

# SAMPLE SYLLABUS



## Course Title

# Global Connections – Berlin Spaces

## Course Number

SCA-UA.9634D01, ANTH-UA.9089D01

## Instruction Mode: In-Person

## Fall 2022

## Lecturer Contact Information

Ares Kalandides (he/him/his)

Learner hours (one-on-one meetings) take place regularly and are highly recommended. Your instructor will inform you about available learner hours.

## Prerequisites

none

## Units Earned

4

## Course Details

2:00pm to 4:45pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations so require. You will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

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## Course Description

This course examines current urban development in Berlin and its connections to worldwide phenomena. It focuses on the politics of urban development and the ways in which different social groups appropriate urban space and constitute place-specific identities. The course uses the city of Berlin with its multiple layers of history as a laboratory for contemporary urban research with historical, empirical and theoretical material. Students will be introduced to useful methods of research, contemporary discourses, central concepts and key thinkers in the field. The following topics will be covered: citizen participation, urban social movements, urban commons, urban citizenship, housing, gentrification, placemaking, the 'creative city', migration, urban tourism and city marketing. At a theoretical level, there is a focus on the concepts of *place* and *space*.

## Course Learning Outcomes (CLOs)

At the end of this course, you will be able to:

- (1) Analyze current cultural, environmental, social, and economic developments in Berlin and link them to similar phenomena in other cities around the world.
- (2) Evaluate Berlin policies in urban development, housing, and citizen participation in decision-making processes.
- (3) Appreciate the diversity of local histories, cultures, and politics, and situate this knowledge in a comparative perspective which links places.
- (4) Understand the complexity of the world and the varying and uneven degrees of global interconnectedness of individuals and communities through natural, economic, political, and cultural systems (e.g., climate change, globalization, and sustainability).
- (5) Apply this knowledge to both your everyday life and your academic development.
- (6) Design policy recommendations for cities.

## Course Approach to Teaching & Learning (CATL)

This course draws mostly, but not exclusively, on your own experiences in Berlin, and wants to give you the analytical tools to place those experiences in an academic context. Therefore, field trips are an integral part of it. As the course draws from several disciplines and integrates various viewpoints and voices, it is open to divergent approaches and critical inquiry on the part of its students. There is nothing more exciting than the dynamics that develop when learners, as diverse as the course itself, come together and contribute their thoughts while respecting each other's abilities and backgrounds. Several elements of the course can be jointly shaped along the way to adapt to the class's needs. Please talk to me about learner hours (one-on-one meetings) so we can work together on your progress.

## Assessment Components

Active class participation: 10%

Weekly reading responses\*: 20%

Midterm exam\*\* (session 6): 10%

Final exam\*\*\*: 25%

Individual research paper\*\*\*\*, 3,500-4,000 words (due session 13): 35%

### \*Readings/Assignments

Every session is accompanied by readings. Papers can be accessed through the NYU library services. Students are expected to prepare readings in depth and be able to discuss them in class. Any additional reading will be marked as such. Please send a one-page summary (per reading) to your professor at the latest by the Friday before class via Brightspace

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(Assignments). Additional documents on the weekly assignments (including the aid “How to Read a Paper”) will be posted on Brightspace in the “Supporting Documents” content section.

## **\*\*Midterm exam**

Session 6 is an exam, in which students will be asked to answer comprehension questions and integrate readings and lectures from previous sessions (90 minutes).

## **\*\*\*Final exam**

For the final exam in Session 15 students are asked to answer comprehension questions and integrate readings and lectures from all sessions (90 minutes).

## **\*\*\*\*Individual research paper**

Particular attention should be paid when choosing the subject, conducting research, and composing the essay (3,500 - 4,000 words). Additional guides (e.g., “How to Perform a Literature Review”, “How to Write a Conceptual Framework”, “The Case Study”) and grading criteria will be found on Brightspace under “Content” in the “Supporting Documents” section. The composition will take place in several parts, and you will receive detailed feedback on all of them. Please check the list of sessions below and the relevant documents on Brightspace for the exact dates.

A first draft of your essay should be delivered by *Session 9* (1,500 - 2,000 words) via Brightspace. This can still be explorative in style and will not be graded. Please talk to me about learner hours (one-on-one meetings) for detailed feedback.

Your final essay, due by *Session 13*, will elaborate on the preliminary one (3,500 - 4,000 words) and should also be sent via Brightspace. Please check the relevant documents on Brightspace for the details on essay structure and the submission process.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

## **Required Text(s)**

Electronic Resources (via Brightspace / NYU Library Course Reserves)

All required texts can be found under the Sessions section below and are all available online.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

## **Session 1 – 7 Sep 2022**

Topic(s): Introduction to class content and structure. The political economy of Berlin after 1990, part 1.

Session learning outcomes: understand the political and social structure, as well as basic urban development issues, of contemporary Berlin.

## **Session 2 – 14 Sep 2022**

*Individual essay: First ideas for possible topics*

Topic(s): The political economy of Berlin after 1990, part 2. What is *place*?

Reading(s):

- Arandelovic, B., & Bogunovich, D. (2014). *City profile: Berlin*. Cities, 37, pp. 1-26.

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- Schmoll, F. (1990). Metropolis Berlin? Prospects and problems of post-November 1989 urban developments. *International Journal of Urban and Regional Research*, 14(4), 676-686.
- Häussermann, H., & Strom, E. (1994). Berlin: The once and future capital. *International Journal of Urban and Regional Research*, 18(2), 335-346.
- Massey, D. (1991). 'A Global Sense of Place.' In *Marxism Today*, June: 24–29.

Session learning outcomes: understand the historical background of the political and social structure as well as of basic issues of contemporary Berlin; understand the complexity of the concept of *place*.

## Session 3 – 21 Sep 2022

*Individual essay: Final date for choice of general research topic*

Topic(s): The gentrification debate: How wealthier social groups displace others in the urban context.

Reading(s):

- Smith, N. (2002), "New Globalism, New Urbanism: Gentrification as Global Urban Strategy", *Antipode*, Vol. 34, No. 3, pp. 427-450.
- Kalandides, A. (2020). Doreen Massey's 'a global sense of place' revisited. In Edensor, T., Kalandides, A. and Kothari, U. (eds), *The Routledge Handbook of Place* (pp. 32-41). Routledge.
- Bernt, M. and Holm, A. (2009), "Is It, or Is Not? The Conceptualisation of Gentrification and Displacement and its Political Implications in the Case of Berlin-Prenzlauer Berg", *City*, Vol. 13, Nos. 2-3, pp. 312-324.
- Elliott-Cooper, A., Hubbard, P., & Lees, L. (2019). Moving beyond Marcuse: Gentrification, displacement and the violence of un-homing. *Progress in Human Geography*, online first.

Session learning outcomes: set the phenomenon of gentrification in a global context; analyze gentrification using current theoretical frameworks.

## Session 4 – 28 Sep 2022

Topic(s): Fieldtrip "Prenzlauer Berg"

Reading(s):

- Kalandides, A. (2019), "Hobrecht, James" (1825-1902), *The Wiley-Blackwell Encyclopedia of Urban and Regional Studies*, online first.
- Papen, U. (2012). Commercial discourses, gentrification and citizens' protest: The linguistic landscape of Prenzlauer Berg, Berlin 1. *Journal of Sociolinguistics*, 16(1), 56-80.

Session learning outcomes: learn more about the neighborhood in which the Academic Center is situated; experience an example of gentrification.

## Session 5 – 5 Oct 2022

*Individual essay: Preliminary literature review of general topic due*

Topic(s): Cities, gender, and sexuality. Feminism and the city. Queer spaces.

Guest speaker: Phevos Kallitsis (University of Portsmouth, UK)

Reading(s):

- England, K.V.M. (1991), "Gender Relations and the Spatial Structure of the City", *Geoforum*, Vol. 22, No. 2, pp. 135-147.

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- Chant, S. (2013). Cities through a “gender lens”: A golden “urban age” for women in the global South?. *Environment and Urbanization*, 25(1), 9-29.

Session learning outcomes: analyze the interrelations between gender and sexuality in local communities and worldwide.

## Session 6 – 12 Oct 2022

*Individual essay: Choice of case study (if applicable)*

Topic(s): Cities and migration. Ethnic enclaves, integration, and segregation.

Reading(s):

- Linhard, T., & Parsons, T. H. (2019). Introduction: How does migration take place?. In *Mapping migration, identity, and space*, Palgrave Macmillan, Cham, pp. 1-20.
- Barwick, C., & Beaman, J. (2019). Living for the neighbourhood: Marginalization and belonging for the second-generation in Berlin and Paris. *Comparative Migration Studies*, 7(1), online first.
- Kil, W., & Silver, H. (2006). From Kreuzberg to Marzahn: New migrant communities in Berlin. *German Politics and Society*, 24(4), 95-121.
- Vaiou, D. (2020), Gendering place: Mobilities, borders and belonging, In Edensor, T., Kalandides, A. and Kothari, U. (eds), *The Routledge Handbook of Place*, Routledge, pp. 235-242.

Session learning outcomes: understand how migration shapes places and how places shape the outcome of migration movements.

## Session 7 – 19 Oct 2022

*Individual Essay: Conceptual framework due*

Topic(s): Field trip “Kreuzberg”

Reading(s):

- Holland L (2004), “Diversity and Connections in Community Gardens”, *Local Environment* Vol. 9, No. 3, pp. 285–305.
- Kalandides, A. & Vaiou D. (2012), “‘Ethnic’ Neighbourhoods? Practices of Belonging and Claims to the City”, *European Urban and Regional Studies*, Vol. 19, Nr. 33, pp. 254-266.

Session learning outcomes: analyze the interrelations between migration and the city; experience a diverse Berlin neighborhood marked by migration; apply this knowledge to an evaluation of integration policies.

## Session 8 – 26 Oct 2022

*Individual essay: Case study (descriptive/narrative) due*

*Midterm exam:* Students will be asked to answer comprehension questions and integrate readings and lectures from all 6 previous sessions (90 minutes).

*Sessions 1 - 7 wrap-up*

## Session 9 – 2 Nov 2022

*Preliminary essay due*

Topic(s): Creative Cities. Artists, designers, and creative city policies.

Guest Speaker: Janet Merkel (TU-Berlin)

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## Reading(s):

- Brydges, T., & Hracs, B. J. (2019). What motivates millennials? How intersectionality shapes the working lives of female entrepreneurs in Canada's fashion industry. *Gender, Place & Culture*, 1-23.
- Lange, B. (2020), 'Alternative economies and places', In Edensor, T., Kalandides, A. and Kothari, U. (eds), *The Routledge Handbook of Place* (pp. 563-572). Routledge.

Session learning outcomes: understand current creative and artistic trends in urban settings worldwide.

## Session 10 – 9 Nov 2022

Topic(s): Cities and Housing. The neoliberal vs. social-democratic approach to housing. Housing as a financial asset.

Guest Speaker: Olga Nassis (Italian & European Movement for the right to housing)

## Reading(s):

- Granath Hansson, A. (2019). City strategies for affordable housing: The approaches of Berlin, Hamburg, Stockholm, and Gothenburg. *International Journal of Housing Policy*, 19(1), 95-119.
- Bernt, M., Colini, L., & Förste, D. (2017). Privatization, financialization and state restructuring in eastern Germany: The case of Am Südpark. *International Journal of Urban and Regional Research*, 41(4), 555-571.
- Holm, A. (2006), "Urban Renewal and the End of Social Housing: The Roll Out of Neoliberalism in East Berlin's Prenzlauer Berg", *Social Justice*, Vol. 33, No. 3 (105), pp. 114-128.

Session learning outcomes: understand the complexity of the politics of housing; evaluate different approaches to housing policy globally.

## Session 11 – 16 Nov 2022

Topic(s): Field Trip "Social Housing in Wedding"

## Reading(s):

- Fields, D., & Uffer, S. (2016), "The Financialisation of Rental Housing: A Comparative Analysis of New York City and Berlin", *Urban Studies*, Vol. 53, No. 7, pp.1486-1502.
- Jakob, D. (2013). The eventification of place: Urban development and experience consumption in Berlin and New York City. *European Urban and Regional studies*, 20(4), 447-459.

Session learning outcomes: experience social housing in Berlin; understand how this affects social life in the city.

## Session 12 – 23 Nov 2022

Topic(s): Urban politics and citizen participation. Struggles, squatting, artists as activists and citizen participation.

Guest Speaker: Ozan Avci (MEF University, Istanbul)

## Reading(s):

- Kemp, A., Lebuhn, H., & Rattner, G. (2015), "Between Neoliberal Governance and the Right to the City: Participatory Politics in Berlin and Tel Aviv", *International Journal of Urban and Regional Research*, Vol. 39, Nr. 4, pp. 704-725.

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- Kalandides, A. (2018) "Citizen participation: towards a framework for policy assessment", *Journal of Place Management and Development*, Vol. 11 Issue: 2, pp.152-164.
- Holm, A., & Kuhn, A. (2011). Squatting and urban renewal: The interaction of squatter movements and strategies of urban restructuring in Berlin. *International journal of urban and regional research*, 35(3), 644-658.
- Vasudevan, A. (2011), "Dramaturgies of Dissent: The Spatial Politics of Squatting in Berlin, 1968–", *Social & Cultural Geography*, Vol. 12, Nr. 03, pp. 283-303.

Session learning outcomes: understand the outcomes of political struggles in cities; analyze democratic processes in cities worldwide; evaluate successful citizen participation in urban governance; apply this analysis by considering possible improvements to citizen participation and the betterment of democracy.

## **Session 13 – 30 Nov 2022**

*Individual essay due*

Topic(s): Cities and tourism. The overtourism debate and conflicts with residents. Tourism marketing and management.

Guest Speaker: Maria Gravari-Barbas (Université Paris 1 - La Sorbonne)

Reading(s):

- Novy, J. (2018). 'Destination' Berlin revisited. From (new) tourism towards a pentagon of mobility and place consumption. *Tourism Geographies*, 20(3), 418-442.
- Kalandides, A. (2020) "Tourism Management in Berlin: From Destination Marketing to Place Management" in Oskam, J. (ed.) *The overtourism debate*, Emerald, pp. 261-266.
- Novy, J., & Colomb, C. (2019). Urban tourism as a source of contention and social mobilisations: A critical review. *Tourism Planning & Development*, 16(4), 358-375.
- Gant, A. C. (2016). Holiday rentals: The new gentrification battlefield. *Sociological Research Online*, 21(3), 1-9.

Session learning outcomes: understand the current global debate on overtourism; evaluate measures to manage tourism in cities.

## **Session 14 – 7 Dec 2022**

Topic: Green cities. Planning and urban governance for environmental protection.

Reading(s):

- Scharf, N., Wachtel, T., Reddy, S. E., & Säumel, I. (2019). Urban commons for the edible city—First insights for future sustainable urban food systems from Berlin, Germany. *Sustainability*, 11(4), online first.
- Connolly, J. J. (2019). From Jacobs to the Just City: A foundation for challenging the green planning orthodoxy. *Cities*, 91, 64-70.

Session learning outcomes: understand the main principles of green planning in an urban context; evaluate urban environmental policy in Berlin and elsewhere; apply this knowledge by identifying space for improvement in your own city.

## **Final Exams: 14 Dec 2022**

Students will be asked to answer comprehension questions and integrate readings and lectures from all previous sessions (90 minutes).

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## Recommendations for a Positive Teaching and Learning Environment

Communication between students and lecturer is key to an inclusive learning environment. For that reason, please use the opportunities that learner hours give you to talk to me. As class always starts punctually, please make sure nobody is disturbed by unnecessary late arrival. Also, please let me know in time if you are going to miss a session, but please remember that attendance is mandatory.

## Your Lecturer

Teaching, for me, is an exciting, open-ended journey that I take together with my students. While I try to support them with my own experience and knowledge, often, it is my students that help me see the world again through their own eyes. This is a bond that develops between students and lecturer, and it is unique. I have been teaching since the age of 20, more systematically after the age of 40, and of course I have developed with the world around me. I have come to appreciate my students' diverse background and talents, their individual skills and desires, and I am now using this experience to support each one individually and improve my own teaching. Although I am extremely interested in theoretical issues – in particular theories of *place* and *space*, on the one hand, and *democracy*, on the other – I am more concerned with the way that such concepts can be used to help us understand and improve the world around us. This is also reflected in my most recent book, co-edited with two colleagues, *The Routledge Handbook of Place* (2020). I am currently mainly working on issues of citizen participation and democracy.

## Academic Policies

### Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0  
A- = 90-93 or 3.7  
B+ = 87-89 or 3.3  
B = 84-86 or 3.0  
B- = 80-83 or 2.7  
C+ = 77-79 or 2.3  
C = 74-76 or 2.0  
C- = 70-73 or 1.7  
D+ = 67-69 or 1.3  
D = 65-66 or 1.0  
F = below 65 or 0

### Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is expected promptly when class begins. Attendance will be checked at each class meeting.

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As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team ([berlin.academics@nyu.edu](mailto:berlin.academics@nyu.edu)) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to NYU Berlin's director or Wellness Counselor. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Students should not plan to leave the site before the end of the finals period.

## **Late Submission of Work**

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on a university computer is no excuse for a late submission.

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## **Academic Honesty/Plagiarism**

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Citations Style Guide](#)

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics team in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics team will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

## **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by

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their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin.

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

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