**Intro to Africa-China Relation**

**UH 229**

**CRN**:50684

Since 2000, The People’s Republic of China (China) spent hundreds of billions of dollars in Africa, investing in the continent’s natural resources, underwriting massive infrastructure projects and wooing its leaders. The campaign bought China friends and allies in Promotion of Africa-China Relations Coursemultilateral institutions such as the United Nations and the World Health Organization, undermining the West’s once-reliable lock on the postwar world order while fueling its economy back home. Regarding Africa, the Chinese Government’s Second Africa Policy Paper of 2015 stated that the relationship between Africa and China should be one of “mutually beneficial cooperation” and argued that “China has always sincerely supported Africa’s development”. Chinese and some African government officials support the paper’s arguments by speaking of Africa-China relations as a “win-win” partnership, “traditional friendship”, and “brotherhood” predicated on mutual marginalization by the West.

Still, China and individual African countries remain highly unequal in their economic and political strength and global significance. There is also great heterogeneity amongst the African Union’s 54 states, which are at different stages of development and who possess a broad diversity of political and social systems, in their responses to and engagement with the People’s Republic of China. Is it possible in this situation to have symmetrical, “win-win” bilateral relations?

Focusing on three key interaction points—pre-colonial encounters, Maoist Era Solidarity (1955-1978), and ‘Going Out’ (1999-Present)— students will become acquainted with the actors, institutions, and domestic and global conditions driving engagement between continent and country. Ultimately, the course aims to provide students with the opportunity to critically discuss and analyze Africa-China’s historical, socio-economic, political, and cultural relations and their implications for Africa’s future.

**Engineering Metaphysics**

**UH 329**

**CRN**:49759

Scientific evolution and revolution from ancient to modern times; philosophy behind science and engineering; in depth look at the three theories as to the nature of reality (naturalism, dualism and idealism; or all is matter, both mind and matter, or all is mind) and how scientific empirical evidence from modern physics as well as the fields of theology (historicity of the Bible, potential to see Biblical accounts as not yet understood scientific demonstrations) and medicine align with the various theories; objective evidence for and against a superior rationality (God, or a universal Mind) behind the evolution of the universe, as well as the process of scientific discovery, reason and demonstration.  This is a transdisciplinary course across the fields of engineering, science, philosophy and religion.

**Art for Life's Sake**

**UH 222**

**CRN**:50092

The Art for Life’s Sake course is an exploration of the artistic process and its application in everyday life. Our primary goals are to study, communicate, and increase the practical application and implementation of art philosophy, core concepts, and principles of creation into both academics and everyday life; synthesizing creativity, open-mindedness, authenticity, and innovation into a holistic, mindful approach, with a concerted effort to increase not only human technological and physical progress, but also psychological freedom, mental fitness and general well-being. Art is a process of exploration, externalized. Human beings are inherently artistic. Therefore, any human activity can be expressed artfully. Our goal is, simply put: to become aware of this phenomenon and learn to practice it in all aspects of our lives.

**Social Foundations of Community Engagement**

**UH 205**

**CRN**:50549

As a “prelude” to service learning, students will understand the philosophical structure of “public goods” (e.g., education, health care, housing, etc.) and how they relate to specific needs in public spaces which are used for the betterment of communities. Students will explore the possible causes of political, educational, social, and economic inequalities as well as the benefits, responsibilities and limits of the service response to public problems. The course provides a basic understanding of what the purpose of “public goods” are and how society actualizes these currencies.

**The Scholar's Life after Graduation**

**UH 208**

**CRN**:51158

What’s next for you after graduation? Is it graduate or professional school or will you be headed into the workforce? Do you have a plan for how to develop and market your most successful personal and professional self? This course will provide students with the knowledge and resources needed to prepare for life after their undergraduate academic career. Students will explore concepts of career readiness, articulate their personal strengths/weaknesses/values, set and pursue personal and professional goals, and develop a strong professional portfolio. This course also seeks to help students understand the importance of personal branding and networking, effective communication, collaboration with an array of persons and backgrounds, emotional intelligence, and leadership.

**Western Women from Antiquity**

**UH 229**

**CRN**:49751

In this course, we examine Western women’s life starting with ancient Greece and following its trajectory to the modern day. Greek civilization of the fifth century B.C., known for its invention of democracy, political science, and philosophy as well as its codification of laws and professionalization of medicine, shaped Western civilization as we know it today. In this course, we juxtapose the lives of ancient and modern women to explore (i) the quality of their life in antiquity and today in terms of their social, political and professional status; (ii) the origin and development of ideas such as the inferiority of female nature; and (iii) the impact of ancient premises on ancient and modern theorists that have generated certain biases and a rift between the genders. The goal of the class, therefore, is twofold: (i) to promote understanding regarding the deep-rooted causes behind biases against women; and (ii) to help build bridges of communication between the genders, a basic requirement for social and marital harmony.

**Thomas Paine**

**UH 382**

**CRN**: 50237 & 50238

English radical Thomas Paine (1737-1809), writer and thinker but more writer than thinker, is author of the most influential and distinctly “American” revolutionary ideals and roadmaps, best selling author of the 18th century, a significant factor in both the American and French Revolutions and pioneer of modern democracy. We look at his life, character, times, influences, ideas, works and legacy and we compare him to other revolutionary writers. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

**Bohemianism**

**UH 329**

**CRN**:49828

We will explore what has come to be known as “Bohemianism” as a lifestyle and a state of mind via theoretical and imaginative texts and films. In addition, we will study the artistic and cultural movements and phenomena that both inspired and were inspired by these texts. We will begin with the origins of the term “bohemia” and examine how and why it came to be associated with artists, writers, and musicians. In addition, we will consider the relationship between “bohemia” and mainstream culture, to include the actual “mainstreaming” of bohemia (oxymoronic, no?)—what I like to call “fauxhemia.

**Lights, Camera, Alabama**

**UH 229**

**CRN**:49809

For 16 years, Lights, Camera, Alabama has been a course for UA students to make movies about Alabama history and its citizens—over 156 films have been made! You can watch them on our site at LightsCameraAlabama.com.

This semester of Lights, Camera, Alabama will look a bit different; we will be utilizing Zoom, cellphones and personal laptops. You can interview people on Zoom and download that footage to your laptop or your phone. You will be provided with software so you can edit on your laptop or your phone. While we are making films differently, our storytelling remains the same. We will make it through this semester together, documenting this semester and Alabama’s history.

**Thinking in Film: Filmmakers and Their Philosophies**

**UH 329**

**CRN**:51159

 What does it mean for a film to engage with philosophical ideas? The most straightforward answer might be, “if characters in a film talk about or care about philosophical ideas, then the film itself is philosophical”. However, this neglects the medium of film itself; the preceding approach could just as easily be done in a play or philosophical text.

In this class we will attempt to understand philosophical issues such as free will, the “good” life, and personal identity, as well as how various filmmakers have wrestled with such concepts through the medium of a film. Can a film, through the medium of film, do philosophy?