

Course and Curriculum Course Cancellation Request

UNIVERSITY
OF MIAMI

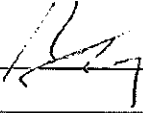


Phone: (305) 284-2294

Fax: (305)284-6293

Email: scheduling.rg@miami.edu

Please fill in all of the below information:

School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 235</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>3</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Ecology</u>		
Reason for Canceling Course: <u>Course is being replaced by BIL 330</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

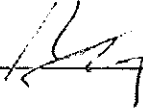
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Please fill in all of the below information:

School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 323</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>3</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Biology of Insects</u>		
Reason for Canceling Course: <u>Not taught in many years; lack of instructor.</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

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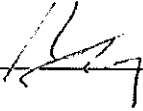


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School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 327</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>4</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Marine and Freshwater Algae</u>		
Reason for Canceling Course: <u>Not taught in many years</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

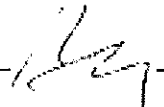
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Please fill in all of the below information:

School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 331</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>4</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Vertebrate Ecology</u>		
Reason for Canceling Course: <u>Instructor Availability</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

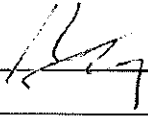
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Please fill in all of the below information:

School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 333</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>1</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Wildlife Management Laboratory</u>		
Reason for Canceling Course: <u>Not taught in many years; lack of instructor</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

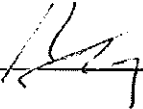
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School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 345</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>3</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Behavioral Endocrinology</u>		
Reason for Canceling Course: <u>Course being replaced by BIL 445 w/ higher prerequisites.</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

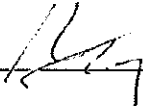
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School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 355</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>3</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Developmental Biology</u>		
Reason for Canceling Course: <u>Course being replaced by BIL455 w/ higher prerequisites.</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

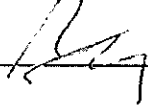
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School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 356</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>1</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Developmental Biology Laboratory</u>		
Reason for Canceling Course: <u>Not taught in many years</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

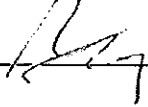
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Please fill in all of the below information:

School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 431</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>3</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Global Environmental Issues</u>		
Reason for Canceling Course: <u>Not taught in many years</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

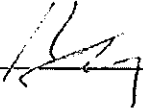
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Please fill in all of the below information:

School/College: <u>AS - College of Arts and Sciences</u>	Effective Date: <u>09/01/11</u>	
Course: <u>BIL 581</u> <small>e.g. (ACC 101)</small>	# of Credits: <u>2</u> <small>e.g. (1-3 OR 3-0)</small>	
Course Title: <u>Survey of the History and Literature of Biology</u>		
Reason for Canceling Course: <u>Not taught in many years</u>		
Dept Contact: <u>Dana Krempels</u>	Email: <u>dana@miami.edu</u>	Phone: <u>8-3977</u>
Department Chairman Signature: <u></u>		
Academic Dean/Director Signature: _____		

Course and Curriculum Course Addition Form

UNIVERSITY
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Phone: (305) 284-2294

Fax: (305) 284-6293

Email: scheduling_rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: College of Arts and Sciences Dept/Course #: HIS ²²⁹227
e.g. (ACC 101)

Effective Date: 10/01/11
The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)

Full Title: Consumer Society: A Global History
150 Character Limit

Abbreviated Title: Global Consum Soc
18 Character Limit

of Credits: 3 Frequency: 11 - Spring

Is taken for Credit Only: N Y Indicates whether the course is flagged as credit only course. If flagged 'Y', student receives CR or NC instead of a letter grade.

Full Time Indicator*: N Y Indicates whether the course is flagged as full-time credit status. If flagged 'Y', students who register for the course section will be considered full-time student during the specific term.

Alt Title: N Y The Alternate Title replaces the actual title on the student's transcript.

Prerequisites: None

Identifiers: _____
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

Non-Credit: N Y Gen. Ed. Req.: N Y Is this an experimental course: N Y

Course Description - email full description to: scheduling_rg@miami.edu
Use the course number as the subject line of the email.

1422 Character Limit

Dept Contact: Eduardo Elena Email address: edelena@miami.edu Phone: 8-4231

Department Chairman Signature: Mary Luideeman Date: 9/15/2011

Academic Dean/Director Signature: _____ Date: _____

Dean of the Graduate School: _____ Date: _____
required for graduate courses only

Curriculum Committee Chair: _____ Date: _____

*Justification of full time status must also be submitted (see supplemental information course addition form).



HIS 227
Consumer Society: A Global History
Spring 2012

Professor Eduardo Elena
 History Department
 Office: 604 Ashe Building
 Office Hours: Tue. And Thur., 9:00-11:00
 Email: edelena@miami.edu
 Telephone: (305) 284-4231

In the United States we are surrounded today with a seemingly limitless variety of consumer goods, and we offered constant reminders of the increasingly globalized nature of modern life. Too often, however, such commentary reflects a shocking lack of understanding about the origins and evolution of consumer society. Media coverage of globalization may be extensive, but it also betrays a superficial understanding of how changes in mass consumption are reshaping vast regions of the developing world. This course offers a new perspective on these transformations by tracing the historical origins and evolution of consumer societies across the world. Spanning an arc from the nineteenth century to the present, the course explores the impact of innovations in trading practices, industrialization, and commercial culture on everyday life in multiple societies. The lectures and readings focus on cases studies in the Americas, Asia, Europe, and Africa that reveal underlying convergences as well as the unresolved social, ethical, and environmental problems associated with the rise of modern consumer societies.

Through weekly discussions, essays, and examinations, students will hone their talents for historical interpretation, including critical thinking and writing skills that are essential for success after graduation. The goal is to provide course members a deeper, historically-grounded understanding of present-day political, business, and cultural debates over the impact of consumer society.

Course Requirements

To receive credit for this class, all students will be required to complete: 1) a map quiz of basic world geography; 2) an in-class midterm examination; 3) a 5-7 page paper (topic to be announced); and 4) a final exam. You will be expected to finish all assignments on time. Exceptions for graded assignments will be made only in cases where students have a documented personal or health related excuse. If you are experiencing any problems with the class, please come see me in office hours.

In addition, students will be required to participate regularly in discussions of the readings. You will be graded on classroom participation – attendance is required, but not enough – and will be expected to contribute actively to the class by analyzing the readings, raising questions, listening and responding to your classmates.

Grading Scheme

Map Quiz	5%
Discussion participation	15%
Midterm	25%
Paper	25%
Final exam	30%

Note – All requirements must be met in order to pass this course.

As a member of the university community, you are expected to maintain strict academic integrity. For UM's policy on plagiarism, please go to http://www6.miami.edu/dean-students/pdf/undergrad_honorcode.pdf. If you have any questions about what constitutes plagiarism, please speak with me before your assignments are due. Plagiarism is a serious offence, and I will take all necessary measures to identify and report those students who engage in this practice.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Services (<http://www6.miami.edu/disability-services/>). They will determine with you what accommodations are necessary and appropriate.

Readings

The following readings are available at the University Book Store. They may also be consulted on reserve in the main library. In addition, various articles and shorter pieces on electronic library reserve (marked with an ** in the schedule).

- 1) Peter Stearns, *Consumerism in World History: The Global Transformation of Desire* (Routledge: 2006)
- 2) Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin:1986)
- 3) Victoria De Grazia, *Irresistible Empire: America's Advance Through Twentieth-Century Europe* (Harvard: 2006)
- 4) Joel Wolfe, *Autos and Progress: The Brazilian Search for Modernity* (Oxford: 2010)
- 5) Karl Gerth, *As China Goes, So Goes the World: How Chinese Consumers Are Transforming Everything* (Hill and Wang: 2011)
- 6) Pietra Rivoli, *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade* (Wiley, 2009)

Weekly Schedule

Week 1 – Course Introduction

Week 2 – The World before Modern Consumers

Stearns, *Consumerism in World History*, 1-79

Week 3 – The Rise of Global Consumables, 1750-1850

Mintz, *Sweetness and Power*, 1-73

Week 4 – Agricultural and Manufacturing Revolutions

Mintz, *Sweetness and Power*, 74-214

Map Quiz

Week 5 – Retailing Revolutions, 1860s-1930s

De Grazia, *Irresistible Empire*, 1-130

Week 6 – “Americanization” Goes Worldwide

De Grazia, *Irresistible Empire*, 130-283

Week 7 – Consumer-Citizens in the Advertising Age

De Grazia, *Irresistible Empire*, 284-376

Midterm

Week 8 – Consumption in the “Third World”

Stearns, *Consumerism in World History*, 79-160

*** Spring Break ***

Week 9 – Fordism in the Tropics, 1930s-1970s

Wolfe, *Autos and Progress*, 2-91

Week 10 – Modernizing Goods and the Promise of Development

Wolfe, *Autos and Progress*, 92-188

Week 11 – The Rise (or Return) of East Asia

Gerth, *As China Goes, So Goes the World*, 3-111

Paper due

Week 12 – The Future of Mass Consumption in China

Gerth, *As China Goes, So Goes the World*, 112-208

Week 13 – Free Trade, Fair Trade

Rivoli, *The Travels of a T-Shirt in the Global Economy*, 1-140

Week 14 – Globalization Then and Now

Rivoli, *The Travels of a T-Shirt in the Global Economy*, 131-252

Final Exam

Course and Curriculum Course Change Form



Phone: (305) 284-2294
 Fax: (305)284-6293
 Email: scheduling.rg@miami.edu

Course as it appears in the Bulletin:

England from the Tudors to Waterloo (1485-1815)
 School/College: AS- College of Arts and Sciences Dept/Course #: HIS 332
 Effective Date: 9-8-11
The date that the course changes will be effective in the system.
e.g. (ACC 101)

Only fill in changing information and/or indicate information you wish to be removed.

Full Title: England, 1485-1688
150 Character Limit

Abbreviated Title: England, 1485-1688
18 Character Limit

of Credits: _____ Frequency: _____

Is taken for Credit Only: N Y Indicates whether the course is flagged as credit only course. If flagged 'Y', student receives CR or NC instead of a letter grade.

Full Time Indicator*: N Y Indicates whether the course is flagged as full-time credit status. If flagged 'Y', students who register for the course section will be considered full-time student during the specific term.

Alt Title: N Y The Alternate Title replaces the actual title on the student's transcript.

Prerequisites: _____

Identifiers: _____
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

Non-Credit: N Y Gen. Ed. Req.: N Y Is this an experimental course: N Y

(This area is reserved for course description. If you are submitting a new course, please provide a detailed description of the course content, including a list of topics to be covered, and any other relevant information.)

Dept Contact: Bathy Harrison Email address: kharrison@miami.edu Phone: X 3660

Department Chairman Signature: Mary Pridemore Date: 9/8/2011

Academic Dean/Director Signature: _____ Date: _____

Dean of the Graduate School: _____ Date: _____
required for graduate courses only

Curriculum Committee Chair: _____ Date: _____

*Justification of full time status must also be submitted (see supplemental information course addition form).



History 332: England, 1485-1688
University of Miami, Spring 2011
MWF 11:15am-12:05pm
MM 211

Dr Karl Gunther
Phone: 305-284-9921
Email: k.gunther@miami.edu
Office: Ashe 512
Office Hours: Wednesdays, 1-3pm and by appointment

TEXTS

- Robert Bucholz and Newton Key, *Early Modern England, 1485-1714* (2nd ed.)
- Thomas More, *Utopia*
- Paul Seaver, *Wallington's World*
- William Shakespeare, *Twelfth Night*

REQUIREMENTS

1. Attendance and Participation (10%). You are expected to attend all class sessions and to contribute regularly to class discussions.

2. Exams. You will take a midterm (15%) and final exam (25%). These will be essay exams. Although the final exam will focus primarily on material covered since the midterm, it will include one or two cumulative questions. I will distribute a review sheet before each exam with a list of possible essay topics.

3. *Twelfth Night* Essay (25%). In this course, you will be reading a microhistory about a London Puritan named Nehemiah Wallington. You will also be reading William Shakespeare's play *Twelfth Night*, in which one of the main characters is a Puritan named Malvolio. Imagine that Nehemiah Wallington went to the Globe theater and saw a performance of *Twelfth Night*. How would Nehemiah have responded to the character of Malvolio? You should feel free to answer this question in the first- or third-person, whichever you prefer. There is obviously no single "right" answer to this question, but your essay will be evaluated in part by how convincingly you support your answer with evidence from *Wallington's World*. The essay should be 5-pages long and will be due on November 2.

4. Primary Source Essay (25%). You will read an early modern English pamphlet and write a 6-page analysis of it. In your essay, you should discuss 1) the author and his/her background, 2) the author's purpose and goals in the text, and 3) aspects of early modern English society and culture that this pamphlet reveals to a modern reader. I have selected interesting pamphlets on a variety of topics for you to choose from and will post them for printing/download on Blackboard. The essay will be due on December 4.

POLICIES

Attendance will be taken every day. More than three (3) unexcused absences will result in a grade of zero for participation. Absences for sickness or personal emergencies will be excused with appropriate documentation.

Assignments are due by the *beginning* of the class period specified in this syllabus, although you may of course submit assignments earlier. Late papers will be penalized one full letter grade per day late and extensions will only be granted in cases of documented illness or emergency. Please submit your papers in *both* paper format and via email (subject line: PAPER) in MS Word format. For a detailed description of my grading criteria, please see the attached sheet.

All assignments and exams in this course fall under the University of Miami honor code. Violations of that code will be prosecuted and may result in failure of the course. For excellent guidelines on how and when to cite sources in a paper, and on how to avoid plagiarism, see the link provided in the "External Links" section of this course's Blackboard page.

From the Office of Disability Services: "Students who have questions or concerns about special needs or accommodations may speak with the instructor or contact the Office of Disability Services at (305) 284-2374. Students who are registered with the Office of Disability Services must present Professor Letters a minimum of two weeks prior to the desired use of the accommodation."

SCHEDULE & ASSIGNMENTS

1/18 Introduction

Medieval Background

1/20 The Problems of Kingship in Late Medieval England
Reading: *Early Modern England*, pp. 1-31

1/23 English Lordship in Late Medieval Ireland
Reading: The Statutes of Kilkenny (BB)

1/25 Medieval Scotland: Nationalism and the Auld Alliance

Tudor-Stuart Britain

1/27 The Wars of the Roses and the Tudor Monarchy
Reading: *Early Modern England*, pp. 32-64

1/30 Traditional Religion in Henrician England
Reading: Roger Martyn, "The state of Melford Church" (BB)

2/1 The King's Great Matter and the Break with Rome
Reading: *Early Modern England*, pp. 65-91

2/3 Getting Away with It: Justifying the Henrician Revolution
Reading: excerpts from Richard Morison, *A Remedy for Sedition* (BB)

2/6 A Conscientious Objector: Thomas More, Humanist and Royal Servant
Reading: Thomas More, *Utopia* (book one)

2/8 Discussion: *Utopia*
Reading: Thomas More, *Utopia* (book two)

- 2/10 Popular Responses to the English Reformation
Reading: *Early Modern England*, pp. 92-108
- 2/13 Religion and Politics in Tudor Ireland
- 2/15 A Boy King?
Reading: Stephen Alford, "Constructing the reign of Edward VI" (BB)
- 2/17 "Bloody" Mary?
Reading: *Early Modern England*, pp. 108-115; excerpt from Foxe's *Book of Martyrs* (BB)
- 2/20 The Scottish Revolution
- 2/22 The Problem of Female Monarchy
Reading: John Knox, *First Blast Against the Monstrous Regiment of Women* (BB)
- 2/24 LIBRARY SESSION -- Class meets on 3rd Floor of Richter Library
- 2/27 Elizabeth and the Politics of Religion
Reading: *Early Modern England*, pp. 116-137
- 2/29 The Spanish Armada
- 3/2 Elizabeth: A Golden Age?
Reading: *Early Modern England*, pp. 138-157
- 3/5 **Mid-Term Exam**
- Culture and Society in Early Modern Britain*
- 3/7 Popular Culture in Early Modern England
Reading: *Early Modern England*, pp. 158-211
- 3/9 Print, Education, and Literacy
Reading: begin Seaver, *Wallington's World*
- 3/19 Social and Economic Change
Reading: Seaver, *Wallington's World*
- 3/21 Puritanism
Discussion: Seaver, *Wallington's World*
- 3/23 The War on Popular Culture
Reading: Shakespeare, *Twelfth Night*
- 3/26 Dramatizing the Culture Wars
Discussion: Shakespeare, *Twelfth Night*

- 3/28 Forging "Great Britain": King James VI and I
Reading: *Early Modern England*, pp. 212-230
- 3/30 The Gunpowder Plot
***Twelfth Night* Essay Due**
- 4/2 Irish Plantations and the Scottish Highlands
Reading: Edmund Spenser, *A view of the state of Ireland* (BB)
- 4/4 Atlantic Britain
Reading: Francis Higginson, *New-Englands Plantation* (BB)
- 4/6 Charles I, Popery, & Absolutism
Reading: *Early Modern England*, pp. 230-249
- 4/9 The British Civil War: Causes and Reactions
Reading: *Early Modern England*, pp. 250-276
- 4/11 Regicide
Reading: *The Trial of Charles I* (BB)
- 4/13 Cromwell and the Interregnum
- 4/16 The Restoration
Reading: *Early Modern England*, pp. 277-306
- 4/18 London and the Fire of 1666
Reading: Samuel Pepys, *Diary*
- 4/20 Whigs, Tories, and the Politics of the Street
Reading: Whig and Tory Newspapers (BB)
- 4/23 The Revolution of 1688 and Religious Toleration
Reading: *Early Modern England*, pp. 306-314
- 4/25 The Revolution and the British Monarchy
Reading: *Early Modern England*, pp. 315-352
- 4/27 Looking Ahead: Britain in the Eighteenth Century
Reading: *Early Modern England*, pp. 353-391
Primary Source Essay Due

GRADING CRITERIA

Essays that receive an **A** involve superior analysis of the questions asked. They clearly address the assigned question and begin with an introductory paragraph that states a clear, convincing, and original argument. The introduction is followed by a series of carefully organized paragraphs that support this argument by a critical evaluation of the relevant evidence, drawn from lectures, readings, and class discussions. These paragraphs succinctly and clearly develop the argument through a logical progression of ideas. Superior essays conclude with a paragraph that summarizes the most salient evidence in support of the argument. Everything that is in the essay is there in support of the argument. The writing is crisp and lucid.

Essays that receive a **B** are well argued and thorough in the presentation of evidence. They are similar to those in the A category, but deficient in some respects. Generally speaking the examination should demonstrate a solid command of the material, but the argument may be somewhat lacking in originality, the written exposition may not be quite so crisp and elegant, the evidence may be less thorough or convincing, it may not be entirely germane to the question asked, or it may not be evaluated critically enough. In general, B essays tend to answer the question less effectively than As.

Essays that receive a **C** demonstrate real effort and make an argument. They support their argument with evidence, but either they do not produce enough evidence to establish the argument or they fail to evaluate the evidence critically. Some possibly significant limitations and errors may be evident. The writing may be weaker than a B essay, but not so poor as to obscure the argument.

Essays that receive a **D** fail to make a coherent argument or to cite the appropriate evidence. They may make significant factual errors or are so awkwardly written that the clarity of the argument is impaired. Nevertheless, the writing should be of sufficient quality so that the essay can be readily understood.

Essays that receive an **F** fail to make an argument entirely or answer the question asked. They contain serious errors of fact and deploy extremely limited evidence. The amount written may be inadequate, inconsistent, or contradictory. The paper may also be extremely convoluted in presentation and organization.

Adapted from Edward Muir

X4724

Course and Curriculum Course Addition Form

UNIVERSITY
OF MIAMI



Phone: (305) 284-2294

Fax: (305) 284-6293

Email: scheduling.rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: Arts and Sciences Dept/Course #: HIS 354
e.g.(ACC 101)

Effective Date: 10-1-2011
The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)

Full Title: Latin America's Urban Explosion: 1900-2010
150 Character Limit

Abbreviated Title: Urban Explosion
18 Character Limit

of Credits: 3 Frequency: 11 - Spring

Is taken for Credit Only: N Y Indicates whether the course is flagged as credit only course. If flagged 'Y', student receives CR or NC instead of a letter grade.

Full Time Indicator*: N Y Indicates whether the course is flagged as full-time credit status. If flagged 'Y', students who register for the course section will be considered full-time student during the specific term.

Alt Title: N Y The Alternate Title replaces the actual title on the student's transcript.

Prerequisites: _____

Identifiers: Write _____
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

Non-Credit: N Y Gen. Ed. Req.: N Y Is this an experimental course: N Y

Course Description - email full description to: scheduling.rg@miami.edu
Use the course number as the subject line of the email.
1422 Character Limit

Dept Contact: Steve Stein Email address: srafael@miami.edu Phone: 305-968-7007

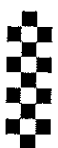
Department Chairman Signature: Mary Ludeman Date: 9/13/2011

Academic Dean/Director Signature: _____ Date: _____

Dean of the Graduate School: _____ Date: _____
required for graduate courses only

Curriculum Committee Chair: _____ Date: _____

*Justification of full time status must also be submitted (see supplemental information course addition form).



Spring 2012

Prof. Steve Stein
srafael@miami.edu

Latin America's Urban Explosion: 1900-2010

This course examines major facets of Latin America's transformation from a continent that was 80% rural in 1900 to 80 % urban by 2000. The course will focus on five watershed eras for the growth of the region's major cities. For each period, special emphasis will be placed on those historical phenomena that played key roles in defining the urban landscape: 1900-1915 [Architectural Modernization and Cultural Change]; 1920-1945 [Industrialization and the Emergence of Professional Sports]; 1950-1970 [Rural-Urban Migration, the Proliferation of Shanty Towns and the Emergence of Mass Politics]; 1980-2000 [Economic Crisis and the Expansion of the Informal Sectors]; and 2000-2010 [The Growth of Social Violence, Drugs and Crime]. While the course studies urbanization throughout Latin America, the cities of Buenos Aires, Lima, Mexico City, Rio De Janeiro and Havana will receive the greatest emphasis

The study of history is by definition multidisciplinary. Consequently, an important element of the course will be the contributions by eminent scholars from various disciplines on the varied aspects Latin America's urban growth. For still another perspective, we will learn about the on-the-ground experiences of the director of a prominent NGO that is currently devoted to ameliorating the worst effects of urban poverty and violence in contemporary Rio De Janeiro.

Historians draw on any and all the sources that we consider relevant to understand the subject of our research. But which kinds of information we use will clearly shape the final product. In this class, our historical research will focus on the analysis and evaluation of visual images depicting the life and varied environments of Latin America's cities. Photos and other image permit us to see aspects of urban life (physical environment, people, changes, etc.). But these images are not simply neutral depictions. Rather they reflect the perspectives, ideologies and visions of their creators. As such, they may focus on social concerns, economic development, politics or the ethnographic elements of the urban environment at the same time that they may reflect specific goals, i.e., documentation, social or political activism. By analyzing and evaluating, not just viewing, these visual records as sources for understanding urban life and urban change, we expand our understanding of the research process broadly, a process that enhances critical thinking skills. We will put these skills to the test on the Student Presentation and Class Discussion days. During the semester, each student will be responsible for putting together a visual presentation (and a related 8-10 page paper) that discusses images of a city during a specific historical period. The focus will be to explain how the images illuminate and/or obscure what they chose to focus on in urban life. In addition to drawing on a list of resources (books and other materials On Reserve) for each segment of the course, students are encouraged to find additional examples using print and electronic sources. For the final paper, students will write an 8-10 page comparative analysis of two films (*City*

of God and Favela Rising) and Janice Perlman's *Favela 4 Decades of Living on the Edge in Rio De Janeiro* in which they evaluate these as sources for understanding social violence and crime in 21st century Rio.

Course Readings:

- Alan Gilbert, *The Latin American City*.
- Carolina María de Jesus, *Child of the Dark*.
- Robert Levine and Jose Carlos Sebe Bom Meihy, *The Life and Death of Carolina María de Jesus*.
- Kent Klich, *El Nino: Children of the Streets, Mexico City (Image and Imagination)* Available from Amazon.com.
- Janice Perlman, *Favela 4 Decades of Living on the Edge in Rio De Janeiro*.

Course Films:

- *City of God*
- *Favela Rising*

Schedule of Classes

January 17	Introductory Session Read: Alan Gilbert, <i>The Latin American City</i> and Janice Perlman, <i>Favela</i> , pp.
January 19	A Rapid Trip Through 100-Plus Years of Urban Change
January 24	Photographs as Documents of Latin American Cities Professor Tom Lopez, Dept. of Art and Art History Reading: Kent Klich, <i>El Nino: Children of the Streets, Mexico City (Image and Imagination)</i>
January 26	Analysis and Evaluation of Klich's Photos (Class Discussion)
January 31	The Early Years of Urban Expansion: 1900-1920
February 2	Early Years 2
February 7	New Urban Architecture and the Meanings of Modernization Professor Jean-François LeJeune, School of Architecture
February 9	Tango and Society in Early 20 th Century Buenos Aires Professor Deborah Schwartz-Kates, School of Music

February 14 Envisioning the Early Years. Student Presentation and Class Discussion.

February 16 The Emergence of the Mass City: 1930-1945

February 21 Mass City 2 Readings: Perlman, 62-146.

February 23 Public Art and Political Change: The Murals of Mexico City
 Professor Carol Damian, Department of Art and Director of the Frost Art Museum, Florida International University

February 28 Envisioning the Mass City. Student Presentation and Class Discussion

March 1 Cities Explode, Demographically, Geographically, Politically: 1950-1970

March 6 Cities Explode 2 [Rural-Urban Migration/the Proliferation of Shanty Towns/Populism]

Read: Carolina Maria de Jesus, *Child of the Dark* and Robert Levine and Jose Carlos Sebe Bom Meihy, *The Life and Death of Carolina Maria de Jesus*

March 8 Cities Explode 2

March 20 The Vision From Below: Discussion of the Diary of Carolina Maria de Jesus

March 22 Envisioning the Exploding City: Student Presentation and Class Discussion

March 27 The Lost Decade, System Breakdown and the Growth of the Informal Sectors

March 29 The Lost Decade 2

March 31 School of Architecture presenters on Informality

April 3 Envisioning the Lost Decade. Student Presentation and Class Discussion.

April 5 Insecure Cities: 2000-2012
 Read: Janice Perlman, *Favela*
 Films: *City of God*, *Favela Rising*

April 10 Insecure Cities 2

April 12 Drugs and Urban Decay in Contemporary Latin American Cities
 Professor Bruce Bagley, Department of International Studies

April 17 Violence, Music and Community in Rio's Favelas
 George Yudice, Professor of Latin American Studies and Modern Languages

- April 19 Finding Solutions to the Problems of Urban Poverty and Social Violence
Philippe Houdard, Founder and President of Developing Minds Foundation
- April 24 Envisioning Insecure Cities. Student Presentation and Class Discussion
- April 26 Scholarly and Cinematic Visions of Rio's Favelas. Class Discussion

Course and Curriculum Course Addition Form

UNIVERSITY
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Phone: (305) 284-2294

Fax: (305)284-6293

Email: scheduling.rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: Political Science CAS Dept/Course #: POL 311
e.g.(ACC 101)

Effective Date: _____
The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)

Full Title: Conspiracy Theories and the Public
150 Character Limit

Abbreviated Title: Conspiracy. Theor.
18 Character Limit

of Credits: 3 Frequency: 11 - Spring

Is taken for Credit Only: N Y Indicates whether the course is flagged as credit only course. If flagged 'Y', student receives CR or NC instead of a letter grade.

Full Time Indicator*: N Y Indicates whether the course is flagged as full-time credit status. If flagged 'Y', students who register for the course section will be considered full-time student during the specific term.

Alt Title: N Y The Alternate Title replaces the actual title on the student's transcript.

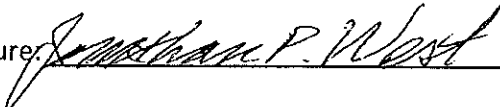
Prerequisites: POL 201

Identifiers: WRITE _____
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

Non-Credit: N Y Gen. Ed. Req.: N Y Is this an experimental course: N Y

Course Description - email full description to: scheduling.rg@miami.edu
Use the course number as the subject line of the email.
1422 Character Limit

Dept Contact: Joseph Uscinski Email address: uscinski@miami.edu Phone: 3717

Department Chairman Signature:  Date: 4/12/11

Academic Dean/Director Signature: _____ Date: _____

Dean of the Graduate School: _____ Date: _____
required for graduate courses only

Curriculum Committee Chair: _____ Date: _____

*Justification of full time status must also be submitted (see supplemental information course addition form).

Conspiracy Theories and the Public

Instructor: Dr. Joe Uscinski
Email: Uscinski@miami.edu
Office: SBA, Jenkins Bldg., Rm. 314

Background:

Conspiracy theorizing is a hardy perennial both in the United States and abroad. To the present, there has been a stream of allegations, imputing anti-American conspiracies to the British, French, Bavarian Illuminati, Freemasons, Abolitionists, Slave Power, Catholics, Jews, Mormons, Muslims, ethnic fifth columns, communists, capitalists, United Nations, and many more.

Conspiracy theorizing is not simply frequent and visible; it resonates well beyond the mentally aberrant and influences a sizeable part of the population. Struggling to cope with an ever-complicated world, people have a seemingly endless appetite for conspiracy theories. For example, in 2006 a third of Americans shared beliefs with the 9/11 “truther” movement, that the American government knowingly allowed the attacks of 9/11.

Conspiracy theories, while often bizarre, are important because they have broad relevance to both the contemporary and historical world. However, conspiratorial thought may be most important because such extreme forms of distrust can lead to crises of confidence in government, thus blunting the ability of institutions to lead when leadership is necessary. Beyond stymieing political institutions, conspiracy theorizing may also contribute to polarizing politics, which could lead to policy deadlock or extremist policies.

Purpose: This course is not an expose of conspiracy theories per se. For instance, we will not try to figure out who *really* killed Kennedy. Instead, this class will take a broad interdisciplinary approach to the study of conspiratorial thought, involving research from the history, psychology, political science, philosophy, and sociology fields. The course will also intermingle the writings of popular commentators and journalists.

Upon leaving this course, students will 1. *have a strong understanding of the history of conspiracy theorizing both in the U.S. and abroad*, 2. *have the necessary tools to distinguish conspiracy theories from more rigorous scientific theories*, and 3. *have a strong understanding of the psychological, political, and social forces that lead to conspiratorial thought and extreme distrust*.

Course Structure: Class time will combine lecture, video presentations, and guest lectures.

Fun: You will write two five page papers. In the first, you will construct your own conspiracy theory and present evidence to support it. In the second, you will attempt to disprove the conspiracy theory you created with facts and evidence.

Grading: I will base your grade on your performance on your written assignments and your participation in class. I will happily discuss your performance in the course at any time and I will do my best to help you improve; but, I will not change grades simply because the outcomes upset you.

I will base your final grade on the following breakdown:

Reading Summaries:	60%
Film and Guest Speaker Responses:	30%
Two Conspiracy papers:	10%

Reading Summaries: Turn these in at the beginning of class each week. For example, hand in the readings for week five when we meet during week five. You will write a one paragraph original summary for each chapter, journal article, or paper that is assigned for the week. (I note exceptions to this.) For instance, if the reading for the week contains two journal articles and a book chapter, you will turn in three paragraph long summaries. I will discuss what makes a good summary in class. This exercise will 1. force you to read and digest the material, and 2. improve your writing skills.

Film and Guest Speaker Responses: You will write six one page summary/responses to the films and/or guests we watch in class. Turn these in the following week. If you miss class, I cannot make the videos available to you. Sorry.

Participation: I expect you to show up to every class period having read the assigned material. I expect you to discuss the material with the class during each period. You should ask pertinent questions relevant to the material.

Plagiarism: I do not tolerate academic dishonesty in any form. See me if you have any questions or see the student handbook. I reserve the right to fail any student who plagiarizes in any way or engages in any form of dishonest academic conduct. I will bring all cases of academic misconduct to the University Honors Council.

[These are proposed readings – class topics and specific dates will come upon acceptance of the course. Other topical and timely readings will be added as well. In addition, for some of the books mentioned below, I will only use selected chapters. Readings will average 50-75 pages per week.]

Aaronovitch, David. 2010. *Voodoo Histories: The Role of Conspiracy Theory in Shaping Modern History*. New York: Riverhead Books.

Coady, David. 2006. *Conspiracy Theories: The Philosophical Debate*. Burlington, VT: Ashgate.

Douthat, Ross. 18 March 2010. "Nuts and Dolts." *New York Times Book Review*. Available at: <http://www.nytimes.com/2010/03/21/books/review/Douthat-t.html>. Accessed 19 April 2010.

Gribbin, William. 1974. "Antimasonry, Religious Radicalism, and the Paranoid Style of the 1820's." *History Teacher* 7 (2): 239-254.

Gruber, Ira D. 1969. "The American Revolution as Conspiracy: The British View." *William and Mary Quarterly* 26 (3): 360-372.

Hellinger, Daniel. 2003. "Paranoia, Conspiracy, and Hegemony in American Politics." In Harry G. West and Todd Sanders eds. *Transparency and Conspiracy: Ethnographies of Suspicion in the New World Order*. Durham: Duke University Press.

Hofman, Amos. 1993. "Opinion, Illusion, and the Illusion of Opinion: Barruel's Theory of Conspiracy." *Eighteenth-Century Studies* 27 (1): 27-60.

Hofstadter, Richard. 1964. *The Paranoid Style in American Politics, and Other Essays*. Cambridge: Harvard University Press.

Hogue, William M. 1976. "The Religious Conspiracy Theory of the American Revolution: Anglican Motive." *Church History* 45 (3): 277-292.

Keeley, Brian L. 1999. "Of Conspiracy Theories." *Journal of Philosophy* 96 (3): 109-126.

- Knight, Peter. 2002. "Introduction: A Nation of Conspiracy Theorists." In Knight ed. *Conspiracy Nation: The Politics of Paranoia in Postwar America*. New York: New York University Press.
- Latner, Richard. 2006. "'Here Are No Newters': Witchcraft and Religious Discord in Salem Village and Andover." *New England Quarterly* 79 (1): 92-122.
- Morgan, Philip D. 2002. "Conspiracy Scares." *William and Mary Quarterly* 59 (1): 159-166.
- Parent, Joseph M. 2010. "Publius's Guile and the Paranoid Style." *Public Integrity* 12 (3): 221-239.
- Tackett, Timothy. 2000. "Conspiracy Obsession in a Time of Revolution: French Elites and the Origins of the Terror, 1789-1792." *American Historical Review* 105 (3): 691-713.
- Waters, Anita M. 1997. "Conspiracy Theories as Ethnosociologies: Explanations and Intention in African American Political Culture." *Journal of Black Studies* 28 (1): 112-125.
- Wood, Gordon S. 1982. "Conspiracy and the Paranoid Style: Causality and Deceit in the Eighteenth Century." *William and Mary Quarterly* 39 (3): 402-441.

Course and Curriculum Course Change Form

UNIVERSITY
OF MIAMI



Phone: (305) 284-2294

Fax: (305)284-6293

Email: scheduling.rg@miami.edu

Course as it appears in the Bulletin:

School/College: AS- College of Arts and Sciences	Dept/Course #: <u>POL381</u> <small>e.g.(ACC 101)</small>
Effective Date: <u>10/01/11</u> <small>The date that the course changes will be effective in the system.</small>	

Only fill in changing information and/or indicate information you wish to be removed.

Full Title: West European Politics (Previous Title: European Politics and Government)
150 Character Limit

Abbreviated Title: West Euro Pol
18 Character Limit

of Credits: 3 Frequency: 01- Fall

Is taken for Credit Only: N Y Full Time Indicator*: N Y Alt Title: N Y
Indicates whether the course is flagged as credit only course. If flagged 'Y', student receives CR or NC instead of a letter grade. Indicates whether the course is flagged as full-time credit status. If flagged 'Y', students who register for the course section will be considered full-time student during the specific term. The Alternate Title replaces the actual title on the student's transcript.

Prerequisites: POL202

Identifiers: _____
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

Non-Credit: N Y Gen. Ed. Req.: N Y Is this an experimental course: N Y

If changing Course Description - email full description to: scheduling.rg@miami.edu
Use the course number as the subject line of the email.
1422 Character Limit

Dept Contact: L. Davidson-Schmich Email address: davidson@miami.edu Phone: x2143

Department Chairman Signature: *Jonathan P. West* Date: 9/13/11

Academic Dean/Director Signature: _____ Date: _____

Dean of the Graduate School: _____ Date: _____
required for graduate courses only

Curriculum Committee Chair: _____ Date: _____

**Justification of full time status must also be submitted (see supplemental information course addition form).*

POL381 Old Bulletin Description

Examination of post-war political, and economic developments in selected European countries. Focuses on political parties, welfare states, and political institutions.

POL381 New Bulletin Description

Examination of political and economic developments in western European countries.

Course and Curriculum Course Addition Form

UNIVERSITY
OF MIAMI



Phone: (305) 284-2294

Fax: (305)284-6293

Email: scheduling_rg@miami.edu



Course as you wish it to appear in the Bulletin:

School/College: <u>AS - College of Arts and Sciences</u>	Dept/Course #: <u>THA 356</u> <small>e.g.(ACC 101)</small>
Effective Date: <u>11/07/11</u> <small>The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)</small>	

Full Title: <u>Improvisational Acting</u> <small>150 Character Limit</small>	<i>Course is being re-numbered. It was <u>456</u></i>
Abbreviated Title: <u>Improv</u> <small>18 Character Limit</small>	
# of Credits: <u>3</u>	Frequency: <u>30 - By Announcement</u>
Is taken for Credit Only: <input checked="" type="radio"/> N <input type="radio"/> Y <small>Indicates whether the course is flagged as credit only course. If flagged 'Y', student receives CR or NC instead of a letter grade.</small>	Full Time Indicator*: <input checked="" type="radio"/> N <input type="radio"/> Y <small>Indicates whether the course is flagged as full-time credit status. If flagged 'Y', students who register for the course section will be considered full-time student during the specific term.</small>
Alt Title: <input type="radio"/> N <input type="radio"/> Y <small>The Alternate Title replaces the actual title on the student's transcript.</small>	
Prerequisites: <u>PREREQUISITE: THA 212 OR 252</u>	
Identifiers: _____ <small>(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)</small>	
Non-Credit: <input type="radio"/> N <input type="radio"/> Y Gen. Ed. Req.: <input type="radio"/> N <input type="radio"/> Y Is this an experimental course: <input type="radio"/> N <input type="radio"/> Y	

Course Description - *email full description to: scheduling_rg@miami.edu*
Use the course number as the subject line of the email.
 1422 Character Limit

Dept Contact: R. Wright Email address: rwright@miami.edu Phone: 84474

Department Chairman Signature: 	Date: <u>9/8/11</u>
Academic Dean/Director Signature: 	Date: <u>14 Sept 11</u>
Dean of the Graduate School: _____ <small>required for graduate courses only</small>	Date: _____
Curriculum Committee Chair: _____	Date: _____

RECEIVED

Justification of full time status must also be submitted (see supplemental information course addition form).

SEP - 9 2011

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COLLEGE OF ARTS & SCIENCES