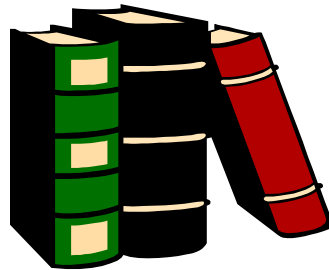


**DEPARTMENT OF HUMANITIES
FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES
262 Vanier College
416-736-5158
FAX: 416-736-5460**

**UNDERGRADUATE SUPPLEMENTAL
CALENDAR
FW2011/2012**



The Department of Humanities offers a broadly-based program of interdisciplinary study emphasizing the different ways in which human cultures and their multiple forms of expression have developed historically and continue to develop today. Humanities courses devote particular attention to the cultural practices of peoples in various times and places and the ways they have expressed cultural values and ideas of a philosophical, religious, moral, political and aesthetic nature. They foster a critical approach to reading and research that, in helping students learn to identify and question preconceived assumptions and values, allows them to engage and appreciate the interrelationship between diverse value systems and thereby to develop an analysis of the human and of human community. Courses offered in the Department of Humanities stress careful scrutiny of texts and cultural artifacts, critical thinking, reading, writing, seminar discussion, and close contact between teacher and student.

The Department of Humanities offers Honours BA, Honours iBA and BA degrees in **Humanities** which allow students to take advantage of a wide range of courses addressing important themes in the liberal arts. The Department also offers Honours BA, Honours iBA and BA degrees in **Canadian Studies, Children's Studies, Classics, Classical and Hellenic Studies, Culture & Expression, East Asian Studies, European Studies, Individualized Studies, Jewish Studies, and Religious Studies**. The department also participates in the **Latin**

American and Caribbean Studies and **Science and Technology Studies** programs. Many Humanities courses reflect these areas of concentration, thereby ensuring that Humanities students have a wide range of course options to select from.

AWARDS

***A complete list of awards, scholarships and bursaries is available:*

<http://sfs.yorku.ca/scholarships/index.htm>

The Humanities 25th Anniversary Book Prize: Awarded annually to the humanities major graduating with the highest cumulative grade point average of 7.50 or better for all years of study, calculated for all courses credited towards the major.

Carleton E. Perrin Book Prize for Excellence in Sciences: Awarded to the most outstanding science student taking a humanities course. Candidates considered for this award are expected to have demonstrated a minimum cumulative GPA of 7.50 and have a notable appreciation of the humanities.

The William Kilbourn Award: Awarded annually to a humanities major who has completed at least four humanities courses and is entering their final year of study with the highest grade point average. Must have a cumulative grade point average of at least 7.0 (B+) in humanities courses and a cumulative overall grade point average of 7.0 (B+). The Kilbourn Award in the Humanities commemorates the distinguished career of Professor William Kilbourn, historian, social activist, member of the Toronto City Council and Founding Chair of the Department of Humanities.

The Walter Gordon Prize in Canadian Studies: Awarded annually on the recommendation of the Course Director for AP/HUMA 1200 9.0 (Contexts of Canadian Culture), to the author of the best paper written in the course.

The Department of Humanities Retirees' Bursary: This award was established to assist an undergraduate student majoring in one of the following degree programs: Latin & Caribbean Studies; Science and Technology; Classical Studies; Religious Studies; East Asian Studies; Humanities or European Studies. The recipient must have completed between 30 and 60 credits with a cumulative GPA of 6.00 or higher and be registered in a minimum of 18 credits for the current academic year. The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need. For more information contact: Scholarships and Bursaries Unit, Student Financial Services, Bennett Centre for Student Services.

The Department of Humanities Award of Achievement: This award has been established to provide encouragement and financial support to a deserving York University third-year undergraduate student with a declared major in humanities. This award is renewable for one additional year assuming successful achievement of academic requirements. Recipients must be Canadian citizens/permanent residents or protected persons, residents of Ontario and

demonstrate financial need. For more information contact: Scholarships and Bursaries Unit, Student Financial Services, Bennett Centre for Student Services.

The George Hopton Award: This Award is intended to recognize and encourage students with special needs or circumstances. It is awarded to a Faculty of Liberal Arts & Professional Studies student who is pursuing his/her first degree, completed at least 18 York credits (six credits of which should be a general education course) with a minimum overall grade point average of 7.0 and majoring in any of the following fields: Humanities, Religious Studies, Social Science, Sociology, Social Work, Woman's Studies. Preference will be given to a student who: demonstrates financial need; is the first in their family to attend a university; is a single parent; disabled or aboriginal. Applicants must submit a one-page letter outlining their personal and educational background. Established to honour Professor Hopton, retired Professor of Humanities, ordained minister of the Presbyterian Church, and former Master of Atkinson. Professor Hopton was an advocate for redressing systemic imbalances and social injustices. For more information contact: Dean's Office, Faculty of Liberal Arts & Professional Studies.

Petro Jacyk Educational Foundation Scholarship: The Petro Jacyk Foundation Educational Scholarship will be given to a continuing student on the Keele Campus who has received top academic standing in a Ukrainian literature or culture course in the fall term and is registered in a Ukrainian literature or culture course in the winter term. Recipient must be a Canadian citizen, permanent resident or protected person, be an Ontario resident and demonstrate financial need. For more information contact: Scholarships and Bursaries Unit, Student Financial Services, Bennett Centre for Student Services.

William R. Coleman Prize: This book prize is offered to the student who has written the best essay in any humanities or religious studies course offered on the Keele Campus. It is awarded for courses completed in the previous fall/winter and summer session. Established to honour Professor William R. Coleman upon his retirement from the Department of Humanities. An inspired teacher, he served as a model of the interdisciplinary approach highly valued at York University.

ADVISING

When students first declare Humanities as a major or a minor they must contact the Humanities Program Coordinator, 416-736-5158, a professor who will help both select next year's courses and lay out a longer plan of study. Advising's goals: on the one hand: variety, range, flexibility, on the other: intellectual focus. Continuing students, both majors and minors, must meet annually with the coordinator to review progress and to fill out a degree program checklist of courses needed for the major/minor.

Note that students must satisfy not only the requirements of the Humanities Program but also those of the Faculty of Liberal Arts & Professional Studies.

Students may count a maximum of one 1000-level humanities course for credit towards the Humanities Honours and BA Program.

FOUNDATIONS COURSES

For purposes of meeting degree program requirements, all Foundations courses count as 6 credits towards the Major.

Students may count a maximum of 6 Humanities credits at the 1000-level for credit towards the Major/Minor in Humanities.

GRADING SYSTEM

Grading Scale

Except for courses taken under the "Ungraded Option" (see below), courses in the Faculty of Liberal Arts & Professional Studies are graded according to the following scale:

Grade	Point Value	Definition
A+	9	exceptional
A	8	excellent
B+	7	very good
B	6	good
C+	5	competent
C	4	fairly competent
D+	3	passing
D	2	barely passing
E	1	marginally failing
F	0	failing

Note: The Point Values in the middle column above are used only in calculating students' Grade Point Averages, both sessional and cumulative; they were not designed to be used to calculate marks in courses.

Percentage Equivalents to Letter Grades:

The Faculty of Liberal Arts & Professional Studies does not have an official table of "percentage equivalents" for its final letter grades. See the section on grades in courses, for information on conversion from percentages to letter grades within courses.

Grades In Courses Marking Scheme:

- Announcement in Class: The means of determining the final grade in a course must be announced in writing in each course within the first two weeks of classes. Such information must include the kinds of assignments, essays, examinations, and other components which make up the grade; their relative weights; and any other procedures which enter into the determination of the final grade.
- Subsequent Changes: In exceptional circumstances, a previously announced marking scheme for a course may be changed, but only with the consent of all students; the new marking scheme must also be distributed in written form.

- c. "Feedback" During Course: Instructors are obligated to provide a mechanism by which students can be apprised of their progress in a course; in particular, students must be able to make an informed decision on whether to withdraw from a course. At the January 22, 2004 meeting of Senate certain changes to the Senate Grading Scheme and Feedback Policy were approved, effective Fall 2004. The changes included the following revisions to the Senate Grading Scheme and Feedback Policy:
- (i) changing the amount of graded feedback to be received by students prior to the final withdrawal date from a course without receiving a grade from at least 10% of the final grade to at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term; and,
 - (ii) amending the exception to this requirement for graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work to read graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations.
- d. In courses where percentages are used as a means of reporting grades on individual pieces of work, the following conversion table is to be used in converting percentage grades to letter grades, unless alternative provisions for scaling and/or conversion are announced to students in writing within the first two weeks of classes.

From Percentage To Letter Grade

90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

Release of Final Grades:

Release Dates:

- (1) Fall/Winter Session: In the Fall/Winter Session, grades are normally released in January for Fall Term half courses, and in June for full courses and Winter Term half courses.
- (2) Summer Session: Grades for courses taken in the Summer Session are normally released in September.

REQUESTS FOR REAPPRAISAL OF FINAL GRADES

Students may, with sufficient grounds, request that a final grade in a course be reappraised. Further information may be obtained from the Department offering the course. Students applying to have a grade reappraised in a Faculty of Liberal Arts & Professional Studies course should note the following:

- a. Deadline: Requests for reappraisal must be filed with the unit offering the course within 21 calendar days of the release of the final grade in the course.

- b. **Written Work Only:** Students may question the marking of specific pieces of work, or the overall course grade. Normally, however, only written work can be reassessed.
- c. **Possible Grade Changes:** When a student asks for a reappraisal, an original grade may be raised, lowered, or confirmed.
- d. **Reappraisal Request Form:** Students wishing to request the reappraisal of a final grade should fill out the appropriate form available from the Department offering the course and submit it to the same office.
- e. **Faculty Appeal Procedures:** The decision of the Department may be appealed to the Faculty of Liberal Arts & Professional Studies Executive Committee only on grounds of procedural irregularity or new evidence.

PETITIONS/APPEALS

Deferred Standing

Deferred standing (an extension) allows a student additional time to write a test or final examination, or to complete an assignment after the Faculty's deadline for submission of term work. In the Faculty of Liberal Arts & Professional Studies, deferred standing is arranged by means of a form called a Deferred Standing Agreement (DSA). Deferred Standing Agreement Forms are available on the Registrar's Office website www.registrar.yorku.ca. A petition for deferred standing will be accepted only if the course director indicates on a DSA form that she or he refuses to approve deferred standing. Appropriate forms and guidelines are available from the Office of the Registrar, Bennett Student Services Centre.

TERM WORK, TESTS AND EXAMINATIONS

Term Work

1. Definition:

Term Work includes reports, assignments, essays, tests and other written work assigned in a course with the exception of final examinations.

2. Deadline for Submission:

Term work must be submitted by the first day of the official Examination Period of the term in which the course ends. Instructors and departments may, however, set earlier deadlines for the submission of term work.

Tests And Examinations

Tests and examinations are important parts of the educational process. They must be conducted under fair conditions which allow students to demonstrate what they have learned. Disruptions or attempts to obtain an unfair advantage are offenses against academic process and carry severe penalties. See Senate Policy on Academic Honesty and Academic Conduct found in the Undergraduate Programs Calendar.

POLICY ON ACADEMIC HONESTY

A central purpose of the University is to teach students to think independently and critically. Cheating and other forms of academic dishonesty run counter to this purpose and violate the ethical and intellectual principles of the University; they are therefore subject to severe penalties. For more information, please see the Senate Policy on Academic Honesty found in the Undergraduate Programs Calendar.

DEPARTMENTAL POLICY ESSAY & ASSIGNMENT DROP BOX

The staff of the Department of Humanities neither stamps nor receives essays/assignments of any sort. Course Directors let students know their arrangements for handing work in. There is a drop box for Humanities essays/assignments in the hall near Vanier 208. Faculty members with offices in Vanier and McLaughlin have mailboxes in this location.

DEGREE & PROGRAM REQUIREMENTS

Honours iBA Program/Honours Major/Minor iBA

Students will take at least 42 credits in Humanities, of which at least 18 credits must be at the 3000 or 4000-level.

In addition to the courses required for their major, students in the Honours iBA program must fulfill the following requirements:

- at least 18 credits in a modern languages offered by York University, including the Advanced I university-level course in the chosen language;
- at least 12 credits of internationally-oriented courses chosen outside the major;
- at least one full term abroad as a full-time student at one of York University's exchange partners.

For more detailed information regarding the Honours iBA program requirements, please consult the Faculty of Liberal Arts & Professional Studies, Degree Requirements section of the Undergraduate Calendar.

Specialized Honours

Students will take at least 54 credits in Humanities of which at least 24 credits must be above the 2000-level, including 12 credits in 4000-level.

Honours BA Program

Students will take at least 42 credits in Humanities of which at least 24 credits must be above the 2000-level, including 12 credits in 4000-level.

Honours (Double Major) BA Program

The Honours BA program described above may be pursued jointly with any other Honours Bachelor's degree program in the Faculties of Liberal Arts & Professional Studies, Environmental Studies, Fine Arts, or with approved Major degree programs in Faculty of Health or Faculty of Science & Engineering.

Students must take at least 12 credits at the 4000-level in each Honours Major.

Honours (Double Major) Interdisciplinary BA Program

The Honours BA program in Humanities may also be linked in an Honours (Double Major) BA program with the following interdisciplinary programs: African Studies, Communications Studies, European Studies, Latin American and Caribbean Studies, Social and Political Thought, or South Asian Studies.

Students must take 36 credits in Humanities and 36 credits in the interdisciplinary program. Courses taken to meet Humanities requirements cannot also be used to meet the requirements of these programs. Students must take a total of at least 18 credits at the 4000-level including at least 6 credits in the program and 12 credits in Humanities. For further details of requirements, see the listings for specific interdisciplinary programs.

Honours (Major/Minor) BA Program

The Honours BA program described above may be pursued jointly with any Honours Minor Bachelor's degree program in the Faculties of Liberal Arts & Professional Studies, Environmental Studies, Fine Arts, or with approved Major degree programs in Faculty of Health or Faculty of Science & Engineering.

Honours (Minor) BA Program

The Honours Minor must be pursued jointly with an Honours BA program in the Faculty of Liberal Arts & Professional Studies. The Honours Minor BA program in Humanities comprises at least 30 credits including at least 12 credits at the 3000-level or 4000-level and 6 credits at the 4000-level.

BA Program

Students will take at least 30 credits in Humanities of which at least 18 credits must be at the 3000 or 4000 level.

FACULTY OF LIBERAL ARTS & PROFESSIONAL STUDIES GENERAL EDUCATION REQUIREMENTS (BEGINNING FW09)

The Faculty of Liberal Arts & Professional Studies General Education curriculum provides students with the foundation of interdisciplinary knowledge, breadth, methods and the approaches necessary for successful liberal and professional education. General Education courses expose students to ways of knowing and fundamental ideas spanning the Humanities, Modes of Reasoning, Natural Science and Social Science. These courses also provide explicit instruction in critical analytical skills and thought and its communication in writing and speech.

GENERAL EDUCATION REQUIREMENT BY DEGREE TYPES

For all Honours BA, BA, Honours iBA and Honours BSW degree programs, the following is required:

- 24 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of 6 credits in each of Humanities, Natural Science and Social Science.

For all Honours BAS, BAS, Honours BHRM, BHRM degree programs, the following is required:

- 18 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of 6 credits in each of three areas: Humanities, Modes of Reasoning, Natural Science and Social Science.

Note: Modes of Reasoning is recommended for BAS and BHRM degrees.

Guidelines For General Education Courses

- It is strongly recommended that students successfully complete (pass) their first General Education course within the first 24 credits.
- It is strongly recommended that all General Education courses be successfully completed (passed) within the first 48 credits.
- Approved General Education courses are offered at the 1000 and 2000-level.
- A maximum of 9 credits in each of the four areas (Humanities, Modes of Reasoning, Natural Science and Social Science) will count towards fulfillment of General Education requirements.
- A maximum of 36 credits in General Education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission to do so from their program of study.
- General Education courses may be used to satisfy more than one requirement, but are counted only once toward the total number of credits required for the degree as follows:

General Education courses may be used to fulfill the General Education requirement and, if applicable, major or minor program requirements. For the purpose of meeting major or minor program requirements, all 9 credit General Education courses will count as 6 credits towards the major or minor. The remaining 3 credits will count towards the total number of credits for the degree.

General Education courses used to fulfill the General Education requirement, or major or minor program requirements, may not also be used to fulfill required credits outside the major. Additional General Education courses not used to fulfill the General Education requirement, or major or minor program requirements, may be used to fulfill required credits outside the major.

GENERAL EDUCATION REQUIREMENTS (PRIOR TO FW09)

Students will select their General Education requirements in accordance with the following:

One 1000-level 9 credit Foundations course, in either the Division of Humanities or the Division of Social Science, to be successfully completed within the first 24 credits;

One 1000-level 6 credit course in the Division of Natural Science or in the Department of Biology, Chemistry, Earth and Atmospheric Science, or Physics, to be successfully completed prior to graduation, and preferably within the first 42 credits;

One 2000-level 9 credit Foundations course, in either the Division of Humanities or the Division of Social Science, to be taken within the first 48 credits. If the 1000-level 9 credit course is taken in the Division of Humanities, then the 2000-level 9 credit course must be taken in the Division of Social Science (and vice versa);

The Breadth requirement will be satisfied by successfully completing the General Education courses described above. The Breadth requirement must be successfully completed before graduation and requires at least 6 credits from each of the following areas:

AREA I - English, French Studies, History, Humanities, Languages, Literatures & Linguistics, Philosophy, Writing

AREA II - Anthropology, Criminology, Economics, Geography, Political Science, Social Science, Sociology.

UPPER LEVEL REQUIREMENT

Faculty Requirement: A minimum of SIX full courses (36 credits) at the 3000 or 4000 level including THREE (18 credits) at the 4000 level.

Major 4000 level Requirement: Normally TWO full courses (12 credits) in the MAJOR or in EACH MAJOR and ONE full course (6 credits) in the MINOR. SPECIFIC PROGRAM REQUIREMENTS VARY. IT IS IMPORTANT THAT YOU CONSULT THE YORK & DEPARTMENTAL/ DEPARTMENTAL CALENDARS FOR UPPER-LEVEL REQUIREMENTS SPECIFIC TO YOUR PROGRAM.

RESIDENCE REQUIREMENT

Overall requirement: At least 30 credits must be taken at York University*.

Major/Minor Requirement: At least HALF (50%) of each Major/Minor requirement must be taken at York University*. (The Major/Minor requirement will vary in accordance with the number of credits required by each Major/Minor). (The minimum number of Major/Minor credits may exceed the minimum overall number depending on the program).

*York University courses are offered by any Faculty at York.

1000 LEVEL COURSES

1000 LEVEL COURSES: Any remaining reserved spaces are released automatically by the online enrolment system on the first day of the term in which the course is offered.

Note: The Department of Humanities does not maintain waitlists.

AP/HUMA 1100 9.0A WORLDS OF ANCIENT GREECE & ROME

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

A study of the classical world with a view to understanding the origin and evolution of some of the literary, philosophical and political ideals of ancient Greece and Rome. Materials for this study will be drawn from Greek and Roman literature in translation, with illustration from the plastic arts.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 250

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1710 6.00

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 1100 9.00, AK/HUMA 1710 6.00

AP/HUMA 1105 9.0A MYTH AND IMAGINATION IN GREECE AND ROME

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

The mythical narratives of the ancient Greeks and the Romans constitute a continuous tradition that extends from before the reach of history to the present day. Myths survive in literary texts and visual art because their narratives have continued proved compelling and fascinating in different languages, historical eras, and social contexts (the myths of Odysseus, Heracles, and Oedipus are just a few examples). Literature and art of all kinds have been inspired to retell and represent their stories, while the search for the meaning of mythic stories has informed and profoundly influenced a great range of intellectual disciplines including literary criticism, anthropology, and psychoanalysis. In these ways, myths have and continue to exercise a fundamental influence on western culture and, in consequence, even today they maintain a certain cosy familiarity. On the other hand, the historical contexts in which the Greeks and

Romans told and retold these mythical narratives are to us in the twenty-first century culturally alien and unfamiliar.

The aim of the course is two-fold: insofar as Greek and Roman culture is fundamental to the development of western culture, students will achieve a deeper historical understanding of the latter; yet because the world of the Greeks and Romans is in many ways radically different to our own, students will develop the conceptual tools for comprehending another culture and so enhance their ability to understand and critique their own cultures. The course is also one of the Foundations courses and as such is intended to provide students with a solid grounding for undergraduate study by cultivating generally applicable and transferable skills; these include the development of clear and logical academic writing, critical and analytical skills for reading and understanding texts, constructive participation in group discussion and debate (in tutorials), and basic methods and techniques of research.

ASSIGNMENTS: 3 essays, 2 essay proposals (10%, 5%+20%, 5%+20%); midterm exam (10%); final examination (20%); participation (10%) [Subject to change].

REPRESENTATIVE READINGS: Hesiod, *Theogony*; Homer, *Iliad*, *Odyssey*; Aeschylus, *Oresteia*; Euripides, *Bacchae*; Virgil, *Aeneid*; Ovid, *Metamorphoses* [Subject to change].

COURSE DIRECTOR:

R. Tordoff, rtordoff@yorku.ca
250 Vanier College, ext. 70476

PROJECTED ENROLMENT: 400

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1105 9.00.

AP/HUMA 1110 9.0A GREEK AND BIBLICAL TRADITIONS

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

A study of early Mesopotamian, Greek, Jewish and Christian literature (1) to understand its original meanings and (2) to explore its relevance to our search for personal ethical norms, images of female and male, models of the just society and conceptions of transcendent reality. The course aims to teach students methods of literary criticism, textual interpretation, historical inquiry, conceptual analysis, and cross-cultural comparisons.

REPRESENTATIVE READINGS: Myths from Mesopotamia; The Hebrew Bible; Hesiod, *Theogony*, the dialogues of Plato; the plays of Aeschylus, Sophocles and Euripides; Pirke Avot: Jewish Ethics; The New Testament. (subject to change)

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 200

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1710 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1710 6.00, AS/HUMA 1110 9.00.

AP/HUMA 1115 9.0A
TRANSFORMATIONS OF ANCIENT LITERATURE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

Many great writers have reused the literature of the past in order to create new works of art. In order to understand the works of Shakespeare, Milton, Racine, Montaigne, Sartre, and Shaw, among others, we need to know how they refashioned and transformed the works of classical authors, such as Aeschylus Sophocles, Euripides, Seneca, and Plutarch. This course examines works of literature from ancient Greece and Rome and modern adaptations of those works. Particular attention will be paid to changes linked to differences in religion, politics, and social structure. Topics may include Comedy, Tragedy, Satire, Essays, and Fables. Works may include Sophocles' *Antigone* and Anouilh's *Antigone*; Plautus' *Amphitryon* and Giradoux's *Amphitryon*; Aeschylus' *Agamemnon* and James M. Cain's *The Postman Always Rings Twice*; Sophocles' *Oedipus the King* and Robert Heinlein's *Double Star*. There will also be some attention to the use of classical themes in visual art. Because this is a Foundations course, there will also be attention to the development of critical skills and writing.

ASSIGNMENTS: two essays as well as other forms of evaluation.

COURSE DIRECTOR:

M. Clark, matthewc@yorku.ca
251 Vanier College, ext. 77396

PROJECTED ENROLMENT: 175

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1115 9.0

AP/HUMA 1125 9.0A
CIVILIZATION OF MEDIEVAL AND RENAISSANCE EUROPE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

The course explores two stages in European civilization -- the Middle Ages and the Renaissance -- to which our present politics, religion, intellectual and artistic culture owe much. We look for the themes, tensions, habits of thought, values and manias that link and distinguish these two eras. The Middle Ages began when Rome collapsed (ca. 500) and shaded slowly into the Renaissance (1350-1630), just after the Black Death swept through Europe. The Middle Ages

were not "dark." Though turbulent and at first impoverished, they produced feudal kingdoms, gothic cathedrals, and brilliant logical philosophy. In the first term we meet medieval hermits, saints, dragons, knights, crusaders, burghers, and assorted lovers, happy and unhappy. The Renaissance saw the beginnings of modernity emerge out of the medieval past. Great individual achievements blossomed in a world reshaped by commercial expansion, political consolidation and religious crisis. It was a time of cultural flux and growth, where novelty challenged tradition, and optimism vied with deep anxiety. In the second term, we encounter poets, storytellers, philosophers, sly politicians, acute scientists, and, again, men and women of deep faith. As a Foundations course, Humanities 1125 9.0 puts great stress on critical skills, and particularly on writing.

ASSIGNMENTS: Short papers: 50%; Mid-term: 15%; Final: 25%; Participation: 10%. (subject to change)

REPRESENTATIVE READINGS: Beowulf, The Letters of Abelard and Heloise, Abelard, History of his Calamities, The Song of Roland, Gottfried von Strassburg, Tristan, Dante, The Divine Comedy, Chaucer, The Canterbury Tales, Saint Catherine of Siena, Selected Letters, Raimundo of Capua, The Life of Catherine of Siena, Benvenuto Cellini, Autobiography, Thomas More, Utopia, Niccolò Machiavelli, The Prince, Montaigne, Essays, Shakespeare, The Tempest.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 200

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1800 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1800 6.00, AS/HUMA 1120 9.00, AS/HUMA 1125 9.00 and AS/HUMA 1130 9.00.

AP/HUMA 1160 9.0A

THE ENLIGHTENMENT AND HUMAN UNDERSTANDING

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

A fundamental feature of the Enlightenment is the view that human experience is the foundation of gaining knowledge and truth. We focus on selected Enlightenment writers and thinkers in order to understand this approach to learning.

This course, which is interdisciplinary in its approach, will begin with an examination of pre-Enlightenment views of method and truth. We will then examine the scientific revolution which influenced writers and thinkers in the Enlightenment period. Once this has been completed, we will turn to the writings of selected Enlightenment thinkers. Authors to be studied include Thomas Hobbes, René Descartes, Baruch Spinoza, Blaise Pascal, John Locke, George Berkeley, and David Hume. We will examine their methodological concerns as well as how the choice of method guides their respective investigations.

ASSIGNMENTS: 4 assignments associated with the lectures and the seminars. The nature of these assignments will be discussed at our first meeting.

REPRESENTATIVE READINGS: Inventing Human Science: Eighteenth-century Domains, edited by Christopher Fox, Roy Porter, and Robert Wokler; Philosophy and Science in the Scottish Enlightenment, essays edited by Peter Jones; Scepticism in the Enlightenment, edited by Richard H. Popkin, Ezequiel de Olaso, Georgio Tonelli; Leviathan, Thomas Hobbes; Meditations on First Philosophy, René Descartes; Essay Concerning Human Understanding, John Locke; Three Dialogues, George Berkeley; Dialogues Concerning Natural Religion, David Hume; The Enlightenment, Hugh Dunthorne; The Enlightenment: The Culture of the Eighteenth Century, Schneider, Isidor.

COURSE DIRECTOR:

S. Tweyman, stweyman@yorku.ca
254 Vanier College, ext. 55192

PROJECTED ENROLMENT: 300

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1160 9.00.

AP/HUMA 1170 9.0A

AP/HUMA 1170 9.0M

THE MODERN AGE: SHAPERS & DEFINERS

Note: Successful completion of this course fulfils General Education requirements in the Faculty of Liberal Arts & Professional Studies.

The course introduces the student to some of the important shapers and definers of the modern (Western) artistic and intellectual tradition, along with some of the movements and counter-movements that framed their work (Romanticism, Realism, Symbolism, Modernism etc.)

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1750 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1750 6.00, AS/HUMA 1170 9.00.

AP/HUMA 1200 9.0A

AP/CDNS 1200 9.0A

CONTEXTS OF CANADIAN CULTURE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

How can we understand Canada? How can we approach the major themes and issues that have shaped Canadian society? This course explores a series of major themes and issues in Canadian culture through a careful examination of a number of texts. More specifically, it examines how works of fiction, autobiography, history, drama, and film represent issues of native/white relations, land settlement, immigration, work, and gender. The course is especially concerned with the interplay between the structure of material conditions and the construction of systems of meaning.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1740 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1740 6.00, AS/HUMA 1200 9.00.

AP/HUMA 1300 9.0A
CULTURES OF RESISTANCE IN THE AMERICAS: THE AFRICAN AMERICAN EXPERIENCE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course addresses the ways in which diasporic Africans have responded to and resisted their enslaved and subordinated status in the Americas. Resistance is first addressed in relationship to slavery, but later in the course resistance is seen in a much broader context: in response to post-colonial and post-civil rights, and as an engagement of national, economic, cultural and social forces. Thus, resistance might be understood as a continuing legacy of black peoples' existence in the Americas. Resistance is, first, read in relationship to European domination in the Americas and, second, to national and other post-emancipation forms of domination which force us to think of resistance in increasingly more complex ways. The "anatomy of prejudices"—sexism, homophobia, class oppression, racism—come under scrutiny as the course attempts to articulate the liberatory project.

The course focuses, then, on the cultural experiences of African diasporic peoples, examining the issues raised through a close study of black cultures in the Caribbean, the United States and Canada. It critically engages the ways in which cultural practices and traditions have survived and been transformed in the context of black subordination. It addresses the aesthetic, religious and ethical practices that enable black people to survive and build "communities of resistance" and allow them both to carve out a space in the Americas they can call home and to contribute variously to the cultures of the region.

ASSIGNMENTS: essay (15%), textual analysis (15%) research assignment (20%), oral report (15%), class participation (10%), final exam (25%); (subject to change).

REPRESENTATIVE READINGS: Henry Louis Gates Jr, ed., The Classic Slave Narratives; Gloria Naylor, Mama Day; Earl Lovelace, The Dragon Can't Dance; Edwidge Danticat, Breath, Eyes, Memory; Course Kit of articles from selected journals and anthologies.

COURSE DIRECTOR:

A. Davis, aadavis@yorku.ca
824 York Research Tower, ext. 33320

PROJECTED ENROLMENT: 175

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1300 9.00.

AP/HUMA 1400 9.0A
CULTURE AND SOCIETY IN EAST ASIA

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

No single course can adequately address the richness and complexity of the cultures and societies of East Asia. However, this course will introduce students to important practices and concepts from a broadly humanistic perspective and offer a peek into what it might have been like to actually live in East Asia before widespread globalization. In order to do this, we will examine elements of the social, political, philosophical, artistic, and economic traditions that shaped both elite and popular culture in East Asia from the 1600s to the early 1800s. Our sources will include cultural artifacts (e.g., poems, paintings, clothing, etc.) from this period, writings by East Asians on their own and their neighboring societies, observations on East Asia by contemporary outsiders, and secondary sources by modern scholars who explore particularly challenging topics in depth. By analyzing both the forging of shared beliefs and the development of distinct identities in this critical period, we can better understand the ties between historical and contemporary East Asia, as well as between East Asia and the rest of the world.

Though the primary goal of the course is to teach students about a time and place quite removed from our own, the course is also designed to strengthen each student's ability to comprehend and critique his or her own culture. As a foundation for broader study at the university level, we will place significant emphasis on analytical skills, class participation, research methods, and writing. Since many aspects of East Asian culture will fall outside of the course curriculum, students will be expected to learn the critical skills of asking important and interesting questions and then figuring out how to produce informative and satisfying answers.

ASSIGNMENTS: document analysis (5%); 2 short essays (15% each); research essay (20%); examinations (15% each); class participation (15%). Several of these components will be broken down into specific exercises that are mandatory for receiving credit. A flexible point system will be used for the bulk of your class participation grade. (subject to change)

REPRESENTATIVE READINGS: Tsao Hsueh-chin, *Dream of the Red Chamber*, abridged and translated by Chi-chen Wang; Shen Fu, *Six Records of a Floating Life*; Katsu Kokichi, *Musui's Story: The Autobiography of a Tokugawa Samurai*, translated by Teruko CRAIG, Ihara Saikaku, *The Life of an Amorous Woman*, translated by Ivan Morris; course reading kit.

COURSE DIRECTOR:

G. Anderson, ganderso@yorku.ca
039 McLaughlin College, ext. 77042

PROJECTED ENROLMENT: 175

RESERVED SPACES: Most spaces are reserved for Year 01 students. Some spaces are reserved for East Asian Studies and International Development Studies majors and minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1400 9.00.

AP/HUMA 1625 9.0A
FANTASY AND TOPOGRAPHIES OF IMAGINATION

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This interdisciplinary course utilizes a variety of materials to explore fantasy in the West, not as the opposite of reality, but as how people imagine and give meaning to their experiences, thereby both shaping and resisting what are typically believed to be the "realities" of Western cultures.

This course examines some of the dominating fantasies in the West. It explores how individuals (as well as groups) are influenced by them not simply in how they make meaning of their experiences, but also in how the dominating fantasies come to influence even what individuals might imagine. Throughout the course we will examine how individuals draw upon the dominating fantasies of the West to maintain and perpetuate cultural knowledges about the values of the culture, as well as definitions about what is human and what is "other", and what are appropriate human and non-human behaviours/relationships. We will also ask how it is possible for individuals to critique dominating fantasies by creating counter-fantasies that subvert and resist accepted knowledges and interpretations of experience and allow people to imagine things otherwise.

Some of the themes/issues that we will study include the power of words and images (with particular attention to propaganda and advertising and how we are sometimes trapped by language in the worlds that we have created); the role of fantasy in defining what is nature and natural; what First Nations people understand about North American fantasies and how works of fiction might be read as theory; the power of storytelling and learning to "read" primary and alternative worlds; the role of speculative/science fictions and utopias/dystopias in imagining how dominating fantasies might be told otherwise; political, religious and romantic quests; fantastic forms and spaces in architecture (with an exploration of how fantasy can directly structure our experience - often without our even being willing or conscious participants); the relationship of fantasy and body image/sexual identity; the "darkness of the mind" and the

nature of monsters (with a focus on shifting our attention to a perspective which considers experiences from the position of that which is defined as "other" and/or "monster," and (re)imagining the boundaries between the forbidden and the allowed, desire and convention); popular fantasies and some failures of imagination; and the power of fantasy in imagining acts of subversion/resistance.

Students will learn to "read" multiple levels of texts and to "see" multiple perspectives offered through visual imagery. Together, we will be developing a collection of critical skill maps that will provide students with directions when they wish to explore a given text; that will help students to see the ways that some of the course materials relate to each other and to texts/experiences outside of the course; that will allow students to focus very narrowly on specific details/issues; and that will enable students to reflect on the paths that they have taken with respect to the course materials as well as on the paths that have yet to be taken. The selection of course materials as well as the design of lectures and course assignments have been done with special attention paid to a variety of learning preferences and styles so that students can hone the learning/critical strategies that already serve them well and be challenged to explore and develop new skills.

ASSIGNMENTS: Focus Papers: 1 each term (5% each); First Essay, written in stages (10%); Second Essay (15%); Fantasy Narrative/Dialogue (5%); Collaborative Research Project/Presentation, multiple stages and components (25%); Response Papers: 5/10 each term, a 5% penalty for RPs missed or not accepted will be deducted from the grade of the Critical Thinking/Learning Portfolio; Critical Thinking/Learning Portfolio (25%); Participation (10%). (Subject to change.)

REPRESENTATIVE READINGS: Sherman Alexie, *The Lone Ranger and Tonto Fist Fight in Heaven*; Lewis Carroll, *Alice's Adventures in Wonderland / Alice Through the Looking Glass*; Neil Gaiman, *Sandman: Fables & Reflections* v. 6; Ruth Ozeki, *My Year of Meats*; Marge Piercy, *He, She and It*; *Humanities 1625 9.0A Course Kit*, available from the York Bookstore.

There will also be several films and visual/aural materials that will be required materials for students.

COURSE DIRECTOR:

S. Rowley, srowley@yorku.ca
224 Founders College, ext. 33107

PROJECTED ENROLMENT: 250

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1630 9.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 1625 9.00, AS/HUMA 1630 9.00.

AP/HUMA 1710 6.0A
THE ROOTS OF WESTERN CULTURE
THE ANCIENT WORLD (CIRCA 1000 BC-400 AD)

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course begins by considering the look back into such ancient times when stories were reworked and transmitted for generations through oral culture, and orienting students to the emerging cultural identities of the ancient Greek and ancient Hebrews. For example we will study the documentary hypothesis which suggests that the Hebrew Bible is a composite work from several sources, and we will consider how our knowledge of “the Greeks” is often based on scant physical remains, fragmentary literary sources dependent on second and third hand authors, and is always interpretative.

Students will be introduced to many kinds of literature which emerged in the ancient period: epic poetry, lyric poetry, fables and parables, dramatic works, philosophical and medical treatises and historical prose. We will want to engage in close readings of primary texts with a view to understanding key themes and ideas, historical, political, and social contexts, and religious beliefs and practices. Thus, along the way, we might consider parallels to, and influences from, even more ancient civilizations; highlight certain Greek gods and goddess and their festivals; and, consider the social status of women, or cultural differences between the Spartans and Athenians. We will always want to engage with the texts critically which will involve examining the perspectives of ancient authors, the use of art and literature for ideological ends, as well as our own assumptions about the past.

In addition to excerpts from the Old and New Testament, we will engage with a number of Greek and Roman authors which will include many of the following: Homer, Hesiod, Alkman, Sappho, Aesop, Aeschylus, Aristophanes, Pythagoras, Plato, Herodotus, Thucydides, Hippocrates, Livy, Virgil, Epicurus, Epictetus, Apuleius and Ovid.

It was in the climate of the Roman world that the two major stands of Western thought, the Greco-Roman and Judeo-Christian, came together. After having spent some time on Archaic and Classical Greek writers, we will examine the adoption of Greek culture by the Romans who gave it their own personality. We will end the course with a look at the early Christian authors as they attempted to distinguish themselves both from the Law of the Jews and Greco-Roman polytheism.

ASSIGNMENTS: Two essays (1500 words): each worth 15%; Two tests: each worth 15%; Weekly Response papers: 30%; Two tutorial presentations: 10%

REPRESENTATIVE READINGS: There will be two Course kits, one for each term. Our text will be *The Classical Greek Reader* by K. Atchity

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1110 9.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1710 6.00, AS/HUMA 1110 9.00.

AP/HUMA 1720 6.0A
THE ROOTS OF WESTERN CULTURE
THE MODERN PERIOD (CIRCA 1500-1900)

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course explores the great ideas of Western Culture which still influence us today by examining the writings of the men and women who expressed those ideas in their books, essays, plays, novels, art and music. It examines the Scientific Revolution, the Ages of Enlightenment and Romanticism, including the anti-slavery crusade, and probes key political, social and economic ideologies such as liberalism, neo-liberalism and Marxism as well as the foundation of new scientific perspectives and freedom for women.

ASSIGNMENTS: The marking scheme includes: participation (10%), tutorial presentations (2 x 5% = 10%), essays (20% x 2 = 40%), tests (2x20%=40%).

COURSE DIRECTOR:

W. Gleberzon, wgleber@yorku.ca
041 McLaughlin College, ext. 77328

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1720 6.00.

AP/HUMA 1740 6.0A
AP/CDNS 1740 6.0A
THE ROOTS OF MODERN CANADA

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course introduces the student to some of the main themes in the development of Canadian culture as they manifest themselves in Canadian history, literature, politics and fine arts. Canadian culture is studied, in large measure, as the working out of European and other traditions in the experience and consciousness of Canadians as peoples within a North American context.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 100

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1200 9.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1740 6.00, AS/HUMA 1200 9.00.

AP/HUMA 1770 6.0A
AP/HUMA 1770 6.0M (WINTER)
ONE WORLD: HISTORICAL AND CULTURAL PERSPECTIVES OF GLOBALIZATION

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

Explores the social and cultural interactions of the peoples of the World from pre-history to the 21st century with the main emphasis placed on the period between 1500 and the present.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AK/HUMA 1770 6.00.

AP/HUMA 1780 6.0A
AP/HUMA 1780 6.0M (WINTER)
STORIES IN DIVERSE MEDIA

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

Focuses on recurrent stories and themes that have been realized in a variety of media (film, literature, music, theatre, visual arts). Emphasized are various settings for the arts and their reception by audiences, viewers and readers.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 new students starting in January.

PRIOR TO FALL 2009: Course credit exclusion: AK/HUMA 1780 6.00.

AP/HUMA 1825 9.0A
LAW AND MORALITY

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course examines aspects of the relationships between law and morality, asking, "What is law?" "What is morality?" How do they overlap?" How are they different?" "Should the law enforce morality?" "When is civil disobedience justified?" "How do these issues affect our daily lives?"

We often hear people say that something may be morally reprehensible but it is not legally wrong. To take a contemporary example, recent cases have dealt with the issue of HIV infected persons knowingly infecting their partners. Some defense lawyers have argued that their client's conduct may be blameworthy from a moral perspective, but it is not legally culpable. Looking to the past, we know that the government in Nazi Germany came to power legally. Many persons in authority who were later indicted for Nazi crimes argued that they were obeying the law and therefore ought not to be punished. In everyday life we are constantly confronted with issues such as euthanasia, pornography, hate propaganda, abortion, and most recently, same sex marriage – issues that deal with the legal enforcement of morality. On occasion, we may ask when we are justified in disobeying the law, or when civil disobedience is warranted.

We begin by reading Sophocles' *Antigone* (produced in 441 B.C.) and later an updated version by Anouilh (produced in 1944). These plays which deal with the conflict between Antigone and her uncle, King Creon, constitute a frame for the two analytical components of the course: the moral discourse and the legal discourse.

ASSIGNMENTS: There will be six class writing assignments (three each semester), each worth 10% for a total of 60%. There will also be two essays (one essay each semester), each worth 20% for a total of 40%.

REPRESENTATIVE READINGS: The portion of the course dealing with the moral discourse includes selections from Aristotle's *Nicomachean Ethics* (concentrating on Book 5, "Justice") and selections from *Summa Theologica*, "Concerning the Nature of Law" by Thomas Aquinas. The portion of the course dealing with the legal discourse includes selections from legal theorists who discuss the issues that arise between the proponents of positive law and of natural law. The former are more concerned with the sources of law and issues of process, whereas the latter are more concerned with the law's content, in particular its moral content. The legal theorists we are reading include the leading contemporary legal positivist, H. L. A. Hart, as well as Lon. L. Fuller, Ronald Dworkin and Martha Minow. We then examine the issue of morality in law. Readings include Mill's *On Liberty*, Patrick Devlin's "Morals and the Criminal Law," concerning the decriminalization in Britain of homosexuality and prostitution, and Dworkin's critique of Devlin and legal moralism, "Liberty and Moralism." We also examine the issue of moral objections to law. Readings include Rawls' "Civil Disobedience" and Martin Luther King Jr.'s "Letter from Birmingham City Jail."

Briefly put, this course considers three thematic approaches to law and morality:

- (a) the inter-relation between concepts of law and concepts of morality (positivism vs. natural law);
- (b) the legal enforcement of morality (sometimes referred to as "legal moralism"); and
- (c) moral objections to the law (civil disobedience).

Throughout, we read court cases to illustrate the practical import of the theoretical issues. We read several seminal Supreme Court of Canada decisions dealing with moral issues, including *Lavallée* (battered wife syndrome), *Keegstra* (hate propaganda) and *Butler* (pornography).

Films are an integral part of this course. We view films that deal with trials and examine the concept of justice, which is at the apex of both moral and legal virtues. Films include "To Kill a Mockingbird," "The Trial," "Judgment at Nuremberg," and "Hotel Terminus: The Life and Times of Klaus Barbie," a documentary film by Marcel Ophuls. This film by Ophuls deals with the trial of Klaus Barbie, the so-called "Butcher of Lyons," who was tried in France in 1987 for crimes against humanity committed during World War II.

This course is a Foundations course, with an emphasis on critical skills: critical thinking, reading and writing.

There will be a *Course Kit* of readings. A writing text that will be used in this course is *The Bare Essentials, Form A*, Sixth Edition, 2006, by Sarah Norton and Brian Green.

There may be changes to the above readings (i.e., additions, deletions or substitutions) in response to time or other constraints, or in response to the interests of the students.

COURSE DIRECTOR:

S. Katz, skatz@yorku.ca

124 McLaughlin College, ext. 40238

PROJECTED ENROLMENT: 250

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1825 9.00.

**AP/HUMA 1825 9.0M (WINTER)
LAW AND MORALITY**

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course examines aspects of the relationships between law and morality. Questions include: What is law? What is morality? How do they overlap, and how are they different? Should the law enforce morality? How do these issues affect our daily lives?

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 75

RESERVED SPACES: All spaces are reserved for Year 01 new students starting in January.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1825 9.00.

**AP/HUMA 1840 9.0A
EXISTENCE, FREEDOM, AND MEANING: THE IDEA OF THE HUMAN IN EUROPEAN
THOUGHT**

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

The course addresses itself to three main themes: (1) the quest for existence – faith, reason, and the foundations of the self; (2) the quest for freedom – ethics in light of relativism and the plurality of interpretations; (3) the quest for personal meaning in a social context – the paradoxes of autonomy, responsibility, and self-consciousness. The course is dedicated to the reading and discussion of major works of literature, philosophy, and religion so that the search for the distinctively human may be made as intense and as meaningful as possible.

Students and faculty meet weekly in individual two-hour discussion groups. In addition, colloquia, which bring together all students and faculty in the course, are held regularly throughout the year. There are no formal lectures.

ASSIGNMENTS: Three essays, 25% each; final take-home examination essay 25%.

REPRESENTATIVE READINGS: Nietzsche, *The Gay Science*; Kierkegaard, *Fear and Trembling*; Montaigne, *Selections from the Essays*; Descartes, *Discourse on Method*; Pascal, *Selections from the Thoughts*; Shakespeare, *Hamlet*; Berger, *Invitation to Sociology*; Kant, *Grounding for the Metaphysics of Morals*; Ibsen, *Ghosts* and *Rosmersholm*; Kafka, *The Trial*; Buber, *I and Thou*; Dostoevsky, *Notes from Underground*.

COURSE DIRECTOR:

A. Kulak, akulak@yorku.ca
219 Vanier College, ext. 66987

PROJECTED ENROLMENT: 100

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1840 9.00.

AP/HUMA 1850 6.0A

AP/HUMA 1850 6.0M (WINTER)

THE BIBLE AND MODERN CONTEXTS

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

The course examines selected biblical texts, their social and historical contexts, and selected current issues such as the goddess, role of women in religion, social critique, sexual ethics, spirituality and biblical interpretation.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 100

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AK/HUMA 1850 6.00.

AP/HUMA 1860 6.0A

THE NATURE OF RELIGION

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

Explores the nature of religious faith, religious language (myth and symbol) and clusters of religious beliefs through an examination of the primary texts of several major world religions. Methodologies for the study of religion will also be examined.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSIONS: AP/HUMA 2800 9.00, AP/SOSC 2600 9.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1860 6.00, AS/HUMA 2800 9.00, AS/SOSC 2600 9.00.

AP/HUMA 1870 6.0A

THE HEBREW BIBLE/OLD TESTAMENT AND THE ARTS

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course looks at selected passages from the Hebrew Bible/Old Testament and their interpretative reflection in the western artistic tradition, including pictorial/representational art, music, literature, and cinema.

The Hebrew Bible/Old Testament is one of the most influential works of western literature. Over the course of the centuries it has been the subject of myriad interpretations. In addition to traditional sectarian and scholarly readings, the text has served as the inspiration for countless artistic creations, ranging from novels, plays, short stories, paintings, and sculptures, to operas, oratorios, movies, and television shows (including *The Simpsons!*). Each one of these representations and retellings of these time-worn tales is also an interpretation, reflecting the specific perspective of the author/creator. In this course, we will read selected biblical stories and compare them to selected examples of their re-imagined and reinterpreted versions. The aims of the course are to teach first-year students (1) how to read texts in their broadest sense, (2) how to interpret texts, (3) how to compare differing versions of the same tale/tradition, (4) how to identify and comprehend the ideology and/or theology underlying a text, (5) how to read different types of texts, and (6) how to appreciate various types of artistic creations whose study and enjoyment may be new to them. In addition, the wide range of artistic creations examined in this course serves to introduce students to the temporal and genre-based wealth of the western cultural tradition.

ASSIGNMENTS: 10% Participation grade (based on attendance and participation in tutorial sections); 20% First term paper; 20% Second term paper; 20% Mid-year exam; 30% Final exam. (subject to change)

REPRESENTATIVE READINGS: Literature: Stefan Heym, *The King David Report*; Zora Neale Hurston, *Moses, Man of the Mountain*; Sigmund Freud, *Moses and Monotheism*; Joseph Heller, *God Knows*; John Milton, *Paradise Lost & Samson Agonistes*; Lion Feuchtwanger, *Jephthah and His Daughter*; Thomas Mann, *Joseph and His Brothers*. Art Resources: Régis Debray, *The Old Testament through 100 Masterpieces of Art*; Joan Goodnick Westenholz, *Images of Inspiration*; Chiara de Capoa, *Old Testament Figures in Art*; Ellen Frankel, *Illustrated Hebrew Bible*. Music: Gioachino Rossini, *Mosè in Egitto*; Cristiano Giuseppe Lidarti, *Esther*; Carl Nielsen, *Saul og David*; Arnold Schoenberg, *Moses und Aron*; Camille Saint-Saens, *Samson et Dalila*; George Frideric Handel, *Samson*; Giuseppe Verdi, *Nabucco*. Films: *The Ten Commandments* (1923 & 1956 versions); *Samson and Delilah* (1949); *David and Bathsheba* (1951); *The Story of Ruth* (1960); *King David* (1985). (subject to change)

COURSE DIRECTOR:

C. Ehrlich, ehrlich@yorku.ca
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PROJECTED ENROLMENT: 100

RESERVED SPACES: All spaces are reserved for Year 01 students.

AP/HUMA 1905 9.0A

DANGEROUS VISIONS: BRAVE NEW WORLDS: THE SCIENCE FICTION CULTURE OF OUR SCIENTIFIC AGE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

Science fiction has emerged as one of the most popular genres in our contemporary culture. Why are science fiction texts, including novels, short stories, films, and television shows, so culturally pervasive, and what does their popularity tell us about the impact of science and technology? This course will examine how science fiction, from its origins with Mary Shelley's *Frankenstein* to its more recent manifestations, has given cultural expressions to changing--and often ambivalent--attitudes towards modern science and technology.

The first half of the course will focus on the historical development of science fiction and the parallel developments of science and technology in their cultural context. Among the topics to be covered are responses to Enlightenment and Victorian science, representations of the scientist, scientific utopias, the mechanized society, and the reactions of science fiction authors to the brave new worlds of genetics, the Bomb, and space travel. In the second term we will concentrate on the attitudes of contemporary science fiction writers and film makers towards the cultural significance of science and technology. Themes to be discussed include feminist sf, the physics of time travel, the infinite universes of some interpretations of quantum mechanics, the threat of catastrophe (including environmental) due to technological progress, depictions of the process of scientific discovery, the complex relationship between science and religion, the ethical issues raised by the biotechnology revolution, and the disappearing boundaries between human and computer.

ASSIGNMENTS: First Term short essay, 10%; First term long essay, 20%; Second term long essay, 20%; Group report on one of the second term themes 10%; Class Participation 15%; Final Exam 25%. (subject to change)

REPRESENTATIVE READINGS: Mary Shelley, *Frankenstein* (1831); Jules Verne, *From the Earth to the Moon* (1865); H. G. Wells, *The Time Machine* (1895); Karel and Josef Capek, *R.U.R.* (1921); Yevgeny Zamyatin, *We* (1924); Aldous Huxley, *Brave New World* (1932); Stanley G. Weinbaum, "A Martian Odyssey" (1934); Ursula K. Le Guin, *The Left Hand of Darkness* (1969); Phyllis Gotlieb, "Tauf Aleph" (1981); George Alec Effinger, "Schrodinger's Kitten" (1987); Robert Charles Wilson, "The Perseids" (1995); Mary Doria Russell, *The Sparrow* (1996); Charles Stross and Cory Doctorow, "Flowers from Alice" (2005); films such as *The Day the Earth Stood Still* (1951); *2001: A Space Odyssey* (1968); *Blade Runner* (1982); *Gattaca* (1997); *Contact* (1997). Short stories and articles are found in the course kit.

COURSE DIRECTOR:

A. Weiss, aweiss@yorku.ca
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PROJECTED ENROLMENT: 200

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1905 9.00.

AP/HUMA 1910 9.0A
SCIENCE AND THE HUMANITIES

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course investigates how scientific thinking about the place of human beings in nature involves humanistic thinking about the place of nature in being human.

This course is concerned with the different and changing relationships of the sciences and the humanities. The course explores themes in the study of nature and science both in the development of European science and in non-European traditions developing independently or in relationship to European science.

Human beings are a part of nature and are often studied as natural objects. Indeed, many would argue that science is best able to determine what constitutes human nature. Many developments in the sciences also have a direct impact on the personal and social lives of human beings, in both positive and negative ways. But science is itself a human activity practiced in specific social contexts. Natural objects are studied by human subjects whose interests and assumptions shape their view of the phenomena they examine. The particular understandings of nature put forward by particular scientists are informed by a wide range of sources, from philosophy to religion, to art, literature, and politics. This applies as much to the beginning of the twenty-first century as it does to the beginning of the sixteenth century.

The interactions between the sciences and the humanities are examined in the course through topics including: How did science acquire cultural authority? How is science tied to cultural or national identity? To what extent can or should the sciences define what it means to be human? What are the changing images of the human body that science has given over time? What are the social and ethical responsibilities of scientists and who should determine such responsibilities? This course pursues such issues by examining the works of a wide range of natural and social scientists, philosophers, literary figures and artists in western and non-western cultures.

ASSIGNMENTS: Tutorial Contribution (15%); Essay I (10%); Essay II (15%); Research Paper: Part I: Thesis statement, outline, bibliography (10%) and Part II: Paper (15%); Tutorial Assignment (10%); and Final Examination (25%).

REPRESENTATIVE READINGS: Peter Dear, *Revolutionizing the Sciences*; Kant, "An Answer to the Question: What is Enlightenment?"; Charles Darwin, *The Voyage of the Beagle*; Michael Frayn, *Copenhagen*; "Godzilla" (1954); Mao Zedong, "Talks at the Yan'an Forum on Literature and Art"; DWY Kwok, *Scientism in Chinese Thought*.

COURSE DIRECTOR:
J. Steigerwald, steiger@yorku.ca
312 Bethune College

PROJECTED ENROLMENT: 150

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSIONS: AP/HIST 2810 6.00, AP/STS 2010 6.00, SC/STS 2010 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HIST 2120 6.00, AK/STS 2010 6.00 (prior to Summer 2006), AS/HUMA 1910 9.00 and SC/STS 2010 6.00.

AP/HUMA 1950 6.0A

CONCEPTS OF MALE & FEMALE IN THE WEST

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course critically examines the origins of, and the interrelationships among, concepts of "female" and "male" in "the West," with an emphasis on the intersections of gender, race, class, sexuality, age, and ability/disability. We will analyze how it is that membership in particular groupings shapes individual identity, as well as place, power, and relationships in society, and the multiple ways that these groupings both reflect and shape "Western" culture. We will explore how these concepts have been constructed, perpetuated, challenged and subverted through myth, literature, philosophy, science, history, religion, psychology, art and cultural artifacts.

Students will learn to "read" multiple levels of texts and to "see" multiple perspectives offered through visual imagery. Together, we will be developing a collection of critical skills that will provide students with directions when they wish to explore a given text; that will help students

to see the ways that some of the course materials relate to each other and to texts/experiences outside of the course; that will allow students to focus very narrowly on specific details/issues; and that will enable students to reflect on the paths that they have taken with respect to the course materials as well as on the paths that have yet to be taken. The selection of course materials as well as the design of lectures and course assignments have been done with special attention paid to a variety of learning preferences and styles so that students can hone the learning/critical strategies that already serve them well and be challenged to explore and develop new skills.

ASSIGNMENTS: Position Paper (10%); First Essay, written in stages (15%); Second Essay (15%); Collaborative Research Project/Presentation, multiple stages and components (25%); Participation (10%); Final Exam (25%). (Subject to change).

REPRESENTATIVE READINGS: Sherman Alexie, *The Lone Ranger and Tonto Fist Fight in Heaven*; Margaret Laurence, *The Diviners*; Ursula Le Guin, *The Left Hand of Darkness*; Ruth L. Ozeki, *My Year of Meats*; *Humanities 1950 6.0A Course Kit*, available from the York Bookstore. (Subject to change).

There will also be several films and visual/aural materials that will be required materials for students.

COURSE DIRECTOR:

S. Rowley, srowley@yorku.ca
224 Founders College, ext. 33107

PROJECTED ENROLMENT: 200

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1950 9.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1830 6.00, AS/HUMA 1950 9.00.

AP/HUMA 1950 9.0A

CONCEPTS OF MALE & FEMALE IN THE WEST

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course will explore concepts of 'male' and 'female' in Western culture mainly in the light of culturally constructed oppositions between them. Taking a feminist approach it will look at dualisms such as mind-body, culture-nature, reason-emotion, masculinity-femininity, heterosexual-homosexual, and consider how these oppositions affect views of what it is to be male and female. In particular, it will examine areas such as gender; sex and sexuality; spirituality; love and marriage; creativity; heroism; and resistance.

As a Foundations course, we will concentrate on the study and application of a wide range of theoretical perspectives to the analysis and critique of cultural productions which will include

scholarly works, works of literature and theology, film and music. The theoretical frameworks we will encounter will include a variety of feminist theories, psychoanalytic theory, critical theory, semiotics, and postmodern approaches.

ASSIGNMENTS: Book Report 10%; Abstract 10%; First Term Test 10%; Internet Research 15%; Second Term Essay 15%; Class Work 15%; Final Examination 25%. (subject to change)

REPRESENTATIVE READINGS: Atwood, *The Edible Woman*; Winterson, *Sexing the Cherry*; Chopin, *The Awakening*; Morrison, *Sula*; Hurston, *Their Eyes Were Watching God*; Brown, *Rubyfruit Jungle*; Bedier-Belloc, *Tristan and Isuelt*; Shakespeare, "Romeo and Juliet"; Hwang, "M. Butterfly"; Bornstein, *Gender Outlaw*; Finnbogason and Valteau, *Canadian Writer's Pocket Guide*; A Course Kit is available from the York Bookstore.

COURSE DIRECTOR:

D. Orr, dorr@yorku.ca

044 McLaughlin College, ext. 77024

PROJECTED ENROLMENT: 200

RESERVED SPACES: All spaces are reserved for Year 01 students.

COURSE CREDIT EXCLUSION: AP/HUMA 1950 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1830 6.00, AS/HUMA 1950 6.00 and AS/HUMA 1950 9.00.

AP/HUMA 1953 6.0A

AP/CLTR 1953 6.0A

AP/EN 1953 6.0A

AP/CDNS 1953 6.0A

CANADIAN WRITERS IN PERSON

Explores the works of 11 contemporary Canadian writers who give in class readings and respond to questions about their work. Explores the concerns and voices of a new generation of Canadian authors and gives students opportunities to develop their own writing voices.

ASSIGNMENTS: Letter assignment (2 letters) min. 1000 words 15% each; Reading Log 15%; Critical Commentary 20%; Participation 15%; (Bio card/listserv participation = part of participation grade); In class exam 20%.

REPRESENTATIVE READINGS: Lisa Moore, *February* (Anansi); David Bergen, *Matter with Morris* (Phyllis Bruce Books); Emma Donoghue, *Room* (Harper Collins); Judy Fong Bates, *Midnight at the Dragon Café* (Random House Canada); Karen Solie, *Pigeon: Poems* (House of Anansi); Camilla Gibbs, *The Beauty of Humanity Movement* (Doubleday); Nalo Hopkinson, *New Moon's Arms*; Miguel Syjuco, *Illustrado* (Picador USA); Sheriz Janmohammed, *Bleeding Light* (TSAR); Drew Hayden Taylor, *Motorcycles & Sweetgrass* (Knopf Canada); and Joanna Skibscrud, *The Sentimentalists* (Douglas & McIntyre).

COURSE DIRECTORS:

G. Vanstone, gailv@yorku.ca
242 Vanier College, ext. 77023
L. Sanders, leslie@yorku.ca
706 Atkinson College, ext. 66604

PROJECTED ENROLMENT: 150

RESERVED SPACES: Most spaces are reserved for Year 01 students. Some spaces reserved for Culture & Expression, Humanities, Creative Writing and Faculty of Science students.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 1000A 6.0 (taken between Fall/Winter 1999-2000 and Fall/Winter 2000-2001), AK/EN 1953 6.00.

AP/HUMA 1970 9.0A WORLDS OF CHILDHOOD

NOTE: This course is the first-year, required core course in the Children's Studies Program. To enter the Children's Studies Program, students require at least a "B" grade in this course. Students intending to major or minor in the Children's Studies Program should enroll in this section (Section A) of this course because of the literacy partnership and fieldwork project.

This course explores the significance of childhood being constructed differently in various times and cultures. We will study the history of childhood with an emphasis on Western culture. We will analyze representations of children and childhood in a variety of cultural forms: children's fiction and poetry, film and television (fiction and documentary), visual arts (including painting and photography), and music. We will investigate cultural products created for children, including children's toys, video games, and other artifacts from popular culture. We will study children as consumers, but we will also research the culture children create and transmit for themselves, including their folklore, art, writing, activism, and responses to the world. We will focus on issues of children's rights and child power, with an eye to present and future developments in "the worlds of childhood." A required component of this course is the "Shoreham P.S. / Vanier College Literacy Partnership," in which each student in the course becomes a "literacy buddy" with an elementary school student at Shoreham Public School (just west of York's Keele Campus) for one hour per week; to participate in this program, each York student needs to apply to the Ontario Education Services Corporation for a "vulnerable sector" police record check. Exact details will be given to each student enrolled in the course. (Students not wishing to be part of this important and rewarding "Literacy Buddy" program should enroll in Section B of this course.)

ASSIGNMENTS: In this Foundations course, the assignments will focus on the development of skills in critical thinking, reading, viewing, speaking, and writing. Diagnostic Essay; Tutorial Participation - 10%; Quizzes - 15%; Shoreham P.S. / Vanier College Literacy Partnership - 10%; Literacy Journal - 10%; Textual Analysis of a Representation of Childhood - 10%; "Hearing the Voices of Children" Fieldwork Project - 15%; Comparative Research Essay - 15%; Final Exam - 15%.

REPRESENTATIVE READINGS: Foundations: Critical Thinking, Reading, and Writing; Understanding Childhood: an Interdisciplinary Approach; a substantial Course Kit consisting

of a few primary texts and many secondary texts (articles and chapters about childhood and children's culture); nursery rhymes; fairy tales ("Little Red Riding Hood" variants); children's poetry (Wordsworth, Blake, Watts, Lee, Prelutsky, Silverstein, etc.); picture books (Sendak, Potter, Munsch, etc.); short stories (Edgeworth, More, etc.); children's novels (Peter Pan, The Story of the Treasure-Seekers, Parvana's Journey, The Adventures of Captain Underpants, etc.); young adult novels (Theories of Relativity, The Maestro, The Golden Compass, etc.); films (The Hockey Sweater, excerpts from Angela's Ashes, excerpts from Lolita, etc.); life writing (Hear Me Out: True Stories of Teens Educating and Confronting Homophobia); adult memoirs (excerpts from Roald Dahl's Boy, etc.).

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 250

RESERVED SPACES: All spaces are reserved for Children's Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1970 9.00.

AP/HUMA 1970 9.0B WORLDS OF CHILDHOOD

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course explores childhood in various cultures over time, considering the images of the child and childhood as presented in a range of forms, and the artifacts produced for, or given to, children as a result of prevailing ideas about who and what they are or should be. Cross-cultural comparisons will be made, though the emphasis will be on Western culture in order to permit students to relate the materials covered to contemporary circumstances of childhood in Canada.

Following a brief introduction, the course is divided into three approximately equal sections. The first involves an analysis of the child and childhood as historical-cultural constructions, examined through various representations in literature, philosophy, history, and film. The second considers the uses, meanings, and functions of cultural products – literature, toys, film, and the like – given to, or created for, children as a result of ideas about their nature, needs, and cultural positions. The third section focuses on the means of accessing and representing the child's voice across various genres and discourses, including children's folklore, diaries, autobiographies, and law, as well as various retrospective representations of childhood by adults. The course concludes by raising questions about the future of childhood, the implications of modern childhood for contemporary global culture, and the moral issues involved in the contemporary agendas of child concern, especially as they relate to the best interest of the child.

ASSIGNMENTS: Assignments will be a diagnostic essay (5 pp) - 10%; a midterm test - 15%; a television critique (5 pp) - 15%; a major essay (8 pp) - 20%; a final exam - 25%; and tutorial participation - 15%. (subject to change)

REPRESENTATIVE READINGS: J. M. Barrie, Peter and Wendy; Simon Bronner, American Children's Folklore; Roald Dahl, Boy, and Charlie and the Chocolate Factory; Anne Frank, Diary of a Young Girl; Jean Little, Little by Little; L. M. Montgomery, Anne of Green Gables; Robert Munsch, The Paperbag Princess; Dav Pilkey, Captain Underpants and the Attack of the Talking Toilets; J. K. Rowling, Harry Potter and the Philosopher's Stone; Maurice Sendak, Where the Wild Things Are; Victor Shea and William Whitla, Foundations: Critical Thinking, Reading, and Writing; Shirley Sterling, My Name is Seepeetza; R. L. Stevenson, Treasure Island; Mark Twain, Huckleberry Finn; and E. B. White, Charlotte's Web.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 250

RESERVED SPACES: All spaces are reserved for Year 01 students.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1970 9.00.

2000 LEVEL COURSES

2000 LEVEL COURSES: The online enrolment system will release any remaining reserved spaces on April 2 (Summer Session) and July 17 (FW Session).

Note: The Department of Humanities does not maintain waitlists.

AP/HUMA 2002 6.0A

AP/CLTR 2100 6.0A

QUESTIONING CULTURE

Designed to introduce students to the theoretical study of contemporary culture in past and contemporary society, offering tools for questioning and decoding the social and political contexts of cultural production. Areas of focus may include popular media, consumer culture and technology.

COURSE DIRECTOR:

A. Kitzmann, kitzmann@yorku.ca

204 Vanier College, ext. 77021

PROJECTED ENROLMENT: 75

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AK/CLTR 2100 6.00.

AP/HUMA 2105 9.0A

ROMAN LITERATURE AND CULTURE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

An introduction to Roman literature and culture, circa 200 BC to AD 200. Emphasis is placed on the literature, art and architecture of the Romans and on the impact of Roman culture on those peoples under Roman rule.

COURSE DIRECTOR:

S. Blake, sblake@yorku.ca
245 Vanier College, ext. 77401

PROJECTED ENROLMENT: 56

RESERVED SPACES: Some spaces reserved for Humanities & Classical Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2105 9.00.

**AP/HUMA 2110 9.0A
EGYPT IN GREEK AND ROMAN MEDITERRANEAN**

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

An examination of Egypt and Egyptians in the imagination and history of the cultures of the Greek and Roman Mediterranean.

The place of Egypt in the imagination of the cultures of the Greek and Roman Mediterranean was an important and pervasive fact of both ancient myth and history. Athenians from the Golden Age, Jews from Judea, Alexander the son of Philip, Roman warriors like Caesar and Antonius became directly involved in the life of Egypt of their own day and fascinated by the monumental and exotic features of Egyptian culture. What they heard and saw made its way into the cultural narratives and even the reconstructed histories of the visitors. Many visitors stayed and provided in turn a fertile home for many important cultural and ritual events of the ancient Mediterranean. The Judean sections of Alexandria, Macedonian monarchs like Cleopatra Philopator, native and imported poets, scientists and scholars contributed to the rich mixture of Egyptian cultures and, in turn, informed the Greek and Roman culture of the rest of the Mediterranean. This course seeks to examine carefully the details of the imaginative and complicated portraits of Egypt and Egyptians fashioned in a variety of cultures around the Greek and Roman Mediterranean and to compare these to the rich remains and narratives created by Egyptians themselves over three millennia of monuments, artifacts and written records. Students are required to become familiar both with the Egyptians of the Greek and Roman Mediterranean and with the Egyptians who stood behind these artistic and cultural events.

REPRESENTATIVE READINGS: (subject to change) Herodotus, The Histories, translated by Aubrey de Sincourt; Euripides, Euripides II: Four Tragedies, edited by Lattimore and Grene; Juvenal, The Satires of Juvenal, translated by Niall Rudd; Genesis, Exodus, Matthew. Any

translation approved by the course director; Plutarch, The Age of Alexander, translated by Ian Scott-Kilvert; Plutarch, The Makers of Rome, translated by Ian Scott-Kilvert. (subject to change)

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 56

RESERVED SPACES: Some spaces reserved for Humanities & Classical Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2110 9.00.

AP/HUMA 2195 9.0A

DEFINING EUROPE: INTRODUCTION TO EUROPEAN STUDIES

Note: Successful completion of this course fulfils General Education requirements in the Faculty of Liberal Arts & Professional Studies.

From the Middle Ages to the present, Europeans have repeatedly attempted to define their continent, their culture and their heritage by establishing a contrast to “others” that supposedly do not belong. While definitions of Europe are generally based on processes of inclusion and exclusion, these processes have historically operated on a number of different levels and scales: they differentiate populations within individual countries, among countries in continental Europe, and between Europeans and peoples they encountered in other parts of the world. They have also been based on a number of criteria, such as religion, race, ethnicity, and culture. The designation of who is an outsider and why has changed significantly over time. Examples of such contrasts between insiders and outsiders include: Christians versus Muslims and Christians versus Jews; Europeans versus Africans, Asians and Native Americans; northerners versus southerners. These historical processes are reflected in contemporary debates in Europe, such as debates over immigration and citizenship or debates over Europe’s religious identities.

Focusing on such issues, this course provides an introduction to European Studies from the early Medieval period to the present, exploring the subject both thematically and chronologically and using an interdisciplinary approach. The course will draw on a diverse range of sources, incorporating literature, art and film as well as scholarly writings from such disciplines as History, Political Science and Anthropology.

ASSIGNMENTS: Evaluation will be based on a combination of various short written assignments, a longer essay, tests and/or examination and tutorial contribution.

REPRESENTATIVE READINGS: An extensive course kit will be available from the Bookstore.

COURSE DIRECTOR:

M. Reisenleitner, mrln@yorku.ca
236 Vanier College, ext. 77314

PROJECTED ENROLMENT: 140

RESERVED SPACES: Some spaces reserved for Humanities & European Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2195 9.00.

AP/HUMA 2200 6.0A
AP/CDNS 2200 6.0A
INTRODUCTION TO CANADIAN STUDIES

An interdisciplinary introduction to the cultural and social analysis of Canada and a comparison and evaluation of the leading schools of thought concerning the central issues facing Canada.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 75

RESERVED SPACES: Some spaces reserved for Humanities & Canadian Studies Majors and Minors.

COURSE CREDIT EXCLUSION: GL/CDNS 1920 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/CDNS 2000 6.00 (prior to Summer 1998), AK/CDNS 2200 6.00, AK/CDNS 3000 6.00 (prior to Summer 1997), GL/CDNS 1920 6.00.

AP/HUMA 2205 3.0A (FALL)
AP/CLTR 2860 3.0A
IN OTHER WORLDS: THE ARTS AND ARTISTS IN THREE-DIMENSIONAL MULTI-USER DIGITAL ENVIRONMENTS

This interdisciplinary course will examine critically three dimensional, multi-user digital environments (or "virtual worlds") that are rapidly becoming new forms of social literacy and new forums for the fine, performing and new media arts.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

COURSE CREDIT EXCLUSION: FA/FACS 2920F 3.00 (prior to Fall 2011).

AP/HUMA 2215 6.0A
AP/CLTR 2243 6.0A
UNDERSTANDING MOVIES: VIEWING AND CRITICAL READING

Designed for the student who enjoys film but has no background in art or criticism. It will introduce students to a variety of strategies that will help the student articulate how movies use sound and image to represent the world.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 100

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AK/CLTR 2243 6.00

AP/HUMA 2225 6.0A

AP/CLTR 2510 6.0A

POPULAR TECHNOLOGIES

Examines the role of consumer technologies, ranging from the automobile to the iPod in terms of how they affect the cultural landscapes of contemporary culture and society.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 100

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AK/CLTR 2510 6.00.

AP/HUMA 2310 9.0A

AN INTRODUCTION TO CARIBBEAN STUDIES

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

An introduction to the major cultural characteristics of the Caribbean through study of the scholars, writers, and artists of the region. Themes include colonialism, slavery and indentureship; the quest for national independence; the role of race, ethnicity and gender in the negotiation of individual and collective identities; the tension between elite and popular culture; and the Caribbean Diaspora in North America. Course materials include scholarly and literary works, films and music.

Critical skills taught in this course: critical thinking, analysis of texts, effective writing, oral expression, library and internet research.

ASSIGNMENTS: writing (short essays, annotated bibliography and research essay) 40%; mid-term and final exams 40%; oral presentations 10%; tutorial participation 10%. (subject to change)

REPRESENTATIVE READINGS: B. Bush, *Slave Women in Caribbean Society*; M. Hodge, *Crick, Crack Monkey*; E. Lovelace, *The Dragon Can't Dance*; M. Silvera, *The Heart Does Not Bend*; R. Espinet, *The Swinging Bridge*. Students are expected to purchase a kit of duplicated readings with articles, essays, poems and songs by authors such as L. Bennett, E.K. Brathwaite,

Chalkdust, C. Cooper, E. Danticat, F. Fanon, M. Garvey, S. Hall, G. K. Lewis, W. Look-Lai, B. Marley, V.S. Naipaul, P. Mohammed, N. Morejon, R. Nettleford, J. Rhys, R. Reddock, S. Selvon, M. Trouillot, and D. Walcott, E. Williams. Suggested Summer Reading: E. Lovelace, *The Dragon Can't Dance*.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 140

RESERVED SPACES: Some spaces reserved for Humanities & Latin American and Caribbean Studies & International Development Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2310 9.00.

AP/HUMA 2325 6.0A INTRODUCTION TO U.S. STUDIES

Through the study and evaluation of primary texts (including essays, newspapers, books, political and legal documents, films, music, and the visual arts) students consider how individuals living in the U.S. have over the course of time perceived, articulated, celebrated, criticized or lamented their condition. The course addresses a variety of themes and controversies (the frontier, slavery and its legacies, republican government and constitutional law, regionalism, religion, immigration, popular and consumer culture, the U.S. in the world) in order better to comprehend the historical and mythic forces that have shaped and defined American life.

This course is a requirement for students in U.S. Studies and provides them with a foundation for the subsequent courses they take in this program. It introduces a broad range of disciplines including literary studies, history, political science, and the arts. It also provides a chronological overview of the development of the United States from its colonial origins to the present day. Other students, who are not majors, will similarly benefit from the coherent, but wide-ranging approach that characterizes the course.

ASSIGNMENTS: Mid-Year Exam (20%); Final Exam (20%); Evaluative Essay (15%); Research Essay (30%); Participation (15%).

REPRESENTATIVE READINGS: David A Hollinger and Charles Capper, Eds. *The American Intellectual Tradition Volume I: 1630-1865*. 6th Edition. New York: Oxford UP, 2010.
_____, *The American Intellectual Tradition Volume II: 1865 to the Present*.
6th Edition. New York: Oxford UP, 2010. Morrison, Toni. *Song of Solomon*. 1977.
Twain, Mark. *Adventures of Huckleberry Finn*. 1884.

COURSE DIRECTORS:

W. Gleberzon, wgleber@yorku.ca
041 McLaughlin College, ext. 77328
V. Shea, vshea@yorku.ca
213 Vanier College, ext. 33963

PROJECTED ENROLMENT: 100

RESERVED SPACES: Some spaces reserved for Humanities & U.S. Studies Majors and Minors.

AP/HUMA 2420 9.0A
INTRODUCTION TO KOREAN CULTURE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course offers an introduction to the study of Korean culture through a historical survey of literary, social, religious and political trends from ancient times to the present. In recent years, Korea has gained international prominence politically, economically and culturally. This course introduces the study of Korea from a historical, cross-cultural and interdisciplinary perspective. Students with limited or no background in Korea will gain an overview of Korean cultural history from the ancient kingdoms period to the present by focusing on primary texts from each era. Korea is considered in a cross-cultural perspective with emphasis on Korea's active role in international cultural exchange. Course materials cover literary works from each period, examples of popular culture, representative art forms, films, and secondary sources surveying the development of Korean culture.

ASSIGNMENTS: short essay 10%; long essay 15%; research essay 25%; mid term 15%; final exam 15%; oral presentation 10%; class participation 10%.

REPRESENTATIVE READINGS: Carter Eckert, *A New History of Korea*; Zong In-sob, *Folktales from Korea*; Peter Lee, *Anthology of Korean Literature*; Yi Munyol, *Our Twisted Hero*.

COURSE DIRECTOR:

T. Hyun, thyun@yorku.ca
228 Vanier College, ext. 77101

PROJECTED ENROLMENT: 84

RESERVED SPACES: Some spaces reserved for Humanities & East Asian Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2420 9.00.

AP/HUMA 2435 9.0A
JAPANESE CULTURE, LITERATURE & FILM

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

An introduction to Japanese culture centred around comparisons of major classical, modern and postmodern literary works - including manga comics - as well as their screen adaptations or other related films and anime.

COURSE DIRECTOR:

T. Goossen, tgoossen@yorku.ca
231 Vanier College, ext. 66986

PROJECTED ENROLMENT: 56

RESERVED SPACES: Some spaces reserved for Humanities & East Asian Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 2435 9.00, AS/HUMA 3420 6.00 (prior to Fall/Winter 2004-2005), AS/JP 3720 6.00 (prior to Fall/Winter 2004-2005), FA/FILM 3710 6.00 (prior to Fall/Winter 2004-2005).

AP/HUMA 2440 9.0A INDIA - LIFE, CULTURE AND THE ARTS

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course examines Indian culture, secular literary texts and other art forms (dance, drama, music, documentaries, cinema and folk arts) from ancient India to the present. In relation to the texts, class lectures and tutorials include background on different religious traditions, social structure, history and culture. Indian society is often presented as homogeneous and continuous, interrupted periodically by foreign intrusions. This course is based on the premise that, in fact, this society has always been a conflicted reality, that there have been, and continue to be, many “imagined” Indias. Through reading a variety of narratives from Indian and non-Indian sources, watching films and listening to music and guest lectures, we will examine questions such as the following: What have been the various imaginaries of Indian society? How have the borders among these imaginaries coexisted, contested or overlapped with each other? What changes and continuities over time do these narratives bring out? We will pursue these and similar questions in a roughly chronological order from the ancient to contemporary times. Course themes include: values, morals and hierarchical structures revealed in ancient folk tales; early literary voices of women; views of foreign travelers to India over the centuries; expressions of the sacred and the erotic; heterodox challenges to Hinduism; Indo-Islamic cultural heritage; the rise and impact of the British Raj; the emergence of the nationalist movement; influence of religious nationalism, independence and partition of India; women’s rights movement from 19th-21st century; voices of the marginalized in modern India – dalits (untouchables), women and homosexuals; diasporic writings; and changes and inequities in contemporary Indian society.

As a second year Foundations course, it emphasizes critical reading and analysis of various texts as well as essay writing, oral communication, and written examination skills.

ASSIGNMENTS: two essays (15% & 20%); class presentation and participation (20%), mid-term examination (20%) and final examination (25%). (subject to change)

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 84

RESERVED SPACES: Some spaces reserved for Humanities & South Asian Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2440 9.00.

AP/HUMA 2600 9.0A

CONTEXTS FOR THE STUDY OF THE HUMANITIES

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course examines important contexts for the study of the Humanities. These include the history of the term "Humanities" and its relation to the university curriculum (and education in general), as it now exists in North American and other universities across the world. We look at the focus of the Humanities as opposed to other important areas of knowledge developed in the modern university (the natural and social sciences) and at the meaning of "discipline" and "disciplinary" in contrast to the interdisciplinary approaches of York's and other institutions' Humanities Departments. The development of "Humanism" as an intellectual, philosophical movement with influence beyond the scholarly world is also examined; connected to this development is the complex relation between Humanism and the Humanities over the last centuries and the rise of various anti-humanistic attitudes within Humanities disciplines (and interdisciplinary programs) themselves. The course gives brief accounts of various historical periods particularly associated with the development of the Humanities (classical Greece and Rome, the Biblical tradition, the Middle Ages, especially in regard to the founding of universities, the Renaissance, the Enlightenment). It also considers the challenges to the Humanities that have accompanied imperialism, colonialism, postcolonialism and globalization and investigates the issue of Humanities as a Western versus a global project.

Primarily, however, this course concentrates on issues likely to arise as a student of the Humanities grapples with such complex questions as the nature of humanity (including whether such an investigation makes sense); the common impulse to define "humanity" against people assumed to be barbaric or uncivilized; the relation between religion and the Humanities; conceptions of and relations between elite and popular culture; Humanities' differentiation from and relation to the social and natural sciences; whether knowledge can be even somewhat free of ideology; how interdisciplinarity functions. By the end of the course, it is expected that students will have a good sense of what it means to be engaged and aware explorers of the knowledge that has been developed and stored in the cultural treasury of the Humanities.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 140

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

AP/HUMA 2640 9.0A

MODES OF FANTASY

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

An examination of the various modes, models, functions and literary traditions of fantasy, this course includes consideration of mythology and folklore material, utopian and dystopian literature, the pastoral, romance and horror, psychological studies, and speculative fiction. Historical contexts are examined in detail, drawing on appropriate theoretical materials and classic fantasy texts. Course materials include novels, poetry, plays, films, and psychoanalytic studies, all deriving from a wide range of historical periods. (Please note: this is *not* a course about fantasy-genre fiction and children's literature). The course also develops aspects of critical thinking, with emphasis on close textual reading analysis.

ASSIGNMENTS: Term-end exams (in lecture), 20% and 20%; two in-lecture quizzes, 5% and 5%; two essays, 15% and 15%; seminar participation, 10%; seminar presentation, 5%; one in-lecture reading strategy analysis exercise, 5%.

REPRESENTATIVE READINGS: Armitage, Simon (translator), *Sir Gawain and the Green Knight*; Bedier, J., *The Romance of Tristan and Iseult*; Bradbury, R., *Fahrenheit 451*; Carroll, L., *Alice in Wonderland*; Dutourd, J., *A Dog's Head*; Flaubert, G., *Madame Bovary*; Freud, S., "The Wolfman"; James, J., *The Turn of the Screw*; Lessing, D., *Memoirs of a Survivor*; Ovid, *Metamorphoses*; Shakespeare, *A Midsummer-Night's Dream*; Shelley, M., *Frankenstein*; Voltaire, *Candide*; Zamiatin, Y., *We*. Course Kit (includes short stories by I. Dinesen; N. Hawthorne; E.A. Poe; A. Pushkin; several fairy-tales by the Grimm Brothers, etc.) Please use only editions and translations ordered for the York University Bookstore.

REPRESENTATIVE FILMS: Allen, W., *The Purple Rose of Cairo*; Curtiz, M., *Casablanca*; Hitchcock, A., *Psycho* and *Vertigo*; Riefenstahl, L., *Triumph of the Will*.

COURSE DIRECTOR:

R. Teleky, rteleky@yorku.ca
220 Vanier College, ext. 77020

PROJECTED ENROLMENT: 168

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2640 9.00.

AP/HUMA 2650 9.0A
CULTURE AND IDENTITY

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course examines identity as a central concept in contemporary culture examining debates around the formation, function and meaning of identity in relation to films, novels, art, music and television.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 84

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2650 9.00.

AP/HUMA 2680 9.0A

EARLY TIMES: LITERATURE & IMAGINATION OF THE CHILD

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course provides a historical survey of texts for children, mainly literary but including also films and picture books. In particular it explores the emergence of the various genres (e.g. poetry, fantasy stories, domestic novels, tales of adventure, animal stories and problem narratives) and traces their development from their origins, generally in the Victorian period, through to our own times. The growth of children's film is also considered, and critical and educational issues connected with all these texts are examined and discussed.

ASSIGNMENTS: First essay 15%; research essay 25%; mid term test 10%; class presentation 10%; journal 10%; class participation 5%; final examination 25%. (subject to change)

REPRESENTATIVE READINGS: Northrop Frye, The Educated Imagination; Grimm's Fairy Tales; Robert Munsch, The Paper Bag Princess; Bruno Bettelheim, The Uses of Enchantment; J.R.R. Tolkien, The Hobbit; Lewis Carroll, Alice's Adventures in Wonderland; Ursula Leguin, A Wizard of Earthsea; J.K. Rowling, Harry Potter and the Philosopher's Stone; Dennis Lee, Selected Poems; Rudyard Kipling, The Jungle Book; E.B. White, Charlotte's Web; R.L. Stevenson, Treasure Island; Jane Yolen, The Devil's Arithmetic; Roald Dahl, Matilda; Melvin Burgess, Junk; Beatrice Culleton, April Raintree. (subject to change)

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 140

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3820 6.00, AS/HUMA 2680 9.00.

AP/HUMA 2690 6.0A

INTRODUCTION TO CHILDREN'S STUDIES

NOTE: THIS IS A REQUIRED CORE COURSE IN THE CHILDREN'S STUDIES PROGRAM.

All spaces reserved for Children's Studies Majors and Minors.

Throughout the 20th century, research on children proceeded from the hegemonic developmental perspective that emerged towards the end of the 19th century. Children were seen as objects, recipients of, rather than participants in, cultural exchanges. Childhood was mainly considered to be a progress toward adulthood rather than valued as a state of being in its own right. Emphasis therefore was placed upon child-rearing practices and the adult society's constructions of childhood. Children's own worlds – their phenomenal realities – and their views of the larger world in which they lived were largely ignored. In the past thirty years, the gaze on child and childhood has shifted such that children are now seen as active participants in their own culture as well as in the larger world.

This course is an interdisciplinary introduction to the study of children and childhood from birth to age 18 (the international definition of "child"). It draws on many disciplines, including anthropology, sociology, psychology, kinesiology, criminal justice, children's and adult literature, environmental studies, history, religious studies, philosophy, economics, business, and biology. The focus is on contemporary narratives of knowledge of children and childhood, and the means through which they are constructed. Of particular importance are the voices of children themselves as authorities on being children.

Each student will participate in a contemporary children's culture project enabled through a community partnership. In order to do so, every member of the class will be required to apply to the Ontario Education Services Corporation for a "vulnerable sector" police record check. Exact details will be given to each student enrolled in the course. The project will involve regular and direct experience with young children in child-centred situations, observations of children's culture in operation, and subsequent analysis of the understanding of contemporary childhood acquired through this process.

ASSIGNMENTS: Quizzes - 10%; Textual analysis - 10%; Research paper incorporating children's voices as authoritative sources - 25%; Ethnography of childhood - 15%; Participation - 10%; Documentation/analysis of contemporary children's culture - 10%; Exam - 20%.

REPRESENTATIVE READINGS: Doyle, B. Boy O'Boy; Ellis, D. Three Wishes; Ishiguro, Never Let Me Go; Katz, C. Growing Up Global; Lee, L. Cider With Rosie; Liebel, M. A Will of Their Own; Robinson, E. Monkey Beach. Plus a course kit of selected readings from various disciplinary perspectives.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 140

RESERVED SPACES: All spaces reserved for Children's Studies Majors and Minors.

COURSE CREDIT EXCLUSION: AP/HUMA 2690 9.0

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2690 9.00.

AP/HUMA 2800 9.0A

AP/SOSC 2600 9.0A

INTRODUCTION TO THE STUDY OF RELIGION

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course introduces students to a variety of human religious experiences and traditions. This year we will explore the history, literature, practices and contemporary issues of the following religions: Hinduism, Buddhism, Chinese and Japanese traditions, Judaism, Christianity and Islam. We will study and critically analyze the sacred texts in translation and the various concepts of the lived traditions. As a Foundations course we will include the teaching in both lectures and tutorials of a variety of critical skills and basic research methodologies including: critical reading of primary and secondary sources, forms of essay writing and referencing in the Humanities and Social Sciences, and critical thinking.

ASSIGNMENTS: First Semester Essay - 20%; Second Semester Essay - 20%; First Semester Exam - 20%; Second Semester Exam - 20%; Tutorial assignments and participation - 20%.

REPRESENTATIVE READINGS: Willard G. Oxtoby & Alan F. Segal (eds.). *A Concise Introduction to World Religions* (Don Mills, ON: Oxford University Press, 2007); Mary P. Fisher & Lee W. Bailey (eds.) *An Anthology of Living Religions, Second Edition* (Upper Saddle River, N.J.: Pearson Prentice Hall, 2008). Videos: TBA

COURSE DIRECTORS:

A. Goldberg, agoldber@yorku.ca
234 Vanier College, ext. 66985
A. Turner, turnera@yorku.ca
241 Vanier College, ext. 66979

PROJECTED ENROLMENT: 448

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

COURSE CREDIT EXCLUSION: AP/HUMA 1860 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 1860 6.00, AS/HUMA 2800 9.00.

AP/HUMA 2805 6.0A

AP/CDNS 2805 6.0A

THE RELIGIONS OF CANADIANS

Tracing the origins and development of different religious communities, this course identifies and analyzes ways in which the religious reflects, shapes and embodies the social and cultural diversity and plurality of everyday life in Canada. It invites students to explore a variety of religious experiences and traditions, as they are domesticated in local and familiar contexts upon Canada's social and cultural landscape. The course examines the sacred texts, myths, doctrines, ethics, rituals, institutions and attitudes to contemporary issues of First Nations peoples, Jews, Christians, Muslims, Ba'hais, Hindus, Buddhists, Sikhs and East Asians in their personal spiritual and communal religious lives. The course compares and contrasts classical and Canadian forms of the religious traditions studied, both in terms of their historical dispersion

and in terms of their dealings one with another in today's Canada in both urban and rural environments. New Religious Movements and less well-known expressions of the spiritual and the religious also receive attention. Students are encouraged to investigate the contemporary status and future development of the spiritual and the religious in Canada, especially instances of their individual and institutional manifestation in material culture and the popular media.

ASSIGNMENTS: 1) Two short essays 30%; 2) Mid-term examination 20%; 3) Tutorial assignments and participation 15%; 4) Final examination 35%.

REPRESENTATIVE READINGS:

- 1) Jamie S. Scott, ed. *The Religions of Canadians* (Toronto: University of Toronto Press, 2011).
- 2) Specified excerpts and clips from Canadian literature and popular media, including cinema, television, NFB documentaries, newspapers and periodicals, and the internet.

COURSE DIRECTOR:

J. Scott, jscott@yorku.ca
029 McLaughlin College, ext. 77342

PROJECTED ENROLMENT: 125

RESERVED SPACES: Some spaces reserved for Humanities, Canadian Studies & Religious Studies Majors and Minors.

AP/HUMA 2815 9.0A
ISLAMIC TRADITIONS

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course examines the beliefs, doctrines and institutions that have constituted the Islamic tradition from its inception until the present. While examining some of the most important primary sources that have emerged within Islamic tradition, the particular attention is placed on the variety of interpretive strategies used by Muslim exegetes, theologians, legal scholars, Sufis, feminists, etc. in their approach to the variety of issues related to the sacred texts, the Qur'an and the *Hadith*. As Islamic tradition is also viewed as cultural construct, the course also examines its different manifestation throughout the Muslim world and beyond. In line with that view, the course examines the Islamic tradition in terms of its system ("Great Tradition") and dynamics ("Little traditions"), offering a wide scope of doctrines, interpretations and concerns facing Muslims now and in the past.

The course is designed to offer basic insight into the historical and ideological unity and diversity of Islam. It is an introductory course aimed to provide a comprehensive survey of this religious tradition in accordance with the expectations of a second-year course. As a part of the Religious Studies program, it is meant to offer some basic tools for the study of religion in general. Finally, this is a Foundation Course, which implies an active involvement of critical skills in reading, writing and interpretation. The evaluation of your performance in every assignment will be based on your analytical/critical engagement with the course material.

ASSIGNMENTS: In-class quizzes (five administered, four best graded, 5% each) 20%; Mid-year exam: 20%; Two essays – (first essay 5 pages, second essay 6 pages), 10% and 15% respectively; Final exam: 20%; Attendance: 5%; Class participation: 10%

REPRESENTATIVE READINGS: 1. Frederic Denny, *An Introduction to Islam*. 2. *Textual Sources for the Study of Islam*. Edited and translated by Andrew Rippin and Jan Knappert. 3. Course Kit I and II.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 112

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2815 9.00.

AP/HUMA 2830 9.0A THE FOUNDERS OF CHRISTIANITY

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

An introduction to the literature and history of the early Christian communities in Palestine, Syria, Asia Minor, Greece and Rome. The varieties of early Christian thought and practice are examined in terms of their religious, cultural and political contexts.

COURSE DIRECTOR:
P. Harland, pharland@yorku.ca
248 Vanier College, ext. 77379

PROJECTED ENROLMENT: 84

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2830 9.00.

AP/HUMA 2835 9.0A CHRISTIANITY IN CONTEXT

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This is an introductory course. It offers a general overview of the Christian tradition from its inception to the present day. From its beginnings, Christianity has been inextricably intertwined with the societies and cultures surrounding it. The focus of this course is the interaction of the Christian tradition with the political, social and cultural environments with which it has come in contact as it has spread around the globe. The lives and thought of influential Christians, both

men and women, as well as significant events, movements and texts are examined. Particular attention is paid to the diversity of Christian beliefs and practices resulting from those interactions.

This course examines Christianity as a socio-historical phenomenon. It explores with the tools of the academic study of religion the movements, texts, beliefs and practices of this religious tradition and the factors and forces shaping them from its beginnings to the present day.

This Foundations course focuses on the following critical skills:

- 1) Critical reading of primary and secondary texts
- 2) Critical thinking: examining the complex intersection of factors shaping the texts, beliefs, practices and debates within Christianity, and our own assumptions about them
- 3) Writing skills: planning, organising, writing and documenting an academic essay
- 4) Presentation skills: planning, preparing and executing a presentation
- 5) Introduction to the terms and concepts related to the academic study of religion

ASSIGNMENTS: (subject to change) Two in-class tests – 20% each; Text Analysis – 10%; Essay, including proposal and annotated bibliography – 30%; Tutorial presentation – 10%; Participation – 10%.

REPRESENTATIVE READINGS: (subject to change) Robert E. Van Voorst, ed. *Readings in Christianity*. 2nd ed. Wadsworth, 2001; Mary Jo Weaver. *Introduction to Christianity*. 4th ed. Wadsworth, 2009. A critical skills textbook.

COURSE DIRECTOR:

B. Lee, blee@yorku.ca
235 Vanier College, ext. 66988

PROJECTED ENROLMENT: 84

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2835 9.00.

AP/HUMA 2850 9.0A

JEWISH EXPERIENCE: SYMBIOSIS & REJECTION

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

That Jews are distinct from non-Jews is a basic axiom of Jewish thought and literature and a seemingly obvious lesson of Jewish history. But what is the basis of this distinction: biological, psychological, sociological, religious, or some combination of the above? And in what ways have Jewish beliefs, teachings, and practices interacted with ideas, rituals, or habits of daily life associated with diverse non-Jewish environments? This course seeks answers to these and related questions by exploring the relationship of Jews and their neighbours from biblical

through contemporary times. In so doing, it offers a case study in processes of religious, cultural, and social interchange and in the types of creative influences or mutual frictions and rivalries (sometimes culminating in violence) that such processes can yield.

The course proceeds chronologically, studying the relationship between Jews and their neighbours in biblical times, the Second temple period, the Hellenistic world, the rabbinic period, the realms of medieval Islam and Christendom, early modern and modern Europe and the Ottoman Empire and modern contemporary North America and Israel. Topics considered may include the emergence of Judaism, the challenge of Greco-Roman culture, Jewish sectarianism, medieval Jewish approaches to Islam and Christianity, nineteenth-century religious cross-currents, varieties of Zionism, the Holocaust, Jewish feminism, and dilemmas in contemporary Jewish life.

The course seeks to develop a variety of skills in the areas of critical thinking, reading, and writing. It does this in part through its emphasis on interactive analysis of original historical and literary documents (all read in English translation).

ASSIGNMENTS: Preparation of reading assignments in advance; two essays (40%); three tests (45%); classwork (15%).

REPRESENTATIVE READINGS: A Course Kit; Paul Mendes-Flohr and Jehuda Reinharz, eds., The Jew in the Modern World.

COURSE DIRECTORS:

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756 York Research Tower, ext. 77384
K. Weiser, kweiser@yorku.ca
754 York Research Tower, ext. 20200

PROJECTED ENROLMENT: 112

RESERVED SPACES: Some spaces reserved for Humanities, Jewish Studies & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2850 9.00.

**AP/HUMA 2915 9.0A
DARWIN, EINSTEIN, & THE HUMANITIES**

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course is concerned with the origins and impact of the ideas of two of the most significant scientists of the modern era, Charles Darwin and Albert Einstein. In the first half of the course we will focus on Darwin's evolutionary theory in his Origin of Species, the intellectual, cultural, and social roots of Darwin's scientific thought, and the impact of key Darwinian themes, such as the sense of loss and the new concepts of probability and time in scientific explanation, on literature, religion, politics, and philosophy. The second half of the course will center on

Einstein's theory of relativity, its origins in the cultural, intellectual, and social milieu of late nineteenth and early twentieth century Europe, and its impact on the humanities, including such topics as the philosophical notion of relativism, the nature of time and space, quantum theory and probabilistic methods, and the development and subsequent global impact of the nuclear bomb.

ASSIGNMENTS: first term: 2 short essays (10%); mid-term take home exam (15%); second term: research essay (30%); final exam (20%); class participation (15%).

REPRESENTATIVE READINGS: James Secord ed., *Evolutionary Writings* [excerpts from Darwin's texts]; H. G. Wells, *The Time Machine*; Robbins, Cohen, eds. *Darwin and the Bible*; Albert Einstein, *Ideas and Opinions*; David Cassidy, *Einstein and His World*; Michael Frayn, *Copenhagen*; Joseph Schwartz and Michael McGuinness, *Einstein for Beginners*.

COURSE DIRECTOR:
K. Anderson, kateya@yorku.ca
303 Bethune College, ext. 22026

PROJECTED ENROLMENT: 112

RESERVED SPACES: Some spaces reserved for Humanities & STS Majors and Minors.

COURSE CREDIT EXCLUSION: SC/STS 3750 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/STS 3750 6.00 (prior to Summer 2006), AS/HUMA 2915 9.00 and SC/STS 3750 6.00.

AP/HUMA 2970 9.0A INTRODUCTION TO TRADITIONAL AND POPULAR CULTURE

Note: Successful completion of this course fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.

This course analyzes the form, meaning and content of traditional and popular levels of culture, and discusses the respective roles of each in the human environment. Its focus is on face-to-face oral human communication, as well as on communication carried out through the popular mass media.

COURSE DIRECTOR:
G. Butler, gbutler@yorku.ca
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PROJECTED ENROLMENT: 140

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

COURSE CREDIT EXCLUSION: AS/HUMA 1925 9.00 (prior to Fall/Winter 2002-2003).

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2970 9.00.

3000 LEVEL COURSES

3000 LEVEL COURSES: The online enrolment system will release any remaining reserved spaces on April 2 (Summer Session) and July 17 (FW Session).

Note: The Department of Humanities does not maintain waitlists.

AP/HUMA 3000 3.0/6.0 DIRECTED READING

In any given year, a limited number of faculty members may be available to supervise a special program of study (for a limited number of students) equal in credit to one full or one half course. **INFORMATION AND APPLICATION FORM AVAILABLE AT ROOM 203 VANIER COLLEGE, 416-736-2100 EXT. 33223.**

PREREQUISITE: Permission of the instructor and the Undergraduate Program Director.
PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 3700 3.00; AK/HUMA 3700 6.00.

AP/HUMA 3014 6.0A AP/EN 3192 6.0A TRAGEDY IN WESTERN LITERATURE: ANCIENT AND MODERN

Tragedies and concepts of tragedy from antiquity to the present, viewed in their cultural and historical contexts as well as in relation to their contemporary relevance. Readings by authors such as Aeschylus, Shakespeare, Ibsen, Chekhov, Brecht.

From ancient Greece to our own time tragedy has been esteemed as the literary form that interprets and tries to make sense of human experience. The specific contours of tragedy, however, have varied from culture to culture, along with shifting values and views of human nature and possibility. Studying selected tragedies over a span of more than a thousand years, we will explore the relation between tragedy and its cultural context, and how tragedy has changed over time in response to different historical conditions, artistic conventions, and world views. Readings are drawn principally from plays, but also include prose fiction.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & English Majors and Minors.
PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 3740 6.00 (prior to Summer 1990), AK/EN 3000L 6.00 (prior to Summer 2004), AK/EN 3835 6.00, AK/FA 3300 6.00 (prior to Summer 2004), AK/HUMA 3300 6.00.

AP/HUMA 3016 6.0A ANIMALS IN HUMAN CULTURE

This course offers an interdisciplinary study of the images, meanings and values that humans have assigned to animals in specific historical and cultural contexts. The question "What is an Animal?," and various perspectives on why the answer matters, will be explored through readings in and encounters with social history, cultural studies, fiction, philosophy, animal rights, literature and visual culture.

COURSE DIRECTOR:

J. Berland, jberland@yorku.ca
227 Vanier College, ext. 77393

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

**AP/HUMA 3103 6.0A
CHILDHOOD AND CHILDREN IN THE ANCIENT MEDITERRANEAN**

The course will examine childhood experience and the social construction of childhood in the ancient Mediterranean from the Bronze Age down to the end of classical antiquity.

ASSIGNMENTS: ROM Assignment – 10%; Critical Analysis and Report on Article – 10%; Presentation and Report on Book – 10%; Major Essay – 30%; Final exam – 25%; Class participation – 15%. (subject to change)

REPRESENTATIVE READINGS: The course readings will consist of a kit containing extracts from primary sources in translation such as Homer, the Homeric Hymns, Sophocles, Euripides, Aesop, Demosthenes, Lysias, Xenophon, Plato, Apollodorus, Cicero, the Roman Twelve Tables, Livy, Horace, Ovid, Suetonius, Quintilian, Lucian, Plutarch, the Hebrew Bible and the New Testament. The kit could form the basis for a future sourcebook on the topic.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities, Children Studies and Classical Studies Majors and Minors.

**AP/HUMA 3110 6.0A
ROMAN CULTURE & SOCIETY**

The course examines literature, art and architecture in its social and cultural context within a specified period of Roman history. The course may focus on either the late Republic, the ages of Augustus, Nero or the Trajan.

COURSE DIRECTOR:

S. Blake, sblake@yorku.ca

245 Vanier College, ext. 77401

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities and Classical Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3110 6.00.

AP/HUMA 3200 6.0A

THE POLITICS AND REPRESENTATION OF TERROR AND TERRORISM

Explores the representation of terrorism and terror in a range of forms, disciplines and historical contexts, complicating the simplistic binary of good and evil characterizing terrorism that functions in dominant political and media discourse.

COURSE DIRECTOR:

V. Shea, vshea@yorku.ca
213 Vanier College, ext. 33963

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3200 6.00.

AP/HUMA 3201 6.0A

AP/CLTR 3100 6.0A

CULTURE, MEANING & FORM

Explores cultural expression as a social act. What happens when material culture is caught between opposing forces: corporations and governments? To the individual voices of resisting dissidents arguing for originality, individuality and authenticity? Cultural theories provide tools for analysis of these questions. Areas of concentration include: print media, film and other forms of popular culture.

ASSIGNMENTS: First Essay (1250 words) 15%; Pop Culture Journal 15%; Group Presentation 15%; Second Essay (2000 words) 25%; In class quiz 15%; Participation 15%.

REPRESENTATIVE READINGS: *An Introduction to Theories of Popular Culture* (second ed.) by Dominic Strinati. Course kit.

COURSE DIRECTOR:

G. Vanstone, gailv@yorku.ca
242 Vanier College, ext. 77023

PROJECTED ENROLMENT: 35

RESERVED SPACES: Spaces reserved for Humanities and Culture & Expression Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AK/CLTR 3100 6.00.

AP/HUMA 3225 6.0A
AP/CLTR 3225 6.0A
PERFORMANCE AND RESISTANCE

Explores strategies artists and activists use to create performance poetry, art and political theatre by combining discussion, practice and theory to understand how a variety of performance strategies provoke and enliven audiences, and call for political action. Not open to students who have taken AP/CLTR 3225 3.00 (AK/CLTR 3225 3.00 prior to Fall 2009).

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

COURSE CREDIT EXCLUSION: AP/CLTR 3225 3.00

PRIOR TO FALL 2009: Course credit exclusion: AK/CLTR 3225 6.00.

AP/HUMA 3250 6.0A
AP/CLTR 3250 6.0A
CONTEMPORARY HISTORY THROUGH FILM

Explores how history has been depicted through popular culture in cinema and other electronic media. Focuses on WWII and its aftermath when filmmakers began to rethink the function of cinematic representation and its political and cultural relationship to the contemporary world.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

COURSE CREDIT EXCLUSION: AP/CLTR 3250 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 3250 3.00, AK/CLTR 3250 6.00.

AP/HUMA 3315 3.0M (WINTER)
AP/CDNS 3315 3.0M
BLACK LITERATURES AND CULTURES IN CANADA

This course challenges the positioning of the African American experience as a dominant referent for black cultures in the Americas by insisting that narratives about black identity have to include Black Canada as a necessary and critical space of interrogation. The course, therefore, expands and redefines the boundaries of North America by examining Canada as a particular but shared American space that facilitates important new discussions about black experiences.

By examining the fictional writing being produced by blacks in Canada as well as Canadian films, the course allows us to explore the necessary intertexts that can help us redefine black experiences in Canada, the United States and the Caribbean. It argues that Black literatures and cultures in Canada by bringing together multiple black diasporas confront the tensions between home and homelessness, citizenship and exile located within diaspora experiences in general and, more specifically, black experiences in the Americas. While the course begins, then, from an African Canadian perspective, it is very much concerned with articulating the possibility of a transatlantic African diasporic sensibility.

ASSIGNMENTS: essay (25%), research proposal and bibliography (15%), research essay (25%), film review (20%), class participation (15%); (subject to change).

REPRESENTATIVE READINGS: Dionne Brand, What we all Long for; Lawrence Hill, The Book of Negroes; , Nalo Hopkinson, Brown Girl in the Ring; Course Kit of articles from selected journals and anthologies.

COURSE DIRECTOR:

A. Davis, aadavis@yorku.ca
824 York Research Tower, ext. 33320

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities, Canadian Studies & Latin American & Caribbean Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3315 3.00.

AP/HUMA 3316 3.0A (FALL) BLACK WOMEN'S WRITING

This course introduces students to the body of literature being produced by black women writers in the Caribbean, Canada and the United States after the 1970s. The course argues that while black women writers directly engage the particular concerns of their individual societies, their work out of necessity speaks to and across a larger body of writing. In confronting racism and sexism, they (re)define black female identities and engage a critical cross-cultural dialogue about black women's lives in the Americas.

Using the writings of Caribbean women as its primary focus, the course attempts to locate Caribbean women's writing within a larger tradition that reads the texts of black women writers as cross-border mediations. As cross-cultural dialogue, these works connect the lives of black women across the diaspora and name empowering alternatives for their survival. Rather than organizing the works of these women geographically, the course attempts, then, to read their writing as part of a historical and literary continuum within the African diaspora in the Americas. This shared diasporic sensibility, the course argues, allows women to recognize their differences, even while it facilitates their meeting through coalition and partnership.

ASSIGNMENTS: journal/learning portfolio (30%); literature review (25%); research essay (30%), class participation (15%); (subject to change).

REPRESENTATIVE READINGS: Erna Brodber, Jane and Louisa will soon come home; Toni Morrison, Beloved; Edwidge Danticat, Breath, Eyes, Memory; Marlene NoubéSe Philip, She Tries her Tongue, Her Silence Softly Breaks; Course Kit of articles from selected journals and anthologies.

COURSE DIRECTOR:

A. Davis, aadavis@yorku.ca
824 York Research Tower, ext. 33320

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Latin American & Caribbean Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3316 3.00.

AP/HUMA 3320 6.0A

CARIBBEAN THOUGHT: POST-COLONIAL PERSPECTIVE

This course explores the humanities through the work of Caribbean thinkers and writers. It addresses the question of what it means to be human in the context of an experience marked by colonialism, slavery, indentureship and racism. The course covers early historical sources, the generation of anti-colonial, nationalist intellectuals in the Anglophone, Francophone and Hispanic Caribbean, and the contemporary postcolonial theorists and writers. Themes to be studied include: race and representation; cultures of resistance; nationalism and national culture; ethnicity, identity and cultural hybridity; gender and sexuality; diasporic and cosmopolitan culture. Students will study a range of texts including theoretical, historical and literary works.

ASSIGNMENTS: presentation (10%); three papers (15%, 15%, 30%); final exam (20%); participation (10%).

REPRESENTATIVE READINGS: Nigel Bolland, ed., *The Birth of Caribbean Civilization*; Maryse Condé, *I Tituba, Black Witch of Salem* (novel); Frantz Fanon, *Black Skin, White Masks*; Frantz Fanon, *The Wretched of the Earth*; C.L.R. James, *The Black Jacobins*; Patricia Powell, *The Pagoda* (novel), Silvio Torres-Saillant, *An Intellectual History of the Caribbean*.

Students will also be expected to purchase a kit of readings with essays by thinkers such as Stuart Hall, Percy Hintzen, Patricia Mohammed and Rhoda Reddock.

COURSE DIRECTOR:

P. Taylor, taylorp@yorku.ca
206 Vanier College, ext. 55158

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Latin American & Caribbean Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3320 6.00

**AP/HUMA 3425 3.0A (FALL)
DEAD SEA SCROLLS**

The Dead Sea Scrolls provide an intriguing window into the development of early Christianity and rabbinic Judaism. This course examines the texts, the communities which produced them, contemporary movements within Judaism and Christianity, and the major lines of interpretive controversy.

COURSE DIRECTOR:
P. Harland, pharland@yorku.ca
248 Vanier College, ext. 77379

PROJECTED ENROLMENT: 30
RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.
PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 3425 3.00, AK/HUMA 3610K 6.00 (prior to Summer 1992).

**AP/HUMA 3460 6.0A
AP/HIST 3240 6.0A
RENAISSANCE AND REFORMATION: BRAND NEW**

How did inadequate education, greed, power struggles and rapid change produce Renaissance high culture? Was it a return to classical education, culture and institutions? A religious renewal? Or new social, political and economic patterns shaping the modern world?

COURSE DIRECTOR:
J. Gibson, jgibson@yorku.ca
232 Vanier College, ext. 77397

PROJECTED ENROLMENT: 30
RESERVED SPACES: Some spaces reserved for Humanities & History Majors and Minors.
COURSE CREDIT EXCLUSIONS: GL/HIST 3250 3.00, GL/HIST 3255 3.00.
PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 3460 6.00, AK/HUMA 3660 6.00 (taken between F84 and S91), AK/HIST 3410 6.00 (prior to Summer 1996), AK/HIST 3550 6.00, AK/HIST 3780 6.00 (prior to Summer 2003), GL/HIST 3250 3.00 and GL/HIST 3255 3.00.

**AP/HUMA 3481 6.0A
STUDIES IN WORLD RELIGIONS: AFRICA**

This course examines Africa's contribution to world religions focusing on Traditional African Religions and the impact and transformation of Judaism, Christianity and Islam in Africa. The course makes special reference to oral and written texts and their interpretation. The course will use scriptural, hagiographical, exegetical and oral sources to explore concepts of healing,

worship, holiness and sacred space in the realm of religions in Africa. Students will be engaged with primary sources in translation including the Bible, the Holy Qur'an, the *Andemta* Commentaries as well as the Ethiopian-Coptic Synxarion and *Gadlat*. The course will also be informed by the scholarly works of Benjamin, Idowu, and Mbiti, amongst others, on Traditional African Religions.

REPRESENTATIVE READINGS: Benjamin, Ray. 2001. *African Religion(s)*. Upper Saddle River, NJ: Prentice Hall; Idowu, E. Bolaji. 1973. *African Traditional Religion: A Definition*. NY: Orbis Books; Isichei, Elizabeth. 1995. *A History of Christianity in Africa: From Antiquity to the Present*. Grand Rapids, Mich.: William B. Eerdmans Publishing; Kaplan, Steven. 1992. *The Beta Israel in Ethiopia*. NY: New York Univ. Press; Mbiti, John. 1990. *African Religion and Philosophy*. London: Heinemann; Nehemiah Levtzion and Randall Pouwels. 2000. *The History of Islam in Africa*. Athens, Cape Town and Ohio: Ohio University Press.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AK/HUMA 3481 6.00.

**AP/HUMA 3510 6.0A
RELIGION, GENDER AND KOREAN CULTURE**

This course explores the interactions of religion and gender from the traditional to the modern period in Korea, and relates this material to the general process of cultural development.

COURSE DIRECTOR:

T. Hyun, thyun@yorku.ca
228 Vanier College, ext. 77101

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & East Asian Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 3000D 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 3425 6.00.

**AP/HUMA 3536 3.0A (FALL)
AP/CDNS/REI 3536 3.0A
AP/EN 3253 3.0A
CANADA & THE TRUE NORTH: LEGEND AND MEMORY**

Explores the character of Canada and the True North in legend and memory in the context of Canadian literature since the 18th century. Topics include concepts of nature, landscape, memory and the origins of the environmental movements.

COURSE DIRECTOR:

D. McNab, dtmcnab@yorku.ca
440 Atkinson College, ext. 22423

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities, Canadian Studies, REI and English Majors and Minors.

PRIOR TO FALL 2008: Course credit exclusions: AK/EN 3536 3.00.

AP/HUMA 3605 6.0A

IMAGINING THE EUROPEAN CITY IN LITERATURE AND FILM

At the beginning of the 21st century, over half of the world's population lives in cities. Yet urbanity as a way of life remains notoriously contested terrain. What is distinctive about urban life, and is there anything distinctly European about it? Have the intangible qualities of cities – the scale and intensity of social interactions, the ephemerality of the built environment and constant spatial transformations, the defining presence of diversity and multiethnicity – produced an urban ethos that transcends cultural and national divisions? Where does the tradition of cities being experienced as dangerous, threatening and dirty come from? How do cities relate to their own histories in view of constant migration and accelerated change? What cultural factors influence whether a city “succeeds” or “fails”?

While Europe is no longer setting the pace and shape of urbanization, its traditions of imagining cities can provide answers to these questions. By exploring the ways European cities have been represented in literature and film, this course probes the links between urban imaginaries and material cities. The course focuses on the city of modernity but also includes discussions of early modern and postmodern manifestations of urban imaginaries.

ASSIGNMENTS: As an upper-level course, evaluation is primarily based on reading, discussion and active participation. It is based on the following components: short summaries of the readings, moderation of discussion sessions, midterm exam, research essay proposal, research essay, in-class participation, and a final exam.

REPRESENTATIVE READINGS: Readings will include Mark Augé's *In the Metro*, Leonardo Benevolo's *The European City*, James Donald's *Imagining the Modern City*, Italo Calvino's *Invisible Cities* and Virginia Woolf's *Mrs. Dalloway*. Films will include *Berlin, Symphony of a Great City*, *The Man with a Movie Camera*, *Metropolis*, *The Moderns*, *The Third Man*, *Bladerunner*, *Aeon Flux* and *Yamakazi*.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & European Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3605 6.00.

AP/HUMA 3608 3.0M (WINTER)
AP/CLTR 3842 3.0M
REPRESENTING MEDIEVAL LIFE & BELIEF PART 2: 1000-1500 AD

Analyzes history, society, and religion in western Europe in the context of high medieval visual expressions as representations of identities and their continuing influences over contemporary cultures.

COURSE DIRECTOR:
S.A. Brown, sabrown@yorku.ca
708 Atkinson College, ext. 66610

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.

COURSE CREDIT EXCLUSIONS: AP/VISA 3400 6.00, AP/VISA 3841 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 3841 3.00, AK/VISA 3400 6.00 and AK/VISA 3841 3.00.

AP/HUMA 3661 3.0A (FALL)
STUDIES IN AFRICAN AMERICAN ART & THEATRE

Explores how certain African American visual artist and dramatists interpret historical experience. Raises questions of representation, and politics and the aesthetics of portrayal, focusing on the work of visual artists Romare Bearden and Jacob Lawrence, and playwrights August Wilson and Adrienne Kennedy.

ASSIGNMENTS: Response papers 30%; Essay 20%; Dramatic presentation 20%; Participation 10%; Final exam 20%.

REPRESENTATIVE READINGS: Adrienne Kennedy, *Adrienne Kennedy in One Act*; August Wilson, *Two Trains Running*; August Wilson, *Joe Turner's Come and Gone*; Richard Powell, *Black Art: a Cultural History*; Course kit, available in the York Bookstore; additional articles through website.

COURSE DIRECTOR:
L. Sanders, leslie@yorku.ca
706 Atkinson College, ext. 66604

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities Majors and Minors.

COURSE CREDIT EXCLUSION: AP/HUMA 3661 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3955 3.00, AK/EN 3955 6.00, AK/HUMA 3670 3.00 and AK/HUMA 3670 6.00.

AP/HUMA 3664 3.0M (WINTER)

CARIBBEAN TRADITIONAL CULTURE

This course introduces students to traditional oral cultures of the African-Caribbean diaspora. Adapting an ethnographic approach, the course focuses on the culture's African origins, its evolution in the Caribbean nations, and its subsequent transplantation to urban contexts such as Toronto.

COURSE DIRECTOR:

G. Butler, gbutler@yorku.ca
030 McLaughlin College, ext. 44090

PROJECTED ENROLMENT: 30

RESERVED SPACES: Spaces reserved for Humanities & Latin American & Caribbean Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3664 3.00.

AP/HUMA 3665 3.0A (FALL) AFRICAN ORAL TRADITION

This course introduces students to aspects of the traditional cultures of Africa. Drawing upon historical and contemporary examples, the course examines the particular features of verbal art as performance and the social functions it serves in everyday social contexts.

COURSE DIRECTOR:

G. Butler, gbutler@yorku.ca
030 McLaughlin College, ext. 44090

PROJECTED ENROLMENT: 30

RESERVED SPACES: Spaces reserved for Humanities & African Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3665 3.00.

AP/HUMA 3670 6.0A FANTASY IN THE MODERN WORLD

An exploration of the way fantasy has shaped modern sensibility in the West since the French Revolution. We will first discuss the tradition of fantasy in the West and then examine the role of fantasy in five main areas: 1) the preamble, propaganda, and post-mortems of wars and revolutions; 2) the development of new forms of fictional discourse; 3) national movements and the modern state; 4) the development of new forms of visual discourse; 5) issues of race, class, and gender.

ASSIGNMENTS: Two essays in first term, worth 15% each; a major paper in second term, worth 25%; seminar participation, worth 15%; and a final examination, worth 30%.

REPRESENTATIVE READINGS: Calvino, Invisible Cities; Camus, The Plague; Chopin, The Awakening; Findley, The Wars; Frye, The Modern Century; Fussell, Wartime; Garcia Marquez, Chronicle of a Death Foretold; Hoffer, The True Believer; Kafka, The Trial; Mann, Mario and the Magician; Ovid, Metamorphoses; Perkins Gilman, "The Yellow Wallpaper"; Stoker, Dracula. Artists include Bosch, Bruegel, David, Goya, Chagall, Dali, and Picasso. Films include Dr. Strangelove, Triumph of the Will, The Magic Flute, and The Hours.

COURSE DIRECTOR:

A. Haberman, arthurh@yorku.ca
316 Founders College, ext. 66942

PROJECTED ENROLMENT: 30

RESERVED SPACES: Spaces reserved for Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3670 6.00.

AP/HUMA 3685 6.0A

AP/CDNS 3685 6.0A

CANADIAN CHILDREN'S LITERATURE AND CULTURE

This course surveys and analyzes Canadian children's literature historically in relation to the national culture and the sub-cultures of authors and illustrators, as well as with respect to the nature and significance of the children's culture that received it.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Spaces reserved for Children Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 3000P 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 3685 6.00.

AP/HUMA 3695 6.0A

LISTENING TO CHILDREN: ETHICS & METHODOLOGY OF CHILD CENTRED STUDIES

Under the UN Convention of Rights of the Child (adopted 1989), young people under 18 are defined as a vulnerable population with special rights of provision, protection and participation. All professional interactions with children should, then, be governed by ethical standards and guidelines that realize their rights through working in their best interests. Central to achieving this goal, which is the guiding principle of the UN Convention, is the determination of the best interests of any given child or group of children in a particular situation. It is, then, necessary to shape standard methodologies of human interaction in professional circumstances to realize a child-centred approach that enables children's voices to be heard in all matters that concern them – the second guiding principle of the UN Convention. Research that recognizes children as having agency in their own lives and as authorities on being child will issue from this approach.

This course first explores the ethical issues specific to professional interactions with children as a result of their rights, particularly to protection as a vulnerable population; to privacy; to

freedom of association; to participation and to full disclosure of procedures, risks and potential harm/benefits; to religious and cultural freedom of choice; to engagement with the physical and social environments; to be directly involved in giving informed consent and to have some enduring control over the research outcomes. Case studies, representing various ethical dilemmas, will be used in this section along with readings that explicate extant means used to determine the best interests of the child, for instance, by the Children's Aid Society and the Office of the Children's Lawyer for Ontario. Also, the standards applicable to professional groups such as teachers and health care workers involved with children will be considered with reference to their agenda of concern and their relation to children's rights.

Simultaneously, there will be consideration and workshopping of the specifics of various standard methodologies employed in child research and the necessity to re-think and re-shape them so as to be appropriate for working with children in their best interests and in accord with their rights. Here the marked changes since 1989 in the justice and health care systems will be studied. Such consideration will necessarily involve the notable failures to hear children's voices (as in questionnaires or intimidating interviews by authority figures) or attend to their best interests that characterized practices prior to the evolution of the contemporary approaches.

Also, there will be intensive consideration of best practices for doing research with children. Here students will engage in workshops to learn how to undertake participant observations with children, interview them effectively, utilize other media (such as visual art work, drama, movement, storytelling) and technology (such computerized discussion groups) ethically to elicit children's voices, and to acquire the skills necessary to thorough, yet as non-intrusive as possible, documentation.

From the outset of the course, each student will develop a research project that will involve hearing children's voices in order to work in their best interests in some specific way or circumstance of particular interest. Here they will work cooperatively in research groups that will offer suggestions and critical comment to help shape each other's projects. They will each learn the process of obtaining institutional consent to pursue the research and, in so doing, they will learn the restrictions that must be placed upon them in order to realize the rights of the children involved. They will also subject their research proposals to an ethics review, using the York University standards and forms. The final portion of the course will involve their completion of the research projects and presentation of them to the class. Each student will then prepare his/her own project to be archived, complete the necessary documentation and undertake the process of accessioning it in the Canadian Children's Culture Collection in Ross. By so doing, the students will have achieved a heightened professional competence as Children's Studies specialists.

ASSIGNMENTS: 15% Consideration of violation of children's rights; 10% Research Proposal; 15% Preparation for Ethics Review; 30% Research Project; 15% Presentation of Research; 15% participation/workshops on methodology.

REPRESENTATIVE READINGS: Covell, Katherine & R. Brian Howe. The Challenge of Children's Rights in Canada; Farrell, Ann. Ethical Research With Children. Open University Press, 2005; UN

Convention On The Rights Of The Child (1989) – available on website. Course Kit of Selected Readings.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 75

RESERVED SPACES: All spaces reserved for Children's Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3695 6.00.

AP/HUMA 3697 3.0A (FALL)
AP/HUMA 3697 3.0M (WINTER)
WRITING BY CHILDREN AND YOUTH

Usually, "children's literature" is assumed to be literature written by adults for children. However, this course focuses on literature and other writing created by children and youth themselves, exploring important issues raised by this other, arguably "real" children's literature. Most attention that has been paid to writing by children and youth has been either a fascination with the juvenilia of canonical adult authors or an educational and psychological interest in what children's writing reveals about children. Comparatively little attention has been paid to the literary nature of children's and youths' writing.

In this course, we will study several kinds of writing by children and youth: exceptional cases of writers who have published important texts before they were adults; creative writing submitted to literary journals and contests; poetry and songwriting; social activist texts; online "writing," including blogging, fan fiction, and interactive games. We will consider obstacles in accessing writing by children and youth as well as questions of "authenticity" of such writing including issues of censorship, given the heavy adult mediation of most areas of children's lives. Through this study, we will interrogate the terms "children," "youth," "children's writing," and "children's literature" and will debate whether there is such a thing as "écriture enfantine" or "littérature enfantine" (Chapleau).

ASSIGNMENTS: In-Class Participation– 10%; Contributions to Online Reader-Response Discussion – 20%; Weekly Quizzes on Readings – 10%; Essay # 1 (Report on Internet Writing by Children and Youth) – 25%; Essay # 2 (Comparative Analysis of Writing by Children and Writing by Adults) – 35%. There is no exam in this course. (SUBJECT TO CHANGE)

REPRESENTATIVE READINGS:

[NOTE: A complete, accurate list of required and recommended readings will be given to students in the Course Outline, available at the first classes of the course. However, here is a list of the kinds of readings that will be included in the course.]

PRIMARY TEXTS:

Ashford, Daisy. *The Young Visitors: or, Mr. Salteena's Plan*. New York : George H. Doran, 1919; Fan, Nancy Yi. *Swordbird*. New York: HarperCollins Children's Books, 2007; Frank, Anne. *The Diary of Anne Frank*, 1947, 1952; Hinton, S. E. *The Outsiders*, 1967; Juvenilia of various adult authors; (Excerpts) Kielburger, Craig. *Free the Children*. Special 10th Anniversary Edition. Toronto: Free the Children. Altona, Manitoba: Friesens, 2005; (Excerpts) Kielburger, Craig,

with Kevin Major. *Free the Children : A Young Man's Personal Crusade Against Child Labor*. New York: HarperCollins, 1998; Korman, Gordon. *This Can't Be Happening at MacDonald Hall!* New York and Toronto: Scholastic, 1978; Lau, Evelyn. *Runaway: Diary of a Street Kid*. Toronto: HarperCollins, 1989; Song lyrics by "teen" composers, including Alanis Morissette and Avril Lavigne; (Excerpts) Staples anthologies of Canadian children's writing. Straight, Dorothy. *How the World Began*. New York: Pantheon, 1964; Youngpoets.ca. League of Canadian Poets. 1999-2008. 22 Mar. 2008 <<http://www.youngpoets.ca/>>.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Spaces reserved for Humanities & Children's Studies Majors and Minors.

AP/HUMA 3801 6.0A
THINKING RELIGION IN SOUTH ASIA: TEACHINGS AND ORIENTALISM

This course explores the teachings of selected religious traditions of South Asian and examines the category of religion as it is applied to South Asia in the context of oriental discourses.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies & South Asian Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3801 6.00.

AP/HUMA 3802 3.0A (FALL)
AP/REI 3802 3.0
SIKH HISTORY AND THOUGHT: DEVELOPMENT AND INTERPRETATION

This course introduces Sikhism by exploring its main historical developments and religio-philosophical teachings. To understand these historical and religious discourses within their broader social settings a number of themes and contexts are explored: scripture, interpretation, gender, colonialism and the diaspora.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies & South Asian Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3802 3.00.

AP/HUMA 3810 6.0A
HEBREW BIBLE

A survey of the literature of ancient Israel concentrating on the Hebrew Bible with the context of its world. Students examine the text in translation and become familiar with a variety of literary, historical and theological approaches to the text.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies & Jewish Studies Majors and Minors.

COURSE CREDIT EXCLUSIONS: AP/HUMA 3415 3.00, AP/HUMA 3417 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 3415 3.00, AK/HUMA 3417 3.00, AS/HUMA 2810 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 3810 6.00.

AP/HUMA 3815 6.0A

AP/REI 3815 6.0

ASPECTS OF ISLAMIC THOUGHT

This course introduces students to some of the major aspects of classical Islamic thought focusing on their development, diversity, and influences. The course explores the writings of leading figures in Islamic theology, jurisprudence, mysticism and philosophy in the pre-modern period. The course uses Abdullah saeed's *Islamic Thought. An Introduction* as a general textbook along with additional articles that will be posted on the moodle site. Students will have weekly readings and discussions that will be part of the general assessment. The course assignments include two exams, an essay, and a review.

COURSE DIRECTOR:

R. Kana'an, rkanaan@yorku.ca
223 Vanier College, ext. 33944

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3815 6.00.

AP/HUMA 3816 3.0 M (WINTER)

THE BALKANS: RELIGION, CULTURE AND IDENTITY

This course explores the intersections between religion, culture and identity in the Balkans. It offers an interdisciplinary examination of this complex religious and ethnic mosaic through a wide range of sources, including consideration of the image of the Balkans in Europe and beyond.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3816 3.00.

AP/HUMA 3818 3.0A (FALL)
SACRED SPACE AND RITUAL PRACTICES IN ISLAM

The course examines the plurality of rituals and devotional practices in Islam and the variety of spaces and places engendered by Muslim worship and devotion from early Islam to the contemporary period. It examines the diversity of forms of Muslim worship and devotional practices such as prayer, pilgrimage, tomb visitations, as well as individual contemplation and remembrance practices. It examines places such as mosques, sufi lodges, tombs, mausoleums, homes and landscapes. Course readings will be posted on the moodle site. Students will have weekly readings and discussions that will be part of the general assessment. The course assignments include an exam, an essay, and a review.

COURSE DIRECTOR:

A. Buturovic, amilab@yorku.ca
222 Vanier College, ext. 77054

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

AP/HUMA 3819 3.0M (WINTER)
OUTSIDERS INSIDE RELIGION

Religion plays an important role in inculcating and perpetuating societal norms and values. However, that is only part of the story. Many members of marginalized groups have also found within religion a space in which to resist and to manoeuvre within those same norms and values. For religion is not just the site of patriarchal domination; at the same time that its symbols, rituals, practices, and beliefs serve to shape the worldview of those participating in them, those participants are also re-interpreting and re-configuring those symbols, rituals, practices and beliefs. Members of marginalized groups have always taken advantage of that dynamic, revising, transforming, and challenging the religious rituals, practices, symbols and beliefs inculcating and perpetuating patriarchal norms and values. This course examines the strategies employed by members of marginalized groups over the past several decades to resist and to manoeuvre within patriarchal stereotypes, norms and values from *within* their religious traditions.

The strategies explored will include those employed by feminists, racialized groups, members of lesbian, gay, bisexual, transgendered and queer communities (LGBTQ), members of post-colonial nations, and persons with disabilities.

ASSIGNMENTS: (subject to change) Weekly Reading Assignments – 15%; Internet Research Exercise – 20%; Research Essay 30%; Group Presentation – 25%; Participation – 10%.

REPRESENTATIVE READINGS: a course kit including readings from (subject to change): G.D. Comstock, et al. ed., *Que(e)rying Religion: A Critical Anthology*; L. E. Donaldson & K. Pui-Lan ed., *Postcolonialism, Feminism and Religious Discourse*; N. L. Eiesland, . *The Disabled God: Toward a Liberatory Theology of Disability*; A. Smith, et al. "Round table Discussion: Native/First Nation Theology"; R. S. Sugirtharajah, *The Bible and the Third World: Precolonial, Colonial and Postcolonial Encounters*; P. Taylor, ed. *Nation Dance: Religion, Identity, and Cultural Difference in the Caribbean*; E. M. Townes, ed. *Embracing the Spirit: Womanist Perspectives on Hope, Salvation, and Transformation*.

COURSE DIRECTOR:

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235 Vanier College, ext. 66988

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

COURSE CREDIT EXCLUSION: AP/GL/WMST 3518 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/AK/GL/WMST 3518 6.00, AS/HUMA 3819 3.00.

AP/HUMA 3821 3.0A (FALL)

FEMALE SPIRITUALITY: COMPARATIVE PERSPECTIVES - WESTERN TRADITIONS

This course explores women's participation in the interrelated religious traditions of Judaism, Christianity and Islam, and modern Goddess spirituality. Particular attention will be paid to the roles of women within the history of these traditions, and modern feminist critiques, revisions and reconstructions of these traditions, both in theory and in practice.

ASSIGNMENTS: (subject to change) Short Essay - 20%; 2 Integration Papers – 50% (2 x 25%); Final Exam - 20%; Participation – 10%.

REPRESENTATIVE READINGS: (subject to change) Johanna H. Stuckey, *Women's Spirituality: Contemporary Feminist Approaches to Judaism, Christianity, Islam and Goddess Worship*, 2010; a Course Kit.

COURSE DIRECTOR:

B. Lee, blee@yorku.ca
235 Vanier College, ext. 66988

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3821 3.00.

AP/HUMA 3823 3.0M (WINTER)
GREEK & JEWS IN THE HELLENISTIC WORLD

A study of the encounter of Greek religious ideas, practices and institutions with the Egyptian, Persian and Jewish religions in the period from Alexander to the First Century BCE.

COURSE DIRECTOR:

P. Harland, pharland@yorku.ca
248 Vanier College, ext. 77379

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 3120B 3.00 (prior to Fall/Winter 2003-2004), AS/HUMA 3823 3.00.

AP/HUMA 3831 3.0M (WINTER)
TORAH AND TRADITION: JEWISH RELIGIOUS EXPRESSIONS FROM ANTIQUITY TO THE PRESENT

This course offers a historical exploration of Jewish beliefs, institutions, and bodies of literature, emphasizing continuities and changes in religious expression within and across different places, circumstances, and times. The course takes up five broadly defined periods: biblical, Second Temple, rabbinic, medieval, and modern. Its integrating perspective is an exploration of Jewish religious expressions in their continuities and diversities within and across these different periods, with special attention paid to evolving (or revolutionary) conceptions or interpretations of Judaism's foundation document, the Torah, as a result or reflection of immanent developments within Jewish life or in consequence of Jewish dialogues and disputations with a variety of "external" (that is, non-Jewish) stimuli, or some combination of these. A sub-section of the course explores Judaism's cycles of sacred days and the liturgies and ritual observances associated with them.

Topics covered include Israelite religion and biblical texts (including the "First Temple" period); Judaism in Persian and Greco-Roman times (the "Second-Temple" period); the emergence of rabbinic Judaism and its classical texts, with emphasis on Judaism's second "foundation document" (after the Bible), the Babylonian Talmud; varieties of Jewish literature and piety in medieval times; modern religious cross-currents (Reform, Orthodox, Conservative, Reconstructionist), and contemporary issues and challenges (e.g., post-Holocaust theology, feminism). Themes covered include God, the Jewish people, Torah and its interpretation, the land of Israel; the commandments (mitzvot) and their halakhic (legal) expressions; the Sabbath; daily and calendrical cycles of holiness; rites of passage, and messianic teachings.

ASSIGNMENTS: Class participation 10% (based on attendance *and* actual involvement); Paper proposal 10%; Term paper 40%; Final exam 40% (during exam period). (subject to change)

REPRESENTATIVE READINGS: Breslauer, S. Daniel, *Understanding Judaism through History* (Toronto, 2003); Fishman, Sylvia Barack, *The Way into Varieties of Jewishness* (Woodstock, Vermont, 2007); Marcus, Jacob Rader (ed.), *The Jew in the Medieval World: A Sourcebook: 315-1791* (Revised edition with introduction by Marc Saperstein; Cincinnati, Ohio, 1999); Schiffman, Lawrence H. (ed.), *Texts and Traditions: A Source Reader for the Study of Second Temple and Rabbinic Judaism* (Hoboken, New Jersey, 1998). (subject to change)

COURSE DIRECTOR:
C. Ehrlich, ehrlich@yorku.ca
755 YRT, ext. 77097

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Jewish Studies and Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3831 3.00.

AP/HUMA 3840 6.0A RABBINIC JUDAISM: THOUGHT AND INSTITUTIONS

This course will present a broad exposure to the history, thought, literature, and main institutions of Rabbinic Judaism from its inception, during the Second Temple period, through contemporary times. We will explore a variety of classical texts and genres in light of their religious and historical settings. We will consider institutions that have shaped Rabbinic Judaism in its varied manifestations throughout the ages down to the present. Finally, we will study various Jewish philosophies with foundations in Rabbinic Judaism from 10thc. through the Middle Ages to modern thought (21st c).

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Jewish Studies and Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3840 6.00.

AP/HUMA 3842 3.0A (FALL) MODERN YIDDISH CULTURE

An introduction to Modern Yiddish prose (in English translation) of the late nineteenth century until and including the years of the First World War, as this era marks a turning point in Jewish literary and cultural consciousness. Attention will be paid to understanding both literary terminology and ideological context. Some historic hallmarks: the Enlightenment, Khasidic/pietistic Romanticism and the age of secular and political radicalism.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Jewish Studies and Religious Studies Majors and Minors.

**AP/HUMA 3846 6.0A
CONTEMPORARY JEWISH THEOLOGIES**

Introduces and explores Jewish theological challenges and issues of the 21st century as articulated in the writings of feminist, queer, secular and liberal thinkers. Analyzes perspectives and concepts regarding such issues as the relationship between science and religion, the relationship of gender to mainstream concepts of theology, the meaning of existence, revelation, and post Holocaust realities. Includes Orthodox Jewish reactions both friendly and unfriendly towards these new perspectives.

COURSE DIRECTOR:

A. Goldberg, agoldber@yorku.ca
234 Vanier College, ext. 66985

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Jewish Studies and Religious Studies Majors and Minors.

**AP/HUMA 3848 3.0M (WINTER)
MODERN YIDDISH POETRY IN TRANSLATION**

This course is an introduction to Yiddish Modernist poetry of the early to mid-twentieth century with emphasis on the schools of Yiddish Modernism in America.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 30

RESERVED SPACES: Some spaces reserved for Humanities & Jewish Studies and Religious Studies Majors and Minors.

**AP/HUMA 3850 6.0A
THE FINAL SOLUTION: PERSPECTIVES ON THE HOLOCAUST**

The attempt of the Nazis to annihilate world Jewry was in many ways unprecedented in human annals. It was a turning-point in history, the way for which was prepared by revolutionary political, social, technological, and philosophical developments. In other ways, however, it was a not unpredictable outgrowth of the past. Although analysis may be difficult and painful, especially for survivors, the Holocaust must be analyzed and understood if those who live on are

to learn from it. Such analysis involves the examination of different aspects of life, using the tools of the historian, the theologian, the literary critic, and, to a lesser extent, the social scientist.

The course is divided into several sections, each of which approaches a different aspect of the Holocaust: the historical and philosophical background, the psychological and historical reality, the religious questions that arise in its aftermath.

ASSIGNMENTS: A book review (5-7 pp. 15%) will be required in the first term, and a longer research paper (10-15 pp. 30%) in the second term. There will be an examination in the first term (15%) and a final examination (25%). The remainder of the grade (15%) will be based on class presentations and participation. (subject to change)

REPRESENTATIVE READINGS: Readings may include: William S. Allen, The Nazi Seizure of Power; Aharon Appelfeld, Badenheim. 1939; Yehuda Bauer, A History of the Holocaust; Moshe Flinker, Young Moshe's Diary; Victor Frankl, Man's Search for Meaning; A.M. Klein, The Second Scroll; Emanuel Ringelblum, Notes from the Warsaw Ghetto; Andre Schwarzbart, The Last of the Just; Fred Uhlman, Reunion; Adele Wiseman, The Sacrifice. (subject to change)

COURSE DIRECTOR:
M. Brown, michaelb@yorku.ca
760 York Research Tower, ext. 33597

PROJECTED ENROLMENT: 30
RESERVED SPACES: Spaces reserved for Humanities, Jewish Studies & Religious Studies Majors and Minors.
PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3850 6.00.

AP/HUMA 3855 6.0A RESPONSES TO THE HOLOCAUST

This course explores responses to the Holocaust in imaginative texts - fiction, poetry and film - alongside autobiographical, historical and philosophical accounts. Works by survivors and others enable us to examine forms of Holocaust memory, and their concomitant implications.

COURSE DIRECTOR:
S. Horowitz, srh@yorku.ca
758 YRT, ext. 20191

PROJECTED ENROLMENT: 30
RESERVED SPACES: Spaces reserved for Humanities, Jewish Studies & Religious Studies Majors and Minors.
PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 3000R 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 3855 6.00.

AP/HUMA 3901 6.0A
AP/CLTR 3542 6.0A
CONSUMER AND POPULAR CULTURE (INTERNET COURSE)

Examines individual and collective expression within the context of popular and consumer culture, including such areas as music, activism, the Web, fashion, subcultures, shopping, car culture, fan clubs, zines, TV and film.

COURSE DIRECTOR:
A. Kitzmann, kitzmann@yorku.ca
204 Vanier College, ext. 77021

PROJECTED ENROLMENT: 30
RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.
COURSE CREDIT EXCLUSION: AP/CLTR 3542 3.00, AP/HUMA 3901 3.00
PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 3542 3.00, AK/CLTR 3542 6.00.

AP/HUMA 3904 6.0A
AP/CLTR 3570 6.0A
AP/CDNS 3904 6.0A
EXPERIENCING CANADIAN CULTURE

An exploration of how a unique Canadian sensibility manifests itself in contemporary cultural forms. Students are encouraged to attend contemporary plays, movies, readings, art shows and concerts to supplement reading materials.

COURSE DIRECTOR:
F. Sturino, fsturino@yorku.ca
618 Atkinson College, ext. 33251

PROJECTED ENROLMENT: 30
RESERVED SPACES: Some spaces reserved for Humanities and Culture & Expression Majors and Minors.
PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 3570 6.00, AK/HUMA 3640 6.00 (prior to Fall/Winter 1999-2000).

4000 LEVEL COURSES
ALL SPACES WILL BE RESERVED FOR HUMANITIES MAJORS/MINORS AND
INTERDISCIPLINARY PROGRAM MAJORS/MINORS.

4000 LEVEL COURSES: Reserved spaces will NOT be released. Note: The Department of Humanities does not maintain waitlists.

**AP/HUMA 4000 3.0/6.0
DIRECTED READING**

In any given year, a limited number of faculty members may be available to supervise a special program of study (for a limited number of students) equal in credit to one full or one half course. **INFORMATION AND APPLICATION FORM AVAILABLE AT ROOM 203 VANIER COLLEGE, 416-736-2100 EXT. 33223.**

PREREQUISITE: Permission of the instructor and the Undergraduate Program Director.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 4700 3.00 & AS/HUMA 4050 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 4700 6.00 & AS/HUMA 4050 6.00.

**AP/HUMA 4105 6.0A
THE RHETORICAL TRADITION: PERSUASION AND ELOQUENCE**

Rhetoric originated in ancient Greece as the art of speaking in public — in the law courts, in political assemblies, and wherever persuasion and eloquence were valued. For more than two thousand years rhetoric was a fundamental part of the Western education system; it became the basic training for writers such as Shakespeare and James Joyce; and it remains an important though often unrecognized force in our own times in law, politics, and advertising. The issues raised by rhetoric range from detailed consideration of word order and usage to the formation of the writer's personality and the relation between the writer and the audience. This course examines the forms of rhetoric and its social function from the Classical cultures of Greece and Rome to our own time. Topics for the course include the technical handbooks (such as Aristotle's *Rhetoric*); selected speeches (by Demosthenes, Cicero, Abraham Lincoln and Martin Luther King, among others); the role of rhetoric in literature (Shakespeare and others); the philosophic critique of rhetoric (Plato); and the role of rhetoric in modern advertising and politics. The course includes practical application of rhetorical theory through the writing and delivery of two short speeches.

ASSIGNMENTS: Test on rhetoric: terms and theory: 20%; Three exercises in rhetorical analysis: 10%, 10%, 10%; Preparation and delivery of two short speeches: 10% and 20%; An essay on a topic in rhetoric: 20%.

REPRESENTATIVE READINGS: Aristotle: *The Art of Rhetoric*, Translated by Hugh Lawson-Tancred. London: Penguin; Clark, Matthew. *A Matter of Style*, Oxford University Press; Kennedy, George, *A New History of Classical Rhetoric*, Princeton: Princeton University Press; Lanham, Richard, *A Handlist of Rhetorical Terms*, Second Edition. Berkeley: University of California Press; Plato: *Gorgias*. Translated by Robin Waterfield. Oxford: Oxford University Press; Shakespeare, William. *Julius Caesar*, New York: Signet. Course kit, including speeches and passages by

various authors, including Cicero, Charles Dickens, Abraham Lincoln, William Faulkner, Winston Churchill, and others.

COURSE DIRECTOR:

M. Clark, matthewc@yorku.ca
251 Vanier College, ext. 77396

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Classical Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4100D 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4105 6.00.

**AP/HUMA 4107 6.0A
THE ANCIENT GREEK AND ROMAN NOVEL**

This course studies selected ancient Greek and Roman novels in English translation, the social and literary currents which shape their narratives, and their role in the cultural politics of their era.

COURSE DIRECTOR:

R. Tordoff, rtordoff@yorku.ca
250 Vanier College, ext. 70476

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Classical Studies Majors and Minors.

Prior TO FALL 2009: Course credit exclusion: AS/HUMA 4107 6.00.

**AP/HUMA 4130 6.0A
EMBODIED UNDERSTANDING: INTEGRATING BODY, MIND AND SPIRIT**

Many contemporary Western scholars have criticized the West's dominant conceptions of human nature and its instrumental and technical forms of knowledge production. This critique has encouraged a growing interest in subjugated knowledges and ways of knowing. It has also prompted the re-appreciation, in both North America and Europe, of the central importance of embodiment for understanding and knowledge production. This course undertakes a critical exploration of some interlocking issues of human ontology, epistemology, and conceptual grammar as a means to pose critiques of dominant Western ways of knowing, and to explore alternatives. It explores, as both theory and practice, some of these alternative modes of knowledge production and agency. Thus this course foregrounds the body as a site of knowledge production, of philosophical wisdom, and of social and political action. While some counter-discourses have discussed the body as a site of knowledge in theory, they have offered little praxis. Alongside theory, this course explores praxis experientially through a range of yogic techniques.

The course surveys some representative critiques developed by feminist, African-American, and other Western philosophy. It also explores some of the challenges offered by long-established Eastern traditions. The deep affinities between the philosophical work of Wittgenstein and Nagarjuna are explored in some detail since both regard doing philosophy as a 'therapy of the understanding' which addresses misunderstandings about what we know and how we know it. We explore mindfulness meditation, drawn from Nagarjuna's tradition, as a way of exploring the effect of ideas on lived experience. And, since Nagarjuna's philosophy and praxis are themselves rooted in, although critical of, the Indian philosophical tradition, the theory of yoga as an holistic way of life is explored through the work of Patanjali, the canonical voice of Classical Yoga.

As well as their implications for feminist ethics, an holistic model of personhood and its ramifications for knowledge production have important implications for teaching and learning at all levels. It suggests a critique to Normative (conservative) education, which seeks to adjust students to the dominant culture, and Critical (liberal) pedagogy which opposes normative discourses in favor of pluralism and social equality. Holistic pedagogy is designed to foster personal integration and compassionate exchange. The course has a focus on the exploration of the ways in which forms of yogic meditation can be used by Holistic pedagogy to contest the binaristic thinking which grounds sexism, racism, homophobia, and other oppressive discourses.

Because practice is central to some of the ideas and traditions we encounter, and because the skills it teaches are central to their methods, this course will introduce students to yoga. It will give elementary training in asana (postures), pranayama (breathing), and mindfulness meditation. Its orientation is non-religious; it aims rather, as is traditional, to facilitate awareness. Students will learn simple, basic practices that present no risks to health and which are non-invasive. The course will ask students to practice daily, on their own, and to keep a practice journal in which they engage with the theoretical material.

ASSIGNMENTS: 15% Short Essay; 30% Major Research Essay; 15% Seminar Presentation; 5% per term Practice Journal; 30% Final Examination.

REPRESENTATIVE READINGS AND MATERIAL FOR PURCHASE: Boccio, Frank Jude, *Mindfulness Yoga*, Boston: Wisdom Publication; Garfield, Jay L., *The Fundamental Wisdom of the Middle Way*, N.Y.: Oxford University Press, 1995; Hartranft, Chip, *The Yoga-Sutra of Patanjali*, Boston & London: Shambhala, 2003; Kabat-Zinn, Jon, *Wherever You Go, There You Are*, Hyperion, 1994; Mehta, Silva, Mira Mehta and Shyam Mehta, *Yoga the Iyengar Way*, Knopf; Schroeder, John W., *Skillful Means: The Heart of Buddhist Compassion*, University of Hawaii Press; A Yoga/Meditation kit consisting of a mat, belt, and block. A Kit of readings is available from the York Bookstore.

COURSE DIRECTOR:

D. Orr, dorr@yorku.ca
044 McLaughlin College, ext. 77024

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4130 6.00.

AP/HUMA 4140 6.0A
CHILDHOOD IN CANADIAN CULTURE

This course analyzes childhood as *represented and experienced in Canadian culture through time, across regions, and among cultural groups*. There are two primary aspects to the course: first, an exploration of the range of representations of children and childhood in Canadian expressive culture through different moments of history, throughout different regions, and among different cultural groups; and second, the relationship of these cultural constructs to the real-life experience of children at various times in different parts of, or groups within, Canada. The course will also focus on children's own culture (through their folklore, reminiscences of being a child, and similar documents of the voice of the child); on "child power" and its limitations; and on contemporary concerns about the role and status of children in Canada. The course utilizes several genres of "texts" (including fiction, poetry, life-writing, drama, and film) and multidisciplinary approaches (including the studies of literature, film, history, and ethnography).

ASSIGNMENTS: Seminar and online discussion participation – 15%; three life-writing assignments (Interview/Profile of Adult Colleague as Child; Cultural Contrast of Adult Colleague's Childhood with Student's Childhood; Generational Differences in Childhood) – 25%; Seminar Presentation and Facilitation – 15%; four WebCT quizzes – 20%; Fieldwork about Canadian children's culture – 25%. There is no exam in this course. (subject to change)

REPRESENTATIVE READINGS: A history or sociology of Canadian children and youth (such as *Histories of Canadian Children and Youth*); a course kit consisting of several primary and secondary texts; Canadian poetry for adults and children and by children; memoirs of childhood (such as *My Name is Masak*); documentary films (such as *Angry Angels: Violent Young Girls*, *Childhood Lost: The Residential School Experience*); plays for young audiences (such as *The Shape of a Girl*, *Life Science*, *2B WUT UR*, *The Boy in the Treehouse*, *Cost of Living*); adult novels and films about childhood and youth (such as *Mon Oncle Antoine*, *New Canadian Kid*, *Lives of Girls and Women*, *The Boys of St. Vincent*, *New Waterford Girl*); and children's and young adult novels (such as *Underground to Canada*, *Two Little Savages*, *Emily of New Moon*, *One Proud Summer*, *Hold Fast*, *In Search of April Raintree*, *Boy O'Boy*, *Harriet's Daughter*, *Breakaway*). (subject to change)

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Children's Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4000B 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4140 6.00.

AP/HUMA 4142 6.0A
AP/HUMA 4142 6.0B
CONTEMPORARY CHILDREN'S CULTURE

PRE-REQUISITE/CO-REQUISITE: AP/HUMA 3695 6.0: LISTENING TO CHILDREN

This course proceeds from an understanding of children as agents in and of culture. It argues that children are not mere receivers of culture, but active producers of it as well. Like all distinguishable human groups, children have cultural artifacts with which they identify collectively and by which they are identified by outsiders. These artifacts may be material, oral, behavioural and, increasingly, virtual or digital. Young people manipulate these artifacts in response to a multiplicity of physical and social milieux to fulfill various needs and achieve desired ends. These artifacts comprise childhood culture as well as children's own culture.

Childhood culture is that which supports and reflects the social construction(s) of child and childhood amongst a given people at a particular time and place. Its persistence tends to rely predominantly upon adults and the media and institutions they control. Examples include rhymes and games adults play with infants, manufactured toys, children's literature, and traditional singing games taught in preschools and kindergartens.

Children's own culture is that which resonates with young people's sense of "childness" or state of being a child, again in particular sociocultural and historical-geographical contexts. Children inherit some of their own culture through oral tradition, as well as through observation and imitation of their older peers; some they appropriate from the world around and re-create or manipulate to their liking; while some they create themselves and share within whatever child-centered milieux and avenues are available to them.

Taken together, childhood culture and children's own culture support childhood as a microcosm of the larger culture in which it exists. As such, children's culture at any given time or place serves as a worthy topic for serious study as a means to appreciate the nature, meanings and functions of children's "ways of being" and their "shared set of ideas," these being two of the most humanistic definitions of culture. Further, children's culture (by virtue of being typically more subversive and more creative than its "parent" culture) offers a particularly significant perspective on that larger culture and its potential trajectory into the future.

The course will address the nature, significance and relevance of children's culture today by exploring the qualities of children's own culture that has typically exhibited whenever it has been documented worldwide. This is not to essentialize children or their culture – the content definitely varies, but the characteristics persist. The culture that children themselves have considered strong enough to be remembered and passed on for their own use is oral, interpersonal and interactive; shows an omnipresence of play; is active as well as secretive, displaying strong boundary maintenance; is superstitious, imaginative and primarily creative; values tradition and honours fairness and justice (especially retributive justice); displays imagination and creativity; has short generations; is subversive and serves as children's locus of control and a primary means for their development empowerment. We will consider contemporary children's culture in terms of these attributes that children themselves have value and that evidently have served them well. By so doing, we will analyze the ways and means by which contemporary culture of and for children does or does not work in their best interests. Further, we will explore contemporary social constructions of child and childhood and the

agenda of child concern association with them as well as the childness of contemporary childhoods and its potential enduring impact on people's lives.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Children's Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4142 6.00.

AP/HUMA 4145 6.0A FANTASY AND CHILDREN'S CULTURE

This course explores the fantasy mode in childhood and children's culture made by and for them, including literature (poetry, picture books, and novels), film (live action and animated), toys, songs, and games (including video games).

The course examines the concept of fantasy, investigating the role fantasy plays in the lives of children through the study of various genres of fantasy, including heroic and epic fantasy, talking animal fantasy, and time-travel fantasy. The roots of fantasy in Victorian and Edwardian fantasy, in Britain, the United States, and Europe, will be explored, as will the evolution of literature, film, and game fantasy from throughout the 20th century, including contemporary manifestations of fantasy in children's and young people's culture.

ASSIGNMENTS: Attendance, participation, and weekly reading quizzes – 15%; Online discussion about readings – 10%; Two class presentations in pairs about readings – 20%; Fieldwork report on reading, viewing, and experiencing fantasy with a child – 25%; Comparative research essay on literary and film and/or game versions of children's fantasy – 30%. There are no midterm or final exams in this course.

REPRESENTATIVE READINGS: **SECONDARY TEXTS** - *Kids' Letters to Harry Potter From Around the World* (Adler), *Powerful Magic: Learning from Children's Responses to Fantasy Literature* (Mikkelsen), *Quests and Kingdoms: A Grown-Up's Guide to Children's Fantasy Literature* (Johansen); **PRIMARY TEXTS** - Some of: picture books by Beatrix Potter (*Peter Rabbit*, *Jemima Puddleduck*), Maurice Sendak (*Where the Wild Things Are*, *In the Night Kitchen*, *Outside Over There*), Chris van Allsburg (*The Mysteries of Harris Burdick*, *Zumanji*), and William Steig (*Shrek!*); children's and young adult novels by Lewis Carroll (*Alice's Adventures in Wonderland*), George MacDonald (*The Princess and the Goblin*), Carlo Collodi (*Pinocchio*), J.M. Barrie (*Peter Pan: The Play*), L. Frank Baum (*The Wonderful Wizard of Oz*), Edith Nesbit (*The Enchanted Castle*), Frances Hodgson Burnett (*The Secret Garden*), Kenneth Grahame (*The Wind in the Willows*), J.R.R. Tolkien (*The Hobbit*), C.S. Lewis (*The Lion, Witch, and the Wardrobe*), Astrid Lindgren (*Pippi Longstocking*), E.B. White (*Charlotte's Web*), Philippa Pearce (*Tom's Midnight Garden*), Alan Garner (*The Owl Service*), Ursula LeGuin (*The Wizard of Earthsea*), Richard Adams (*Watership Down*), Roald Dahl (*Matilda*), Natalie Babbitt (*Tuck Everlasting*), Lois Lowry (*The Giver*), Lloyd Alexander (*The Book of Three*), Michael Ende (*The Neverending Story*), Diana Wynne Jones (*Howl's Moving Castle*), J.K. Rowling (*Harry Potter and the Philosopher's*

Stone), Philip Pullman (*The Golden Compass*), Garth Nix (*The Fall*), Cornelia Funke (*Inkheart*), Eoin Colfer (*Artemis Fowl*), Neil Gaiman (*Coraline*), Christopher Paolini (*Eragon*), Kenneth Oppel (*Silverwing*), Stephanie Meyer (*Twilight*). [NOTE: Although there are film versions of many fantasy novels for children, we will not study many complete films directly on the course, but students will have the opportunity to research and write about a particular film fantasy in relation to its literary source.]

COURSE DIRECTOR:

P. E. Cumming, cummingp@yorku.ca
212 Vanier College, ext. 60498

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Children's Studies Majors and Minors.
PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4145 6.0

AP/HUMA 4150 6.0A
LIFE WRITING

This course explores the genre of life writing through an analysis of its conventions as well as traditional and experimental applications. Central questions include: What is life writing? What are its historical and literary functions? How does it mark gender, race and class privilege?

COURSE DIRECTOR:

M. Kadar, mkadar@yorku.ca
311 Founders College, ext. 66926

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors. A few spaces reserved for Women's Studies majors & minors.
PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4000M 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4150 6.00.

AP/HUMA 4151 3.0A (FALL)
IMAGINATION AND REALITY: DON QUIXOTE IN LITERATURE, FILM AND ART

This course examines the nature and function of the imagination and its relation to reality through an analysis of the influential *Don Quixote* (1605, 1613) – considered by many to be the “first modern novel” and “the greatest novel ever written” – and subsequent representations of *Don Quixote* in literature, art, film and music. The goal of the course is to provide students with foundational knowledge of one of history's most influential novels, and to encourage critical thinking and response regarding the many-faceted relation between reality and the imagination. The Spanish novel will be read in English translation, as will other relevant course materials.

Since the novel is 940 pages in length, the first half of the course is dedicated to a close reading of the text. The framework for this close reading is that of “imagination and reality” as explored

in *Don Quixote's* various comic episodes. The story concerns an elderly man who, having read too many chivalric romances, believes himself to be a brave knight in search of noble adventures. Along the way, other characters in the novel either indulge in or try to disabuse him of his fantasies. Students will be encouraged to analyze the characters and their predicaments as related to aesthetic, social, historical, national, cultural, religious, political, psychological and gender debates that explore the nature and function of the imagination, its epistemological and ontological capacities, and its multi-faceted relation to "reality". How the imagination can be used as both a beneficial and destructive force for the individual and/or for society will be of primary interest as we examine how Don Quixote and other characters use their imaginations to negotiate, enliven, participate in, escape, and/or counteract reality.

The second half of the course focuses on how writers and other artists have responded to Cervantes' novel. Selections from literature as well as the visual arts, film and music, show the vast influence and debate regarding the imagination and its relationship to reality this book has garnered over time. Issues of adaptation, translation, revisionism, and critique, and how these are expressed in differing genres and art forms, are explored. Students examine the responses to *Don Quixote* by paying particular attention to how subsequent authors and artists have altered the text, or provided alternate readings of it. While all art forms cannot be examined in detail, a selective approach can highlight the significance of the novel's influence in a variety of media, and students are encouraged to delve more deeply into these materials for their research papers.

ASSIGNMENTS: 5 or 6 short in-class quizzes on *Don Quixote* (the final quiz grade is based on the average of the student's four best quiz-marks; there are no make-up quizzes for any missed quizzes): 10%; Oral/written seminar presentation: 25%; Tutorial participation: 15%; Term paper Proposal and Bibliography: 5%; Final term paper: 45%.

Note: The penalty for late work is a deduction of one full grade per week (or part thereof). Students must complete ALL course requirements in order to receive a passing grade in the course. Assigned readings (viewing of films, listening to music) are mandatory. Assignments due should be ready at the start of class (e-mail papers are NOT accepted.) Classes begin promptly – participation marks will be deducted for any persistent late arrival. Students are responsible for keeping up with the course and class discussions and collecting any handouts distributed during absence.

REQUIRED READINGS: **NOTE: specified translations MUST be used.** Cervantes, Miguel, *Don Quixote*. Translated by Edith Grossman. Course kit.

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

COURSE CREDIT EXCLUSION: AP/SP 4350 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4151 3.00, AS/SP 4350 6.00.

AP/HUMA 4160 6.0A
STORYTELLING, MULTICENTERED WORLDS, AND RESISTANCE

Examines the power of stories to reflect, shape, and change our multicultural and multicentered worlds. Analyses the notion of "the local" and relationships among human and other-than-human beings in the West, focusing on the stories and fantasies of the "other" and the ways that they might enable groups to come together from diverse backgrounds to imagine resistance and effect change.

COURSE DIRECTOR:
S. Rowley, srowley@yorku.ca
224 Founders College, ext. 33107

PROJECTED ENROLMENT: 20
RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

AP/HUMA 4180 6.0A
EUROPE À LA MODE: FASHION AND THE CRITICAL METHODOLOGIES OF EUROPEAN STUDIES

What makes "fashion" a European idea? What makes "Europe" a fashionable idea? This course is situated at the intersection of these two questions and will probe their interrelations. Taking the field of fashion as our subject matter, we will explore the many methodologies which are part of European Studies. Ranging from the formative influence of cultural and art historians, sociologists and political theorists through the headier terrain of semiology, psychoanalytic, gender and queer theory to the everyday practices that are the domain of cultural studies, the texts we will read closely allow for a multi-faceted understanding of fashion and its relationship to Europe. The course provides a comprehensive overview of the interdisciplinary approaches that make up European Studies and a strong basis from which to proceed to theoretically oriented graduate studies.

ASSIGNMENTS: Evaluation will be based on one shorter and one longer essay, two examinations and written and oral responses reflecting attendance and engagement with the readings.

REPRESENTATIVE READINGS: Readings will include essays such as Charles Baudelaire, "The Painter of Modern Life," Georg Simmel, "On Fashion," Adolf Loos, "Ornament as Crime," and Roland Barthes, "The Face of Garbo"; selections from edited volumes such as Shari Benstock and Suzanne Ferriss, eds, *On Fashion*; Stella Bruzzi and Pamela Church Gibson, eds, *Fashion Cultures: Theories, Explorations and Analysis*; and Joanne Entwistle and Elizabeth Wilson, eds, *Body Dressing*; as well as selections from monographs such as Malcolm Barnard, *Fashion as Communication*; Pierre Bourdieu, *Distinction*; Dick Hebdige, *Subculture: The Meaning of Style*; Paul Jobling, *Fashion Spreads: Word and Image in Fashion Photography since 1980*; Ulrich Lehmann, *Tigersprung: Fashion in Modernity*; and Bradley Quinn, *The Fashion of Architecture*.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & European Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4180 6.00.

AP/HUMA 4195 3.0A (FALL)
UKRAINIAN CULTURE WITHIN THE EUROPEAN CONTEXT

This course presents selected topics in the fields of Ukrainian literature, drama, theatre, and intellectual thought from the 11th to early 20th centuries, examined within the European cultural context. A general overview is provided of the historical and social circumstances in which Ukrainian culture developed. The course opens with an examination of the literary culture of medieval Ukraine and further covers the Ukrainian Renaissance and Baroque periods, Ukrainian literature of the Classical and Romantic periods, positivist realism, and early modernism up until World War I.

ASSIGNMENTS: Participation 10%; Article review 10%; Oral presentation or Book review 15%; Research paper 35%; Quiz 10%; In-class exam 20%.

REPRESENTATIVE READING: *AP/HUMA 4195 3.0A Course Kit* and Makaryk, I., trans. *About the Harrowing of Hell: A Seventeenth-century Ukrainian Play in its European Context*. Ottawa–Edmonton, 1989. Any other required reading materials will be supplied by the Course Director.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 3987 3.00, AS/HUMA 4195 3.00.

AP/HUMA 4196 3.0M (WINTER)
UKRAINE IN TWENTIETH-CENTURY EUROPE: CULTURAL PERSPECTIVES

This course examines the evolution of modern Ukrainian culture and national identity through the prism of Ukrainian literary and cultural history. It presents and analyzes key works and developments in the fields of Ukrainian literature, drama, theatre, and intellectual thought from the 1920s to the present, examined within the European cultural context. A general overview is provided of the historical and social circumstances in which Ukrainian culture has developed. The course opens with an examination of the cultural renaissance of the 1920s and further covers Ukrainian interwar and postwar literature in Ukraine and the West, the “thaw” culture of the 1960s, dissident and underground literature of the 1970s and 1980s, and the literary culture of independent Ukraine.

ASSIGNMENTS: Participation 10%; Article review 10%; Oral presentation or Book review 15%; Research paper 35%; Quiz 10%; In-class exam 20%.

REPRESENTATIVE READINGS: 1. *AP/HUMA 4196 3.0A Course Kit* and 2. Dovzhenko, Alexander. *The Enchanted Desna*. Marshfield: House Between Water, 2006. 3. Andrukhovych, Yuri. *Recreations*. Edmonton and Toronto: CIUS Press, 1998. Any other required reading materials will be supplied by the Course Director.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3988 3.00

AP/HUMA 4228 3.0A (FALL) NATURE IN NARRATIVE

This course explores narratives of nature in both literary and scientific texts. In the course, we will examine how figures and understandings of nature are developed in and through literary forms — from novels and plays to essays and memoirs. In several of the works we will study, ideas from science are employed as central metaphors or themes for literary works. But we will also read a few scientific texts, texts written to be accessible to a non-scientific audience, that use literary forms, such as metaphors and rhetorical techniques, to enrich their narratives, to ease the comprehension of scientific ideas and to persuade readers of the theories put forward. All the texts read will be studied as narratives, as a story or point of view of a particular author. Most of the texts in the course self-consciously play with their character as narrative, several even presenting alternative versions of the story being told from contrasting viewpoints. This emphasis on the narrativity or literary forms of texts will encourage us to reflect on the constructed character of all our narratives of nature, whether literary or scientific.

ASSIGNMENTS: Participation 15%; Short Paper (including presentation 15% and final paper 20%); Research Paper (including proposal 15% and final paper 35%).

REPRESENTATIVE READINGS: Bernard le Bovier de Fontenelle (1686), *Conversations on the plurality of worlds*; Ursula K Le Guin (1976), *The left hand of darkness*; Johann Wolfgang von Goethe (1809), *Elective affinities*; Charles Darwin (1859) *The Origin of Species*; E.O. Wilson (1975), *Sociobiology*; Thomas Pynchon (1966), *Crying of lot 49!*; Barry Lopez (1981), *Winter Count*; Michael Frayn (2000), *Copenhagen*; Yann Martel (2001), *Life of Pi*; Michael Pollan (2001), *The Botany of Desire*.

COURSE DIRECTOR:
J. Steigerwald, steiger@yorku.ca
312 Bethune College

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Science & Technology Studies Majors and Minors.

COURSE CREDIT EXCLUSION: AP/HUMA 4228 6.0.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4225C 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4228 6.00.

AP/HUMA 4230 6.0A

INFORMATIONAL IDENTITIES: THE SELF IN THE AGE OF TECHNOLOGY

This course examines the effects of technologies of information and communication upon the construction and functioning of a personal identity. The course also examines the cultural, political, psychological and spiritual dimensions of recent changes in the nature of personal identity.

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4225E 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4230 6.00.

AP/HUMA 4300 6.0A

AP/SOSC 4450 6.0A

ASPECTS OF MODERN LATIN AMERICAN AND CARIBBEAN STUDIES

→ **CONTACT THE DEPARTMENT OF SOCIAL SCIENCE, FOR MORE INFORMATION:
S737 ROSS BUILDING, 416-736-5054**

This seminar is designed to integrate the Honours Program in Latin American and Caribbean Studies at the upper level.

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Humanities & Latin American and Caribbean Studies & International Development Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4300 6.00, AS/SOSC 4450 6.0A

AP/HUMA 4501 6.0A

SC/STS 4501 6.0A

SEMINAR IN SCIENCE & TECHNOLOGY STUDIES

This seminar builds upon students' existing skills in science and technology studies. It will familiarize students with central themes in this interdisciplinary field that have emerged from efforts in history, philosophy and social studies of science and technology.

Our goal in this course is to develop our abilities to ask probing questions about science and technology, past, present and future in a variety of cases: analyzing **material things** like a tool or an instrument or the architecture of a lab or museum; analyzing **historical texts** written by scientists in the past; analyzing **modern critical texts** by sociologists or philosophers that propose methods and theories about science and technology; analyzing **media and public policy**; analyzing **fiction and film** that represent a cultural vision of science and technology. There will be an emphasis upon developing analytic skills that are transferable across both academic disciplines and professional careers.

Our questions include the following: What kind of knowledge does science give us? Is there one 'science' or many? How have ideas about nature, the object of scientific enquiry, changed over time? Why do we bracket scientific and technological change together? Do our methods for analyzing science apply to technology, and vice versa? How have scientists come to have particular identities and roles? How have social institutions such as universities, governments, religious orders and businesses (both private and public) shaped science and technology? How can we apply science and technology studies to analyze aspects of our contemporary experience?

ASSIGNMENTS: 2 oral presentations (10% each); fall term essay 15%; media or policy statement analysis, 10%; a research project 35% which includes oral and written components in the second term; participation and regular reading responses (written comments of 500 words) as preparation for weekly seminars, 20%.

REPRESENTATIVE TEXTS: short texts by John Herschel, Max Weber, Robert Merton, & Donna Harroway on the identity and ethos of the scientist; work on science and environmental policy by Carolyn Merchant and Theodore Porter; on objectivity by Lorraine Daston and Peter Galison ; on technology by Landon Winner, Bruno Latour, Gabrielle Hecht and Adrian Johns; on science and democracy by Sheila Jasanoff and Peter Bowker. We will also read the novel, *Arrowsmith* (1925) by Sinclair Lewis and the memoir of Sandra Steingraber, *Having Faith* (2002).

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Science and Technology Majors and Minors.

PREREQUISITE: SC/STS 2411 6.00, or the written permission of the Course Director.

PRIOR TO FALL 2009: Prerequisite: SC/STS 2411 6.00 (formerly AK/STS 1010 6.00), or the written permission of the Course Director. **Course credit exclusions:** AK/STS 4720 6.00 (prior to Fall/Winter 2006-2007), AS/HUMA 4501 6.00.

**AP/HUMA 4630 6.0A
TEXT AND INTERPRETATION**

Interpretation is co-extensive with the existence of human language. It can be defined in a nutshell as one person's understanding of another person's message. Most acts of interpretation

that occur are private. What this course will explore is the beginning and development of *public* interpretation, that is, the open expression through writing or teaching of a particular individual's understanding of the meaning of a text. Most records of interpretation that survive relate to the understanding of *authoritative* texts, that is, written works that are believed to contain important statements about the divine, the cosmos, moral values, or the origin of peoples, races, and institutions. The last item in the list introduces the notion of *alterity*, i.e. beliefs and attitudes about "the other" (e.g. other peoples or races, the "other" sex, etc.). Authoritative texts – certainly those emanating from the western world – occur in two basic forms: narrative (e.g. epic, drama) and didactic (philosophical works, non-narrative religious writings).

This course will focus on the history of interpretation in the West, beginning in the early Greek world with Hesiod and the pre-Socratic philosophers and extending to the end of the European Middle Ages. It will start with a discussion of how the public interpretation and open discussion of authoritative works became possible in Greece, and then consider the interpretative methods that were developed, their applications, and their eventual appropriation by Jewish and Christian thinkers for the interpretation of the Bible. The course will end with a discussion of the medieval interpretation of the pagan writings of antiquity at the stage when they had been accepted and appropriated.

ASSIGNMENTS: First Term Essay (8-10 pages) 20%; In-class Midterm Test 20%; Second Term Essay (12-15 pages) 30%; Take-home Final Examination 30%.

REPRESENTATIVE READINGS: Required - [Cicero] *Nature of the Gods*, translated by Horace C. P. McGregory. Penguin Books, 1972. (paperback); *New Oxford Annotated Bible NRSV with the Apocrypha*. New York: Oxford University Press, 1976. (paperback) ; *Saint Augustine, On Christian Doctrine*, translated by D. W. Robertson, Jr. MacMillan / Library of Liberal Arts, published by Prentice Hall, 1968. (paperback); Paul Veyne, *Did the Greeks Believe in Their Myths?*, translated by Paula Wissing. Chicago: University of Chicago Press, 1988. (paperback) *Ovid, Metamorphoses*, translated and edited by Charles Martin. New York and London: W. W. Norton, 2010. (paperback); *Hesiod, Theogony*, translated with an Introduction by Norman O. Brown. The Library of the Liberal Arts published by Prentice Hall, 1953. *Course Kit* (to include short selections of interpretative works of the classical philosophers, the Christian fathers, and western medieval writers, plus essays by contemporary scholars).

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies Majors and Minors.

COURSE CREDIT EXCLUSION: AP/HUMA 4630 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HUMA 4630 3.00, AK/HUMA 4630 6.00.

AP/HUMA 4680 3.0M (WINTER)

SELF IN AND AGAINST CULTURE

Against a background of earlier and other factual and fictional life-writings, this course studies the emergence and development in nineteenth- and twentieth-century Western literature of fictions of life-apprenticeship, including the genre of the bildungsroman. The chosen works represent identity issues of religion, race, class and gender. For our reading of the fiction, we shall survey conceptions of personhood and self and of education as well as critical theories of the last sixty years.

ASSIGNMENTS: one essay (40%); weekly response journal (20%); one oral presentation (20%); participation (10%); final test (10%)

REPRESENTATIVE READINGS: Voltaire, *Candide*; Goethe, *Wilhelm Meister's Apprenticeship*; Blake, *Songs of Innocence and Experience*; Ch. Brontë, *Jane Eyre*; Ibsen, *A Doll's House*; Kafka, "Metamorphosis," "The Judgment," "Letter to His Father"; Morrison, *Sula*; Brand, *What We All Long For*. Film: *Cold Journey*

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

COURSE CREDIT EXCLUSION: AP/HUMA 4680 6.00.

AP/HUMA 4730 6.0A ARTS & IDEAS

HUM 4730 6.0 explores the synthesis of the arts. This is the ordering of aesthetic and critical perceptions in terms of the interrelationship of the arts and the social and aesthetic ideas that inform them. What transformations occur when one cultural reproduction influences other mediums? The course examines the arts and ideas of the "frontier", physical, metaphysical and symbolic, the crossing of borders of the mind, imagination and the arts. The course looks at the ways in which frontiers are embodied and transformed in painting, music, architecture, literature, and film mediums (specifically American Vietnam war films), and other arts. Throughout the year, HUM 4730 investigates the unifying and fracturing concepts of frontiers in all of their diversity. The first term analyses American Vietnam war films and the second term applies the idea of frontiers to architecture, the religious in painting, speculative fiction, and the series *Star Trek: The Next Generation*.

ASSIGNMENTS: First Essay: 20%; Final Essay: 30%; In Class Test: 20%; Seminar Presentation: 15%; Class Participation: 15%.

REPRESENTATIVE READINGS: Course Kit - The course kit has articles on frontier theories, Vietnam war films, Joseph Conrad's novel, *Heart of Darkness*, architecture, the religious in art and speculative science fiction. Ursula Le Guin, *The Left Hand of Darkness*.

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4730 6.00.

AP/HUMA 4770 3.0A (FALL)

BUDDHISM IN MODERN SOUTHEAST ASIA: COMMUNITY, CONFLICT AND CHANGE

This course explores Buddhist responses to the changing conditions of modernity in Southeast Asia. Seeking to understand Buddhism as a living religion, it investigates how Buddhists have drawn on religious narratives, symbols and rituals to respond to social and political challenges from the nineteenth century to the present, including issues of religious reform, colonialism, nationalism and ethnicity.

ASSIGNMENTS: Weekly Response Writing Assignments 30%; Creation of two interactive "wiki" webpages 20%; Research Paper broken down into: Research Topic 5% Bibliography annotated with reading notes 10%; Final Paper 20%; Participation 15% (subject to change)

REPRESENTATIVE READINGS: Selections from: Thomas Borchert, "Worry for the Dai Nation: Sipsongpanna, Chinese Modernity, and the Problems of Buddhist Modernism," 2008; Penny Edwards, *Cambodge: The Cultivation of a Nation, 1860-1945*, 2007; Anne Hansen, *How to Behave: Buddhism and Modernity in Colonial Cambodia, 1860-1930*, 2007; Ian Harris, *Buddhism, Power and Political Order*, 2007; Damien Keown, *Buddhism: A Very Short Introduction*, 1996; Monique Skidmore, ed., *Burma at the Turn of the Twenty-First Century*, 2005; Nicola Beth Tannenbaum. *Who Can Compete against the World?: Power-Protection and Buddhism in Shan Worldview*, 1995. Selections from primary texts in translation: *The Perfect Generosity of Prince Vessantara: A Buddhist Epic*, 1977; *The History of Buddha's Religion: Sasanavamsa*. 1986; *The Mahavamsa; or, the Great Chronicle of Ceylon*. 1912.

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies Majors and Minors.

AP/HUMA 4771 3.0M (WINTER)

BUDDHISM AS SEEN FROM THE WEST: THE COLONIAL ENCOUNTER AND THE STUDY OF BUDDHISM

This course explores how the colonial encounter shaped the academic study of Buddhism and the image of Buddhism in the West. Reading popular and scholarly accounts of Buddhism written from the early nineteenth century to the present day, the course analyses how the legacy of and response to colonialism have coloured our understanding of Buddhism as a lived religion.

ASSIGNMENTS: Weekly Response Writing Assignments 30%; Annotated Bibliography 15%; Critical Analytical Paper broken down into: Choice of Texts: 5% Outline of Argument with reading notes 15%; Final Paper 15%; Participation 15% (subject to change)

REPRESENTATIVE READINGS: Ananda Abeyesekere, *The Colors of the Robe: Religion, Identity and Difference*, 2002; Bernard Faure, *Unmasking Buddhism*, 2009; Donald S. Lopez, *Curators of the Buddha: The Study of Buddhism under Colonialism*, 1995; David L. McMahan, *The Making of Buddhist Modernism*, 2008; Walpola Rahula. *What the Buddha Taught*, 1974; Gregory Schopen. *Bones, Stones, and Buddhist Monks*, 1997. Supplemented with articles.

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies Majors and Minors.

AP/HUMA 4803 6.0A

AP/HIST 4225 6.0A

CHURCH, MOSQUE AND SYNAGOGUE: JEWS, MUSLIMS AND CHRISTIANS IN MEDIEVAL SPAIN

The Muslim conquest of the Iberian peninsula in 711 inaugurated a complex trireligious society that was to endure nearly eight hundred years (and more than eight centuries on the Muslim lunar calendar). This development has given rise to Spain's designation as a "land of three religions" and Spain's reputation as premodern western Europe's foremost "pluralist" society. It has also made Spain, as compared with other European lands, a hard country for non-Spaniards to understand.

This course seeks to explore diverse facets of Jewish-Muslim-Christian convivencia ("dwelling together"; coexistence), a topic that continues to be the object of attention for a range of scholars -- and many beyond the academy who have found it pertinent to an understanding of our own age. The course focusses on religious, intellectual, and cultural contacts and their socio-psychological dynamics, placing these in various historical and at times (very partial) geographic, linguistic, political, economic, and technological contexts. The course centers on written sources but does not wholly neglect iconography, music, and architecture. It stresses

diverse perspectives within and across religious boundaries and at times forces us to ponder difficulties faced by scholars seeking to explain religious or religiously-linked phenomena (e.g., what actual human experience lies behind the metaphor of “religious conversion”?). Methodologically, our enterprise emphasizes study of primary sources as the only way to arrive at a trustworthy model of convivencia. In the course of such study, attention is paid to peculiarities of genre, the frequent indeterminacy of evidence, and difficulties involved in formulating historical assessments.

ASSIGNMENTS: 1) Preparation of reading assignments on schedule; 2) Contribution to class (15%); 3) Tests (25%); 4) Secondary literature exercise (15%); 5) Major Paper (45%).

REPRESENTATIVE READINGS: 1) Olivia Remie Constable, ed., *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources* (Philadelphia: University of Pennsylvania Press, 1997).

COURSE DIRECTOR:

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies and History Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4000V 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4803 6.00.

AP/HUMA 4809 6.0A

THE HEBREW BIBLE AND THE LITERATURE OF THE ANCIENT NEAR EAST

Since the nineteenth century, it has become increasingly evident that the Hebrew Bible is a product of its world. The recovery and decipherment of literatures from Mesopotamia, Anatolia, Egypt, and the Levant have provided ample illustration of this contention. The aim of this course is to look at some of the various literary genres and themes that can be found in both biblical and ancient Near Eastern literature. The comparison and contrasting of similar or related literary genres and themes should serve to deepen the students' understanding of the Hebrew Bible and its world, in addition to introducing students to the wealth of literature from the ancient Near East. Among the literary genres to be discussed are legal texts, myths, legends, prophetic texts, historical records, and religious and secular/erotic poetry. Among the themes to be discussed are creation, the human condition, flood stories, foundational narratives, love, sexuality, relations with the divine, responses to disaster, mortality, immortality, etc.

ASSIGNMENTS: Classroom participation 10%; In-class presentation 20%; Paper proposal (300 words) 10%; Annotated bibliography 10%; Paper outline 10%; Research paper 40%. (subject to change)

REPRESENTATIVE READINGS: Arnold, Bill T. and Bryan E. Beyer, eds., *Reading from the Ancient Near East: Primary Sources for Old Testament Studies* (Encountering Biblical Studies; Grand Rapids: Baker Academic, 2002); Course Kit HUMA 4809 6.0; Ehrlich, Carl S., ed., *From an*

Antique Land: An Introduction to Ancient Near Eastern Literature (Lanham, Md.: Rowman & Littlefield, 2009); Foster, Benjamin R., *The Epic of Gilgamesh: A New Translation, Analogues, Criticism* (Norton & Company, 2001); God, Moses, David, et al., *The Bible*: any reputable (not slang!) translation will do, although I would recommend either the New Jewish Publication Society Version (*Tanakh: The Holy Scriptures*) or the New Revised Standard Version. (subject to change)

COURSE DIRECTOR:
C. Ehrlich, ehrlich@yorku.ca
755 YRT, ext. 77097

PROJECTED ENROLMENT: 20

RESERVED SPACES: Spaces reserved for Humanities & Jewish Studies and Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4809 6.0.

AP/HUMA 4815 6.0A STUDIES IN ISLAMIC MYSTICISM

The course examines the development of Islamic mystical tradition (Sufism) in reference to two issues: one, the development of Sufism as a form of social organization institutionalized in the tariqa orders, and two, the employment of different themes and symbols in Sufi thought that seek to personalize religious experience through esoteric interpretations of the sacred texts.

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PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4000A 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4815 6.00.

AP/HUMA 4816 6.0A WOMEN IN ISLAMIC LITERATURE

The course focuses on the representation of Muslim women in modern Islamic literatures (novel and short stories) and other forms of Islamic cultural production, such as photography and film.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusions: AS/HUMA 4890C 6.00 (prior to Fall/Winter 2003-2004), AS/HUMA 4816 6.00.

**AP/HUMA 4820 3.0M (WINTER)
TRANSFORMATION OF JEWISH THOUGHT AND CULTURE**

The Middle Ages and early modern period saw important and influential intellectual and cultural innovations in a number of spheres. This course explores Jewish thought in its various forms, in light of larger cultural developments, over close to a millennium (800-1800), focusing on transformations of the classical (biblical-rabbinic) legacy and interplay with the Islamic and Christian religio-cultural spheres in which they developed.

Topics and genres covered will a number of the following (varying from year to year): scriptural interpretation, philosophy, poetry, inter-religious polemic, mysticism (with a special focus in 2012 on writings of the great theologian and legal codifier, Moses Maimonides).

An overarching theme of the course is Jewish intellectual and literary encounters – adaptive, symbiotic, conflictual, and so forth -- with other cultures; i.e., with the larger Islamic and Christian milieus in which medieval and early modern Jewish scholars thought and wrote. In the case of, we will have to explore the emergence of Judeo-Arabic thought and culture within the larger intellectual and literary “Islamicate civilization” that helped to stimulate and shape it. The course concludes with a quick glance forward at Jewish thought and culture in light of the theological and scientific revolutions of the seventeenth century and transition to modern times.

ASSIGNMENTS: 1) Preparation of reading assignments on schedule; 2) Informed participation in class discussion – 15%; 3) 2 tests – 30%; 4) A paper that explicates and puts into historical context one or more primary sources. 5) Abstract and short bibliography (250 - 350) words -- 10%. Final written version -- 45%.

REPRESENTATIVE READINGS: 1) A Maimonides Reader. Ed. I. Twersky. New York, 1972; 2) The Penguin Book of Hebrew Verse. Ed. T. Carmi. Middlesex, 1981; 3) Pentateuch with . . . Rashi's Commentary; 4) Azariah dei Rossi. The Light of the Eyes. Ed. Joanna Weinberg. New Haven, 2001.

COURSE DIRECTOR:
E. Lawee, lawee@yorku.ca
757 YRT, ext. 77395

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies and Jewish Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4820 3.00.

**AP/HUMA 4821 3.0A (FALL)
CULTURE, SOCIETY & VALUES IN ISRAEL**

This course offers an interdisciplinary exploration of the values and cultures of Israel and their evolution, expression, and reflection in cultural production, social structures, politics and history.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Jewish Studies Majors and Minors.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 4821 3.00.

**AP/HUMA 4823 3.0M (WINTER)
CONTEMPORARY ISRAELI SOCIETY**

This course analyzes diverse themes of global relevance as they manifest themselves in the context of Israeli state and society.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Jewish Studies Majors and Minors.

**AP/HUMA 4826 3.0A (FALL)
URBAN LIFE AND THE ISLAMIC CITY**

This course addresses city formation, urban space, and the socio-religious structure in Islamic cities from early Islam to the pre-modern period. The course approaches the Islamic city both as an urban phenomenon and as a modern analytical concept. Its content include some central themes in Islamic studies such as the place of religion in the social life of Muslims; the royal/princely domain; the markets or bazaars; institutions of education and public welfare; and the domestic space. The course is based on weekly readings and discussions that will be part of the general assessment. The relevant articles will be posted on the moodle site. The course assignments include an exam, an essay, and a presentation.

COURSE DIRECTOR:

R. Kan'aan, rkanaan@yorku.ca
223 Vanier College, ext. 33944

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities & Religious Studies Majors and Minors.

**AP/HUMA 4904 6.0M (WINTER)
AP/CLTR 4820 6.0M**

FETISH APPEAL: DESIRE AND CONSUMPTION

Probes the role of pleasure, desire and power in contemporary consumer culture, especially around objects of consumption, such as so-called designer goods or iconic products such as the Kitchenaid mixer or the Ipod.

COURSE DIRECTOR: TBA

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities and Culture & Expression Majors and Minors.

COURSE CREDIT EXCLUSION: AP/CLTR 4820 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 4820 3.00, AK/CLTR 4820 6.00.

AP/HUMA 4906 3.0A (FALL) AP/CLTR 4850 3.0A PROPAGANDA AND CULTURE

Investigates the employment of the created environment and other expressions of culture for propagandistic purposes, meant to advance privileged ideologies in politics, religion, and social interchange. Discusses examples chosen from different eras and communities, including modern and contemporary applications.

COURSE DIRECTOR:

S.A. Brown, sabrown@yorku.ca
708 Atkinson College, ext. 66610

PROJECTED ENROLMENT: 20

RESERVED SPACES: All spaces reserved for Yr 03 & 04 Humanities and Culture & Expression Majors and Minors.

Course credit exclusion: AP/CLTR 4850 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 4850 3.00, AK/CLTR 4850 6.00.

MODES OF REASONING COURSES

<p>Any remaining reserved spaces are released automatically by the online enrolment system on the first day of the term in which the course is offered. Note: Successful completion of the courses below fulfills General Education requirements in the Faculty of Liberal Arts & Professional Studies.</p>

AP/MODR 1710 6.0 REASONING ABOUT WOMEN AND SEXISM

This course is an introduction to the study of critical thinking as applied specifically to issues of women and sexism. The course is therefore designed to help students increase their rational skills as well as gain an understanding of some of the central issues surrounding sexism. Note: Not open to students who have taken AK/MODR 1700A 6.00.

PRIOR TO FALL 2009: Course credit exclusion: AK/MODR 1710 6.00.

AP/MODR 1730 6.0
REASONING ABOUT SOCIAL ISSUES

The particular focus of this course is on the mass media concerning social issues, different positions taken on issues such as abortion, euthanasia, pornography, immigration etc. Typical examples are to be analyzed.

PRIOR TO FALL 2009: Course credit exclusion: AK/MODR 1730 6.00.

AP/MODR 1760 6.0
REASONING ABOUT MORALITY AND VALUES

This course uses examples drawn from areas of thought where value judgments are made. Different sections will stress different topics in ethics, aesthetics, religion or law.

PRIOR TO FALL 2009: Course credit exclusion: AK/MODR 1760 6.00.

AP/MODR 1770 6.0
TECHNIQUES OF PERSUASION

This course takes examples from the various modes of persuasion including advertising, propaganda and political argument.

PRIOR TO FALL 2009: Course credit exclusion: AK/MODR 1770 6.00.