



Center for
Urban and Global Studies
at Trinity College

URBAN-THEMED COURSES FALL 2009



Trinity College
HARTFORD CONNECTICUT

Catalogue No. /Course No. & Title	Instructor	Time	Location	Department	Description
6466 AMST-357-01 Race and Urban Space	Baldwin, D.	TR: 1:30-2:45	MC-213	American Studies	Scholars and now even the larger public have conceded that race is a social construct. However, many are just beginning to fully explore how the specific dimensions and use of space is mediated by the politics of racial difference and racial identification. Therefore, this course seeks to explore how racism and race relations shape urban spatial relations, city politics, and the built environment and how the historical development of cities has shaped racial identity as lived experience. Covering the 20th century, the course examines three critical junctures: Ghettoization (1890s-1940s); Metropolitan Formation (1940s-1990s); and Neo-Liberal Gentrification (present).
6467 AMST-409-03 HARLEM RENAISSANCE REVISITED	Baldwin, D.	T: 6:30pm-9:10pm	MC-305	American Studies	At some point in studies of U.S. history, students are at least briefly introduced to the cultural movement known as the Harlem Renaissance. Yet few know that this "Renaissance" represents only one small piece of a much larger New Negro Movement. In this class, the more well-known literary and visual art expressions of Harlem are situated within a wider spectrum of social movements and popular cultures of film, music, sports, and public behavior that spanned the globe from Harlem to Chicago, from Paris to Port au Prince. This more comprehensive vision of the New Negro Movement serves as a lens through which to better understand U.S. national identity, urbanization processes, industrial capitalist developments, and imperial expansion in the early 20th century.
6465 AMST-443-01 SPECTACLE, SOCIAL CONTROL & SPACES OF DISPLAY	McCombie, M.E.	R 6:30pm-9:30pm	115V-116	American Studies	This course will analyze a range of built spaces, elite ones like museums and vernacular ones like shopping malls and casinos, to see how they reflect and shape our changing ideas of spectacle and display. Beginning with an examination of the 1893 World's Columbian Exposition and the 1939 World's Fair, we will analyze how buildings exercise authority and shape our behavior. We will consider how displays of culture and commerce encode the agendas of capitalism, both literal and cultural, by looking at the packaging of commodities and of the materials within museums; retail entertainment architecture like those of Las Vegas and Disney and their fusion with the museum; and memorial museums and structures, particularly the Holocaust Museum
6290 ECON-321-01 AMERICAN ECONOMIC HISTORY	Gunderson, G.	MW: 8:30am-9:45am	MC-305	Economics	<i>Prerequisite: C- or better in Economics 101.</i> A survey of the growth of the American economy from pre-Columbian times to the present. Special attention will be given to the issues of economic growth, industrial development, the economy of the antebellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy
6413 HIST 209-01 AFRICAN-AMERICAN HISTORY	Greenberg, C.	TR: 9:25am-10:40am	LSC-133	History	The experiences of African-Americans from the 17th century to the present with particular

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					emphasis on life in slavery and in the 20th-century urban North
3189 EDUC-200-01 ANALYZING SCHOOLS	Dyrness, Andrea	TR: 9:25am-10:40am	MC-225	Educational Studies	<p>Note: Each Student must reserve on three-hour block of time in their weekly schedule (anytime between 9am-3pm weekdays) for a community learning placement in a neighborhood Hartford public school, to be arranged by the instructor during the first week of the course.</p> <p>Note: Spaces are reserved for the following classes: 10 for sophomores, and 10 for first-year students.</p> <p>This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments</p>
5587 EDUC-309-01 RACE CLASS & EDUCATION	Sandler, Jennifer	W: 1:15pm-3:55pm	LSC-135	Educational Studies	<i>Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor.</i>
6477 ANTH-227-01 INTRODUCTION TO POLITICAL ECOLOGY	Hussain, Shafqat	MW: 11:00am-12:30pm	MC-305	Anthropology	This course covers social science approaches to issues concerning ecology, the environment, and nature. It looks at how social identities and cultural meaning are symbolically tied to the physical environment. Ecology and the environment are affected by larger political, social, and economic forces, so we will also broaden the analysis to include wider spatial and temporal scales. The course will also examine how sociology and geography relate to political ecology. Regional foci will include South and Southeast Asia, Africa, and Latin America.
6591 FYSM-142-01 ITALIAN CITIES	Cocco, Sean	WF: 1:15-2:30pm	SH-T121	First Year Sem.	<p><i>Enrollment limited to 12</i></p> <p>This course explores the urban experience in Italy from the rise of city-states and communes in the eleventh century to the growth of cities in the modern period. For thousands of years cities have been the defining feature of the peninsula, shaping the land around them. They have also borne the imprint of many unique topographies—the meander of a river, the rise of hills, and the fluxing sea yielding to stone, line, and the built shape. Through an urban lens, it is possible to discern the diversity of Italian civilization and its deeper common strands. Historical sources, literature, art, photography, film, and virtual tools like Google Earth will be a fundamental part of the class: you will be asked to read, observe, examine, and think critically about all the material. I aim to move beyond the familiar image of Italy, taking you to cities of the past, like powerful seafaring Amalfi on the Mediterranean. We will also look at how ancient forms became the inheritance of contemporary cities. The twenty-first century overlaps the worn fabric of the past. The class ends in the present day, looking at Naples, circa 2009. We see the city in Roberto's</p>

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					Saviano's Gomorra, a strikingly original novel on organized crime and globalization. Grounded in history, the course is taught from a lifetime of personal experience
6646 FYSM-149-01 TEXTUAL GEOGRAPHIES	Lage-Otero, E.	TR: 2:55pm-4:10pm	SH-S205	First Year Sem.	<p><i>Enrollment limited to 15</i></p> <p>Spanish readers throughout the ages have been fascinated with travel narratives and their heroic characters, from classics such as Cervantes' Don Quixote to more recent books like Ferlosio's Adventures of the Ingenious Alfanhuí. Each text creates a new world within its pages but more often than not, the stories are set in an actual place and time. New technologies such as Google Earth now allow readers to "visit" these locations virtually and "follow" a story's characters on their journey from place to place. As these technologies facilitate the exploration of all corners of the world from our desktops, new possibilities have opened up to analyze and understand the spaces and places inhabited by their characters. Taking a multimedia approach to reading traditional travel narratives, students will analyze and write about a series of excerpts from various adventure books and short stories from the Spanish-speaking world to study the relationship between fictional characters and the very real geographical and social worlds they inhabit. At the same time, students will develop web-based mash-ups that link these stories to the geographical and textual landscape as well as to a variety of cultural artifacts (e.g., images, videos, story timelines, reference information) to add further depth to these narratives. This multilayered reading will serve as a window into different cultures, their people, and their language. The goal of this course is to use the above mapping tools and other online resources to give students a deeper understanding of the different micro-worlds created by each story. By visualizing the multiple layers embedded within these rich texts, students will be better positioned to analyze them and in so doing, develop a deeper understanding and appreciation of the Spanish world and culture. Note: This course will be taught in English. Text translations will be provided throughout the semester.</p>
6596 FYSM-156-01 THE MOUNTAIN EXPERIENCE	Parmenter, A.L.	TR: 9:25am-10:40am	Lib/Mus&media	First Year Sem.	<p><i>Enrollment limited to 15</i></p> <p>The world of mountaineering literature is as substantial today as Everest itself. Mountaineering history dates back to the first ascent in 1786 of Mt. Blanc in the French Alps where the account of this achievement was notable for its heroism and distortion of the facts of the climb. George Leigh-Mallory, climbing leader for the 1924 British Everest Expedition was asked by an American journalist why he sought to reach the summit? Mallory replied angrily, "Because it's there." The course will focus on Mount Everest and specifically examine the known facts of the Mallory and Irvine expedition. We will also explore the first ascents of the Matterhorn, the North face of the Eiger, and other great peaks of the world. The books chosen are socially engaging and morally uplifting stories, sometimes even revealing the dark side of human behavior. We will read best-selling author Jon Krakauer, "Into Thin Air" which chronicles the personal account of the 1996 Everest disaster. In "Touching the Void" by Joe Simpson the human spirit is exemplified and determines the fate of Simpson and Simon Yates at 19,000 feet on Siulas Grande in the Peruvian Andes. Additional readings will include: Greg Mortensen, "Three Cups of Tea"; Michael Kudas, "High Crimes"; Heinrich Harrer, "The White Spider" and Edward Whymper, "The Ascent of the Matterhorn." The course objectives are to discuss present day mountaineering, ethical, and moral dilemmas, and through the literature review learn how</p>

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					the mountains of the world have shaped many lives.
6594 FYSM-174-01 HIGHLANDERS: PEOPLES AND CULTURES OF THE HIMALAYAS	Lestz, M.E.	MWF: 9:00am-9:50am	SH-N128	First Year Sem.	<p><i>Enrollment limited to 12</i></p> <p><i>Only first-year students are eligible to enroll in this class.</i></p> <p>Heinrich Harrer's Seven Years in Tibet, John Avedon's In Exile from the Land of the Snow, and David Breashears film on the ill-fated Everest expeditions of 1996 are contributions to a large corpus of works related to Tibet and Nepal built around the experiences of Western adventurers, amateur religious investigators, and mountain climbers. The Himalayan rim exists in the American imagination as a set of dramatic pictures and impressions constructed from such sources. We equate the Himalayas with forbidding landscapes, exotic forms of Buddhism, and harrowing ascents of Mount Everest. However, only a fragment of the historical and cultural experience of this complex region is captured in its record as conveyed by the foreign visitors who sought adventure or the exotic in the lands of this imposing mountain chain. Throughout their history, the Himalayan highlands were a fascinating area of interaction between peoples and cultures. In their own right, these remote lands were extraordinarily creative as they produced great religious, artistic, and philosophical traditions that profoundly influenced the entire south and east Asian world. Unlike India or China, the small states of the Himalayas escaped colonial administration and developed in an idiosyncratic manner that strongly influences the life and mores of this part of the world today. This seminar will focus on the ethnographic map of the Himalayan rim and introduce the peoples, the Tibetan, Newar, Gurung, Magar, Tharu, Limbu, Sherpa, and Lepcha among others, who produced its distinctive cultures. An optional trek to Nepal with an attached .5 credit independent study unit is likely to be offered to interested members of the seminar during the inter-term (December 2007 to January 2008).</p>
6575 FYSM-182-01 HARTFORD'S LITERARY & CULTURAL SCENE	Butos, C.L.	T: 1:30pm-4:10pm	LSC-313	First Year Sem.	<p><i>Enrollment Limited to 15</i></p> <p>As first-year students at Trinity, most of you will be living in a new city, Hartford, and just like any newcomer, you should research and explore this city that will be your home for four years. This seminar will serve two purposes: (1) to familiarize you with some of the literary figures, theatres, music, and museums that make Hartford an enjoyable and educational city in which to live and (2) to research, discuss, and write about what you see and hear. We will read texts by and visit the homes of Mark Twain and Harriet Beecher Stowe, two nineteenth-century writers who lived and wrote in Hartford and whose work greatly impacted their time. To explore Hartford's performance venues, we will attend several plays at Hartford Stage, Theatre Works, or the Bushnell Theater. For example, in September, we will go to Theatre Works to see "No Child," a play described by the New York Times as "Marvelous! Touching and funny." "(Since many of the organizations have not yet finalized and published their 2008-09 schedules, the list of performances we will attend will not be available until the end of the summer.) We will also attend a musical event, either by the Hartford Symphony or one of Hartford's smaller classical ensembles. Guided tours of the Wadsworth Museum and the Connecticut Historical Museum will provide an introduction to the art and rich history of the city. The College also provides many wonderful literary and cultural events, and we will attend several of these on campus</p>

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					events. For this writing intensive seminar, you will keep a journal to record and reflect on what they have read, seen, and heard; write several papers in various genres about the events; conduct background research on one scheduled event and present this research to the class; and as a final project, write a paper that includes the oral presentation research and a critical review of the event. EVENTS and TOURS: In addition to the Wednesday afternoon class time (we will visit museums on several Wednesdays), you are required to attend 3 or 4 off-campus weeknight events over the course of the semester. Other required weeknight events will be on-campus.
6419 SOCL-206-01 Organizing by Neighborhood	Lash, Alta	R: 6:45pm-9:00pm	9799CS-120	Sociology	<i>Prerequisite: Not Open to First-Year Students</i> This is a special program designed for those students who want to be involved in and learn about community organizing. In addition to working as an intern in a Hartford neighborhood
5749 SOCL-227-01 FROM HARTFORD TO WORLD CITIES	Chen, Xiangming	M: 1:15pm-3:55pm	70VS 1 st FI Seminar	Sociology	The 21st century is truly a global urban age characterized by the simultaneous decline and revival of post-industrial cities in the United States and the co-existence of boom and poverty in the rapidly industrializing cities in developing countries, as well as by how globalization is exerting growing impact on urban places and processes everywhere. This course adopts an integrated and comparative approach to studying the local and global characteristics, conditions, and consequences of the growth and transformation of cities and communities. Using Hartford—Trinity's hometown—as a point or place of departure, the course takes students to a set of world or global cities outside the United States, especially a few dynamic mega-cities in developing countries to explore the differences and surprising similarities among them