INTNLREL 101Z. Introduction to International Relations. 4 Units. 
Approaches to the study of conflict and cooperation in world affairs. 
Applications to war, terrorism, trade policy, the environment, and world poverty. Debates about the ethics of war and the global distribution of wealth. 
Same as: POLSCI 101Z

INTNLREL 102. History of the International System. 5 Units. 
After defining the characteristics of the international system at the beginning of the twentieth century, this course reviews the primary developments in its functioning in the century that followed. Topics include the major wars and peace settlements; the emergence of Nazism and Communism; the development of the Cold War and nuclear weapons; the rise of China, India, and the EU; and the impact of Islamic terrorism. The role of international institutions and international society will also be a focus as will the challenge of environment, health, poverty, and climate issues to the functioning of the system. 
Same as: HISTORY 102

INTNLREL 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units. 
 SAME AS: HISTORY 5C. History majors and others taking 5 units, enroll in 105C. Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course. 
Same as: CSRE 105C, EMED 105C, FEMGEN 105C, HISTORY 105C

INTNLREL 110C. America and the World Economy. 5 Units. 
Examination of contemporary US foreign economic policy. Areas studied: the changing role of the dollar; mechanism of international monetary management; recent crises in world markets including those in Europe and Asia, role of IMF, World Bank and WTO in stabilizing world economy; trade politics and policies; the effects of the globalization of business on future US prosperity. Enroll in PolSci 110C for WIM credit. 
Same as: POLSCI 110C, POLSCI 110X

INTNLREL 110D. War and Peace in American Foreign Policy. 5 Units. 
Students not taking this course for WIM, register for 110Y. The causes of war in American foreign policy. Issues: international and domestic sources of war and peace; war and the American political system; war, intervention, and peace making in the post-Cold War period. 
Same as: AMSTUD 110D, POLSCI 110D, POLSCI 110Y

INTNLREL 112. Micro Finance, Impact Investment and Gender. 1-2 Unit. 
Introduction to microfinance and impact investment as important development efforts in the war against poverty. Why and how microfinance operations have grown to provide financial services to poor and low-income people on a sustainable basis. Advice and best practices from successful practitioners and institutions around the world as well as new technology startups targeting industry. Faculty and student led discussions concerning assigned articles and readings. 

INTNLREL 114D. Democracy, Development, and the Rule of Law. 5 Units. 
Links among the establishment of democracy, economic growth, and the rule of law. How democratic, economically developed states arise. How the rule of law can be established where it has been historically absent. Variations in how such systems function and the consequences of institutional forms and choices. How democratic systems have arisen in different parts of the world. Available policy instruments used in international democracy, rule of law, and development promotion efforts. 
Same as: IPS 230, POLSCI 114D, POLSCI 314D

INTNLREL 118S. Political Economy of International Trade and Investment. 5 Units. 
How domestic and international politics influence the economic relations between countries. Why do governments promote or oppose globalization? Why do countries cooperate economically in some situations but not others? Why do countries adopt bad economic policies? Focus on the politics of international trade and investment. Course approaches each topic by examining alternative theoretical approaches and evaluate these theories using historical and contemporary evidence from many geographical regions around the world. Prerequisites: ECON 1A, ECON 1B, and a statistics course. 
Same as: POLSCI 218S

INTNLREL 119. The International Human Rights Movement; Assessing its History, Work and Current Challenges. 4 Units. 
This course critically examines the origins of the human rights movement, its present and its future. We will address the limits, challenges and principal dilemmas facing human rights advocates as well as their role in other global agendas such as economic development, humanitarian law and peace-building. In what circumstances is human rights advocacy most and least effective? Can advocacy be counterproductive? The course will examine these questions through critical readings, class discussion and consideration of case studies of rights advocacy. 

This 1-unit Alternative Spring Break course and trip will explore the world of international human rights advocacy, and the ethics of humanitarianism in the 21st Century. The course will examine the history of human rights and the international system that has been created to promote them. By looking at case studies of historical and current human rights violations, specifically those associated with mass atrocities, we hope to develop our understanding of the latter human rights and how it is applied in our world today. We will critically analyze the strategies employed by governments and NGOs to address these crimes committed against humanity. 

INTNLREL 122. Introduction to European Studies. 5 Units. 
This course offers an introduction to major topics in the study of historical and contemporary Europe. We focus on European politics, economics and culture. First, we study what makes Europe special, and how its distinct identity has been influenced by its history. Next, we analyze Europe’s politics. We study parliamentary government and proportional representation electoral systems, and how they affect policy. Subsequently, we examine the challenges the European economy faces. We further study the European Union and transatlantic relations. 
Same as: POLSCI 213E

INTNLREL 122A. The Political Economy of the European Union. 5 Units. 
EU institutions, the legislative process, policies, relations with the U.S., and enlargement and the future of the EU. History and theories of EU integration. Democratic accountability of the institutions, and the emerging party system. Principal policies in agriculture, regional development, the internal market, single currency, and competition. Emphasis is on policies that affect the relations with the U.S. including trade and security. Results of the EU’s constitutional convention.
INTNLREL 123. The Future of the European Union: Challenges and Opportunities. 5 Units.
First, this course analyzes the EU’s greatest challenge, preserving the monetary union, and discusses the political and economic reforms needed to achieve that goal. In this context the course also studies the fiscal and budgetary policies of the EU. Second, the course discusses the EU’s role in global politics, its desire to play a more prominent role, and the ways to reach that objective. Third, the course analyzes the EU’s institutional challenges in its efforts to enhance its democratic character.

INTNLREL 128B. International Problem-Solving Through NGOs: Policy, Players, Strategies, and Ethics. 2 Units.
This course will focus on advanced international problem-solving through the lens of international NGOs, while integrating other relevant players that address global issues within a lens of ethics and accountability. Particular aspects of NGOs that will be assessed are: policy, business, strategy, and engagement with other players. Students will consider the major issues that international NGOs face in their effort to effect positive change in an increasingly complex global environment. The course draws heavily on a series of sophisticated case studies involving a variety of NGOs, areas of specialization, and geographic regions. Topics may include: poverty and famine; the natural resources curse; terrorism; HIV/AIDS and other epidemics and neglected diseases; natural disasters and emergencies; climate change; and contagion of unethical behavior. A final project tailored to each student’s interest will be in lieu of a final exam. Students will have the opportunity to work with several internationally prominent guests.

INTNLREL 13. Not For Sale: Human Trafficking in the Bay Area. 1 Unit.
When we hear the phrase, “human trafficking”, we usually envision brothels in India or red light districts in Nepal. Yet, trafficking is a worldwide phenomenon that is occurring right here in the Bay Area. We will examine trafficking as an intersection of issues, and how topics such as gender, politics, immigration, and, even, economics fuel this dangerous industry. Through arming ourselves with awareness, we, as students, can equip ourselves with knowledge to identify and fight trafficking in our own community.

INTNLREL 135A. International Environmental Law and Policy. 4-5 Units.
This course addresses the nature, content, and structure of international environmental law. We will discuss its sources (formal and informal) and general principles, along with the emerging principles (sustainable development, precautionary principle, etc.) We will evaluate the role of international and non-governmental organizations, as well as examine the negotiation, conclusion, and implementation of international environmental agreements. Problem areas to be examined include global warming, stratospheric ozone depletion, exports of hazardous substances, transboundary pollution, trade and environment, and development and environment. RECOMMENDED PREREQ: students have completed POLISCI 101 and/or INTNLREL 140A.

INTNLREL 136. History of International Relations Thought. 5 Units.
In this course, we will examine the intellectual origins of contemporary theories and approaches to international politics. In particular, we will trace the classical and early modern roots of contemporary realism, idealism, and cosmopolitanism. We will also address some of the enduring normative and empirical questions about international politics: (1) What is the basis of political power and authority? (2) What rights and obligations do individuals have? (3) What rights and obligations do states have? (4) What are the causes of conflict? (5) What are the prospects for enduring peace? Thinkers covered may include: Thucydides, Cicero, Augustine, Aquinas, Grotius, Hobbes, Kant, Morgenthau, and Waltz.

INTNLREL 136R. Introduction to Global Justice. 4 Units.
This course provides an overview of core ethical problems in international politics, with special emphasis on the question of what demands justice imposes on institutions and agents acting in a global context. The course is divided into three sections. The first investigates the content of global justice, and comprises of readings from contemporary political theorists and philosophers who write within the liberal contractualist, utilitarian, cosmopolitan, and nationalist traditions. The second part of the course looks at the obligations which global justice generates in relation to five issues of international concern: global poverty, climate change, immigration, warfare, and well-being of women. The final section of the course asks whether a democratic international order is necessary for global justice to be realized.

INTNLREL 140A. International Law and International Relations. 4-5 Units.
What is the character of international legal rules? Do they matter in international politics, and if so, to what degree? How effective can they really be? What should we expect from international law in shaping international relations? This seminar will provide introductory knowledge of the foundational principles and sources of public international law and a brief review of the most prominent IR-theories. Besides exploring how these theories address the role of IL in international politics, we will also consider a set of practical problems, where IL and IR intersect most dramatically, such as intervention by force, human rights, and enforcement of criminal law. * Notice to students- registration for this course is not finalized until confirmed by the instructor during the first week of class. All interested students (registered or not) must attend the first class meeting for an in-depth discussion of the syllabus and other course policies. At that (mandatory) meeting a selection process will be conducted to determine final course enrollment. * Course satisfies the WiM requirement for International Relations majors.

INTNLREL 140C. The U.S., U.N. Peacekeeping, and Humanitarian War. 5 Units.
The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter’s provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. * Course satisfies the WiM requirement for International Relations majors.

INTNLREL 141A. Camera as Witness: International Human Rights Documentaries. 5 Units.
Rarely screened documentary films, focusing on global problems, human rights issues, and aesthetic challenges in making documentaries on international topics. Meetings with filmmakers.

INTNLREL 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.
This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more integrated into three sections: theories and models. This is a service learning course in which students will learn by working on projects that support the social entrepreneurs’ efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

INTNLREL 136R. Introduction to Global Justice. 4 Units.
INTNLREL 143. State and Society in Korea. 4 Units.
20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience.
Same as: SOC 111, SOC 211

INTNLREL 144. New Global Human Rights. 3 Units.

INTNLREL 145. Genocide and Humanitarian Intervention. 4 Units.
The course, traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo, and Sudan. The final session of the course will be devoted to a discussion of the International Criminal Court and the separate criminal tribunals that have been tasked with investigating and punishing the perpetrators of genocide.

INTNLREL 149. The Economics and Political Economy of the Multilateral Trade System. 5 Units.
The historical development of the multilateral trade system, the current agenda of the World Trade Organization, and prospects for trade liberalization. Emphasis is on the economic rationale for multilateral trade rules, the political problems facing countries in supporting further liberalization, and the challenges to the legitimacy of WTO procedures and practices. Issues include the greater participation of developing countries, the impact of new members, and the relationship between the WTO and other multilateral bodies. Guest speakers; student research paper presentations.

INTNLREL 151. Decoding the Arab Spring and the Future of the Middle East. 5 Units.
The seminar will focus on events of the Arab Spring and the future of the Middle East under new political players. The course will explore themes such as: the issues that forged the identity of the Arab Spring; common features among the Arab Spring countries; mechanisms of street protests against police states, history and current relationship between the military and new political powers; differences and similarities between secularists and Islamists towards public policy; why the Islamists are winning in public polls; scenarios for the region and some countries under new constitutions and parties.

INTNLREL 152. Organized Crime and Democracy in Latin America. 5 Units.
Scholars and policy analysts have long emphasized the strength of the rule of law as a key determinant of economic development and social opportunity. They also agree that the rule of law requires an effective and accountable legal system. The growth of transnational organized crime is a major impediment, however, to the creation of effective and accountable legal systems. This seminar examines how and why transnational criminal organizations have developed in Latin America, explores why they constitute a major challenge to the consolidation of democratic societies, economic development and individual rights. It also examines the efforts of governments to combat them, with a focus on the experiences of Mexico, Colombia, and Brazil. The course examines these cases in order to draw lessons by pointing to both successes and failures of use to policy analysts, legal scholars, and practitioners.
Same as: IPS 247, POLISCI 244T

INTNLREL 154. The Cold War: An International History. 5 Units.
Though it ended twenty years ago, we still live in a world shaped by the Cold War. Beginning with its origins in the mid-1940s, this course will trace the evolution of the global struggle, until its culmination at the end of the 1980s. Students will be asked to ponder the fundamental nature of the Cold War, what kept it alive for nearly fifty years, how it ended, and its long term legacy for the world.
Same as: HISTORY 166C

INTNLREL 157. The Political Economy of the Arab Revolutions. 5 Units.
Many observers prefer to interpret the popular uprisings that swept through the Middle East in 2011 as a mere reaction to decades of authoritarian rule and human rights abuses. Conversely, others have underlined the deeper and more structural socio-economic drivers of revolt. This course aims at providing an in-depth analysis of Arab revolutions by employing the tools of political economy and departing from the conviction that revolts are the culmination of lengthy and complex processes rather than just occasional breakdown of authoritarian regimes.

INTNLREL 159. Political Economy of East Asia. 3-5 Units.
(Formerly 117.) Comparative and international political economy of E. and S.E. Asia. Industrial development and the Asian miracle, economic integration, regional cooperation, the Asian financial crisis, and contemporary challenges. Same as: POLISCI 211

INTNLREL 163. Introduction to Israeli Politics. 5 Units.
This course aims to introduce students to Israel’s political system and its major actors. We will survey Israel’s political landscape, both chronologically and thematically, covering the major issues and conflicts which have dominated Israeli politics since its inception.
Same as: JEWISHST 279P, POLISCI 249P

INTNLREL 168A. American Interventions, 1898-Present. 5 Units.
This class seeks to examine the modern American experience with limited wars, beginning with distant and yet pertinent cases, and culminating in the war in Iraq. Although this class will examine war as a consequence of foreign policy, it will not focus primarily on presidential decision making. Rather, it will place wartime policy in a broader frame, considering it alongside popular and media perceptions of the war, the efforts of antiwar movements, civil-military relations, civil reconstruction efforts, and conditions on the battlefield. We will also examine, when possible, the postwar experience.
Same as: HISTORY 259E, HISTORY 359E

INTNLREL 173. Presidents and Foreign Policy in Modern History. 5 Units.
Nothing better illustrates the evolution of the modern presidency than the arena of foreign policy. This class will examine the changing role and choices of successive presidential administrations over the past century, examining such factors as geopolitics, domestic politics, the bureaucracy, ideology, psychology, and culture. Students will be encouraged to think historically about the institution of the presidency, while examining specific case studies, from the First World War to the conflicts of the 21st century.
Same as: HISTORY 261G

INTNLREL 174. Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country. 5 Units.
The tragic death of Ambassador Chris Stevens has recently highlighted the dangers of diplomacy in the modern era. This class will look at how Americans in embassies have historically confronted questions such as authoritarian rule, human rights abuses, violent changes of government, and covert action. Case studies will include the Berlin embassy in the 1930s, Tehran in 1979, and George Kennan’s experiences in Moscow, among others. Recommended for students contemplating careers in diplomatic service. * Course satisfies the WiM requirement for International Relations majors.
Same as: HISTORY 252B
INTNLREL 177. Bridging the Divide: Civil-Military Relations and Military Service as Public Service. 1 Unit.
How does society conceive of a soldier, a sailor, an airman, a marine? Today fewer than 0.5 percent of Americans serve in the military, as compared to roughly 12 percent during the second World War. This has led to a widening gap in knowledge about the military and its members. This course is intended to introduce students to the notion of military service as public service and explore how misperceptions on both sides affect the civil-military divide.

INTNLREL 179. Major Themes in U.S.-Latin America Diplomatic History. 5 Units.
This seminar provides an overview of the most important events and initiatives that have characterized the relationship of the United States of America with its neighbors to the south, including Mexico, the Caribbean (especially Cuba, Haiti, and the Dominican Republic), Central America, and South America since the proclamation of the Monroe Doctrine in the early 19th century until the Obama Administration. In particular, the course examines the motivations for the Theodore Roosevelt Corollary to the Monroe Doctrine and the resulting period of blatant interventionism known as “Dollar Diplomacy,” the Good Neighbor Policy of Franklin Delano Roosevelt, the brutal Cold War period, as well as policies pursued by the Clinton, George W. Bush, and Obama administrations, such as the Free Trade Area of the Americas (FTAA) and the Energy and Climate Partnership of the Americas (ECPA). The seminar explores not only what motivated U.S. policy makers and how their policies were implemented (and explains why they either succeeded or failed), but also discusses the impacts on individual countries and/or the region as a whole and the long-term consequences whose repercussions are still being felt today. The course also examines the major features of the inter-American system from the Pan American Union to the creation of the Organization of American States (OAS) and its continued relevancy in light of new institutional frameworks such as the Community of Latin American and Caribbean States (CELAC) and the Union of South American Nations (UNASUR) that exclude the United States of America.

INTNLREL 180A. Transitional Justice, Human Rights, and International Criminal Tribunals. 3-5 Units.
Historical backdrop of the Nuremberg and Tokyo Tribunals. The creation and operation of the Yugoslav and Rwanda Tribunals (ICTY and ICTR). The development of hybrid tribunals in East Timor, Sierra Leone, and Cambodia, including evaluation of their success in addressing perceived shortcomings of the ICTY and ICTR. Examination of the role of the International Criminal Court and the extent to which it will succeed in supplanting all other ad hoc international justice mechanisms and fulfill its goals. Analysis focuses on the politics of creating such courts, their interaction with the states in which the conflicts took place, the process of establishing prosecutorial priorities, the body of law they have produced, and their effectiveness in addressing the needs of victims in post-conflict societies.
Same as: ETHICSOC 280, HUMRTS 103, IPS 280

INTNLREL 182. World War I: Three Perspectives. 2 Units.
Required for students participating in the BOSP Overseas Seminar, “Europe 1914 and the Origins of World War I.” This course provides historical background on World War I and the events and processes leading up to the war. Taught in three-week segments from the perspectives of military history, political science, and literature, the course aims to help students formulate possible research topics for the Overseas Seminar. Prerequisite application and acceptance/waitlisted status into Europe 1914 and the Origins of World War I.

INTNLREL 189. PRACTICAL TRAINING. 1-3 Unit.
Students obtain internship in a relevant research or industrial activity to enhance their professional experience consistent with their degree program and area of concentration. Prior to enrolling students must get internship approved by the director. At the end of the quarter, a three page final report must be supplied documenting work done and relevance to degree program. Meets the requirements for Curricular Practical Training for students on F-1 visas. Student is responsible for arranging own internship. Limited to declared International Relations students only who are non-US citizens. May be repeated for credit.

INTNLREL 191. IR Journal. 1 Unit.
(Staff).

INTNLREL 197. Directed Reading in International Relations. 1-5 Unit.
Open only to declared International Relations majors. (Staff).

INTNLREL 198. Senior Thesis. 2-10 Units.
Open only to declared International Relations majors with approved senior thesis proposals.

INTNLREL 200A. International Relations Honors Field Research. 3 Units.
For juniors planning to write an honors thesis during senior year. Initial steps to prepare for independent research. Professional tools for conceptualizing a research agenda and developing a research strategy. Preparation for field research through skills such as data management and statistics, references and library searches, and fellowship and grant writing. Creating a work schedule for the summer break and first steps in writing. Prerequisite: acceptance to IR honors program.

INTNLREL 200B. International Relations Honors Seminar. 3 Units.
Second of two-part sequence. For seniors working on their honors theses. Professional tools, analysis of research findings, and initial steps in writing of thesis. How to write a literature review, formulate a chapter structure, and set a timeline and work schedule for the senior year. Skills such as data analysis and presentation, and writing strategies. Prerequisites: acceptance to IR honors program, and 199 or 200A.* Course satisfies the WIM requirement for International Relations majors who are accepted into the IR Honors program.

INTNLREL 200C. IR Honors Thesis Writing. 1 Unit.
Mandatory seminar for International Relations Honors Students who are writing their Honors Thesis. INTNLREL 200A and 200B are prerequisites.

INTNLREL 206. Palestinian Nationalism, Past and Present. 5 Units.
The Palestinian national movement and its role in the Arab-Israeli conflict. The roots of the movement in the Ottoman Empire, its growth through the British Mandate, the 1948 and1967 wars, the Intifada, and the Israeli-Palestinian peace process. Emphasis is on components which contributed to or delayed the growth of a distinct Palestinian identity, including Zionism.

INTNLREL 207. Tribe, State, and Society in the Modern Middle East. 5 Units.
The staying power of tribal identities and values in the Middle East. Examples include the Iraqi Sunni tribal insurgency against the U.S. The role of tribes in the formation of Middle Eastern states and how tribal values continue to impact social, political, and economic issues today.

INTNLREL 40N. World War 1: Ongoing and New Controversies. 3 Units.
This seminar will examine controversies surrounding World War 1. Was Britain’s decision to enter the war, the “biggest error in modern history”? Was Germany responsible for the war? Did the German army commit mass atrocities as was alleged by British propaganda? By studying the arguments and evidence that undergird the controversies, we hope to understand why many older controversies have defied resolution, how new evidence and interpretations may shed light on them, and why new controversies continue to arise.
INTNLREL 60Q. United Nations Peacekeeping. 3 Units.
Focus is on an examination of United Nations peacekeeping, from its inception in 1956 in the wake of the Suez Crisis, to its increasingly important role as an enforcer of political stability in sub-Saharan Africa. Examines the practice of "classic" peacekeeping as it developed during the Cold War, the rise and fall of "second-generation" peacekeeping, and the reemergence of a muscular form of peacekeeping in sub-Saharan Africa more recently. Topics include the basic history of the United Nations since 1945, he fundamentals of the United Nations Charter, and the historical trajectory of U.N. peacekeeping and the evolving arguments of its proponents and critics over the years.

INTNLREL 61Q. Food and security. 3 Units.
The course will provide a broad overview of key policy issues concerning agricultural development and food security, and will assess how global governance is addressing the problem of food security. At thesame time the course will provide an overview of the field of international security, and examine how governments and international institutions are beginning to include food in discussions of security.
Same as: EARTHSYS 61Q, ESS 61Q

INTNLREL 62Q. MASS ATROCITIES AND RECONCILIATION. 3 Units.
This seminar considers the theory and practice of transitional justice as exemplified by diverse case studies, such as Germany, South Africa, Bosnia, and Rwanda. We will ask ourselves throughout the term whether and to what extent mass atrocities and grave human rights violations can be ameliorated and healed, and what legal, institutional, and political arrangements may be most conducive to such attempts. We will study war crimes tribunals and truth commissions, and we will ask about their effectiveness, especially in regards to their potential of fostering reconciliation in a given society. In every case we will encounter and evaluate specific shortcomings and obstacles, which will provide us with a more nuanced understanding of the complex process of coming to terms with the past.

INTNLREL 71Q. Aesthetics of Dissent: the Case of Islamic Iran. 2-3 Units.
Censorship, Borges tells us, is the mother of metaphors. The Islamic regime in Iran censors all aesthetic production in the country. But Iranian dissident artists, from film-makers and fiction writers to composers in a thriving under-ground musical scene, have cleverly found ways to fight these draconian measures. They have developed an impressive body of work that is as sophisticated in style as it is rich in its discourse of democracy and dissent. The purpose of the seminar is to understand the aesthetic tropes of dissent in Iran, and the social and theological roots of rules of censorship. Masterpieces of post-revolutionary film, fiction, and music will be discussed in the context of tumultuous history of dissent in Islamic Iran.
Same as: COMPLIT 40Q