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## Term Information

Effective Term Autumn 2023

## General Information

Course Bulletin Listing/Subject Area Religious Studies  
Fiscal Unit/Academic Org Comparative Studies - D0518  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3667  
Course Title Messages from Beyond: Divination, Prophecy, and the Occult in Religion and Culture  
Transcript Abbreviation Messages fm Beyond  
Course Description In this course, we will explore how people from antiquity to our time have sought to find meaning in the complexity and uncertainty around their physical and social environment to access what they perceived as hidden realms as sources of meaning. Students will learn how messages from beyond guide their daily lives, provide them with sources of authority or companionship for their art of philosophy  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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 None  
Exclusions Not open to students with credit for NELC 3667  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings Crosslisted in NELC

## Subject/CIP Code

Subject/CIP Code 16.1199  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Lived Environments

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**

- Examine the way people from diverse cultures interact with their lived environments through unique occult phenomena
- Learning how these ways of interacting with the word have has changed over time, both in how we view and understand the world, and how we see the world interacting with us
- Seeking to understand the personal, social, and psychological dynamics that drive and inspire these efforts at deriving meaning and certainty
- Thinking about what these phenomena say about social structure, authority, religious institutions, and politics that humans interact with every day
- Learning to express our understanding of why humans rely on unreliable systems such as astrology to understand their place in their environment through in-class discussions, well-argued essays, and analyses

### **Content Topic List**

- occult
  - divination
  - Greek oracles
  - astrology
  - necromancy
  - the diviner
  - dreams
  - dream interpretation
  - prophecy
  - possession
- No

### **Sought Concurrence**

## Attachments

- submission-lived-environments-Messages from Beyond-LE-text.pdf: GE Lived Environments form  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- Religious Studies Curriculum Map\_updated 072122.pdf: RS curriculum map  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- CURRICULUM MAPS FOR CS MAJOR, UPDATED 072122.pdf: CS curriculum map  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- Messages from Beyond syllabus proposal-LE-final revision (2-8-2023).pdf  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- Messages from Beyond revision coverletter (2-8-2023).pdf  
*(Cover Letter. Owner: Arceno, Mark Anthony)*

**COURSE REQUEST**  
3667 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/27/2023

**Comments**

- Updated syllabus and cover letter with this revision *(by Arceno, Mark Anthony on 02/16/2023 01:48 PM)*
- Please see feedback email sent to department 01-13-2023 RLS *(by Steele, Rachel Lea on 01/13/2023 02:04 PM)*
- I am sorry, Mark Anthony. NESA still has not submitted the cross-listed course. Please keep this course in your queue until NESA finally submits theirs. We have over 150 course submissions at the college level and want to make sure that none get "lost." *(by Vankeerbergen, Bernadette Chantal on 09/27/2022 11:05 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	06/14/2022 03:41 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	06/14/2022 03:41 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/20/2022 08:46 AM	College Approval
Submitted	Arceno, Mark Anthony	07/21/2022 03:03 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	07/21/2022 07:36 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/27/2022 11:05 AM	College Approval
Submitted	Arceno, Mark Anthony	10/11/2022 10:53 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	10/11/2022 12:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/17/2022 04:18 PM	College Approval
Revision Requested	Steele, Rachel Lea	01/13/2023 02:04 PM	ASCCAO Approval
Submitted	Arceno, Mark Anthony	02/16/2023 01:49 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	02/22/2023 12:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/27/2023 01:45 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/27/2023 01:45 PM	ASCCAO Approval



[Swartz.69@osu.edu](mailto:Swartz.69@osu.edu)

February 8, 2023

To the Office of Curriculum and Assessment:

I am attaching my syllabus for Messages from Beyond, NELC 3667/ Religious Studies 3667, which I have revised according to the contingencies and recommendations of the Themes 1 Panel of the ASC Curriculum Committee. I have made the following changes based on the Panel's contingencies:

1. **Contingency:** The reviewing faculty request that the department provide more information in the syllabus about how the course fits into the Lived Environment Theme. Specifically, they would like the syllabus to clearly define for students the lived environment that they will be exploring, and how the "wide range of cultural phenomena" work together to create this environment. The reviewing faculty suggest translating some of the excellent information provided in the GEN Submission form to the syllabus to help students better understand the focus of the course.

On page 2, I have expanded the section on "how the course fulfills GE goals by explaining the range of phenomena and approaches that will be considered in the course, as well as how the course goals will be met by quizzes and assignments.

2. **Contingency:** The reviewing faculty ask that all of the GEN Goals and ELOs be listed on the syllabus (pg. 1-2). Currently, only 2 of the 4 goals (and their corresponding ELOs) are listed. A list of all GEN Goals and ELOs in an easy-to-copy-and-paste format can be found here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.

Based on the Panel's recommendations, I have also included all of the GEN Goals and ELOs on pages 1 and 2. I have also revised and updated the sections in the Course Policies section as recommended.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Michael D Swartz  
Professor of Hebrew and Religious Studies

Course Proposal:

**MESSAGES FROM BEYOND:  
DIVINATION, PROPHECY, AND THE OCCULT IN RELIGION AND CULTURE**  
NELC 3667/ Religious Studies 3667

Michael D. Swartz, Department of Near Eastern Languages and Cultures  
[Swartz.69@osu.edu](mailto:Swartz.69@osu.edu)

A majority of the world's people believe in a reality beyond our observable mundane existence—whether or not they are affiliated with an organized religion. The effects of this worldview are all around us, from preachers and prophets who claim to speak the word of God to daily horoscopes in newspapers and the Internet. How do people act on the idea that the unseen world can communicate with us humans? How do those practices contribute to their mental health, way of life, and relationship to the natural world? What do they tell us about our attitudes to technology, expertise, and the subconscious?

Messages from the Beyond is a course in human behavior. **We are not going to ask whether anything exists beyond our material world, or whether human beings are actually able to predict the future or communicate with the dead.** In this course, we will explore how people from antiquity to our time have sought to find meaning in the complexity and uncertainty around their physical and social environment to access what they perceived as hidden realms as sources of meaning. Students will learn how messages from beyond guide their daily lives, provide them with sources of authority or companionship, as inspiration for their art of philosophy.

This exploration will take us to a wide range of cultural phenomena. We will become acquainted with forms of divination, such as astrology, and chance operations; ways of accessing the subconscious and the inner self; and ways people try to read the natural world in the conviction that it will reveal supernatural truths. Each of these forms of knowledge will lead us to analyze and critique conventions, theories, and ideologies that influence interactions in the human environment.

**I. GE Education Goals and Expected Learning Outcomes**

This course fulfills a GE requirement in the theme of Lived Environments. The University's expected learning outcomes (ELO) for fulfilling these requirements are as follows:

**Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
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.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

### **Course learning outcomes**

Students will fulfill these outcomes:

- By examining the way people from diverse cultures interact with their lived environments through unique occult phenomena;
- By learning how these ways of interacting with the world have changed over time, both in how we view and understand the world, and how we see the world interacting with us, including:
- By seeking to understand the personal, social, and psychological dynamics that drive and inspire these efforts at deriving meaning and certainty.
- By thinking about what these phenomena say about social structure, authority, religious institutions, and politics that humans interact with every day.
- And by learning to express our understanding of why humans rely on unreliable systems such as astrology to understand their place in their environment through in-class discussions, well-argued essays, and analyses.

### **How the course fulfills these GE goals**

“Messages from Beyond” is an investigation into ways that people’s ways of life are influenced by their beliefs about natural and supernatural environments, how they seek to communicate with the world around them and, according to their worldviews, realities beyond observable existence.

Successful students will explore a range of perspectives on the interactions and impacts between humans and their natural, cultural, and intellectual environment by exposure to how diverse cultures interpret those environments to find personal and social meaning. In this course you will analyze those perspectives through methods developed in such disciplines as anthropology, religious studies, and history.

This course also stresses that examples of belief in communication with the non-mundane do not only occur in ancient or far-away civilizations, but are with us today. We will demonstrate this

by examining contemporary examples of astrology, charismatic worship, and visionary art. In addition, you will have the opportunity to think about sources of information and authority in your daily lives—especially by comparing traditional practices and practitioners with educators and experts, secular and religious authorities, and media sources that predominate in their own lives. The reflection essays will help you think through key questions in the course material and at the same time air their own personal responses to the material. The 5-page essay will provide you with an opportunity to apply your learning to a specific case study.

## II. Course readings:

### A. Textbook:

Johnston, *Ancient Greek Divination*. Available at the OSU Barnes and Noble Bookstore and from online vendors.

B. Other readings are available for download on Carmen on the Modules page. These marked with an asterisk (\*) in this course schedule

C. Occasionally you will be asked to watch a film or media presentation online. Details will be given in class.

## III. Course requirements:

A. **Class attendance is required for this course.** You are allowed **two unexcused absences**. Every additional unexcused absence will lower your grade by half a grade. If you have any questions, please discuss them with me.

B. **Preparation** of assigned readings, recordings, or films is an essential requirement of this course. Most class sessions will include an in-class discussion of a text or a film. You will be required to be familiar with the material so you can participate with informed questions and observations.

C. Together with this requirement, **participation** in discussion and readings and your **willingness to learn** are essential requirements of this course. Your level of participation in discussions can make a significant difference in your grade.

### What does class participation mean?

1. Of course, it means **regular attendance** in class. The textbook and readings will not give you the whole story. Lectures and films will provide essential information. You are also responsible for assignments given in class, such the written reflection essays. Just reading someone else's notes won't help much—without seeing how the instructor fits the facts into a larger point or how the class arrived at an insight in the course of a discussion, your grade will suffer. Your essays will look like a collection of catch phrases without coherence or logic.

2. It means **preparing readings** each week and having them available during live class sessions. Because we will be discussing the reading material in every class, you are

required to have those readings in front of you so we can look at them together.

3. It means **speaking up when you have a question**. Make a habit of writing down questions that occur to you in the course of your reading. If you have prepared the assignment, you don't need to be afraid that your questions might sound "dumb" or that other students came into this course knowing more than you. Sometimes the so-called "dumb" questions are the most insightful. You may email those questions to me or raise them in our class discussions.
4. It means **good citizenship** during class sessions and online discussions. This means **listening** quietly to the person who is talking (instructor or student), **being respectful** of other people's opinions and cultures and not forcing your own on them.

Remember that this class is a course about the academic study of religion as human behavior (and human environment interaction or some such?) and the history of cultures. Remember as well that this class (and OSU in general) includes students from a wide diversity of backgrounds. Our discussions therefore will not be about the validity or moral value of any religion or culture.

5. It means arriving to class **on time, staying for the whole class session** (and **staying awake**—see below on health and food security). It also means **not using any electronic devices** during class sessions (see below).
6. Most important, it means **contributing to group discussions**. In class I will pose questions to discuss about an idea or text, like: What's going on here? Or: Why would somebody do this? Other times, especially at the end of a unit, I will ask a general question about what we've learned, such as: "What do Freud and Artemidorus have in common?" "Why do people consult horoscopes?" There are many good ways to answer these questions, and I expect you to give me your informed opinion and discuss it with your classmates and me in class.

Failure to comply with these rules could result in a significant difference in your grade or even disenrollment from the course.

- D. **Five short (10-15 minute) quizzes**, in which you will be asked to identify important concepts and persons briefly. Each quiz will be held **at the beginning of class. No allowances will be made for taking it afterward.**
- E. Alternating with those quizzes will be **reflection essays** in which you are to consider the themes and materials we are studying and think through your responses to them. The topics for those essays will be listed under the class sessions when they are due. These essays will be graded with a check (✓) for satisfactory work; a plus (+) for an exceptionally insightful essay, and minus (-) for unsatisfactory work.



- F. There will be a **midterm exam** and a **final exam** in which you are to identify and write about major facts and ideas learned in the course. The midterm exam will be held in class in Week 7. The final exam will be held on the day designated by the registrar for our class. The exact timeframe and details will be announced during the semester.
- G. **One 5-page essay** on a subject to be assigned by the instructor. The essay will give you an opportunity to apply the skills you have learned to a specific case. Further details about the essay will be provided by the fourth week of class. The essay is due at the beginning of first class of the tenth week of the semester.

**You are responsible for an assignment whether or not you were present in class when it was announced.** If you missed class, you may try to get in touch with me—you can email me or leave a message at the phone number listed above.

#### **IV. Grading**

Grading follows standard OSU grade system:

- 93 - 100 (A)
- 90 - 92.9 (A-)
- 87 - 89.9 (B+)
- 83 - 86.9 (B)
- 80 - 82.9 (B-)
- 77 - 79.9 (C+)
- 73 - 76.9 (C)
- 70 - 72.9 (C-)
- 67 - 69.9 (D+)
- 60 - 66.9 (D)
- Below 60 (E)

Distribution of grades:

1. Participation and willingness to learn: 20%
2. Quizzes and reflection essays: 20%
3. 5-page Essay: 20%
4. Midterm and final: 20% each = 40%

#### **V. Policies:**

- **Ohio State's academic integrity policy:**

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.

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. When you do

use readings and other sources in your work, you must acknowledge your sources with footnotes in your writings, or orally in class. More than this, good academic work involves evaluating the work of others, relating them to other ideas, arguing for or against them, giving your own examples illustrating them, and so on.

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/>

- This course is designed so that much of our learning will take place through recorded lectures and media, live class sessions and discussions. Therefore, **your attendance at live class sessions will be critical to your success in the course.** You are responsible for information and assignments given in class, whether you were present or not. Late papers will not be accepted.
- So that we can all engage directly with the texts and class discussions, **all other personal electronic devices** (besides what you are using for our Zoom sessions or reading materials) **must be turned off—not simply put on silence or vibrate.** This includes laptops, cell phones and smart phones, tablet computers, e-book readers, and iPod/MP3 players. Please advise your contacts that you will not be available during class hours.
- Please check your OSU email account regularly or be sure that you have forwarded your OSU email to your personal account. You may receive important announcements about the course and the class schedule through that account. I will not contact you through your private email account (such as Gmail).
- Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. **I will gladly honor your request to address you by another name or gender pronoun.** Please advise me of this early in the semester so that I may make appropriate changes to my records.

- **Copyright disclaimer:**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Accessibility accommodations for students with disabilities:**

The University strives to make all learning experiences as accessible as possible. In

light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

- **Accessibility of course technology:**

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. **Carmen (Canvas) accessibility**

- **Resources for Success and Well-Being**

1. **Talk to me:** My approach to teaching is to facilitate student learning and success. I am not interested in penalizing students who are making a good-faith effort to produce high-quality work. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies, please consult me *as soon as possible*. We can make a plan for ensuring you can meet course requirements.
2. **Academic well-being:** There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.
  - Writing Center: <http://cstw.osu.edu>
  - Dennis Learning Center: <http://dennislearningcenter.osu.edu>
  - Student Advocacy: <http://advocacy.osu.edu>
  - An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>
3. **Personal well-being:** 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](http://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

4. **Healthcare** is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.
5. **Food security**: Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.
6. **Sexual assault** crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

*Please reach out if you want to talk and need help finding assistance.*

## **VI. Class Schedule**

This schedule is subject to change. You will of course be notified in advance. In this schedule, individual class sessions are represented by Arabic numerals (1, 2, etc.). Main sections of the course are designated with letters (A, B, etc.). Updates to the syllabus will also be posted on Carmen. As discussion of the class material is an important element in this course, you should write down any questions about words, facts, or issues that arise in your reading and raise them in class.

### **A. Introduction**

In this unit we will begin our orientation to the academic study of religion and culture. This orientation will set the tone for our exploration of how diverse peoples respond to their environment and their inner lives by formulating world views and cosmologies

## WEEK 1

1. Do witches fly?
  - In-class readings
2. The Reality of the Unseen
  - James, *Varieties of Religious Experience*, chapter 3
  - REFLECTION ESSAY: What do you have that you would like to explore in this course?

### B. Divination

Divination is the traditional practice of predicting the future and looking into secrets that would ordinarily be hidden from mundane sight. Divinatory traditions usually rest on the assumption that the natural world, or the cosmos, or supernatural forces embed meaning in our world or our minds that can be decoded, often by a trained practitioner. This unit is an introduction to the study of that practice.

## WEEK 2

1. Why Divination?
  - Johnston, chapter 1
2. The Healing Event
  - \*Richard Gordon, “The Healing Event in Graeco-Roman Medicine.”

## WEEK 3

3. Generating Irrationality
  - \*Swartz, *The Signifying Creator*, chapter 4
  - QUIZ #1: The Study of Religion
4. The Science of Prediction
  - \*Paul Halpern, *The Pursuit of Destiny* chapter 1
  - \*Pascal Boyer, “Why Divination? Evolved Psychology and Strategic Interaction in the Production of Truth”

### C. Inductive Divination: Reading the World

Ancient and modern peoples have believed that the natural and supernatural world contain secrets that hold the key to people’s destinies. In many societies, this belief is manifest in institutions and social circles organized around unlocking these secrets for the benefit of individuals and social organizations. In this unit we will study these practices in the context of the history of Western and non-Western cultures.

## WEEK 4

5. Oracles in Ancient Greece
  - Johnston, chapter 2
6. Oracles in West Africa
  - \*William Bascom, *Ifa Divination*, 3-39.
  - Film: “Ifa divination among the Yoruba”
  - REFLECTION ESSAY: What, in your opinion, motivates people to consult supernatural sources of knowledge?

## H. Astrology

Astrology, the practice of predicting the future by observing the movements of the stars, is probably the best-known form of divination, and certainly one of the oldest. In this unit we will survey the ancient roots and historical development of astrology.

### WEEK 5

1. Messages from the Stars: Astrology in the Ancient Near East
  - \*Francesca Rothenberg, “Heaven and Earth: Divine-Human Relations in Mesopotamian Celestial Divination”
2. “What’s Your Sign?”: Astrology in Popular Culture
  - Contemporary astrological websites. Details to follow.
  - QUIZ #2: Oracles and Astrology

### WEEK 6

1. The Biblical Necromancer
  - Hebrew Bible: 1 Samuel 28, Deuteronomy 18
2. The Learned Necromancer
  - Richard Kieckhefer, *Magic in the Middle Ages*, chapter 7
  - REFLECTION ESSAY: What does necromancy say about our conceptions of life and death?

## F. Who is the Diviner?

In many societies, a diviner is a professional or semi-professional who may be called upon or hired to give advice to individuals or hegemonic classes. Such people are valued for their abilities in interpreting the subtle clues that, according to their cultures, are embedded in the natural world and in everyday occurrences. In those times and places, the skill, training, and personality of the diviner qualifies confers a special status—sometimes honored and sometimes marginalized.

### WEEK 7

1. Becoming a diviner
  - Henry Callaway, “The Initiation of a Zulu Diviner”
2. The Mantis
  - Johnston, Chapter 4
  - REFLECTION ESSAY: Where do divination practitioners derive their authority?

## G. Dreams

Most cultures, from the Bible to Freud, have believed that dreams carry special meaning—either about the future or about a person’s soul or psyche. This belief has ancient roots and still influences daily life in the modern world. In dreams, the outside world—the people, objects, and sensory stimuli that surround us—penetrate into our inner, subconscious life and we feel compelled to assign them meaning. Systems of dream interpretation claim to make sense of that inner world.

## WEEK 8

1. What is a Dream?
  - Film: “The Science of Sleep”
2. Dreamtime in Australia
  - \*W. E. H. Stanner, “The Dreaming”

## WEEK 9

3. The Dreams of Artemidorus
  - Artemidorus, *Interpretation of Dreams* (excerpts)
4. Dreams of Interpretation
  - Freud, *The Interpretation of Dreams* (excerpts)
  - REFLECTION ESSAY: How do people use dreams in daily life?

### H. Prophecy

Prophets claim that their teachings and messages come directly from supernatural inspiration. Prophecy is central to many religions, including Judaism, Christianity, and Islam. At the same time, historians and social scientists argue that prophets respond to their social and cultural environment, often crafting their messages to a specific audience. In this unit we will examine the role prophecy plays in classical and modern contexts, from the Bible to Star Trek.

## WEEK 10

1. What is Prophecy?
  - Thomas W. Overholt, *Prophecy in Cross-Cultural Perspective*, 1-19
  - QUIZ #3: Dreams

### ESSAY DUE

2. Prophecy in Ancient Israel
  - Hebrew Bible: Exodus 1-4; 2 Samuel 11-12; Jeremiah 18-20.

## WEEK 11

1. Prophecy as Cultural Critique?
  - Abraham Joshua Heschel, *The Prophets* (selections)
2. Gifts of the Spirit
  - New Testament: Acts ch. 2, 1 Corinthians 12-14
  - Dennis Covington, *Salvation on Sand Mountain* (excerpt)
  - Film: *Holy Ghost People*
  - REFLECTION ESSAY: In your opinion, does prophecy have a social function besides predicting the future?

## WEEK 12

3. The Seal of the Prophets
  - Michael Sells, *Approaching the Quran* (selections)
4. From Prophet to Text
  - Geo Widengren, *The Ascension of the Apostle and the Heavenly Book*

- QUIZ #4: Prophecy

#### WEEK 13

5. Prophecy in Space
  - Video: Episodes of *Star Trek: Deep Space Nine*
6. Waiting for the End of the World
  - Leon Festinger, *When Prophecy Fails* (excerpt)
  - REFLECTION ESSAY: How has technology changed the way we look at the look at the world beyond our earth?

#### I. Possession

##### WEEK 14

Spirit possession is a phenomenon that occurs around the world—from the Delphic Oracle to Afro-Caribbean dance rituals to American Pentecostal churches. Spirit possession is when a person or community believes that someone’s body and consciousness has been taken over an unseen being—perhaps a god, a demon, or the spirit of a dead person. In many cultures, people cultivate spirit possession as a way of contacting their god or supernatural forces directly. Often that entity must be exorcised from the person possessed, but sometimes that entity has a message for people around them. One way or another, spirit possession has serious ramifications for the social world of the communities that believe in it or practice it.

1. Rituals of Possession
  - Film: *Divine Horsemen: The Living Gods of Haiti*
2. The Possessed Women of Tzfat
  - Jeffrey Chajes, “Jewish Exorcism: Early Modern Traditions and Transformations”
  - Erika Bourguignon, “Suffering and Healing, Subordination and Power: Women and Possession Trance, *Ethos* 32 (2004), pp. 557-574.

#### J. Conclusion

##### WEEK 15

What do the phenomena we have studied say about the way people related to their social, physical, and conceptual environments? What can we learn about human nature and our relationship to our world by these examples?

3. Conclusions: Messages for Us?
  - Review and discussion

#### EXAM WEEK

##### Final Exam



## 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 seeing 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.

### Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number 

NELC/RELSTD 3667
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### 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)

“Messages from Beyond: Divination, Prophecy, and the Occult in Religion and Culture” is an investigation into ways that people’s ways of life are influenced by their beliefs about natural and supernatural environments, how they seek to communicate with the world around them and, according to their world-views, realities beyond observable existence. This course avoids endorsing any particular beliefs about the supernatural or natural worlds. Rather, it is a course in the study of human behavior. Students will explore how people act on the idea that the unseen world can communicate with humans; how those practices way of life, and relationship to the natural world; and what they tell us about our attitudes to materiality, language, and the subconscious.

This course is based on the latest research on ancient and indigenous divination practices; recent developments in the study of mysticism; and contemporary research on the occult and nontraditional religious expressions in modern culture. Students will read key theoretical studies of divination, prophecy, and the occult in coordination with a wide variety of case studies drawn from Classics, Near Eastern cultures, contemporary indigenous and popular practices, and the history of religions.

**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)

Each unit of the course will include substantial discussions of the general topics of the unit combined with a close look at primary sources. For example, the unit on prophecy begins with the introduction to Thomas Overholt's *Prophecy in Cross-Cultural Perspective* and continues with sources from the Hebrew Bible and contemporary Pentecostal Christianity. One of our first readings will be an influential article by Richard Gordon, in which he established a new paradigm for the study of ritual expertise in the ancient Mediterranean for which what he calls the "healing event" in ritual encounters between practitioners and clients. This paradigm will set the tone for further explorations into the social dynamics of the phenomena we study.

Throughout the course students will engage in class discussion focusing on comparing cases and evaluating the relevance of the theoretical readings for the case studies in the units. The students will also have opportunities to think through the conceptual implications of their material through reflection essays, assigned about every other week, the midterm essay, and in essay questions in the midterm exam and final.

**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)

The readings for the class will be drawn from pre-modern and modern primary sources in translation. Other readings will be from sophisticated, scholarly books and articles by historians of religion, anthropologists, philologists, and scientists: for example, Bascom's *Ifa Divination* is a classic anthropological treatment of Yoruba ritual and cosmology; Sarah Iles Johnston's *Greek Divination* is the most comprehensive and up-to-date account of ancient mantic and divinatory practices. In addition, students will get to see these phenomena in practice through visual media, including ethnographic films and critical looks at Internet sites.

**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 course will apply a wide variety of disciplines and methodologies, from the early psychology of William James and Sigmund Freud, to twentieth- and twenty-first-century anthropology, to classics in religious studies. Class lectures and reflection essays will be explicit about the history of those approaches and how they compare or challenge each other. In addition, students will learn to read and view primary sources with a critical eye through in-class reading, viewing, and discussion. For example, in our unit on dreaming, students will compare Artemidorus's ancient methods of dream interpretation with Freudian dream interpretation, interrogating both as forms of hermeneutics as well as analyzing the influence of the mythology and science of their times.

**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)

This course stresses that examples of belief in communication with the non-mundane do not only occur in ancient or far-away civilizations, but are with us today. This idea will be reinforced by examining contemporary examples of astrology, charismatic worship, and visionary art. In addition, students will have the opportunity to think about sources of information and authority in their daily lives—especially by comparing traditional practices and practitioners with educators and experts, secular and religious authorities, and media sources that predominate in their own lives. This goal will be accomplished through all of the assignments in several ways: The quizzes will test the students' grasp of the details and main concepts of the units. The reflection essays will prompt the students to think through key questions in the course material and at the same time air their own personal responses to the material. The 5-page essay will be a provide them with an opportunity to apply their learning to a specific case study.

### Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** 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 course frames beliefs and practices in divination, prophecy, and the semiotics of the natural world as responses to “the complexity and uncertainty of human-environment interactions.” Readings, lectures, and discussions will show how diverse human cultures act on the assumption that the environment in which we live as perceived by the senses must be decoded or transcended to reveal hidden truths. At the same time, each of these processes require the agency and intervention of material bodies and things. For example, the reading from *The Signifying Creator* argues that forms of randomization, from ancient divination to indeterminacy in modern art and music, which are critical aspects of human-environment interactions, must rely on complex strategies of manipulation of objects and behavior. The unit on astrology shows that disciplines like astronomy that we now associate with scientific perception of the natural world have their roots in the conviction that the skies are alive and conscious. The entities that the astrologer observes—the stars, the planets, and the moon—are thus said to be interested in the fate of human beings and thus to affect their destiny directly, thus bearing on ideas of how humans and the environment interact.

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** 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 course covers a wide range of times and cultures, from the beginnings of recorded history in Mesopotamia to contemporary media, including *Star Trek* and the Internet. This range is built into the course for several reasons: One is to challenge students' understanding of differences between their approaches to transformation in world around them and those of other cultures; another is to prompt a conversation about how the physical world presents itself to human perception beyond mundane observation. For example, in the unit on dreams students will compare *The Science of Sleep*, Michel Gondry's fanciful cinematic meditation on the world of dreams with a classic ethnographic account of the indigenous Australian concept of dreamtime; then they will compare Artemidorus's ancient methods of dream interpretation with Freud's classic *Interpretation of*

*Dreams*. The reflection essays for each unit allow them to compare these disparate cases and see how approaches to human perception has changed over time, given historical changes in culture, science, and our physical environment.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

One of the chief goals of this course is to examine how religion, traditional practices, and popular culture forge relationships with individuals beyond official institutional frameworks. Many of the examples studied in this course deal with the beliefs and careers of individual practitioners who claim to affect or improve people's lives through communication with unseen sources of inspiration and knowledge. This will give students the opportunity to think how authority and knowledge are mediated in their own worlds. It should also prompt them to think about cultural difference and worldview and how they affect individual action and relationships. For example, Richard Gordon's essay on the "healing event" frames ritual encounters in ancient society as a mediation between a patient and a ritual expert in ways that foreground the expert's performance of expertise and presumed relationship with the supernatural as essential contributors to the client's life. The unit on spirit possession explores both the psychological and social effects and origins of possession phenomena, especially on women in patriarchal societies.

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** 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 subject—representations and perceptions of environments—is the major theme of Messages from Beyond. In each unit, we will examine not only the world-view in each of our case studies, but how primary and secondary sources express and report those world-views. The class on prophecy examines the distinct ways narrative and prophetic utterances seek to portray relationships between messengers and divine sources, from the myth of Moses' theophany at Sinai to the poetry of Jeremiah and the Quran. This unit also explores how religious communities construct myths of sacred texts as mediators between the divine and human. The class will also analyze rituals in which signs embedded in material objects, celestial phenomena, and the activities of animals and humans are interpreted for personal and social goals.

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

By exploring how diverse cultures and religions mediate their need for knowledge with their daily public and private lives, students will be able to examine their own assumptions about how their own lives are affected by their worldviews, sources of authority, and personal histories. Since the emphasis on the course is on human behavior, students can draw these connections without focusing on ontological questions about the truth or falsehood of those beliefs. The reflection essays and class discussions will be the most important way for them to pursue these questions. For example, in the unit on dreams, students will draw on their readings of both pre-modern and psychoanalytic methods of dream interpretations to think about what criteria, if any, they and their contemporaries use to think about the unconscious. The reflection essay for the unit on necromancy should prompt them to consider what beliefs and practices of death and dying say

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about how people perceive the nature of life.

**Curriculum Map for Religious Studies Major**

Program Learning Goals for the Religious Studies Major

Goal 1: Students will attain a broad knowledge of the world’s religions.

Goal 2: Students will understand some of the methodological challenges facing any scholar of religion.

Goal 3: Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.

Goal 4: Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).

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

<b>CURRICULUM MAP FOR RELIGIOUS STUDIES MAJOR</b>				
Learning Goals:	<u>Goal 1:</u> Students will attain a broad knowledge of the world’s religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
<b>Core Courses (13 Credit Hours)</b>				
2099 The Question of Comparative Studies	beg	beg	beg	beg
2370 Introduction to Comparative Religion	beg	beg	beg	beg
3972 Theory and Method in the Study of Religion	int	int	int	int
3990 Approaches to Comparative Studies	int	int	int	int
4990 or 4970 Senior Seminar in Comparative Studies or Religious Studies Capstone	adv	adv	adv	adv
<b>Individual Religious Traditions courses (9-15 Credit hours)</b>				
ARABIC 5701 The Qur'an in Translation	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int

CLAS 3405 Christians in the Greco-Roman World	int	int	int	int
CS 4822 Native American Identity	adv	adv	adv	adv
HIST 2220 Introduction to the History of Christianity	beg	beg	beg	beg
HIST 2xxx Introduction to the New Testament	beg	beg	beg	beg
HIST 2351 Early Islamic Society, 610-1258	beg	beg	beg	beg
HIST 2376 Islamic Central Asia	beg	beg	beg	beg
HIST 3227 Gnostics and Other Early Christian Heresies	int	int	int	int
HIST 3229 History of Early Christianity	int	int	int	int
HIST 3245 The Age of Reformation	int	int	int	int
HIST 3xxx Paul and his Influence in Early Christianity	int	int	int	int
HIST 3xxx The Historical Jesus	int	int	int	int
JS 2201 Introduction to Jewish Culture, Thought and Practice	beg	beg	beg	beg
NELC 3501 Introduction to Islam	int	int	int	int
NELC 3230 Introduction to Shi's Beliefs and History	int	int	int	int
NELC 3502 Islamic Civilization through the Ages	int	int	int	int
NELC 3508 Sufism	int	int	int	int
NELC 5578 Islamic Law and Society	adv	adv	adv	adv
NELC XXXX The Anthropology of Islam	adv	adv	adv	adv
PHIL 2120 Asian Philosophy	beg	beg	beg	beg
RS 2210 The Jewish Mystical Tradition	beg	beg	beg	beg
RS 3671 Religions of India	int	int	int	int
RS 3673 The Buddhist Tradition	int	int	int	int
RS 3677 Asian Religions in America	int	int	int	int
RS 3675 Religions of Mesoamerica	int	int	int	int

RS 4872 Varieties of Christianity	adv	adv	adv	adv
RS 4874 New Age and New Religious Movements	adv	adv	adv	adv
<b>Comparative/ Interdisciplinary courses: 9-15 credit hours</b>				
CLAS 3403 Magic in the Ancient World	int	int	int	int
CS/ IS 4873 Contemporary Religious Movements in a Global Perspective	adv	adv	adv	adv
HEB 5806 Studies in Biblical Law	adv	adv	adv	adv
HIST 3214 Women, Gender, and Sexuality in the History of Christianity	int	int	int	int
PHIL 2120 Asian Philosophy	beg	beg	beg	beg
RS 2102.01 Literature and Religion	beg	beg	beg	beg
RS 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
RS/CLAS 2222 From Ishtar to Christ	beg	beg	beg	beg
RS 2670 Science and Religion	beg	beg	beg	beg
RS 2677 Religion and Environmentalism	beg	beg	beg	beg
RS 3666 Magic in the Modern World	int	int	int	int
RS 3667 Messages from Beyond	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3677 Asian Religions in America	int	int	int	int
RS 3678 Religion and American Culture	int	int	int	int
RS 3679 Popular Culture and World Religion	int	int	int	int
RS /HIST 3680 Religion and Law in Comparative Perspective	int	int	int	int
RS 4871 Religion and American Politics	adv	adv	adv	adv
RS 4874 New Age and New Religious Movements	adv	adv	adv	adv
RS 4875 Gender, Sexuality and Religion	adv	adv	adv	adv



RS 4877 Myth and Ritual	adv	adv	adv	adv
RS 4878 Rites, Ritual and Ceremony	adv	adv	adv	adv
RS 5871 The Japanese Religious Tradition	adv	adv	adv	adv

## 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

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE CULTURAL STUDIES</b> <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 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.
<b>REQUIRED COURSES (10 CREDITS):</b>						
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
<b>CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS):</b> This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in						

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 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int

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
<b>CHINESE</b>					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Adv	
<b>EAST ASIAN</b>					
3446 Asian American Film	Int	Int		Int	Int
<b>ENGLISH</b>					
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
<b>FRENCH</b>					
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
<b>GEOGRAPHY</b>					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World	Int	Int
<b>GERMAN</b>					
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
<b>HEBREW</b>					
3275 The Holocaust in Literature and Film	Int	Int			
<b>HISTORY</b>					
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 <sup>th</sup> -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 <sup>th</sup> -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 <sup>th</sup> Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 <sup>th</sup> 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
<b>HISTORY OF ART</b>					
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			
<b>ITALIAN</b>					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
<b>JAPANESE</b>					
4400 Japanese Film and Visual Media	Adv	Adv			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
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
<b>PHILOSOPHY</b>					
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
<b>RUSSIAN (Quarter courses are listed here. Their successor courses will be included when conversion is complete.)</b>					
3460 Modern Russian Experience through Film (successor)	Int	Int			
<b>SOCIOLOGY</b>					
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
<b>SPANISH</b>					
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			
<b>THEATRE</b>					
H2341 Moving Image Art	Beg	Beg	3731 Theatre Histories and Literatures	Int	Int
<b>WOMEN'S, GENDER, AND SEXUALITY STUDIES</b>					
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			
<b>YIDDISH</b>					
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

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE ETHNIC AND AMERICAN STUDIES</b> <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.
<b>REQUIRED COURSES (10 CREDITS):</b>						
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
CS 4990	Adv	Adv	Adv	Adv	Adv	Adv
<p><b>CONCENTRATION CORE COURSES (15 CREDITS):</b> 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 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
<b>ARABIC</b>					
2367 Issues in Arab-American Society, Culture, and Language	Beg	Beg			
<b>EAST ASIAN LANGUAGES AND LITERATURES</b>					
3446 Asian American Film	Int	Int			
<b>ENGLISH</b>					
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
<b>HISTORY</b>					
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 <sup>th</sup> -Century American Ideas	Int	Int
2075 Intro to U.S. Latino/Latina History	Beg	Beg	3021 20 <sup>th</sup> -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			
<b>MUSIC</b>					
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			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
3401 Islam in the United States	Int	Int			
<b>SOCIOLOGY</b>					
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
<b>SPANISH AND PORTUGUESE</b>					
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
<b>WOMEN'S, GENDER, AND SEXUALITY STUDIES</b>					
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

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE LITERATURE</b> <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.
<b>REQUIRED COURSES (10 CREDITS)</b>						
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
<b>CONCENTRATION CORE (15 CREDITS)</b> -- 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 <sup>th</sup> 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.
<b>AFRICAN AMERICAN AND AFRICAN STUDIES</b>					
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
<b>ARABIC</b>					
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
<b>CHINESE</b>					
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
<b>CLASSICS</b>					
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
<b>ENGLISH</b>					
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 <sup>th</sup> & 19 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> -C Literature	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4540 19 <sup>th</sup> -C British Poetry	Adv	Adv	H4590.01 Honors Seminar: The Middle Ages	Adv	Adv
4542 19 <sup>th</sup> -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 <sup>th</sup> -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 <sup>th</sup> 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 <sup>th</sup> -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			
<b>FRENCH</b>					
*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 <sup>st</sup> Century	Adv	Adv
*5204 World Wars and Beyond: Texts and Contexts	Adv	Adv	*5403 Topics in French Speaking Cultures and Literatures	Adv	Adv
<b>GERMAN</b>					
*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
<b>GREEK</b>					
*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
<b>HEBREW</b>					
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
<b>ITALIAN</b>					
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
<b>JAPANESE</b>					
*5454 Japanese Lit: Classical Period	Adv	Adv	5456 Japanese Lit: Modern Period	Adv	Adv
*5455 Japanese Lit: Medieval and Edo Periods	Adv	Adv			
<b>KOREAN</b>					
5400 Performance Traditions of Korea	Beg	Beg	5405 Korean Drama in Translation	Adv	Adv
<b>LATIN</b>					
*2101 Cicero	Beg	Beg	*2105 Latin Lyric	Beg	Beg
*2102 Vergil	Beg	Beg	*2106 Roman Comedy	Beg	Beg
*2104 Ovid	Beg	Beg			
<b>MODERN GREEK</b>					
*5000 Modern Greek Language and Literature	Adv	Adv	*5520 Contemporary Greek Poetry	Adv	Adv
*5510 Contemporary Greek Prose	Adv	Adv			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
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 <sup>th</sup> -century Mediterranean	Adv	Adv

<b>PERSIAN</b>					
*5601 Persian Prose	Adv	Adv	*5602 Persian Poetry	Adv	Adv
<b>PHILOSOPHY</b>					
2450 Philosophical Problems in the Arts	Beg	Beg	5460 Philosophy in Literature	Adv	Adv
<b>PORTUGUESE</b>					
*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
<b>SPANISH</b>					
*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			
<b>TURKISH</b>					
*5627 Classical Turkish Poetry	Adv	Adv	*5651 Modern Turkish Poetry and Prose	Adv	Adv
<b>YIDDISH</b>					
*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

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): FOLKLORE</b> <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 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.
<b>REQUIRED COURSES (10 CREDITS):</b>						
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) <b>CONCENTRATION CORE COURSES (15 CREDITS):</b> 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

<b>COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES</b> 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.
<b>ANTHROPOLOGY</b>					
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
<b>ARABIC</b>					
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
<b>CHINESE</b>					
5400 Performance Traditions of China	Adv	Adv			
<b>CLASSICS</b>					
2220 Classical Mythology	Beg	Beg	3404 Magic in the Ancient World	Int	Int
2220H Honors Classical Mythology	Beg	Beg		Int	Int
<b>EAST ASIAN</b>					
1231 East Asian Humanities	Beg	Beg	5477 Performance Traditions in East Asia	Adv	Adv
3457 East Asian Folklore	Int	Int			
<b>ENGLISH</b>					
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
<b>KOREAN</b>					
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

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION: SCIENCE AND TECHNOLOGY STUDIES</b> <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 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.
<b>REQUIRED COURSES (10 CREDITS)</b>						
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
<b>COURSES THAT FULFILL THE CONCENTRATION CORE (15 CREDITS):</b> 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

<b>COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES</b>					
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.
<b>AFRICAN AMERICAN AND AFRICAN STUDIES</b>					
3440 Theorizing Race	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
<b>ANTHROPOLOGY</b>					
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			
<b>CLASSICS</b>					
2204 Medicine in the Ancient World	Beg	Beg	4204 Greek and Roman Science and Technology	Adv	Adv
<b>COMMUNICATION</b>					
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
<b>ENGLISH</b>					
2277 Introduction to Disability Studies	Beg	Beg	3372 Science Fiction and/or Fantasy	Int	Int
3361 Narrative and Medicine	Int	Int			
<b>ENVIRONMENT AND NATURAL RESOURCES</b>					
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			