

## The Shock of the New

Is an inability to be shocked characteristic of the modern person? After Auschwitz, Hiroshima, Stalin, Rwanda, Watergate, Iraq, what can surprise us? *9/11 shocked us*. The “shock of the new”, associated with great advances in science and technology, once brought with it great expectations for an improved life for the world’s peoples. And yet, today, a small minority enjoys the highest standards of living ever known. A much larger proportion of the earth’s people suffer declining conditions of life. Even the most affluent nations have proved vulnerable to totalitarian political movements. This seminar will explore key issues in “becoming modern”. We will consider the difference between “modern” and “traditional”. We will try to understand who benefits from the social and economic transformations that we will study. We will also ask if terror and its agents have become a “normal” part of modern life. Throughout the semester, our inquiry will focus on the role of states, their relationships to non-governmental actors, and the implications of these institutional relationships in a global society.

**How does Political Science 102 satisfy PLAS criteria?** Because “The Shock of the New” takes as its starting point transformational moments in the history of government on a global scale, particularly events that precipitated abrupt and radical changes in ideology and government, the course satisfies the World Cultures PLAS criteria. Our analysis of social structures will include multiple sites of inquiry, including Governments, Non-Governmental Organizations, terrorist cells, religion, and popular culture, all of which are located within a global and historical context.

I. Core Readings: The following paperback books should be purchased or otherwise in hand for the appropriate seminar sessions:

Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting By in America, Owl Books

Chinua Achebe, Things Fall Apart, Anchor.

Andrew Gumbel, Steal This Vote, Nation Books

Philip Gourevitch, We Wish to Inform You that Tomorrow We Will Be Killed, Picador.

Hannah Arendt, Eichmann in Jerusalem, Penguin

Samantha Power, “A Problem From Hell”: America and the Age of Genocide, Harper

Christoph Reuter, My Life Is A Weapon: A Modern History of Suicide Bombing, Princeton

Cynthia Enloe, Globalization and Militarism: Feminists Make the Link, Roman&Littlefield

Kevin Bales, Disposable People, University of California Press

II. Papers

There will not be a mid-term or a final exam. A double spaced three page paper on five of the core books will be due prior to the scheduled discussion sessions.

### III. Class participation, Supplementary readings and Oral reports:

This seminar is to be regarded as a joint discussion and work group. Class participation may count for as much as 10 percent of the final grade. Attendance at every session is, therefore, mandatory. Supplementary readings and oral reports will be used to focus discussion and expand our inquiry into related material and/or contradictory thesis and points of view.

### IV. Statement about Plagiarism

Critical thinking and the search for truth are basic purposes of this seminar and every course at Queens College. Plagiarism cannot and will not be tolerated, and will be punishable according to the procedures of the College beginning with failure in the course. If you have any doubt about what is the unauthorized and unacknowledged use of anybody else's material, please check with the instructor.

#### Topics:

##### I. The Shock of the New

- a. All that is solid, melts - in reality and in art.
- b. Definitions of capitalism, exploitation and class
- c. The world that does not move
- d. The ability to chose

#### Required reading:

Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting By in America, Henry Holt

#### Supplementary reading:

Lawrence Rothfield, ed., Unsettling "Sensation": Arts Policy Lessons from the Brooklyn Museum of Art Controversy, Rutgers

Katherine S. Newman, Falling From Grace

Fernand Braudel, The Structures of Everyday Life

Peter L. Berger, The Capitalist Revolution

Paul Baran, The Political Economy of Growth, Monthly Review Press.

Brian Downing, The Military Revolution and Political Change: Origins of Democracy Autocracy in Early Modern Europe, Princeton University Press..

Robert D. Kaplan, The Ends of the Earth: A Journey to the Frontiers of Anarchy, Vintage.

Bob Sutcliffe, 100 Ways of Seeing an Unequal World, Zed Press

Paul Krugman, The Great Unraveling: Losing Our Way in the New Century, W.W. Norton

Katherine Hall Jamieson, Everything You Think You Know About Politics... And Why You're Wrong, Basic,

Mark Robert Rank, One Nation, Underprivileged: Why American Poverty Affects Us All,

Oxford,

Joel Bakan, The Corporation: The Pathological Pursuit of Profit and Power, Free Press

Mike Rose, The Mind at Work: Valuing the Intelligence of the American Worker, Viking

Charles Derber, People Before Profit, Picador

Jeff Faux, The Global Class War: How America's Bipartisan Elite Lost Our Future - and What it Will Take to Win it Back, Wiley

Louis Uchitelle, The Disposable American: Layoffs and Their Consequences, Knopf

## II. Definition and Conception of the Traditional

- a. New persons and new societies
- b. The role of religion
- c. Functions of ideology
- d. Organizational necessities

Required reading:

Chinua Achebe, Things Fall Apart

Supplementary reading:

Robert Dahl, A Preface to Economic Democracy, University of California Press.

Seymour Martin Lipset, Political Man, Doubleday.

Barrington Moore, Social Origins of Dictatorship and Development, Beacon Press.

Clauss Offe, Disorganized Capitalism, MIT Press.

Jacob Lassner, Demonizing the Queen of Sheba: Boundaries of Gender and Culture Postbiblical Judaism and Medieval Islam, University of Chicago Press.

Brenda Cooper and Andrew Steyn, eds., Transgressing Boundaries: New Directions the Study of Culture in Africa, Ohio University Press.

Julia Clancey-Smith and Frances Gouda, eds., Domesticating the Empire: Race, Gender and Family Life in French and Dutch Colonialism.

Stephen Vlastos, ed., Mirror of Modernity: Invented Traditions of Modern Japan, California.

Dominique Lapierre & Javier Moro, Five Past Midnight in Bhopal: The Epic Story of the World's Deadliest Industrial Disaster, Warner Books

## III. Democracy and Its Discontents

- a. Who governs?
- b. Why are elections important?
- c. Corporate power
- d. Civil or uncivil society

Required reading:

Andrew Gumbel, Steal This Vote, Nation Books

Supplementary reading:

Greg Palast The Best Democracy Money Can Buy, Plume

T.R.H. Davenport, The Birth of a New South Africa, University of Toronto Press

Ran Greenstein, Genealogies of Conflict: Class, Identity, and State in Palestine/Israel and

\_\_\_\_\_  
South Africa, Wesleyan University Press

Timothy D. Sisk, Democratization in South Africa: The Elusive Social Contract, Princeton University Press.

Jeffrey M. Stonecash, Class and Party in American Politics, Westview Press

Robert A. Dahl, How Democratic is the American Constitution?, Yale

George C. Edwards III, Why the Electoral College is Bad For America, Yale

Andrew Gumbel, Steal This Vote: Dirty Elections and the Rotten History of Democracy in America, Nation Books

Steven F. Freeman and Joel Bleifuss, Was the 2004 Presidential Election Stolen?, Seven Stories Press

#### IV. Ethnicity, Nationalism, Race and Violence

- a. Puzzles in the definition of nationalism
- b. The Social Forces that cause nationalism and Genocide
- c. Nationalism as Identity and as Religion
- d. Community and Elimination

Required reading:

Philip Gourevitch, We Wish to Inform You that Tomorrow We Will Be Killed

Supplementary reading:

Rogers Brubaker, Nationalism Reframed, Cambridge University Press.

Anthony D. Smith, National Identity, University of Nevada Press.

Robert B. Norgaard, Development Betrayed, Routledge.

Ernest Gellner, Nationalism, New York University Press.

George M. Fredrickson, The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements, University of California Press.

Peter Uvin, Aiding Violence, Kumarian

Laurent Dubois, Avengers of the New World: The Story of the Haitian Revolution, Harvard

Romeo Dallaire, Shake Hands With the Devil: The Failure of Humanity, Carrol and Graf

Taner Akcam, From Empire to Republic: Turkish Nationalism and the Armenian Genocide, Zed

Gerard Punier, Darfur: The Ambiguous Genocide, Cornell

#### V. Totalitarianism and Mass Society

- a. New and Frustrated Aspirations?
- b. Industrialization in comparative perspective
- c. Class versus mass theories
- d. National Character and other theoretical novelties

Required reading:

Hannah Arendt, Eichmann in Jerusalem

Supplementary reading:

Wolfgang Sofsky, The Order of Terror: The Concentration Camp

Christopher R. Browning, Ordinary Men, HarperCollins

Saul Friedlander, Nazi Germany and the Jews, HarperCollins

Tom Segev, The Seventh Million

Richard J. Evans, Lying About Hitler: History, Holocaust, and the David Irving Trial, Basic Books

D.D.Guttenplan, The Holocaust on Trial, W.W.Norton

Robert S.Wistrich, Hitler and the Holocaust, The Modern Library

Peter Ronayne, Never Again? The United States and the Prevention and Punishment of Genocide Since the Holocaust, Rowman and Littlefield

Jan T. Gross, Neighbors, Princeton University Press.

Claudia, Koonz, The Nazi Conscience, Harvard

#### VI. “Never Again”? *OR*, Again and Again?

- a. Who knew, when did they know, and what difference does it make?
- b. Genocides of the past
- c. Genocides of the future
- d. An Awakened Civil Society

Required reading:

Samantha Power, “A Problem From Hell”: America and the Age of Genocide, Harper

Supplementary reading:

Lisa Anderson, Transitions to Democracy, Columbia University Press

Bertell Ollman, Market Socialism, Routledge.

Saskia Sassen, The Global City, Princeton University Press

Saskia Sassen, Losing Control?: Sovereignty in an Age of Globalization, Columbia University Press.

Paul Blumberg, Inequality in an Age of Decline, Oxford University Press.

Alfrd Chandler, The Visible Hand: The Manager in American Business, Harvard University Press.

Richard J. Barnet and John Cavanagh, Global Dreams: Imperial Corporations and the the New World Order, Simon & Schuster.

Jeffrey E. Garten, The Big Ten: The Big Emerging Markets and How They Will Change Our Lives, HarperCollins.

Doug Henwood, Wall Street, Verso Books.

Rhodri Jeffrey-Jones, Peace Now! American Society and the Ending of the Vietnam War, Yale University Press

#### VII. Democracy and Violence

- a. A conservative critique
- b. Ethnicity and Racism
- c. Elites and mass appeals
- d. Definitions and conceptions of “democracy”

Required reading:

Amy Chua, World on Fire, Anchor

Supplementary reading:

David C. Korton, When Corporations Rule the World, Kumarian Press.

Ralph Miliband, The State in Capitalist Society, Weidenfeld & Nelson.

James O'Connor, The Fiscal Crisis of the State, St.Martin's Press.

Nicos Poulantzas, Political Power and Social Classes, New Left Books.

David Held, Democracy and the Global Order: From the Modern State to Cosmopolitan Governance, Stanford University Press.

Thomas K. McGraw, ed., Creating Modern Capitalism, Harvard University Press.

Noreena Hertz, The Silent Takeover: Global Capitalism and the Death of Democracy, Free Press

Nial Ferguson, The Cash Nexus: Money and Power in the Modern World, Basic Books

Walter LaFeber, Michael Jordan and the New Global Capitalism, WW Norton

## VIII. Threats of Terrorism

- a. Weapons of the weak?
- b. Who are the terrorists?
- c. What is "new" about the new terrorism?
- d. "Strong religion"?

Required Reading:

Christoph Reuter, My Life Is A Weapon: A Modern History of Suicide Bombing, Princeton

Supplementary reading:

Caleb Carr, The Lessons of Terror

Walter Laqueur, The New Terrorism: Fanaticism and the Arms of Mass Destruction, Oxford

Ahmed Rashid, Taliban, Yale University Press

Neamatollah Nojumi, The Rise of the Taliban in Afghanistan: Mass Mobilization, Civil War, and the Future of the Region, Palgrave

Noam Chomsky, 9/11, Seven Stories Press

Robert Jay Lifton, Destroying the World to Save It: Aum Shinrikyo, Apocalyptic Violence, and the New Global Terrorism, Henry Holt

Steven Emerson, American Jihad: The Terrorists Among Us, Free Press

Anthony Lake, 6 Nightmares: Real Threats in a Dangerous World, Little Brown

John L.Esposito, The Islamic Threat, Myth or Reality?, Oxford

Strobe Talbot et al., The Age of Terror: America and the World After September 11, Basic

James F. Hoge et al., How Did This Happen? Terrorism and the New War, Public Affairs

John K. Cooley, Unholy Wars: Afghanistan, America and International Terrorism, Pluto

Fatima Mernissi, Islam and Democracy: Fear of the Modern World, Perseus

Brigitte L. Nacos, Terrorism and the Media, Columbia University Press

## IX. The United States and the Struggle for Democracy

- a. Is America an "empire"? Is that good or bad?
- b. Islamic democracy versus Islamist Democracy

- c. Women in America
- d. Globalization, militarization and feminism

#### Required Reading

\_\_\_\_\_ Cynthia Enloe, Globalization and Militarism: Feminists Make the Link,

#### Supplementary Reading

\_\_\_\_\_ Noah Feldman, After Jihad: America and the Struggle for Islamic Democracy

\_\_\_\_\_ Sven Lingqvist, Exterminate the Brutes, New Press

Paul Berman, Terror and Liberalism, WW Norton

Michael Ignatieff, The Lesser Evil: Political Ethics in the Age of Terror, Princeton

Daniel Benjamin and Steven Simon, The Age of Sacred Terror, Random House

Joyce M. Davis, Martyrs: Innocence, Vengeance and Despair in the Middle East,  
Palgrave

Benjamin R. Barber, Fear's Empire: War, Terrorism, and Democracy, Norton

Robert A. Pape, Dying to Win: The Strategic Logic of Suicide Terrorism, Random House

#### X. Final Shocks of the New: Slavery in the 21<sup>st</sup> Century

- a. Rivers of Blood; rivers of gold
- b. The new slavery
- c. Modern mechanisms of control
- d. The loss of humanity

#### Required reading:

Kevin Bales, Disposable People

#### Supplementary reading:

Mark Cocker, Rivers of Blood, Rivers of Gold: Europe's Conquest of Indigenous Peoples, Grove Press

Norman M. Naimark, Fires of Hatred: Ethnic Cleansing in Twentieth Century Europe, Harvard University Press

James Waller, Becoming Evil: How Ordinary People Commit Genocide and Mass Killing, Oxford University Press

George J. Andreopoulos, ed., Genocide: Conceptual and Historical Dimensions, University of Pennsylvania Press

James M. Glass, "Live Unworthy of Life": Racial Phobia and Mass Murder in Hitler's Germany, Basic Books

Joseph Lelyveld, et al., How Race is Lived in America, Times Books

David Brooks, Bobos in Paradise: The New Upper Class and How They Got There, Simon & Schuster

Thomas Carothers, Critical Mission: Essays on Democracy Promotion, Carnegie

Alexandra Halkias, The Empty Cradle of Democracy: Sex, Abortion, and Nationalism in Modern Greece, Duke

Michael Goldman, Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization, Yale





New Yorkers are still trying to resume their normal life after the horrific terrorist attack on the World Trade Center--and the Pentagon--on September 11 2001, while the rest of America is struggling with different questions. How were the terrorists able to plot their plan for nearly two years without being detected by the CIA and other intelligence organizations around the world? What forces produce such evil? How can religion be distorted and exploited to commit mass murder? Who can stop Islamic extremism? How should the US respond to these attacks? Should Americans be willing to substitute some civil liberties for personal security? Are we facing a global disorder? To what extent must the US go to bring Arabs and Israelis to calm the Middle East—a region from where the terrorists are believed to have originated?

Is the Arab-Israeli conflict different from other conflicts, or do all deeply divided societies possess similar characteristics? Should third parties intervene in order to bring these societies together in an attempt to make peace, or should they let conflict take its course? Should war and bloodshed be accepted as part of the real world, or is peace a value worth fighting for? Should countries at peace risk the lives of their own soldiers by sending them to places like Bosnia, Kosovo or Afghanistan as peacekeepers, or should these countries concentrate on their domestic well being only? If peace is desirable, what provision has the international community make to attain it?

In this course we will try to answer these and other controversial questions by examining the concepts of conflict, third-party mediation and peace, and by studying, in depth, the methods and provision that are available for international reconciliation and various cases of peacemaking.

**How does Political Science 102 satisfy PLAS criteria?** Because “Making Peace” assumes the possibility of war and war has been a part of human history in almost all cultures and throughout all of history, this course satisfies the PLAS requirement of exploring World Cultures by looking at the conflicts that arisen among them. Our analysis of social structures will include multiple sites of inquiry, including Governments, Non-Governmental Organizations, terrorist cells, religion, and popular culture.

### **Required Reading:**

Chester A. Crocker et.al. *Herding Cats*. Washington D.C: U.S. Institute of Peace, 1999.  
John Paul Lederarch, *Building Peace*. Washington D.C: U.S. Institute of Peace, 1999.  
James A., Schellenberg, *Conflict Resolution*. Albany: SUNY Press, 1996.

### **Course Plan**

#### **A. Conflict and its characteristics.**

Session 1. Introduction: Lecture on conflict, its prevention, its management, and its resolution.  
Session s 2-3. Do conflicts have similar features? Reading: Lederarch, chs. 1-2, and Schellenberg, Ch. 1.  
Session 4. Do individuals play a roll in conflict and its resolution? Reading: Schellenberg, Ch. 3.

#### **B. Theoretical approaches to conflict resolution.**

Session 5. What is conflict resolution? Reading: Schellenberg, Ch. 2.  
Sessions 6-7. The social dimension of conflict and its resolution. Reading: Schellenberg, Ch. 4, and Crocker et.al. Ch. 2.  
Sessions 8-10. The structural dimension of conflict and its resolution. Reading: Lederarch, Ch. 4-5 and Schellenberg, Ch. 5.

#### **C. Practical approaches to conflict resolution.**

Session 11. Coercive methods of conflict resolution. Reading: Schellenberg, Ch. 7.  
Sessions 12-13. Conflict prevention and conflict management. Reading: Boutrus Boutrus Ghali, *Agenda*

*For Peace.* (Library Reserve).

Session 14. Amicable methods of conflict resolution: Reconciliation. Reading: Lederarch, Ch. 3.

Session 15. Amicable methods of conflict resolution: Negotiation. Reading: Schellenberg, Ch. 8.

Session 16. Amicable methods of conflict resolution: Good offices. Reading: TBA.

Session 17. Amicable methods of conflict resolution: commissions of inquiry. Reading TBA.

Session 18. Amicable methods of conflict resolution: Adjudication. Reading: Schellenberg, Ch. 9.

Session 19. Amicable methods of conflict resolution: Mediation. Reading: Schellenberg, Ch. 10 and Crocker et. al. Ch. 1.

Session 20. Amicable methods of conflict resolution: Arbitration. Reading: Schellenberg, Ch. 11.

Session 21. The many roads to resolution. Reading: Schellenberg, Ch.12.

#### **D. Conflict resolution in practice.**

Sessions 22-23. Secret Diplomacy: peace making in Oslo. Movie showing (subject to final exam).

Session 24. The practitioner perspective: Crocker et.al. Ch. 3.

Session 25. The road to the Madrid Conference. Reading: Crocker et.al. Ch. 9.

Session 26. The case of South Africa. Reading: Crocker et.al. Ch. 10.

Session 27. Making peace in Mozambique. Reading: Crocker et.al. Ch. 11.

Session 28. Bringing peace to Cambodia. Reading: Crocker et.al. Ch. 12.

Session 29. Mediating peace in Bosnia. Reading: Crocker et.al. Ch. 13.

Sessions 30-32. Making peace in Latin America. Reading: Crocker et.al. chs. 14-16.

Sessions 33-34. Mediating peace in Northern Ireland. Reading: Crocker et.al. chs. 17-18.

#### **E. Implementing settlements: wishful thinking?**

Session 35. The Haiti lessons. Reading: Crocker et.al. Ch. 19.

Session 36. The Oslo lessons. Reading: Crocker et.al. Ch. 20.

Session 37. Lessons from Bosnia. Crocker et.al. Ch. 21.

Sessions 38-39. Lessons from Angola. Crocker et.al. Ch. 22-24.

Sessions 40-41: Simulation.

Session 42: Conflict resolution evaluated. Crocker et.al. Ch. 25.

**Course requirements:** Attendance and class participation; individual meeting with the instructor, **beginning February 26th**; midterm and final exams; participation in class simulation; group presentation of reading if required.

**Please note: 1) Coming prepared to class is essential; 2) late students will be considered absent!**

**POLITICAL SCIENCE 102**  
**SEXUAL POLITICS**  
Queens College

Professor: Joe Rollins  
Office: Powdermaker 200E  
Hours: Monday 4:30-6:30

Phone: 718-997-5486  
email: joerollins@nyc.rr.com

**Description:**

This course examines the politics of gay, lesbian, bisexual, and transgender communities in the United States. Readings and lectures will proceed somewhat historically, beginning with a discussion of how sexuality operates in the contemporary imagination. We will then examine same-sex desire and identity as described at different periods of the late-Nineteenth and early Twentieth Centuries. Our analysis during this section of the course will be guided by the following question: Where and when did the homosexual originate, and how did pathology give way to identity? We will then shift our attention and ask: How did sexuality begin as a field of study and how has that field evolved? During this section of the semester we will consider the ways that researchers have framed their questions, the methodologies employed to study sexual minorities, and the theoretical literatures that have emerged from this work. Here we will consider not only the discourses of social science, but also the contributions of science and the humanities to our understanding of sexual difference. The final section of the semester will be dedicated to contemporary issues in American politics: sodomy laws, queer families, HIV, and the globalization of queerness. This section of the course, as well as the final assignment, requires students to consider the ways that sexuality (an ostensibly private aspect of our lives) is, indeed, public, highly subject to state regulation, and an ongoing issue in civic debate. While other courses on sexuality emphasize psychology, cultural variation, or social aspects of human sexual behavior, the final section of Political Science 102 requires students to consider the ways that sexual behavior is addressed by governmental entities.

**How does Political Science 102 satisfy PLAS criteria?** Because sexuality has existed in all parts of the globe and at all times in human history (hence, there has been a human history), the course satisfies PLAS requirements for the study of World Cultures from ancient Greece to contemporary America; from Sambian semen rituals to the drag balls of Harlem. Because our inquiry emphasizes how sexuality has been socially constructed in multiple institutional discourses (law, medicine, religion, psychiatry, the military, government, communities, cities, nations), the course also satisfies the PLAS requirement of analyzing social structures.

**Required Texts:**

Maney, Mabel (2000) *A Ghost in the Closet: A Hardly Boys Mystery*. San Francisco: Cleis Press.

Savage, Dan (1999) *The Kid: What Happened after my Boyfriend and I decided to go get Pregnant*. New York: Dutton.

A Course Packet is required and available for purchase.

**Course Requirements and Dates to Remember:**

Students are required to write three short papers during the semester, each approximately 4 pages in length, responding to the questions below (we will discuss these in detail as the semester progresses). Each essay is worth 20% of the final course grade. The final examination is worth 30% of the course grade and the format will be announced later in the semester. Class participation, attendance and quizzes are worth 10% of the final grade.

**READING ASSIGNMENTS:**

**Part 1: A Fictional Introduction**

**Week 1 (Aug. 27)**

Begin reading *A Ghost in the Closet*.

**Week 2 (No meeting Monday; Class meets Wed, Sept. 5)**

Continue with *A Ghost in the Closet*.

**Part 2: Herstories & Histories**

**Week 3 (Sept. 10; No meeting Wed.)** Begin course packet:

Reading 1: Esther Newton, "The Mythic Mannish Lesbian: Radclyffe Hall and the New Woman."

Reading 2: Jeffrey Weeks, "Inverts, Perverts, and Mary-Annes: Male Prostitution and the Regulation of Homosexuality in England in the Nineteenth and Early Twentieth Centuries."

Reading 3: Erwin J. Haeberle, "Swastika, Pink Triangle, and Yellow Star: The Destruction of Sexology and the Persecution of Homosexuals in Nazi Germany."

Reading 4: Allan Berube, "Marching to a Different Drummer: Lesbian and Gay GIs in World War II."

**Essay Assignment 1:** Develop a critical analysis of Mabel Maney's *A Ghost in the Closet*. You may want to frame your essay by thinking about one of the following questions: How does the novel play with images of gay men and lesbians? What about the book is unexpected? How does Maney use the Cold War as a setting for the story? In what ways does the novel challenge expected institutional power arrangements?

**Part 3: Questionable Methodologies/Methodological Questions**

**Week 4 (Sept. 17)**

Reading 5: Albert J. Reiss, Jr., "The Social Integration of Queers and Peers."

Reading 6: Laud Humphreys, "The Breastplate of Righteousness."

Reading 7: Mary McIntosh, "The Homosexual Role."

Reading 8: Robert Bailey, "Chapter 1: Lesbian and Gay Politics in the Urban Setting," & "Chapter 2: Identity, Sexual Identity, and Political Behavior," from *Gay Politics, Urban Politics*.

#### **Part 4: Clearly More Queerly**

##### **Week 5 (Sept. 24)**

Reading 9: John D'Emilio, "Capitalism and Gay Identity."

Reading 10: Gayle Rubin. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality."

Reading 11: Serena Nanda, "Hijras as Neither Man Nor Woman."

Reading 12: Thomas Almaguer, "Chicano Men: A Cartography of Homosexual Identity and Behavior."

#### **Part 5: Blinding Us with Science**

##### **Week 6 (Oct. 1)**

Reading 13: Heino F.L. Meyer-Bahlburg, "Psychobiologic Research on Homosexuality."

Reading 14: Erica Goode, "Study Says Gays Can Shift Sexual Orientation."

Reading 15: Peter Hegarty, "Materializing the Hypothalamus: A Performative Account of the 'Gay Brain,'" from *Feminism and Psychology*.

**Essay Assignment 2:** Consider course materials from weeks 3 - 6, especially the myriad categories, labels, and roles used to describe and organize same-sex interaction. Develop an essay that evaluates the overall social valence of these categories (i.e., are they positive or negative; clinical or colloquial; functional or fantasy?).

#### **Part 6: Theoretical Developments**

##### **Week 7 (Wed. Oct. 10; No meeting Monday)**

Reading 16: Michel Foucault, "Part One: We 'Other Victorians'" & "Part II, Chapter 1: The Incitement to Discourse," from *The History of Sexuality*.

Reading 17: Michel Foucault, "Chapter I: The Body of the Condemned" & "Chapter 3: Panopticism," from *Discipline and Punish: The Birth of the Prison*.

Reading 18: Steven Epstein, "Gay Politics, Ethnic Identity: The Limits of Social Constructionism."

##### **Week 8 (Oct. 15)**

Reading 19: Eve Kosofsky Sedgwick, "Introduction: Axiomatic," from *Epistemology of the Closet*.

Reading 20: Eve Kosofsky Sedgwick, "How to Bring Your Kids Up Gay."

Reading 21: Stacey Young, "Dichotomies and Displacement: Bisexuality in Queer Theory and Politics."

#### **Part 7: Legally Queer**

##### **Week 9 (Oct. 22)**

Reading 22: *Bowers v. Hardwick* (1986)

Reading 23: *Lawrence v. Texas* (2003)

Reading 24: Janet E. Halley, "The Construction of Heterosexuality."

**Week 10 (Oct. 29)**

Reading 25: Paisley Currah and Shannon Minter "Unprincipled Exclusions: The Struggle to Achieve Judicial and Legislative Equality for Transgender People,"

Reading 26: Joe Rollins, "Secondary Effects: AIDS and Queer Identity," from *Law and Sexuality*.

**Part 8: HIV/AIDS**

**Week 11 (Nov. 5)**

Reading 27: Simon Watney, "The Spectacle of AIDS."

Reading 28: Paula Treichler, "AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification."

Reading 29: Marita Sturken, "Chapter 6: Conversations with the Dead: Bearing Witness in the AIDS Memorial Quilt."

FILM: "Tongues Untied," Marlon Riggs, dir.

**Part 9: Queer Politics Here and Now**

**Week 12 (Nov. 12)**

Reading 30: Lisa Duggan, "Queering the State."

Reading 31: Joshua Gamson, "Must Identity Movements Self-destruct? A Queer Dilemma."

Reading 32: Sonya Katyal, (2002) "Exporting Identity," 14 *Yale J.L. & Feminism* 97.

Reading 33: Lancaster, Roger N. (1988) "Subject Honor and Object Shame: The Construction of Male Homosexuality and Stigma in Nicaragua," *Ethnology*, Vol. 27, No. 2. Apr.: 111-125.

**Essay Assignment 3:** During this quarter we've examined numerous changes and developments in the ways that lesbian and gay communities are 1) studied by researchers, 2) organized by activists, 3) theorized by scholars, 4) perceived by society at large. In this essay, focus attention on one aspect of these categorical, discursive or sociological changes, and assess its impact on lesbian and gay life today. Conclude by addressing the following question, posed in several of the readings: Must an identity-driven movement self-destruct?

**Week 13 (Nov. 19; No meeting Wed.)**

Begin *The Kid*

**Week 14 (Nov. 26)**

Continue *The Kid*

**Week 15 (Dec. 3)**

Finish *The Kid*

The Final Examination will be held during the regularly scheduled final exam period, TBA.

Is an inability to be shocked characteristic of the modern person? After Auschwitz, Hiroshima, Stalin, Rwanda, Watergate, Iraq, what can surprise us? 9/11 shocked us. The “shock of the new”, associated with great advances in science and technology, once brought with it great expectations for an improved life for the world’s peoples. And yet, today, a small minority enjoys the highest standards of living ever known. A much larger proportion of the earth’s people suffer declining conditions of life. Even the most affluent nations have proved vulnerable to totalitarian political movements. This seminar will explore key issues in “becoming modern”. We will consider the difference between “modern” and “traditional”. We will try to understand who benefits from the social and economic transformations that we will study. We will also ask if terror and its agents have become a “normal” part of modern life. Throughout the semester, our inquiry will focus on the role of states, their relationships to non-governmental actors, and the implications of these institutional relationships in a global society.

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Andrew Gumbel, Steal This Vote, Nation Books  
Philip Gourevitch, We Wish to Inform You that Tomorrow We Will Be Killed, Picador.  
Hannah Arendt, Eichmann in Jerusalem, Penguin  
Amy Chua, World on Fire, Anchor  
Samantha Power, “A Problem From Hell”: America and the Age of Genocide, Harper  
Christoph Reuter, My Life Is A Weapon: A Modern History of Suicide Bombing, Princeton  
Cynthia Enloe, Globalization and Militarism: Feminists Make the Link, Roman & Littlefield  
Kevin Bales, Disposable People, University of California Press

## II. Papers

There will not be a mid-term or a final exam. A double spaced three page paper on five of the core books will be due prior to the scheduled discussion sessions.

## III. Class participation, Supplementary readings and Oral reports:

This seminar is to be regarded as a joint discussion and work group. Class participation may count for as much as 10 percent of the final grade. Attendance at every session is, therefore, mandatory. Supplementary readings and oral reports will be used to focus discussion and expand our inquiry into related material and/or contradictory thesis and points of view.

#### IV. Statement about Plagiarism

Critical thinking and the search for truth are basic purposes of this seminar and every course at Queens College. Plagiarism cannot and will not be tolerated, and will be punishable according to the procedures of the College beginning with failure in the course. If you have any doubt about what is the unauthorized and unacknowledged use of anybody else's material, please check with the instructor.

Topics:

##### I. The Shock of the New

- a. All that is solid, melts - in reality and in art.
- b. Definitions of capitalism, exploitation and class
- c. The world that does not move
- d. The ability to chose

Required reading:

Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting By in America, Henry Holt

Supplementary reading:

Lawrence Rothfield, ed., Unsettling "Sensation": Arts Policy Lessons from the Brooklyn Museum of Art Controversy, Rutgers

Katherine S. Newman, Falling From Grace

Fernand Braudel, The Structures of Everyday Life

Peter L. Berger, The Capitalist Revolution

Paul Baran, The Political Economy of Growth, Monthly Review Press.

Brian Downing, The Military Revolution and Political Change: Origins of Democracy Autocracy in Early Modern Europe, Princeton University Press..

Robert D. Kaplan, The Ends of the Earth: A Journey to the Frontiers of Anarchy, Vintage.

Bob Sutcliffe, 100 Ways of Seeing an Unequal World, Zed Press

Paul Krugman, The Great Unraveling: Losing Our Way in the New Century, W.W. Norton

Katherine Hall Jamieson, Everything You Think You Know About Politics... And Why You're Wrong, Basic,

Mark Robert Rank, One Nation, Underprivileged: Why American Poverty Affects Us All, Oxford,

Joel Bakan, The Corporation: The Pathological Pursuit of Profit and Power, Free Press

Mike Rose, The Mind at Work: Valuing the Intelligence of the American Worker, Viking

Charles Derber, People Before Profit, Picador

Jeff Faux, The Global Class War: How America's Bipartisan Elite Lost Our Future - and What it Will Take to Win it Back, Wiley

Louis Uchitelle, The Disposable American: Layoffs and Their Consequences, Knopf



## II. Definition and Conception of the Traditional

- a. New persons and new societies
- b. The role of religion
- c. Functions of ideology
- d. Organizational necessities

Required reading:

Chinua Achebe, *Things Fall Apart*

Supplementary reading:

Robert Dahl, *A Preface to Economic Democracy*, University of California Press.

Seymour Martin Lipset, *Political Man*, Doubleday.

Barrington Moore, *Social Origins of Dictatorship and Development*, Beacon Press.

Clauss Offe, *Disorganized Capitalism*, MIT Press.

Jacob Lassner, *Demonizing the Queen of Sheba: Boundaries of Gender and Culture Postbiblical Judaism and Medieval Islam*, University of Chicago Press.

Brenda Cooper and Andrew Steyn, eds., *Transgressing Boundaries: New Directions the Study of Culture in Africa*, Ohio University Press.

Julia Clancey-Smith and Frances Gouda, eds., *Domesticating the Empire: Race, Gender and Family Life in French and Dutch Colonialism*.

Stephen Vlastos, ed., *Mirror of Modernity: Invented Traditions of Modern Japan*, California.

Dominique Lapierre & Javier Moro, *Five Past Midnight in Bhopal: The Epic Story of the World's Deadliest Industrial Disaster*, Warner Books

## III. Democracy and Its Discontents

- a. Who governs?
- b. Why are elections important?
- c. Corporate power
- d. Civil or uncivil society

Required reading:

Andrew Gumbel, *Steal This Vote*, Nation Books

Supplementary reading:

Greg Palast *The Best Democracy Money Can Buy*, Plume

T.R.H. Davenport, *The Birth of a New South Africa*, University of Toronto Press

Ran Greenstein, *Genealogies of Conflict: Class, Identity, and State in Palestine/Israel and South Africa*, Wesleyan University Press

Timothy D. Sisk, *Democratization in South Africa: The Elusive Social Contract*, Princeton University Press.

Jeffrey M. Stonecash, *Class and Party in American Politics*, Westview Press

Robert A. Dahl, *How Democratic is the American Constitution?*, Yale

George C. Edwards III, *Why the Electoral College is Bad For America*, Yale

Andrew Gumbel, *Steal This Vote: Dirty Elections and the Rotten History of Democracy in America*, Nation Books

Steven F. Freeman and Joel Bleifuss, *Was the 2004 Presidential Election Stolen?*, Seven Stories Press

#### IV. Ethnicity, Nationalism, Race and Violence

- a. Puzzles in the definition of nationalism
- b. The Social Forces that cause nationalism and Genocide
- c. Nationalism as Identity and as Religion
- d. Community and Elimination

Required reading:

Philip Gourevitch, *We Wish to Inform You that Tomorrow We Will Be Killed*

Supplementary reading:

Rogers Brubaker, *Nationalism Reframed*, Cambridge University Press.

Anthony D. Smith, *National Identity*, University of Nevada Press.

Robert B. Norgaard, *Development Betrayed*, Routledge.

Ernest Gellner, *Nationalism*, New York University Press.

George M. Fredrickson, *The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements*, University of California Press.

Peter Uvin, *Aiding Violence*, Kumarian

Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*, Harvard

Romeo Dallaire, *Shake Hands With the Devil: The Failure of Humanity*, Carroll and Graf

Taner Akcam, *From Empire to Republic: Turkish Nationalism and the Armenian Genocide*, Zed

Gerard Punier, *Darfur: The Ambiguous Genocide*, Cornell

#### V. Totalitarianism and Mass Society

- a. New and Frustrated Aspirations?
- b. Industrialization in comparative perspective
- c. Class versus mass theories
- d. National Character and other theoretical novelties

Required reading:

Hannah Arendt, *Eichmann in Jerusalem*

Supplementary reading:

Wolfgang Sofsky, *The Order of Terror: The Concentration Camp*

Christopher R. Browning, *Ordinary Men*, HarperCollins

Saul Friedlander, *Nazi Germany and the Jews*, HarperCollins

Tom Segev, *The Seventh Million*

Richard J. Evans, *Lying About Hitler: History, Holocaust, and the David Irving Trial*, Basic Books

D.D. Guttenplan, *The Holocaust on Trial*, W.W. Norton

Robert S. Wistrich, *Hitler and the Holocaust*, The Modern Library  
Peter Ronayne, *Never Again? The United States and the Prevention and Punishment of Genocide Since the Holocaust*, Rowman and Littlefield  
Jan T. Gross, *Neighbors*, Princeton University Press.  
Claudia Koonz, *The Nazi Conscience*, Harvard

VI. “Never Again”? OR, Again and Again?

- a. Who knew, when did they know, and what difference does it make?
- b. Genocides of the past
- c. Genocides of the future
- d. An Awakened Civil Society

Required reading:

Samantha Power, “A Problem From Hell”: America and the Age of Genocide, Harper

Supplementary reading:

Lisa Anderson, *Transitions to Democracy*, Columbia University Press  
Bertell Ollman, *Market Socialism*, Routledge.  
Saskia Sassen, *The Global City*, Princeton University Press  
Saskia Sassen, *Losing Control?: Sovereignty in an Age of Globalization*, Columbia University Press.  
Paul Blumberg, *Inequality in an Age of Decline*, Oxford University Press.  
Alfred Chandler, *The Visible Hand: The Manager in American Business*, Harvard University Press.  
Richard J. Barnett and John Cavanagh, *Global Dreams: Imperial Corporations and the the New World Order*, Simon & Schuster.  
Jeffrey E. Garten, *The Big Ten: The Big Emerging Markets and How They Will Change Our Lives*, HarperCollins.  
Doug Henwood, *Wall Street*, Verso Books.  
Rhodri Jeffrey-Jones, *Peace Now! American Society and the Ending of the Vietnam War*, Yale University Press

VII. Democracy and Violence

- a. A conservative critique
- b. Ethnicity and Racism
- c. Elites and mass appeals
- d. Definitions and conceptions of “democracy”

Required reading:

Amy Chua, *World on Fire*, Anchor

Supplementary reading:

David C. Korten, *When Corporations Rule the World*, Kumarian Press.  
Ralph Miliband, *The State in Capitalist Society*, Weidenfeld & Nelson.

James O'Connor, *The Fiscal Crisis of the State*, St.Martin's Press.  
Nicos Poulantzas, *Political Power and Social Classes*, New Left Books.  
David Held, *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*, Stanford University Press.  
Thomas K. McGraw, ed., *Creating Modern Capitalism*, Harvard University Press.  
Noreena Hertz, *The Silent Takeover: Global Capitalism and the Death of Democracy*, Free Press  
Nial Ferguson, *The Cash Nexus: Money and Power in the Modern World*, Basic Books  
Walter LaFeber, *Michael Jordan and the New Global Capitalism*, WW Norton

## VIII. Threats of Terrorism

- a. Weapons of the weak?
- b. Who are the terrorists?
- c. What is “new” about the new terrorism?
- d. “Strong religion”?

### Required Reading:

Christoph Reuter, *My Life Is A Weapon: A Modern History of Suicide Bombing*, Princeton

### Supplementary reading:

Caleb Carr, *The Lessons of Terror*  
Walter Laqueur, *The New Terrorism: Fanaticism and the Arms of Mass Destruction*, Oxford  
Ahmed Rashid, *Taliban*, Yale University Press  
Neamatollah Nojumi, *The Rise of the Taliban in Afghanistan: Mass Mobilization, Civil War, and the Future of the Region*, Palgrave  
Noam Chomsky, *9/11, Seven Stories Press*  
Robert Jay Lifton, *Destroying the World to Save It: Aum Shinrikyo, Apocalyptic Violence, and the New Global Terrorism*, Henry Holt  
Steven Emerson, *American Jihad: The Terrorists Among Us*, Free Press  
Anthony Lake, *6 Nightmares: Real Threats in a Dangerous World*, Little Brown  
John L. Esposito, *The Islamic Threat, Myth or Reality?*, Oxford  
Strobe Talbot et al., *The Age of Terror: America and the World After September 11*, Basic  
James F. Hoge et al., *How Did This Happen? Terrorism and the New War*, Public Affairs  
John K. Cooley, *Unholy Wars: Afghanistan, America and International Terrorism*, Pluto  
Fatima Mernissi, *Islam and Democracy: Fear of the Modern World*, Perseus  
Brigitte L. Nacos, *Terrorism and the Media*, Columbia University Press

## IX. The United States and the Struggle for Democracy

- a. Is America an “empire”? Is that good or bad?
- b. Islamic democracy versus Islamist Democracy

- c. Women in America
- d. Globalization, militarization and feminism

#### Required Reading

Cynthia Enloe, Globalization and Militarism: Feminists Make the Link,

#### Supplementary Reading

Noah Feldman, After Jihad: America and the Struggle for Islamic Democracy

Sven Lingqvist, Exterminate the Brutes, New Press

Paul Berman, Terror and Liberalism, WW Norton

Michael Ignatieff, The Lesser Evil: Political Ethics in the Age of Terror,

Princeton

Daniel Benjamin and Steven Simon, The Age of Sacred Terror, Random House

Joyce M. Davis, Martyrs: Innocence, Vengeance and Despair in the Middle East, Palgrave

Benjamin R. Barber, Fear's Empire: War, Terrorism, and Democracy, Norton

Robert A. Pape, Dying to Win: The Strategic Logic of Suicide Terrorism, Random House

#### X. Final Shocks of the New: Slavery in the 21st Century

- a. Rivers of Blood; rivers of gold
- b. The new slavery
- c. Modern mechanisms of control
- d. The loss of humanity

#### Required reading:

Kevin Bales, Disposable People

#### Supplementary reading:

Mark Cocker, Rivers of Blood, Rivers of Gold: Europe's Conquest of Indigenous Peoples, Grove Press

Norman M. Naimark, Fires of Hatred: Ethnic Cleansing in Twentieth Century Europe, Harvard University Press

James Waller, Becoming Evil: How Ordinary People Commit Genocide and Mass Killing, Oxford University Press

George J. Andreopoulos, ed., Genocide: Conceptual and Historical Dimensions, University of Pennsylvania Press

James M. Glass, "Live Unworthy of Life": Racial Phobia and Mass Murder in Hitler's Germany, Basic Books

Joseph Lelyveld, et al., How Race is Lived in America, Times Books

David Brooks, Bobos in Paradise: The New Upper Class and How They Got There, Simon & Schuster

Thomas Carothers, Critical Mission: Essays on Democracy Promotion, Carnegie

Alexandra Halkias, The Empty Cradle of Democracy: Sex, Abortion, and Nationalism in Modern Greece, Duke

Michael Goldman, *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*, Yale

New Yorkers are still trying to resume their normal life after the horrific terrorist attack on the World Trade Center--and the Pentagon--on September 11 2001, while the rest of America is struggling with different questions. How were the terrorists able to plot their plan for nearly two years without being detected by the CIA and other intelligence organizations around the world? What forces produce such evil? How can religion be distorted and exploited to commit mass murder? Who can stop Islamic extremism? How should the US respond to these attacks? Should Americans be willing to substitute some civil liberties for personal security? Are we facing a global disorder? To what extent must the US go to bring Arabs and Israelis to calm the Middle East—a region from where the terrorists are believed to have originated?

Is the Arab-Israeli conflict different from other conflicts, or do all deeply divided societies possess similar characteristics? Should third parties intervene in order to bring these societies together in an attempt to make peace, or should they let conflict take its course? Should war and bloodshed be accepted as part of the real world, or is peace a value worth fighting for? Should countries at peace risk the lives of their own soldiers by sending them to places like Bosnia, Kosovo or Afghanistan as peacekeepers, or should these countries concentrate on their domestic well being only? If peace is desirable, what provision has the international community make to attain it?

In this course we will try to answer these and other controversial questions by examining the concepts of conflict, third-party mediation and peace, and by studying, in depth, the methods and provision that are available for international reconciliation and various cases of peacemaking. As Political Scientists, our primary concern throughout the semester will be the role of the state, non-governmental actors, and other formal as well as informal institutions in fomenting conflict, mediating disputes, and devising strategies for making peace in a chaotic world.

### **Required Reading:**

Chester A. Crocker et.al. *Herding Cats*. Washington D.C: U.S. Institute of Peace, 1999.  
John Paul Lederarch, *Building Peace*. Washington D.C: U.S. Institute of Peace, 1999.  
James A., Schellenberg, *Conflict Resolution*. Albany: SUNY Press, 1996.

### **Course Plan**

#### **A. Conflict and its characteristics.**

Session 1. Introduction: Lecture on conflict, its prevention, its management, and its resolution.  
Session s 2-3. Do conflicts have similar features? Reading: Lederarch, chs. 1-2, and Schellenberg, Ch. 1.  
Session 4. Do individuals play a roll in conflict and its resolution? Reading: Schellenberg, Ch. 3.

#### **B. Theoretical approaches to conflict resolution.**

Session 5. What is conflict resolution? Reading: Schellenberg, Ch. 2.

Sessions 6-7. The social dimension of conflict and its resolution. Reading: Schellenberg, Ch. 4, and Crocker et.al. Ch. 2.  
Sessions 8-10. The structural dimension of conflict and its resolution. Reading: Lederarch, Ch. 4-5 and Schellenberg, Ch. 5.

### **C. Practical approaches to conflict resolution.**

Session 11. Coercive methods of conflict resolution. Reading: Schellenberg, Ch. 7.  
Sessions 12-13. Conflict prevention and conflict management. Reading: Boutrus Boutrus Ghali, *Agenda For Peace*. (Library Reserve).  
Session 14. Amicable methods of conflict resolution: Reconciliation. Reading: Lederarch, Ch. 3.  
Session 15. Amicable methods of conflict resolution: Negotiation. Reading: Schellenberg, Ch. 8.  
  
Session 16. Amicable methods of conflict resolution: Good offices. Reading: TBA.  
Session 17. Amicable methods of conflict resolution: commissions of inquiry. Reading TBA.  
Session 18. Amicable methods of conflict resolution: Adjudication. Reading: Schellenberg, Ch. 9.  
Session 19. Amicable methods of conflict resolution: Mediation. Reading: Schellenberg, Ch. 10 and Crocker et. al. Ch. 1.  
Session 20. Amicable methods of conflict resolution: Arbitration. Reading: Schellenberg, Ch. 11.  
Session 21. The many roads to resolution. Reading: Schellenberg, Ch.12.

### **D. Conflict resolution in practice.**

Sessions 22-23. Secret Diplomacy: peace making in Oslo. Movie showing (subject to final exam).  
Session 24. The practitioner perspective: Crocker et.al. Ch. 3.  
Session 25. The road to the Madrid Conference. Reading: Crocker et.al. Ch. 9.  
Session 26. The case of South Africa. Reading: Crocker et.al. Ch. 10.  
Session 27. Making peace in Mozambique. Reading: Crocker et.al. Ch. 11.  
Session 28. Bringing peace to Cambodia. Reading: Crocker et.al. Ch. 12.  
Session 29. Mediating peace in Bosnia. Reading: Crocker et.al. Ch. 13.  
Sessions 30-32. Making peace in Latin America. Reading: Crocker et.al. chs. 14-16.  
Sessions 33-34. Mediating peace in Northern Ireland. Reading: Crocker et.al. chs. 17-18.

### **E. Implementing settlements: wishful thinking?**

Session 35. The Haiti lessons. Reading: Crocker et.al. Ch. 19.  
Session 36. The Oslo lessons. Reading: Crocker et.al. Ch. 20.  
Session 37. Lessons from Bosnia. Crocker et.al. Ch. 21.  
Sessions 38-39. Lessons from Angola. Crocker et.al. Ch. 22-24.  
Sessions 40-41: Simulation.  
Session 42: Conflict resolution evaluated. Crocker et.al. Ch. 25.

**Course requirements:** Attendance and class participation; individual meeting with the instructor, **beginning February 26th**; midterm and final exams; participation in class simulation; group presentation of reading if required.

**Please note: 1) Coming prepared to class is essential; 2) late students will be considered absent!**



