

OSUN courses Spring 2021

The Open Society University Network announces common courses offered online through its partners in Spring 2021. These courses offer a great opportunity to AUCA students a chance to take courses in a diverse environment of faculty and students from across the network and earn credits - to be counted towards graduation - over the spring semester while learning and working in an exciting collaborative setting. Please see the course descriptions attached.

PLEASE NOTE: All 8 ECTS credit courses will be transferred to AUCA as 6 ECTS credit courses.

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| University abbreviation | University full name and location | Semester start date | Semester end date |
|-------------------------|--|---------------------|-------------------|
| Ashesi | Ashesi University (Ghana) | January 11 | May 18 |
| AUBG | American University in Bulgaria | January 18 | May 10 |
| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
| AQB | Al Quds Bard College (Palestine) | February 6 | May 28 |
| BCB | Bard College Berlin (Germany) | February 1 | May 21 |
| BRAC | BRAC University (Bangladesh) | January 30 | May 30 |
| EHU | European Humanities University (Lithuania) | March 1 | June 19 |
| SRC | Simon's Rock College (US) | February 8 | May 18 |

Applied Mathematics and Informatics

Mathematical Finance, Rober Putz, Tues & Thurs 1:05pm - 2:30pm (EST) (SRC) - 4 credits (US) 8 credits (ECTS).

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-300-level

- Prerequisites: Linear Algebra, Multivariable Calculus, Probability, or approval of the instructor.

AUCA equivalent (one of the following):

1. Math Modelling in Economics, MAT 333 (required course)
2. Dynamic Models for Economics and Business, MAT 533 (elective course within the education profile "Mathematical Modeling in Natural and Social Sciences")

3. Actuarial Mathematics. Levels 1, 2, BUS/MAT 367, 368 (elective course within the education profile "Mathematical Modeling in Natural and Social Sciences")

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| SRC | Simon's Rock College (US) | February 8 | May 18 |
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The course will introduce the modern structures and principal results in mathematical finance including: financial instruments, Markowitz portfolio optimization and the Capital Asset Pricing Model, Black-Scholes option pricing, and the term structure of interest rates. The course will also look at critiques of the fundamental assumptions of modern finance.

Anthropology, Technology and International Development

ANTH 362: Climate Change, Culture Change, Sophia Stamatopoulou-Robbins, Wednesday 9:20am - 11:40am (EST) (Annandale) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

AUCA equivalent: Anthropology elective course

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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What does the temperature outside have to do with politics, rights and duties? How does climate change intersect with colonialism, capitalism and other systems that foster inequality? How is it shaping people's senses of time, risk and the good life? This course will draw on anthropological concepts and methods to consider how climatic changes (e.g. floods, desertification, "extreme" weather events) resulting from a rapidly warming planet are impacting cultural production and meaning-making in different geographical contexts. We will examine what imaginaries feed and are sustained by technologies invented and infrastructures erected to help specific populations "adapt" to global warming. Yet our assumption will also be that the cultural/social and the natural are not distinct but are rather made to appear distinct under particular conditions. That assumption will allow us to ask: What is at stake in calling the present moment "the Anthropocene"? And how does the belief (and scientific evidence demonstrating) that humans impact climate shape the range of political and social possibilities on offer in different political and social arrangements? We will aim to read and cite progressively by featuring contributions from scholars who are underread and undercited, following recent calls within and beyond Anthropology to rethink the processes of power that have led to some voices becoming canonized and others remaining less audible.

Business Administration

BUSA 442 Strategic Brand Management (Ashesi), Class time TBD, 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

Prerequisite: Marketing and Text & Meaning; or Foundations of Design & Entrepreneurship II

AUCA equivalent: Brand Management elective course

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| Ashesi | Ashesi University (Ghana) | January 11 | May 18 |
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The course is designed to develop students' marketing skills and understanding of brand management. In this course, you will learn how to make branding decisions, develop a strategic brand plan & manage brands by learning & applying relevant concepts, principles, & theories. By the end of this course, you should be able to:

- Understand the strategic brand management process and role of brand management in achieving business success.
- Have an in –depth appreciation and understanding of the important issues in planning, implementing and evaluating brand strategies
- Grasp appropriate concepts, theories, models and other tools to make better branding decisions
- Apply branding principles to cases and opportunities created by the course.
- Develop brand positioning, strategic brand plans and integrated marketing communications plans to grow brands.

Hours per week classroom: 3; Hours per week discussion: 1

General Education

HR 3xx: The Practice of Public Health, Josh Bardfield, Monday / Wednesday 8:30am - 9:50am (EST) (Annandale/OSUN) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-300 level

-No prerequisite

AUCA equivalent: Natural Science requirement in General education

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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Successful public health programming requires meticulous planning and coordination at local, regional and national levels, among patients and the public, and with non-governmental organizations (NGOs). Moreover, public health programs and practitioners operate at the nexus of civil society, politics, humanitarian emergencies and other crises to ensure that programs reach the right people in the right place(s) at the right time(s). This includes the concepts of health equity, patients rights, and consideration for how services are delivered at the community level, among other factors. Such programs include surveillance; systems for data collection, analysis and reporting; program management; monitoring & evaluation and routine quality improvement; and integrated patient involvement, among others.

Guest speakers working on the front lines of disease control will discuss their personal experiences leading responses to epidemics like AIDS, Ebola and COVID-19, both locally and globally. They may include high-level representatives from the NYC/NYS Departments of Health, US Centers for Disease Control and Prevention, US Department of Health and Human Services, World Health Organization, Columbia University, Doctors Without Borders, Bill & Melinda Gates Foundation, and representatives from Health Ministries in Namibia, Uganda, Zimbabwe, Kenya, South Africa, Haiti, and Vietnam (via ZOOM).

in Namibia, Uganda, Zimbabwe, Kenya, South Africa, Haiti, and Vietnam (via ZOOM).

HR 265: Contemporary Propaganda: Inside Cambridge Analytica and the “Bad Influence” Industry Emma Briant, Tues & Fri 8:30am - 9:50am (EST) (Annandale/OSUN) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

AUCA equivalent: Social Science requirement in General education

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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In 2017-18, the Trump team's campaign firm 'Cambridge Analytica' (CA) and Facebook became embroiled in a data-driven disinformation scandal that stunned the world. Where did it all begin? In the age of 'Surveillance Capitalism' (Zuboff, 2018) our online and offline activities increasingly became monitored and monetized - and a whole Industry grew up around persuasion. We will peer through the lens of Cambridge Analytica and its parent SCL to take a dive into the explosion of privatized propaganda mercenaries, an 'influence industry' that grew out of the 'War on Terror' and deployed influence operations for elections and profit. The course will consider how data and psychology have been harnessed by these companies for 'behavior change' within influence and deception operations. Students will consider how core literature on propaganda can help us understand the key issues, strategies, and techniques highlighted within examples from SCL/CA's global work, reaching from the Caribbean, Middle East, Africa, Asia, South America, Eastern Europe, to the US and the UK. In this course, students will research 'Cambridge Analytica' influence campaigns worldwide and learn about tools and techniques deployed to profit from and obscure influence activities. Students will discover the global underworld of the influence industry and the role it plays in helping the powerful undermine democracy and shape the course of history worldwide. Readings include texts by Natamiharja on Facebook and data theft, Ekdale & Tully on elections in Africa, McFate and Moesgaard on mercenaries, Brogan and others on the 'torturers lobby,' Briant on propaganda and Cambridge Analytica, along with extensive readings from contemporary investigative journalism.

PS 209: Civic Engagement, Jonathan Becker and Erin Cannan Mon & Weds 8:30am - 9:50am (EST) (Annandale) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-200 level

-No prerequisite

AUCA equivalent: Social Science requirement in General education

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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This course examines historical, philosophical and practical elements of civic engagement while exploring the underlying question of what it means to be an engaged citizen in the early XXIst century. It will examine notions of personal responsibility, civic duty, political participation (including voting), and social justice. It will examine important elements contributing to civic participation, including race, gender, education, and socio-economic status. It explores modes of community engagement on a number of levels, including governmental (especially local government), not-for-profit, various forms of associational life, and social movements. The course has a local focus, but national and international issues and comparisons will be explored. This is both a Bard Network AND Engaged Liberal Arts and Sciences class that involves guest lectures, out of class fieldwork, case studies and projects within the framework of analogous classes being offered simultaneously at several of Bard's international partners, including Al-Quds Bard, American University of Central Asia, European Humanities University, Smolny College, Bard College Berlin, and refugee learners from Jordan and Kenya. The Bard class will be paired with some of these students and different points throughout the semester. The course incorporates diverse perspectives and promotes intercultural dialogue using blended learning formats featuring common texts, virtual lectures, virtual class meetings, and shared assignments that link students and faculty across multiple institutions. A selection of final projects will be featured in an end of term presentation to the network and Bard students may be eligible for micro-grants through the Open Society University Network.

WRIT 112: Something Old, Something New, Erika Kaufman and Derek Furr, Mon & Weds 8:30am - 9:50 am (EST) (Annandale/OSUN) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-100 level

-No prerequisite

AUCA equivalent: Humanities/Literature requirement in General education

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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An introduction to reading, writing, and writing about poetry, Something Old, SomethingNewpairs poetry of the past with poetry of the contemporary to examine how poets respond to each other and their social context. Poetry travels, so our scope will be global, with an emphasis on the ways that language, form, genre and convention transform as poets seek alternatives to their own traditions by reaching back to others, often across international borders, languages, and centuries. We will study how some modern poetries take song traditions as their point of departure—for instance, the relation between Native American song and contemporary Native American poets—and how others resonate with ancient spiritual poetries—for example, the influence of the Quran on Mahmoud Darwish. Matters of historical context and theories of translation will guide us, even as the principal focus will always be the practice of reading the poetry itself. We will give particular attention to lyric traditions from the regions represented by the OSUN network. Some of the contemporary poets we'll read include: Ama Ata Aidoo (Ghana), Zeyar Lynn (Myanmar), Etel Adnan (Lebanon/France), Najwan Darwish (Palestine). We'll also consider work from the Tang dynasty, medieval Japan, Renaissance and Romantic Europe, and the Latin American 20th century. As an introductory course, Something Old Something New does not require previous experience reading poetry—in fact, we welcome students who are new to it, as well as students who thrive on it.

THTR 253: Politics of Interactive Performance, Tania El Khoury, Tuesday 10:20am - 1:40 pm (EST) (Annandale/OSUN) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-200 level

-No prerequisite

AUCA equivalent: Art/ Humanities requirement in General education

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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What is the difference between creating art with communities and creating art about communities? Does a socially engaged artist necessarily produce socially engaged art? In this seminar class, we will explore the political potential of contemporary interactive and socially-engaged performance. Students will read and present in class on the subjects of participatory art, relational aesthetics, social practice, and interactivity, studying the work of artists and collectives such as Hiwa K, Guillermo Gómez-Peña, Center for Political Beauty, and Rirkrit Tiravanija amongst others. The class explores the political potential of interactive performance and develops a critical reading on the complex intertwining of politics and performance. Creativity will be encouraged in the class and students will be invited to propose their own ideas for interactive performances.

LIT 3xx: Writing into a Political Future: Contemporary African Writing, Nuruddin Farah, Wednesday 8:30am - 10:50am (EST) (Annandale) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-300 level

-No prerequisite

AUCA equivalent: Literature/ Humanities requirement in General education

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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Even if European empires no longer dominate as much of the world as they did in the 19th and the 20th centuries, no one can deny that they have left behind a political, economic and cultural legacy in the world they dominated. Structured as a series of conversations with the writers whose works we are reading, this

class will focus on the motifs and themes of 'cultural dominance,' 'racism,' 'quest for identity,' and 'inequality' that are common among writers of the post-colony. We will discover, through reading their work and talking with them, how contemporary authors from Africa use writing as a way of coming to terms with the continent's cultural colonial past. How do they negotiate the hairpin cultural, societal, and literary labyrinths of the world they live in and about which they write? We will read representative works from across the continent, with each text offering us the inherent complexities that are of a piece with its origin. In our conversations, we will see that there is permeability to these authors' self-perception, and this makes the writing and the reading of these books all the more fascinating. Among the authors we'll probably read and talk with are: Mandla Langa, Antjie Krog, Ingrid de Kok, Zoe Wicomb, Abdulrazak Gurnah, Mia Couto, Mark Gevisser, Leila Lalami, Tahar Ben Jelloun, Jonny Steinberg, and Achille Mbembe. The class will be conducted remote-only, and at each weekly meeting we'll be joined by the author whose work we have read that week. Students are expected to participate fully in the conversations with the authors. This class will be open to students across the Open Society University Network.

Critical Security Studies, Michelle Murray, Thursday 9:00am - 11:00am (EST) (Annandale) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-300 level

-No prerequisite

AUCA equivalent:

1. Social Science requirement in General education or
2. Contemporary Issues in Conflict and Security Studies, ICP-322.1, 3127, 6 cr. (ICP major).

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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Security is one of the foundational concepts in the study of international politics. Too often, however, the meaning of security is taken for granted in the study of international relations, with individuals, societies and states homogenized into one coherent model that focuses exclusively on the threat, use and control of military force. This seminar will interrogate this narrow concept of security by engaging with a diverse literature in international relations termed "critical security studies." The critical security studies research agenda aims to denaturalize the common understandings of security that dominate the field of international relations and in doing so shows how security is socially constructed through specific and historically contingent political practices, that in turn create shared social understandings. Some of the broad theoretical themes covered include how threats to security are defined and represented, gendered and feminist approaches to security, the emergence and effects of dominant discourses of security and the politics of threat construction. We will then apply the insights of this approach to a series of case studies that examine nontraditional security threats, including migration, the environment, human security, disease and health, among others.

Political Theory of Property, Nicolas Veroli, Mon & Wed 17:00 - 18:20 (EET) (AQB) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-Bachelor level

-No prerequisite

AUCA equivalent: Social Science requirement in General education

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| AQB | Al Quds Bard College (Palestine) | February 6 | May 28 |
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Today, it is difficult not to stumble into the following reality: from its promise of preserving political freedom and encouraging the growth of strong middle classes modern (neo)liberalism in reality has meant instead the destruction of middle classes worldwide and the development of an economic system

that is threatening the possibility of life on our planet. These contradictions necessitate reevaluating this system and considering alternatives. In this course, we will critically examine one of the foundational institutions of neoliberal capitalism: private property. We will consider it as one of several historical “property regimes,” as Thomas Picketty has used that expression, and we will, in addition, consider some alternatives to it (public property, common property). Quite inevitably, this conversation will lead us to ask even broader questions about the nature of society and of power, and ultimately about the relationship between imagination and reality. In the face of a harsh and seemingly hopeless reality we will consider the possibility that, as a German poet put it long ago: “Where danger threatens/There also grows the saving power.” Is it possible that this crisis is an opportunity for bringing to an end a regime of social organization the roots of which can be traced not just to the last 50 or even 100 years, but rather one that has been in the making for much longer – perhaps as long as 5000 years? While we will spend quite a bit of time reading selections from Picketty’s recent *Capital and Ideology*, we will also look at writings by other theorists who are trying to think beyond the current economic and political status quo: Massimo De Angelis, Michael Hardt and Tony Negri, Pierre Dardot and Christian Laval, Elinor Ostrom, Kojin Karatani, Mustafa Ocalan, and others.

Islam and Human Rights, Danyah Jaber, Sun & Tues 14:00 - 15:20 (EET) (AQB) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-Bachelor level

-No prerequisite

AUCA equivalent: Social Science requirement in General education

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| AQB | Al Quds Bard College (Palestine) | February 6 | May 28 |
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International human rights as we know it today is a modern concept developed after the atrocities witnessed in WWII. The idea behind it is to establish a universal standard that is applicable to all human beings regardless of religion, ethnicity, gender, political and social backgrounds, etc. Islam, on the other hand, is a religion that dates back to the 7th century with over 1.6 billion adherents. Its adherents claim that Islamic law provides all the needed human rights to protect the people of the world. This course aims to introduce students to the relationship between Islamic law and human rights, which will be analysed from different angles. We will devote the first few classes to an introduction of Islamic law focusing on the various interpretations of Islamic legal sources. We will then analyse more in-depth the interactions between Islamic law and human rights, particularly the notion of Islamic human rights. Within this discussion, we will develop an understanding of the general relationship between religious law and secular law through transsystemic comparisons with other religious legal systems and universal human rights. To illustrate the differences between universal human rights and Islamic human rights, we will focus on case studies, primarily women’s rights, freedom of expression, freedom of religion, minorities and criminal law. For this class, there will be an emphasis on debates and discussions. Students are encouraged to suggest different ideas, theories or strategies regarding the interaction between Islamic law and Islamic human rights with universal human rights. They will also be encouraged to formulate informed hypotheses about future developments in the area.

PS 185: Introduction to Policy Analysis, Betsy Leimbiger, Tues & Thurs 15:45 - 17:15 (CEST) (BCB) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-100 level

-No prerequisite

AUCA equivalent:

1. Social Science requirement in General education or
2. Public Policy Analysis, ICP-260.1, 3218, 6 cr. (ICP major)

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| BCB | Bard College Berlin (Germany) | February 1 | May 21 |
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This course will introduce students to the definition of policy problems, the identification of alternative solutions to these, and the criteria governing the choice between such alternatives. Students are exposed to the various sources of evidence upon which assessment of alternatives is carried out as well as to the basis for considering policy impact. Through case studies, presentations and reviews of professionally-conducted policy analyses, students will receive a first-hand exposure to the basic steps of this undertaking, and will have an opportunity to critique real-world policy decisions. Cases for analysis will include government policies on aging populations and social policies relating to housing and community development. The course will involve both individual and team work. Key outcomes will include an introductory knowledge of policy analysis, an ability to engage with policy problems and decide on the best policy solution. The course fosters an ability to articulate policy recommendations both verbally and in writing.

LT 356: (Re-)Writing a Politics of Belonging: Race and Recognition in American Art and Literature, Kathy-Ann Tan, Fri 14:00 - 17:15 (CEST) (BCB) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-300 level

-No prerequisite

AUCA equivalent: Humanities/ Art requirement in General education

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| BCB | Bard College Berlin (Germany) | February 1 | May 21 |
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At the present time, we often hear claims that the United States is riven by intractable divisions of race, class, and gender. The arts and literature of the country have long reflected the conflicts and questions arising from such divisions, and have much to teach us about their historical foundations and development. Above all, art and literature succeed in staging a process of recognition, empowerment, and critique. Already in the nineteenth- and twentieth-centuries, proponents of the reform and protest movements in America were aware that the "inalienable rights" of "life, liberty and the pursuit of happiness" announced by the Declaration of Independence had not from the beginning been envisaged for all Americans, but for a white, propertied, male ruling class. In this seminar, we will discuss a selection of artworks and read a selection of texts from contemporary American art and literature that propose a struggle with this uneasy foundation, manifesting kinds of social, psychological, and stylistic predicaments imposed by exclusion and persecution. Our central question will concern the ways in which artists and authors reestablish a sense of belonging and collectivity through the processes of artistic production and literary creation. We will also look at the ways in which contemporary art and literature connect with and revise a sense of tradition, and generate new traditions and affiliations.

Women in Music, Manon Hutton-DeWys, Mon & Wed 10:05am - 11:30am (EST) (SRC) - 3 credits (US) 6 credits (ECTS)

-200 level

-No prerequisite

AUCA equivalent: Music/Art requirement in General education

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| SRC | Simon's Rock College (US) | February 8 | May 18 |
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The vast majority of talented and influential women in music reside in the shadows of his-tory behind their better-known male contemporaries. Who performed Mozart's piano concertos? Who really wrote that piece by Mendelssohn? Who was Schumann's and Brahms' object of obsession? Who taught Aaron

Copland? This course is a historical survey of classical music written since roughly 1750 with an emphasis on figures who are dramatically underrepresented in music scholarship: Women composers, performers, and patrons of classical music. This class explores the lives, music, and socio-political milieu of these important women. Course work includes discussions and written responses to reading and listening assignments. Additionally, students choose women composers and musicians to research for an oral presentation and term paper. Students acquire vocabulary for writing about music, and a special emphasis is placed on the generation of clear, concise writing in an academic voice. No knowledge of music reading is required.

International and Business Law

NEWLY ADDED

HR 354: Reproductive Health and Human Rights, Helen Epstein, Thursday 8:30am - 10:50am (EST) (Annandale) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-300 level

AUCA equivalent: Health Law and Equity: Western Approaches, Law 267.1; ID 3494

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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Beginning in the thirteenth century, a radical shift in attitudes and norms concerning family life began spreading from one society to another. To this day, it is changing relationships between women and men and between parents and children and it's also changing how people see themselves. Scholars call it the Demographic Transition, narrowly defined as a progressive reduction in the size of families and an increase in the survival of children, but its consequences have included political turmoil, personal and romantic upheavals, intellectual and artistic movements and the spread of diseases like syphilis and AIDS. In this course, you will be introduced to the causes of the Demographic Transition as well as its consequences for women, children, men, societies and nations. This Open Society University Network course will cover population growth and family planning, AIDS and other sexually transmitted diseases, prostitution and sex trafficking, maternal mortality, gender violence and other topics. Emphasis will be placed on how public policies concerning these issues have evolved over time in relation to historical events such as the Cold War, decolonization of the developing world, the women's movement, immigration and the Global War on Terror.

NEWLY ADDED

HR 370: International Law, Human Rights, & the Question of Violence, Ziad Abu Rish Wednesday 8:30am - 10:50 am (EST) (Annandale/OSUN) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

AUCA equivalent: International Human Rights Law, Law 323.1; ID 3360

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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This seminar explores the complex historical and contemporary intersections between international law, human rights, and violence. The first part of the course offers a basic introduction to what constitutes international law and human rights, including critical junctures in their inception, elaboration, enforcement, and transformation. Of particular interest will be the ways in which the development of international law and human rights relate to broader global dynamics such as the creation of the modern world system, imperialism, and decolonization. The second part of the course develops a critical approach to the question of violence in international law and human rights. Therein, students will consider the ways in which the human rights regime and the broader system of international law relates to (rather than simply abolishes or deems unacceptable) specific forms violence, including state violence

and structural violence. Also to be considered will be the place the anti-systemic violence, including anti-colonial violence both as subject of international law and human rights as well as historical dynamics that helped shape them. The final part of the course will engage contemporary debates about international law, human rights, and violence. Of particular interest will be proposals for redefining/reforming international law and/or human rights as well as restructuring the institutional arrangements in place to produce and enforce them. The goal herein is to conclude the course with an understanding of how international law and human rights are dynamic fields of knowledge, praxis, and power relations rather than presupposed permanent fixtures of our global order and sociopolitical realities. While organized as an advanced seminar in terms of reading load, writing assignments, and class participation, this course presumes no prior knowledge in the study of international law, human rights, and/or violence, or any particular discipline. The syllabus will draw from an interdisciplinary array of scholarship, combining theoretical, survey-level, and case-specific readings, organized on the premise of a global comparative approach to the topics and subjects it covers.

NEWLY ADDED

Environmental Law, Md. Mostafa Hosain, Mon & Wed 14:00 - 15:20 (BDT) (BRAC) - 3 credits (US) 6 credits (ECTS)

-300 level

-No prerequisite

AUCA equivalent: International Environmental Law and SD, Law 375; ID 4409

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| BRAC | BRAC University (Bangladesh) | January 30 | May 30 |
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The course is a blending of both international environmental law and the environmental law of Bangladesh. However, the major focus is going to be bestowed to the international regime considering that this has been the core source of the domestic mechanism of Bangladesh. Hence, the course will cover the international part first and then look into the arrangement of Bangladesh. The primary focus will be on certain events which have significantly contributed in the development of international environmental law. The gathering of the global community in Stockholm and the adoption of the Stockholm Declaration of 1972 resulted in the emergence of certain fundamental principles of environmental law. The Rio summit of 1992 has been the most significant baseline for environmental law. Themes like biological diversity, climate change regime, reiteration of principles of environmental law and sustainable development have resulted from Rio. The course will cover these developments as priority. It will further focus on the marine environment, oil pollution and EIA issues. In Bangladesh part, the course will encompass laws including ECA 1995, ECR 1997, Biodiversity Act and Environment Court Act.

Psychology

HR 372: Disability Rights, Chronic Life, Evan Calder Williams, Tuesday 10:20am - 12:40pm (EST) (Annandale) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

AUCA equivalent: Psychology major elective

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| ANN/BGIA | Annandale/ BGIA (US) | February 1 | May 25 |
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This seminar engages with disability studies, queer theory, architectural and design history, political ecology, and histories of radical organizing and mobilization that focus on the idea and experience of disability and sickness. In traversing these materials, this seminar aims to ask: rather than seeing disability and sickness simply as a limitation or failure to reach a "healthy" norm, what can the

experience and often hidden histories of the disabled and chronically ill, as well as those who fight for their care, reveal about social structures, ideologies, and patterns of circulation that cannot be seen otherwise? What would it mean to move beyond the political and DRAFT ideological centrality of the idea of health and to instead understand the way that it can function to normalize racialized and gendered structures of exclusion and privation? And what models of care, collectivity, flexibility, and access have been, and might be posed, against this, through the speculative work of chronic theorists and disability justice advocates and through hard-fought campaigns and daily ad hoc solutions alike? In addition to grappling with a range of historical and theoretical texts, we'll also center on artistic, political, and critical tactics that work to draw out those hidden causes and the roles that conceptions of health, hygiene, and security play in reinforcing models of restricted access and normalized violence.

ENG 360A: Psychoanalysis and Literature, Sean Homer, Tues & Thurs 17:45 - 19:00 (EET) (AUBG) - 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

-Prerequisite: ENG 102, one Principles of Textual Analysis. Gen. Ed.: Literary Case Studies. WIC Cr. 4 (8 ECTS).

-300 level

AUCA equivalent: Psychology major elective

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| AUBG | American University in Bulgaria | January 18 | May 10 |
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This course explores the complex relationship between literature and psychoanalysis with particular attention to the works of Sigmund Freud and Jacques Lacan. Both Freud and Lacan believed that psychoanalysis was a science that would one day be vindicated through scientific proof, however, both analysts drew extensively on literature to support their science and both were unique literary stylists. This course, therefore, considers psychoanalysis as an art, as a form of writing, as well as utilizing psychoanalytic theory to read and understand literary texts. Students will be introduced to the fundamentals of Freudian theory along with Freud's writing on art and culture. We will consider the case study as a literary genre and, alternative, Freudian theory as a model for narrative interpretation. We will look at Lacan's re-reading of Freud and Jacques Derrida's "deconstruction" of psychoanalysis. Finally we will explore the issues of abjection and feminine masquerade in psychoanalysis and literature.

Software Engineering

EE 421 Digital and Analog Signal Processing in Telecommunications (Ashesi), Class time TBD, 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

Prerequisite: Communication Systems

AUCA equivalent: Software major elective

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| Ashesi | Ashesi University (Ghana) | January 11 | May 18 |
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Elective for Computer Engineering (CE) and Electrical Engineering (EE) students

Credit Hours: 4; Hours per week classroom: 3; Hours per week discussion/lab: 1.5

This course includes the study of signal processing and technology used in the telecommunication industry. Students will study various digital and analog signal processing techniques. Starting from the basic definitions of a discrete-time signal, through Fourier analysis, filter design, sampling, interpolation and quantization, more advanced tools are studied to aid the study and design of digital

communications systems. Note: CE and EE students wishing to work in the telecommunications industry are advised to take Digital and Analog Signal Processing in Telecommunications as one of their electives. Topics: Discrete time signals and systems; transform analysis of linear time invariant systems, z- transforms, sampling of continuous-time signals, structures for discrete-time systems, Fourier transforms, fast Fourier transforms, computation of the discrete Fourier transform, Fourier analysis of signals using the discrete Fourier transform, signal averaging, signal compression, convolution, parametric signal modeling, discrete Hilbert transforms filters, complex techniques, and applications of all of these. Lab Exercise: Signal processing, spectrum analysis.

MATH 251 Differential Equations & Numerical Methods (Ashesi), Class time TBD, 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

Prerequisites: Multivariable Calculus & Linear Algebra, Applied Programming for Engineering or Computer Programming for CS.

AUCA equivalent: Software major elective

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| Ashesi | Ashesi University (Ghana) | January 11 | May 18 |
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This course will introduce students to the topics associated with differential equations and applied numerical methods in solving engineering problems. Students will learn how to translate engineering problems into differential equations, develop MATLAB models and investigate different numerical methods to find solutions.

Using software, students will learn how to solve differential equations, find roots of equations, the method of gradient descent, discrete and continuous optimization, and find the solution of linear equations using numerical methods. Techniques will be applied in a series of projects focused on engineering applications.

Topics: Analytic differential equations and modeling of engineering problems using differential equations; first order differential equations, systems of two first order equations, second order linear equations; homogeneous linear equations, nonhomogeneous equations; the existence and uniqueness of a solution, approximation; numerical solutions of linear equations, Euler and Runge -Kutta methods; root finding, gradient descent, discrete and continuous optimization; the Laplace Transform and Inverse Laplace Transform. Hours per week classroom: 3; Hours per week lab: 1

CS 323 Database Management (Ashesi), Class time TBD, 4 credits (US) 8 credits (ECTS)

NOTE: The course will be transferred to AUCA as a 6 ECTS credit course.

Prerequisite: Computer Programming (for Engineering or Computer Science) and Digital Systems Design (or Discrete Mathematics or Data Structures & Algorithms)

AUCA equivalent: COM-119: Database course

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| Ashesi | Ashesi University (Ghana) | January 11 | May 18 |
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This course provides a comprehensive overview of database systems. Students will learn the fundamentals of data access and file systems, including hierarchical, network, relational and object oriented data models. The course will cover the elements of relational database design, data query languages, services such as data protection and integrity control, and database management. The

course will provide a balance of theory and practical application and will culminate in a database implementation project conducted by teams of students. 3 hours of class, 1.5 hour lab per week.

Television, Cinema and Media Arts

Women Playwrights, Aimee Michel, Tues & Thurs 4:15pm - 5:40pm (EST) (SRC) - 3 credits (US) 6 credits (ECTS);

200 level, no prerequisite

AUCA equivalent: JOR/ANTH/SOC-429 Gender and Media elective in TCMA major

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| SRC | Simon's Rock College (US) | February 8 | May 18 |
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The voices of female playwrights are strangely silent in the theater as compared to those of male playwrights. When plays by women are performed they are often marginalized by being produced in small not-for-profit or off- and off-off Broadway theaters. It is rare that a play by a woman is performed on the commercial stage where the greatest acclaim and financial success are found. This course focuses on the plays of women playwrights whose work spans the 20th and 21st century theater. We begin with an examination of the plays of early 20th century playwright, Susan Glaspell, followed by plays from the 1930's & 40's by Lillian Hellman, plays from the 1950's & 60's by Lorraine Hansberry, Adrienne Kennedy, Caryl Churchill and Maria Irene Fornes, and conclude with the plays of contemporary women playwrights such as Wendy Wasserstein, Ntozake Shange, Lynn Nottage, Marsha Norman, Suzan-Lori Parks and Annie Baker. Class discussions will address the historical moment when the plays were written as well as each playwright's use of language and literary style as we read and perform the work together. Prerequisite: Completion of Sophomore Seminar.