Adv	Adv
4597.05H The Global Food Crisis	Adv	Adv	5614 Ethnobotany	Adv	Adv
5600 Medical Anthropology: Biosocial Aspects of Health	Adv	Adv			
CLASSICS					
2204 Medicine in the Ancient World	Beg	Beg	4204 Greek and Roman Science and Technology	Adv	Adv
COMMUNICATION					
3240 Science Communication	Int	Int	4555 Computer Interface and Human Identity	Adv	Adv
3545 Human-Computer Interaction	Int	Int	4737 Health Communication in Mass Mediated Contexts	Adv	Adv
3554 Social Implications of Communication Technology	Int	Int	4738 Health Communication and New Media	Adv	Adv
ENGLISH					
2277Introduction to Disability Studies	Beg	Beg	3372 Science Fiction and/or Fantasy	Int	Int
3361 Narrative and Medicine	Int	Int			
ENVIRONMENT AND NATURAL RESOURCES					
2300 Society and Natural Resources	Beg	Beg			

HISTORY					
2700 Global Environmental History	Beg	Beg	3700 American Environmental History	Int	Int
2701 History of Technology	Beg	Beg	3701 History of American Medicine	Int	Int
2703 History of Public Health, Medicine, and Disease	Beg	Beg	3711 Science and Society in Early Modern Europe	Int	Int
3115 History of Medicine and Public Health in Latin America	Int	Int	3712 Science and Society in Modern Europe	Int	Int
3307 History of African Health and Healing	Int	Int	3715 Explorations of Science, Technology and the Environment in East Asia	Int	Int
HORTICULTURE					
2203 People and Plants: Meals, Medicine, Material, and Myth	Beg	Beg			
INTERNATIONAL STUDIES/AGRICULTURAL EDUCATION					
3850 Introduction to Globalization	Int	Int	4597.01 Problems & Policies in World Population, Food, & Environment	Adv	Adv
4661 (3661) The City and Culture	Int	Int			
PHILOSOPHY					
2342 Environmental Ethics	Beg	Beg	3440 Theorizing Race	Int	Int
2650 Intro to Philosophy of Science	Beg	Beg	3650 Philosophy of Science	Int	Int
2660 Metaphysics, Religion, and Science in the Scientific Revolution	Beg	Beg	3680 Sex and Death: Introduction to the Philosophy of Biology	Int	Int
2860 Science and Religion	Beg	Beg	5500 Advanced Symbolic Logic	Adv	Adv
H3341 Ethical Conflicts in Health Care Research, Policy & Practice	Int	Int	5650 Advanced Philosophy of Science	Adv	Adv
PHYSICS					
2367 Uses of Science in Solving Problems of Society	Beg	Beg			
SOCIOLOGY					
2302 Technology and Global Society	Beg	Beg	5450 Sociology of Global Health and Illness	Adv	Adv
3630 Medical Sociology	Int	Int	5629 Health Disparities in Social Context	Adv	Adv
4608 Gender, Race, and Class in Mass Communications	Int	Int			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
2325 Issues in Women's Health	Beg	Beg	4535 Gender, Sexuality, and Science	Int	Int
2326 Women and Addiction: A Feminist Perspective	Beg	Beg	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Int	Int
3530 Women, Environment, and Development	Int	Int			