

# MODERN LANGUAGES AND LITERATURES

<https://krieger.jhu.edu/modern-languages-literatures/>

The Department of Modern Languages and Literatures offers graduate and undergraduate courses in the languages, literatures, and cultures of France, Germany, Israel, Italy, Portugal, Latin America, and Spain. The language programs include a wide range of courses from introductory through conversation and composition to civilization. The literature programs treat all periods of literature from both historical and critical-theoretical perspectives. These courses emphasize the close reading of texts and modern theories of literary criticism, particularly those based on contemporary philosophy, psychoanalysis, anthropology, and linguistics. In addition, an active program of visiting professors and lecturers complements the core program offered by the faculty-in-residence.

## Facilities

The Milton S. Eisenhower Library has collections that provide an ample basis for advanced research in modern languages and literatures. With the Peabody Library of The Johns Hopkins University in Baltimore and the Library of Congress and other libraries in nearby Washington, a variety of excellent research resources are available to students and faculty.

## Undergraduate Programs

A major in the department prepares students for teaching language at the elementary level or for graduate work leading to advanced degrees in French, German, Italian, Latin American, Portuguese, or Spanish studies, or in comparative literature. It also provides excellent background for work in fields such as philosophy, history, international affairs, business, law, or medicine. Opportunities are available to study abroad. Students are encouraged to take advantage of these opportunities.

## Requirements for the B.A.

Also see Requirements for a Bachelor's Degree (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/undergraduate-policies/academic-policies/requirements-for-a-bachelors-degree/>).

Currently, the B.A. degree is offered in French, German, Italian, Romance Languages, or Spanish. A candidate for the B.A. degree in the Department of Modern Languages and Literatures should have a good command of the spoken language of their specialization, and a general familiarity with the literature written in that language. Each major requires *a minimum of 24 hours (or eight courses) beyond the first two years of language instruction; please see specific details for each individual major below*. The department also recommends that majors take courses in other literatures, history, philosophy, and anthropology.

The student who has had four years of German or a Romance language in high school or two years of German or a Romance language in college normally begins the major with Conversation and Composition (provided they have results commensurate with that level on the placement test) and (where offered) the undergraduate survey of literature. It is recommended that any student majoring in German or a Romance language spend at least one semester of junior year taking university courses in the country of study. Study abroad credit transfer is arranged by the student in consultation with the director of undergraduate studies and/or the relevant undergraduate language program director, and the

Global Education Office. In the senior year, a major may be permitted to take courses in the department at the graduate level.

A minor in German or one of the Romance languages is available to undergraduate students in any major. Like the various majors, the minors allow students to develop competence in German or a Romance language while receiving grounding in the culture and literature of that language. Five or six courses in the department beyond the first two years of language study are required for each minor option (see below for details).

## Graduate Programs

**In addition to general university requirements for the Ph.D., the following regulations apply to graduate students in the Department of Modern Languages and Literatures:**

To be accepted into the Ph.D. program, students must demonstrate by an exceptionally strong academic record that they are capable of advanced study in literature. They will choose French, German, Italian, Latin American, or Spanish literature as the major field of interest. The student will normally take two to three years of graduate courses and devote the fourth year to study and research in the country on which the student's study concentrates. The well-prepared student can expect to receive the Ph.D. after five years of study. The graduate program in Modern Languages and Literatures emphasizes work in three complementary areas: literary history, close textual analysis (including *explication de texte*), and theory of interpretation. By way of preparing students in a variety of critical schools, the faculty and the visiting professors offer training in the different disciplines pertaining to critical theory, including philosophy, theory of language, psychoanalytic theory, intellectual history, and cultural anthropology.

In addition to the major language, the Ph.D. candidate must demonstrate proficiency in one or two other languages besides English, depending on the specialization. (See below for further information.)

A dissertation proposal, presented to the faculty and students in their section, is required before official admittance to candidacy for the Ph.D. for French, Italian and Spanish graduate students.

## Admission Requirements

### Application Procedures

Prospective graduate students may visit the departmental website (<https://krieger.jhu.edu/modern-languages-literatures/>) for further information on programs and faculty. All questions regarding the programs offered by the department should be emailed to [ml@jhu.edu](mailto:ml@jhu.edu). Prospective students are encouraged to apply online through the secure Graduate Admissions website (<https://www.jhu.edu/admissions/graduate-admissions/>).

## Programs

- Film and Media Studies, Graduate Certificate (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/film-media-studies-pbc/>)
- French, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/french-bachelor-arts/>)
- French, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/french-minor/>)

- French, PhD (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/french-phd/>)
- German Bachelor of Arts/Master of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/german-bachelor-arts-master/>)
- German, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/german-bachelor-arts/>)
- German, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/german-minor/>)
- German, PhD (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/german-phd/>)
- Italian, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/italian-bachelor-arts/>)
- Italian, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/italian-minor/>)
- Italian, PhD (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/italian-phd/>)
- Portuguese, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/portuguese-minor/>)
- Romance Languages, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/romance-languages-bachelor-arts/>)
- Spanish, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/spanish-bachelor-arts/>)
- Spanish for the Professions, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/spanish-professions-minor/>)
- Spanish Language and Hispanic Cultures, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/spanish-language-hispanic-cultures-minor/>)
- Spanish, PhD (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/modern-languages-literatures/spanish-phd/>)

For current course information and registration go to <https://sis.jhu.edu/classes/>

## Courses

### AS.210.101. French Elements I. 4 Credits.

Provides a multi-faceted approach to teaching language and culture to the novice French student. The first semester emphasizes listening and speaking, while laying the foundation in grammar structures, reading, and writing. This course is designed for true beginners: Students with any previous background must take the placement test: <https://learnmore.jhu.edu/browse/ksas/internal/selfenroll/courses/as-french-placement-test>. May not be taken on a Satisfactory/Unsatisfactory basis. Contact: Bruce Anderson ([blander36@jhu.edu](mailto:blander36@jhu.edu))  
AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)  
EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

### AS.210.102. French Elements II. 4 Credits.

The second semester of this intensive course for beginners provides students with the linguistic tools to read excerpts from a play (Antigone by Jean Anouilh), to polish a written autobiography, and to perform short oral skits. A variety of cultural materials help students acquire grammatical structures and expand their vocabulary. Recommended course background: AS 210.101 or placement test score: <https://learnmore.jhu.edu/browse/ksas/internal/selfenroll/courses/as-french-placement-test>. May not be taken on a Satisfactory/Unsatisfactory basis. Contact: Claude Guillemard ([cguille1@jhu.edu](mailto:cguille1@jhu.edu))  
AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)  
EN Foundational Abilities: Engagement with Society (FA4)

### AS.210.103. Learner Managed French Elements I. 3 Credits.

This beginner course is specifically designed for students who have had some exposure to French. They must take the mandatory placement test: [http://www.advising.jhu.edu/placement\\_french.php](http://www.advising.jhu.edu/placement_french.php), and receive between 30 and 49. They will cover the first semester of French Elements at a pace suited for "false beginners" with major online components to supplement class instruction. Must complete the year with 210.102 to obtain credit. May not be taken on a Satisfactory/Unsatisfactory basis.  
AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

### AS.210.105. Fast-Track Beginning French. 4 Credits.

This beginning French course is a fast-paced, intensive introduction to the French language and the culture of France and the French-speaking world, covering the content of French Elements 1 and 2 (AS 210.101-102) but in one semester. As such, it is meant for students who have some previous classroom or independent study of French (as assessed by a placement exam), or who are native or bilingual speakers of another Romance language. Classroom activities will emphasize spoken communication on a variety of topics, using relevant vocabulary and grammar. Extensive use of online resources outside of class will build skills in listening, reading, and writing. Completion of this class will allow students to enroll in Intermediate French 1 (AS 210.201).  
AS Foundational Abilities: Culture and Aesthetics (FA3)  
EN Foundational Abilities: Creative Expression (FA3)

**AS.210.106. Italian through Food. 3 Credits.**

This beginner's course will help you develop foundational linguistic skills in Italian while offering an overview of Italian food cultures, both past and present. By the end of this course, you will be able to navigate everyday situations (e.g. ordering a meal at a restaurant, describing your favorite dishes, talking about likes and dislikes) entirely in Italian, and will develop an appreciation for the history of Italian cuisine. Upon completion of this course, students are encouraged to enroll in AS210.152 (Italian Elements II) in the Spring term. Advanced speakers of other Romance languages (e.g. French, Spanish, Portuguese) are encouraged to enroll in AS.210.175 (Accelerated Italian for Speakers of Other Romance Languages I). Open to first-year students only.

**Prerequisite(s):** Students who are taking/who took AS.210.151 or higher Italian language course are not allowed to register.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.210.111. Spanish Elements I. 4 Credits.**

This is an introductory Spanish language course. On completion of this course, the students will have acquired the basic communication and grammatical skills necessary for speaking, writing, listening and reading in Spanish. Students will demonstrate these skills through their performance in class, by completing several online assignments, and by taking part in three group presentations in addition to two comprehensive exams which focus on the following thematic topics: Greetings, University Life, Family and Leisure. Students will also be introduced to the culture, history and geography of various Spanish and Latin American countries. The content covered in Spanish Elements I is the foundation for all consecutive Spanish courses. A placement exam is required to ensure the appropriate level. Your enrollment in Spanish Elements I will not be considered for approval until you have emailed the Spanish Language Director. No new enrollments permitted after 4th class session.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.112. Spanish Elements II. 4 Credits.**

This introductory Spanish language course is a continuation of the content covered in Spanish Elements I. On completion of this course, the students will have further developed the communication and grammatical skills necessary for speaking, writing, listening and reading in Spanish. Students will demonstrate these skills through their performance in class, by completing several online assignments, and by taking part in three group presentations in addition to two comprehensive exams which focus on the following thematic topics: Food, Sports, Shopping, Travel, and Health. Students will also be introduced to the culture, history and geography of various Spanish and Latin American countries. The content covered in Spanish Elements II prepares the students for Intermediate Spanish. No new enrollments permitted after 4th class session. Prerequisite: AS.210.111 or appropriate placement exam score.

**Prerequisite(s):** AS.210.111 or Spanish placement exam score.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.120. Modern Hebrew for Beginners I. 3 Credits.**

Elementary Modern Hebrew is the first exposure to the language as currently used in Israel in all its functional contexts. All components of the language are discussed: reading, writing, listening, and speaking. Simple idiomatic sentences and short texts in Hebrew are used. Students learn the Hebrew alphabet, words and short sentences. Cultural aspects of Israel will be intertwined throughout the course curriculum.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.121. Modern Hebrew for Beginners II. 3 Credits.**

Hebrew for Beginners 121 is a continuation of Hebrew 120 and as such, students are required to have a foundation in Hebrew. The course will enhance and continue to expose students to Hebrew grammar, vocabulary, and syntax. All components of the Hebrew language will be emphasized in this course; we will highlight verbs, adjectives, and the ability to read longer texts. Speaking in Hebrew will also be highlighted to promote students' engagement and communication. Cultural aspects of the language will be incorporated into lessons too

**Prerequisite(s):** AS.384.115 OR AS.210.120

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.151. Italian Elements I. 4 Credits.**

This course sequence (AS.210.151 and AS.210.152) is an introduction to Italian for students with no previous exposure to the language. By the end of the academic year, you will be able to meet basic needs in an Italian-only environment. Examples include introducing yourself, asking for and giving directions, ordering a meal at a restaurant, describing and asking information about places and people, and engaging in a simple phone conversation. Advanced speakers of other Romance languages (e.g. French, Spanish, Portuguese) are encouraged to enroll in AS.210.175 (Accelerated Italian for Speakers of Other Romance Languages I)

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.152. Italian Elements II. 4 Credits.**

Course helps students develop basic listening, reading, writing, speaking, and interactional skills in Italian. The content of the course is highly communicative, and students are constantly presented with real-life, task-based activities. Course adopts a continuous assessment system (no mid-term and no final). May not be taken Satisfactory/ Unsatisfactory. No previous knowledge of Italian is required.

**Prerequisite(s):** AS.210.151 OR AS.210.106 or Placement Exam Part I.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.161. German Elements I. 4 Credits.**

Four-skills introduction to the German language and culture. Develops proficiency in speaking, writing, reading and listening skills through the use of basic texts, multi-media and communicative language activities. Online tools required. May not be taken on a satisfactory/unsatisfactory basis.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.162. German Elements II. 4 Credits.**

Continuation to the introduction to the German language and a development of reading, speaking, writing & listening through the use of basic texts and communicative activities. The culture of the German-language countries is also incorporated into the curriculum. May not be taken on a Satisfactory/Unsatisfactory basis.

**Prerequisite(s):** AS.210.161 or appropriate score on placement exam.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.163. Elementary Yiddish I. 3 Credits.**

Look at Jewish history and culture backwards and forwards through the Yiddish language! The vernacular of Ashkenazi Jews for a thousand years, Yiddish connects back to recent and distant generations in Europe, America, and elsewhere. But Yiddish is not just a bridge to the past, it is also the center of vibrant contemporary cultures, both religious and secular. This four-skills language class (reading, writing, listening, speaking) places emphasis on the active use of Yiddish in oral and written communication while guiding students towards the use of Yiddish as a tool for the study of Yiddish literature and Ashkenazi history and culture.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.164. Elementary Yiddish II. 3 Credits.**

This four-skills language class (reading, writing, listening, speaking) places emphasis on the active use of Yiddish in oral and written communication while guiding students towards the use of Yiddish as a tool for the study of Yiddish literature and Ashkenazi history and culture. Continuation of 210.163, but students may join the class with the permission of the instructor.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.171. Portuguese Elements I. 4 Credits.**

No previous knowledge of Portuguese is required. This one-year sequence is a Portuguese introductory course for non-romance language speakers. The course introduces students to the basic skills in reading, writing, and speaking the language. Emphasis is placed on oral communication with extensive training in written and listening skills. Class participation is encouraged from the very beginning. Upon the successful completion of this course with a grade of C or higher, students may enroll in 210.172 Portuguese Elements II. May not be taken on a Satisfactory / Unsatisfactory basis. No Prereq. THERE IS NO FINAL EXAM.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.172. Portuguese Elements II. 4 Credits.**

This course expands students' knowledge of the basic language skills: reading, writing, listening, speaking. It uses a multifaceted approach to immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa. The focus of the course is on oral communication with extensive training in grammar. The course is conducted entirely in Portuguese. Upon the successful completion of this course with a grade of C or higher, students may enroll in 210.271 Portuguese Intermediate I. May not be taken on a Satisfactory/Unsatisfactory basis. Pre-requisites: 210.171 or placement test

**Prerequisite(s):** C or higher in AS.210.171 (formerly AS.210.177) or placement test.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.173. Fast Portuguese for Spanish Speakers and speakers of other Romance Languages I. 4 Credits.**

NO PREVIOUS KNOWLEDGE OF PORTUGUESE IS REQUIRED. This fast-paced one-semester course covers all content for Portuguese Elementary. This course is designed as an accelerated introductory course for speakers with a sound knowledge of Spanish OR other romance languages (e.g. French and Italian). The course will cover introductory aspects of Portuguese grammar and present relevant points of the cultures of the Portuguese speaking countries. Upon the successful completion of this course with a grade of C or higher, students may enroll in 210.271 Portuguese Intermediate. May not be taken on a Satisfactory / Unsatisfactory basis. No Prereq. THERE IS NO FINAL EXAM.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)



**AS.210.175. Accelerated Italian for Advanced Speakers of other Romance Languages. 4 Credits.**

This course sequence (AS210.175 and AS210.176) is designed for advanced speakers of other Romance languages (e.g. French, Spanish, Portuguese), and will cover the same material as the regular-track Italian Elements I and II (AS.210.151 and AS.210.152) and Intermediate Italian I and II (AS.210.251 and AS.210.252) courses. Upon successful completion of both semesters, students will be allowed to register for AS.210.351 (Advanced Italian I).

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.176. Accelerated Italian for Advanced Speakers of other Romance Languages II. 4 Credits.**

This is the second part of an elementary Italian language course sequence designed for advanced speakers of other romance languages (e.g. French, Spanish, Portuguese). This course will cover the same material as the regular-track Intermediate Italian I and II courses. Students completing this course with a grade of B or higher will be allowed to register for AS210.351 (Advanced Italian I) in the Fall term. Pre-requisite: Completion of AS.210.175 with a grade of B or higher, or Italian Language Program Director permission.

**Prerequisite(s):** AS.210.175 with a B or higher

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.201. Intermediate French I. 3 Credits.**

This course develops skills in speaking, listening comprehension, reading, and writing. Systematic review of language structures with strong focus on oral communication and acquisition of vocabulary; extensive practice in writing and speaking; readings and films from French-speaking countries. Recommended course background: AS.210.102 or AS.210.105 or placement test score: <https://learnmore.jhu.edu/browse/ksas/internal/selfenroll/courses/as-french-placement-test>. Contact: Suzanne Roos (sroos@jhu.edu)

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.202. Intermediate French II. 3 Credits.**

This course develops skills in speaking, listening comprehension, reading, and writing. Systematic review of language structures with strong focus on oral communication and acquisition of vocabulary; extensive practice in writing and speaking; readings and films from French-speaking countries. Recommended course background: AS.210.201 or placement test score: <https://learnmore.jhu.edu/browse/ksas/internal/selfenroll/courses/as-french-placement-test>. Contact: Suzanne Roos (sroos@jhu.edu)

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.211. Intermediate Spanish I. 3 Credits.**

Intermediate Spanish I is a comprehensive study of Spanish designed for students who have attained an advanced elementary level in the language. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of three comprehensive exams. Outside of class, students will complete extensive online assignments and write three major compositions (as part of the three exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish I will prepare students for the next level of Spanish (Intermediate Spanish II). There is no final exam. No new enrollments permitted after the third class session.

**Prerequisite(s):** AS.210.112 or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.212. Intermediate Spanish II. 3 Credits.**

Intermediate Spanish II is a comprehensive study of Spanish designed for students who have attained a mid-intermediate level in the language or who have completed Spanish 212. The course is organized around a thematic approach to topics relevant to contemporary Hispanic culture. Students will practice the four language skills in the classroom through guided grammatical and creative conversational activities and through the completion of three comprehensive exams. Outside of class, students will complete extensive online assignments and write three major compositions (as part of the three exams). In addition, students will broaden their knowledge of Hispanic culture by viewing a Spanish-language film and by reading several literary selections. Successful completion of Intermediate Spanish II will prepare students for the next level of Spanish (Advanced Spanish I). There is no final exam. No new enrollments permitted after the fourth class session.

**Prerequisite(s):** AS.210.211 or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.220. Intermediate Hebrew I. 3 Credits.**

Intermediate Modern Hebrew enhances and enforces previous knowledge of Hebrew as acquired from previous foundational coursework and/or experience. Grammatical aspects of the language such as past and present tenses as well as combined and complex sentence syntax and construction would be applied. Reading comprehension and writing skills will be emphasized. Modern Israeli cultural links and facets of the Hebrew language will also be introduced to inform the holistic understanding of the modern language.

**Prerequisite(s):** AS.384.116 OR AS.210.121 or equivalent

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.221. Intermediate Modern Hebrew II. 3 Credits.**

Intermediate Hebrew level II is a continuation of the course Hebrew 220 and as such is a requirement for entry. In the course, grammatical aspects of the language will be introduced in the focus of past and future tenses. Combined and complex sentences with proper syntax and reading comprehension and writing skills will be required. Modern Israeli cultural aspects of the Hebrew language will be introduced as well and will be part of the holistic understanding of the modern language.

**Prerequisite(s):** AS.384.215 OR AS.210.220

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.251. Intermediate Italian I. 3 Credits.**

This course sequence (AS.210.251 and AS.210.252) will reinforce your ability to engage in complex daily tasks in Italian, and will introduce you to more formal academic and real-world topics. By the end of the academic year, you will be able to write a strong résumé and cover letter in the European format, sit a job interview in Italian, and participate in debates on simple topics. You will also read five engaging short stories, watch several Italian films, and discuss topics such as emigration and immigration from/to Italy, the protection of the environment, and the history of the Italian South.

**Prerequisite(s):** AS.210.152 or placement exam.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.252. Intermediate Italian II. 3 Credits.**

Taught in Italian. Course continues building on the four essential skills for communication presented in Intermediate Italian I (listening, speaking, reading, writing) on topics of increasing complexity. Course adopts a continuous assessment system.

**Prerequisite(s):** AS.210.251 OR appropriate placement exam scores (Parts I & II).

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.261. Intermediate German I. 3 Credits.**

Taught in German. This course continues the same four-skills approach (speaking, writing, reading and listening) from the first-year sequence, introducing and practicing more advanced topics and structures.

Expansion and extension through topical readings and discussion and multi-media materials. Online tools required. Prereq: 210.162 or placement exam. May not be taken on an S/U basis.

**Prerequisite(s):** AS.210.162 or placement by exam.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.262. Intermediate German II. 3 Credits.**

Taught in German. This course is designed to continue the four skills (reading, writing, speaking and listening) approach to learning German. Readings and discussions are topically based and include fairy tales, poems, art and film, as well as readings on contemporary themes such as Germany's green movement. Students will also review and deepen their understanding of the grammatical concepts of German. Prereq: 210.261 or placement exam May not be taken on an S/U basis.

**Prerequisite(s):** AS.210.261 or placement by exam.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.263. Intermediate Yiddish I. 3 Credits.**

For students who have completed one year of Yiddish language study or equivalent, this course will provide the opportunity to broaden and deepen their knowledge of Yiddish culture while continuing to improve their skills in reading, writing, listening and speaking Yiddish. Alongside textbook-based language work, students will read, listen to and interact with a variety of texts, for example literature, journalism and oral history.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.264. Intermediate Yiddish II. 3 Credits.**

Continuation of Intermediate Yiddish I: this course will focus on the Yiddish language as a key to understanding the culture of Yiddish-speaking Jews. Topics in Yiddish literature, cultural history and contemporary culture will be explored through written and aural texts, and these primary sources will be used as a springboard for work on all the language skills: reading, writing, listening, and speaking.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.266. German Conversation. 1.5 Credits.**

Taught in German. This course is designed for intermediate and above students who wish to improve their conversational and oral presentational language skills. The syllabus aims to provide useful, relevant language and necessary discourse structures to hold conversations and presentation on varied topics of an everyday, as well as academic nature. Students will practice German to build confidence, develop fluency and improve pronunciation and accuracy. Short texts, audio and films will provide the basis for discussion. Students fields of study and interests will be incorporated into the syllabus and tasks will be matched to the ability level of the students enrolled. Recommended course background: 210.262 or at least 3 semesters of college instruction or the equivalent. May be taken concurrently with other courses in German. May be taken S/U. Not for major or minor credit.

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.267. German Across the Curriculum. 1 Credit.**

Students in courses in History, CTL, Art History, Classics, Near Eastern Studies, WGS, and Philosophy augment their studies in those disciplines by reading short excerpts from the material assigned in the original German. The selected excerpts rotate among the disciplines, exposing students to a variety of texts and giving students the opportunity to collaborate across disciplines and acquaint themselves with the scholarly language in their respective majors and minors.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.210.268. German through Reading "Märchen". 1.5 Credits.**

Whether we consider them enchanting or naive, fairy tales and their narrative forms have inspired a wealth of cultural production. In this course, we will read and talk about German fairy tales (in German) and look at some spin-offs and parodies they have inspired. Students will hone their skills in reading, identifying plot, settings, characters and symbols while expanding their bank of vocabulary and grammatical structures. Speaking activities in class will be adjusted to the level of participants. Short creative writing assignments throughout the semester will culminate in students writing their own version of a fairy tale. Not for German major or minor credit. May be taken S/U

**Prerequisite(s):** AS.210.161 AND AS.210.162 or equivalent.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.269. Intermediate Yiddish Texts I. 3 Credits.**

For students who have completed at least one year of Yiddish language study, this course will provide the opportunity to broaden and deepen their knowledge of Yiddish culture while continuing to improve their skills in reading, writing, listening and speaking Yiddish. Alongside textbook-based language work, students will read, listen to and interact with a variety of texts, for example literature, journalism and oral history. Prerequisite: AS.210.164 or equivalent, or permission of instructor.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.270. Intermediate Yiddish Texts II. 3 Credits.**

Continuation of Intermediate Yiddish Texts I. Students will continue to broaden and deepen their knowledge of Yiddish culture while improving their Yiddish language skills in reading, writing, listening and speaking. Alongside textbook-based language work, students will read, listen to, and interact with a variety of texts.

**Prerequisite(s):** AS.210.269 OR equivalent OR permission of instructor

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

**AS.210.271. Intermediate Portuguese I. 3 Credits.**

Intermediate Portuguese I is designed for students who have attained an advanced elementary level in the language. The course offers training in the skills of the language with emphasis on expanding grammatical knowledge and vocabulary, while developing ease and fluency in the language through the use of a multifaceted approach. Course materials immerse students in the contemporary cultures of Portuguese-speaking world. Upon the successful completion of Intermediate Portuguese I, students may enroll in the next level, Intermediate Portuguese II – AS.210.272. May not be taken on a satisfactory/unsatisfactory basis.

**Prerequisite(s):** AS.210.172 OR AS.210.173, or placement exam.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.272. Intermediate Portuguese II. 3 Credits.**

Intermediate Portuguese II is designed for students who have attained a mid-intermediate level in the language or completed Intermediate Portuguese I AS.210.271. The course offers training in the skills of the language with emphasis on advancing grammatical knowledge, expanding vocabulary, and developing fluency in the language through the use of a multifaceted approach. Course materials immerse students in the cultures of Brazil, Portugal, and Portuguese-speaking Africa, and reflect the mix of cultures at work in the contemporary Lusophone world. Successful completion of Intermediate Portuguese II will prepare students for the next level Advanced Portuguese I – AS.210.371. May not be taken on a satisfactory/unsatisfactory basis. Prereq: AS.210.271 (old AS.210.277) or placement test. THERE IS NO FINAL EXAM.

**Prerequisite(s):** AS.210.277 or equivalent score on placement test or instructor approval.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.288. Portuguese: Conversation through Film & Music. 3 Credits.**

Improve your Portuguese conversational and speaking skills through colorful Brazilian media. This course is designed for highly motivated undergraduate and graduate students who want to SPEAK Portuguese. Conversation sessions provide intensive work on communication skills through discussion on issues raised in films, news media & music. Grammar will be reviewed as needed outside of class with tutors or TA, freeing class time for more communicative activities. May not be taken on a Satisfactory / Unsatisfactory basis. Prereq: one semester of Portuguese, two semesters of Spanish or Placement test.

**Prerequisite(s):** AS.210.275 OR AS.210.277 OR AS.210.278 OR

AS.210.391 OR AS.210.392

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.210.301. Advanced French for Writing. 3 Credits.**

Students in AS.210.301 will focus primarily on written expression, learning to 'decipher' classic and contemporary texts in order to expand their French vocabulary and communicate their ideas in writing with clarity and accuracy. (A primary focus on oral expression is provided in AS.210.302; the two advanced-level courses may be taken in either order or simultaneously.) Recommended Course Background: AS.210.202 or appropriate score on Placement test I: <https://learnmore.jhu.edu/browse/ksas/internal/selfenroll/courses/as-french-placement-test>

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.210.302. Advanced French for Speaking. 3 Credits.**

Students in 210.302 will focus primarily on oral expression through individual and group work on contemporary media (music, film, current events) in order to expand their vocabulary and become fluent in conversation across social-cultural contexts. (A primary focus on written expression is provided in 210.301; the two advanced-level courses may be taken in either order or simultaneously.) Recommended Course Background: AS.210.202 or appropriate score on Placement test I: <https://learnmore.jhu.edu/browse/ksas/internal/selfenroll/courses/as-french-placement-test>

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.210.306. Medical French : Santé et Société. 3 Credits.**

In this interactive language course (not exclusively designed for pre-meds), students learn how to communicate in the fields of public health, medicine, and humanitarian aid in a French-speaking environment. While acquiring new lexical and syntactic tools weekly, students examine and debate the current structures and issues of the French health system, through a variety of media (governmental websites, mainstream and specialized newspapers, movies, blogs, first-account books, etc.). A final project is tailored to each student's own area of interest. Please note that this course is taught by a language instructor, not a medical expert. Recommended course background: AS.210.301 or AS.210.302 or permission of instructor. Students interested in taking the exam for the French For Health Diploma should visit the following website: <https://www.lefrancaisdesaffaires.fr/tests-diplomes/diplomes-francais-professionnel-dfp/sante/>

**Prerequisite(s):** AS.210.301 OR AS.210.302

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.210.309. The Sounds of French. 3 Credits.**

This course introduces students to the sound system of French: its development over centuries, its standardized Parisian form versus regional and international dialects and accents, and the popularity of "word games" (abbreviations, acronyms, and verlan). The course will include extensive practice in perceiving, articulating, and transcribing sounds, words, and intonation groups through viewing film clips, listening to songs, and completing in class lab assignments. Recorded speech samples obtained at the beginning, middle, and end of the semester will allow students to track their progress in moving toward more native pronunciation and intonation. Recommended Course Background: AS.210.202 or equivalent

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.210.311. Advanced Spanish I. 3 Credits.**

This course is a comprehensive study of the Spanish language focused on the continuing development of students' communicative abilities and their knowledge of Hispanic cultures. Students will expand their use of basic structures of Spanish with a special emphasis on more difficult grammatical and vocabulary aspects, and further improve both their oral and written skills. Students will sharpen their critical thinking skills and listening abilities utilizing movies and written texts. This course combines an extensive use of an online component with class participation and three exams. Upon successful completion of this course, students will have acquired extended complex language tools that facilitate proficiency in Spanish and its use in various professional contexts. There is no final exam. No new enrollments permitted after the third class session.

**Prerequisite(s):** AS.210.212 OR appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.312. Advanced Spanish II. 3 Credits.**

This course is thorough review of the Spanish language focused on the development of students' communicative abilities and their knowledge of Hispanic cultures. Students will both expand their knowledge of the basic structures of Spanish, with special emphasis on more difficult grammatical and vocabulary aspects, and further improve on oral and written skills. Students will increase their critical thinking skills and listening abilities utilizing movies and written texts. This course combines an extensive use of an online component, class participation and three exams. Upon successful completion of this course, students will have acquired more complex language tools to become proficient in Spanish and its use in various professional contexts. There is no final exam. No new enrollments permitted after the third class session.

**Prerequisite(s):** AS.210.311 or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)



**AS.210.313. Medical Spanish. 3 Credits.**

Medical Spanish is a comprehensive examination of vocabulary and grammar for students who either work or intend to work in medicine and health-related fields in Spanish-speaking environments. The student will be able to participate in conversations on topics such as contrasting health systems, body structures, disorders and conditions, consulting your doctor, physical and mental health, first-aid, hospitalization and surgery on completion of this course. In completing the course's final project students will apply, synthesize, and reflect on what has been learned in the class by creating a professional dossier individualized to their professional interests. There is no final exam. Not open to native speakers of Spanish. No new enrollments permitted after the third class session.

**Prerequisite(s):** AS.210.311 OR AS.210.312 or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.314. Spanish for International Commerce. 3 Credits.**

Spanish for international business is an overview of business topics in an international Spanish-speaking context with an emphasis on deep review of grammar and vocabulary acquisition. On completion of this course the student will have developed the ability to read and critically discuss business and government relations in Latin America and will have examine entrepreneurship, finance, marketing, business ethics, human resources and commerce in the Spanish speaking world. In completing the course's final project students will apply, synthesize, and reflect on what has been covered in the class by creating a professional dossier individualized to their own professional interests. Concepts learned in this course will be directly applicable to careers linked to international relations and will apply to various careers in business. There is no final exam. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third class session. Language Program Director: Loreto Sanchez-Serrano

**Prerequisite(s):** AS.210.311 or or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.315. Spanish for International Relations. 3 Credits.**

Spanish for international relations is an advanced examination of grammar and an analysis of international relations' topics in Spanish. By completion of this course the student will have developed the ability to read, critically discuss and demonstrate mastery of political and socio-economic issues in Spanish-speaking environments. Potential topics include a survey of the professions in international relations, NGOs in Latin America, intellectual property, cultural diplomacy, remesas, regional coalitions and treaties, and the environment. Class presentations and final projects will allow students to apply, synthesize, and reflect on what has been learned in the class by participating in a global simulation that will include a written exercise individualized to their professional interests. Not open to native speakers of Spanish. No new enrollments permitted after the 4th class session.

**Prerequisite(s):** AS.210.311 or appropriate webcape score

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.316. Advanced Spanish Conversation. 3 Credits.**

Conversational Spanish surveys high-interest themes, discusses short films by contemporary Hispanic filmmakers and offers a thorough review of grammar. The student will be able to participate in conversations on topics such as personality traits, social media, political power, art and lifestyles on completion of this course. Conversational skills mastered during the course apply to all careers interconnected by Spanish. There is no final exam. Not open to native speakers of Spanish. No new enrollments permitted after the third class session.

**Prerequisite(s):** AS.210.311 or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.317. Adv Spanish Composition. 3 Credits.**

This third-year course is a hands-on and process-oriented introduction to discussion and compositional analysis. On completion of this course, students will have improved their Spanish writing skills in various types of compositions they might be expected to write in academic settings and in real-life formats such as film reviews, letters to the editor, cover letters, etc. The course also focuses on refinement of grammar and vocabulary use. Not open to native speakers of Spanish. .

**Prerequisite(s):** AS.210.312 or appropriate Spanish placement exam score.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.318. Spanish for Engineering. 3 Credits.**

Spanish for engineering is a comprehensive examination of vocabulary and grammar for students who either work or intend to work in the engineering field to develop their communicative strategies in the field of engineering. On completion of this course, students will be able to participate in conversations on topics such as applications of biomedical engineering in the diagnosis and treatment of different medical conditions, efficient use of energy and materials, design and construction of public works, development of electrical systems and development of solutions to environmental problems. In completing the course's final project students will apply, synthesize, and reflect on what has been learned in the class by creating a professional dossier individualized to their professional interests. There is no final exam. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the third-class session.

**Prerequisite(s):** AS.210.311

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.319. Spanish for Public Health. 3 Credits.**

Spanish for Public Health is a comprehensive examination of vocabulary and grammar for students who either work or intend to work in the Public Health field such as government agencies, health care organizations, nonprofits, or health insurer companies, in Spanish-speaking environments. On completion of this course, the student will be able to participate in conversations on topics including health systems, reproductive biology, nutrition, epidemiology, mental health, and environmental health. In completing the course's final project students will apply, synthesize, and reflect on what has been learned in the class by creating a professional dossier individualized to their professional interests.

**Prerequisite(s):** AS.210.311

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.320. Advanced Modern Hebrew I. 3 Credits.**

Advanced Modern Hebrew I will focus on conversational and interactive language skills to expose learners to attributes of different genres and layers of the language. Students will be introduced to various original texts and lingual patterns to better understand and formulate proper syntax. The course will include contemporary readings from Israeli journalism and essays, along with other relevant Hebrew resources to inform class discussions and students' reflective writings. Israeli cultural aspects will be integral to the course curriculum.

**Prerequisite(s):** AS.384.216 OR AS.210.221 or equivalent

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.321. Advanced Modern Hebrew II. 3 Credits.**

This course will expand students' fluencies in Modern Hebrew through Hebrew-dialogic Israeli and Palestinian cinema, examining and comparing several layers of a contemporary Hebrew-speaking society. For this class, students will view, discuss, and write about films with Hebrew as the primary spoken language. Through aural interpretation and subtitles, students will understand, analyze, and reflectively discuss the diversity of Hebrew-speaking cultures within society and the provenance and intentionalities of the dialects exhibited throughout a given film. Linguistic nuance, slang, and interpretive aspects of Hebrew as shown in the chosen films will prompt students to examine this modality of the expression of contemporary Hebrew. The course will be taught primarily in Hebrew and will be open to students who have matriculated to at least 200-level coursework of Modern Hebrew.

**Prerequisite(s):** AS.384.315 OR AS.210.320 or instructor permission

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.351. Advanced Italian I. 3 Credits.**

This highly interactive course focuses on complex historical and contemporary themes, and is ideal, among others, for students who are specializing in international studies, medicine, psychology, and cognitive science. Students will analyze authentic texts and audiovisual materials on topics including the history of the Sicilian mafia, mental health and the deinstitutionalization movement in Italy, Europe and Italy in the 1960s-1980s, the role of curiosity and amazement in scientific discovery and art, and intercultural differences around hilarity. Taught in Italian.

**Prerequisite(s):** AS.210.252 or placement exam

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.352. Advanced Italian II. 3 Credits.**

Course presents a systematic introduction to a variety of complex cultural and historical topics related to present-day Italy, emphasizing intercultural comparisons, interdisciplinarity, and encouraging a personal exploration of such topics. Course adopts a continuous assessment system (no mid-term and no final).

**Prerequisite(s):** AS.210.351 OR appropriate placement exam scores (Parts I, II and III).

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.361. Advanced German I: Cultural Topics of the Modern German-speaking World. 3 Credits.**

Taught in German. We will read literary works by Heinrich Böll, Hermann Hesse, and Gertrud Wilker, as well as watch the film "Die Welle", to explore themes like the "Wirtschaftswunder", work and productivity, the role of women in society, the pursuit of happiness, youth slang, and much more. A review and expansion of advanced grammatical concepts and vocabulary underlies the course. Focus on improving expression in writing and speaking. May not be taken on an S/U basis.

**Prerequisite(s):** AS.210.262 or placement exam.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.362. Advanced German II: Contemporary Issues in the German Speaking World. 3 Credits.**

Taught in German. Typically, this course focuses on contemporary issues such as national identity, multiculturalism and the lingering social consequences of major 20th century historical events. Readings include literary and journalistic texts, as well as radio broadcasts, internet sites, music and film. Students read a full-length novel. Emphasis is placed on improving mastery of German grammar, development of self-editing skills and practice in spoken German for academic use. Introduction/Review of advanced grammar.

**Prerequisite(s):** AS.210.361 or equivalent score on placement test.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.363. Business German. 3 Credits.**

Taught in German. Course is designed to familiarize students with the vocabulary and standards for doing business in Germany. Taking a cultural approach, students read texts and engage in discussion that elucidate the works of business, commerce & industry in Germany, the world's third largest economy. Emphasis is placed on vocabulary expansion and writing as it relates to business and business cases. May not be taken S/U. Recommended background: at least 4 semesters of college German (210.262) or equivalent.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.210.364. German for Medical & Public Health Professions. 3 Credits.**

Taught in German. An introduction to the concepts and linguistic tools necessary for understanding the German health care system and public health fields. Designed for students with B1 or above language skills in German. Readings, role plays, videos and research projects will form the basis for learning. Linguistic focus on expanding vocabulary, increasing reading and listening comprehension while also honing grammatical control to increase accuracy in speaking and writing. Topics include the German health-care system, the body, typical interactions between patients and health care professionals, as well as the history of iconic institutions such as Berlin's Charite. Prerequisite: 4 semesters of college German or equivalent or permission of German LPD.

**Prerequisite(s):** AS.210.262 OR AS.210.361 OR AS.210.362

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

**AS.210.365. German for Science and Engineering. 3 Credits.**

Taught in German. This course is designed to provide language training in German tailored to students of science & engineering. Germany has long been a world leader in engineering, most notably in chemical and mechanical engineering. Over the past decades, Germany also has taken a lead in environmental sciences and information technology. In addition, Germany is now becoming an increasingly attractive place to pursue degrees in the technical fields. This course will provide practice and expansion in all language skill areas: analysis of texts, hands-on-activities, preparation of presentations, and discussion of topics. Specific areas of interest to the course members will be taken into consideration for the selection of materials. [Does not replace 210.362 as prerequisite for upper level courses or as major requirement.]

**Prerequisite(s):** AS.210.262 OR AS.210.361 OR AS.210.362 or equivalent or placement exam.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

**AS.210.367. Advanced Yiddish I. 3 Credits.**

This course will provide students who have completed at least two years of Yiddish with the opportunity to hone their skills in all four language areas: reading, writing, listening, and speaking. It will include advanced grammar study, readings in Yiddish literature, and work with audio/video recordings, taking into account the interests of each individual student.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.368. Advanced Yiddish II. 3 Credits.**

Continuation of Advanced Yiddish I (AS.210.367). Students will continue to hone their skills in all four language areas: reading, writing, listening, and speaking. In addition to advanced grammar study and readings in Yiddish literature, the course will take into account the interests of each individual student, allowing time for students to read Yiddish texts pertinent to their own research and writing.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.371. Advanced Portuguese I. 3 Credits.**

Designed to sharpen students' abilities in contemporary spoken and written Portuguese. This third-year course fosters the development of complex language skills that enhance fluency, accuracy and general proficiency in Portuguese and its appropriate use in professional and informal contexts. Students will briefly review previous grammar structures and concentrate on new complex grammar concepts. Using a variety of cultural items such as current news, short stories, plays, films, videos, newspaper articles, and popular music, students discuss diverse topics followed by intense writing and oral discussion with the aim of developing critical thinking and solid communication skills. Successful completion of Advanced Portuguese I will prepare students for the next level, Advanced Portuguese II, AS.210.372. May not be taken on a satisfactory/unsatisfactory basis. Prereq: AS.210.272 or (old AS.210.278) or placement test. THERE IS NO FINAL EXAM.

**Prerequisite(s):** AS.210.278 OR AS.210.272 or equivalent score on placement test or instructor approval.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.372. Advanced Portuguese II. 3 Credits.**

Advanced Portuguese II offers a systematic review of the Portuguese language focused on the development of students' communicative skills and their knowledge of the Lusophone culture. This course fosters the development of complex language skills that enhance fluency, accuracy and general proficiency in Portuguese and its appropriate use in professional and informal contexts. Students will concentrate on complex grammar concepts and the use of appropriate written and oral registers. Using a variety of cultural items such as current news, short stories, plays, films, videos, newspaper articles, and popular music, students discuss diverse topics followed by intense writing and oral discussion with the aim of developing critical thinking and solid communication skills. May not be taken on a satisfactory/unsatisfactory basis. Prereq: AS.210.371 or placement test.

**Prerequisite(s):** AS.210.391 OR AS.210.371 or equivalent score on placement test or instructor approval.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.411. Contacts and Contrasts in Spanish for the Professions. 3 Credits.**

Contacts and Contrasts in Spanish for the Professions harnesses a comparative approach to reviewing grammar and learning Spanish by offering translation practice from English to Spanish and thrusting synthesis of prior courses into coherent professional tools. Techniques may include comparing texts of medicine, public health, literature, technology, politics, and journalism between Spanish and English. Students will identify and differentiate terminology specific to these various fields and will focus on practicing correct uses of the grammatical structures relevant to English and Spanish in translation and cultural contact. In the course's term projects, students will apply, synthesize, and reflect on their knowledge of Spanish by completing a translation exercise individualized to their professional interests. Strategies of communication mastered in this course will help students of Spanish throughout their careers.

**Prerequisite(s):** AS.210.313 OR AS.210.314 OR AS.210.315 OR AS.210.318 OR AS.210.319

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.210.412. Community Based Learning - Spanish Language Practicum. 3 Credits.**

This fourth-year course involves a specially designed project related to the student's minor concentration. On completion of this course, the student will be able to use the Spanish language in real world contexts. The student-designed project may be related to each student's current employment context or developed in agencies or organizations that complement student's research and experimental background while contributing to the improvement of his/her language proficiency. There is no final exam. No new enrollments permitted after first week of class. The course will only meet as a group twice per semester, on a Tuesday (Sec. 01) or Thursday (Sec. 02) from 9:30-10:30. If the student has a class at that time, the instructor will request, in writing, that the student be granted an excused absence.

**Prerequisite(s):** AS.210.411

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.210.413. Curso de Perfeccionamiento. 3 Credits.**

This forth-year course is an in-depth examination of the Spanish grammar, including a wider range of idiomatic expressions and usages than students might have previously encountered. On completion of this course, students will be able to achieve the ACTFL Advanced-Mid to high level in oral and written expression as well as in reading and listening skills. The course will also help to prepare students for the DELE Intermediate or Superior levels, offered by the Instituto Cervantes. May not be taken satisfactory/unsatisfactory. Not open to native speakers of Spanish. No new enrollments permitted after the 4th class session.

**Prerequisite(s):** ( AS.210.312 OR AS.210.317 ) AND ( AS.210.313 OR AS.210.314 OR AS.210.315 )

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive



**AS.210.417. Eloquent French. 3 Credits.**

This interactive, writing intensive course has a double agenda: 1) to guide students towards linguistic proficiency in French by exposing them to an extended range of stylistic, idiomatic and grammatical expressions; 2) to strengthen students' individual voices in written and oral expression. Recommended Course Background: AS.210.301 and AS.210.302 or permission of instructor. Contact Kristin Cook-Gailloud (kcg@jhu.edu).

**Prerequisite(s):** AS.210.301

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.210.421. Yiddish For Reading Knowledge. 3 Credits.**

This course is designed to open up the world of Yiddish culture and letters by helping students develop the skills necessary to read Yiddish texts in the original. Students will learn the Yiddish alphabet and be introduced to Yiddish vocabulary and grammatical structures, as well as to resources for reading Yiddish such as dictionaries and grammar guides. Students will read and translate texts of increasing difficulty and will have the opportunity to tackle texts in their own field of interest. A "fast track" will be offered to students with prior knowledge of German. No prior knowledge of Yiddish is necessary.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.210.426. French for Reading and Translation. 3 Credits.**

This course aims to provide proficiency in reading and translating a variety of French texts from the humanities and social sciences. It is designed for undergraduate and graduate students with little or no background in French who wish to acquire a knowledge of French for research purposes 2) for Ph.D. candidates preparing to fulfill their a Foreign Language Proficiency requirement. Please note that this course does not provide speaking and listening skills, and can therefore not be taken as a substitute for other classes in the French Language curriculum (AS.210.xxx).

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.210.561. German Independent Study. 3 Credits.**

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.571. Portuguese Independent Study. 3 Credits.**

Directed readings with Portuguese faculty.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.210.661. Reading and Translating German for Academic Purposes. 3 Credits.**

Graduate students only. Seniors may enroll with permission from LPD and instructor. Taught in English. This is the first semester of a year-long course designed for graduate students in other fields who wish to gain a reading knowledge of the German language. Seniors who intend to do graduate study in other disciplines are also welcome. Instruction includes an introduction to German vocabulary and grammatical structures as well as discussion of relevant translation practices. The goal of the course is for students to gain confidence in reading a variety of texts, including those in their own fields of study. No knowledge of German is assumed. Distribution Area: Humanities

**AS.210.662. Reading & Translating German for Academic Purposes II. 3 Credits.**

Taught in English. Seniors by permission & Graduate students only. This course is designed for graduate students in other departments who wish to gain reading knowledge of the German language and translation practice from German to English. This course is a continuation of the Fall semester. Focus on advanced grammatical structures and vocabulary. For certification or credit.

**Prerequisite(s):** AS.210.661 or permission of instructor.

Distribution Area: Humanities

**AS.211.103. The missing "A" : STEM to STEAM for Hispanics. 3 Credits.**

Seminar participants immerse on stories and issues affecting Hispanics in the US, specifically questioning if social media and information created by artificial intelligence perpetuate subordination and miscommunication. By investigating platforms such as TikTok, Youtube and Twitter this course hones foundational critical thinking skills in the arts and humanities. Upon completion of this seminar, you will innovate and perfect research questions to continue studies in Hispanic and Latin American cultures. The course focusses on reading and analysis of distinct influencers such as #latinasinmedicine, @lin-manuel, @CDC, @johnshopkinssph, @WHO. Critical reading required.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

**AS.211.111. Introduction to Latinx Literature and Culture. 3 Credits.**

This course is a survey of U.S. Latinx literature that introduces students to the major trends in the tradition. While Latinx literature draws on literary traditions that span more than 400 years, our course will focus on more contemporary forms of the tradition, its “canon,” and how authors are currently “queering” this canon. Emphasizing the historical and aesthetic networks established in the Latinx literary canon that continue into the present while exploring the relationship between genre and socio-historical issues, we will read from a diverse tradition and range of genres that reflect the contested definition of “Latinx” and its shifting demographics in the U.S. We will also investigate how U.S. Latinx literature speaks to and expands “American” literary traditions, and how unique ethnic identities such as Mexican American, Nuyorican, Cuban American, and Dominican American offer different yet interconnecting representations of what it means to be Latinx in the U.S. This class ultimately underscores the heterogeneity of Latinx literature and asks how particular generic conventions stage the constructions of race, gender, sexuality, and class to establish a historically grounded understanding of the diverse literary voices and aesthetics that comprise U.S. Latinx literature.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.171. Brazilian Culture & Civilization: Colonial Times to the Present. 3 Credits.**

Did you know that Brazil is very similar to the United States? This course is intended as an introduction to the culture and civilization of Brazil. It is designed to provide students with basic information about Brazilian history, politics, economy, art, literature, popular culture, theater, cinema, and music. The course will focus on how Indigenous, Asian, African, and European cultural influences have interacted to create the new and unique civilization that is Brazil today. The course is taught in English. No Prereq. THERE IS NO FINAL EXAM.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.211.222. Italian Cinema: The classics, the Forgotten and the Emergent.. 3 Credits.**

This course traces the history of Italian cinema from the silent era to the new millennium, highlighting its main trends and genres, and reflecting on the major transformations modern and contemporary Italian society experienced over the twentieth and twentieth-first centuries. We shall examine iconic films such as Vittorio De Sica's *Bicycle Thieves*, Federico Fellini's *La Dolce Vita*, Michelangelo Antonioni's *L'Avventura*, and Pier Paolo Pasolini's *Mamma Roma*, that received international recognition and influenced other national, cinematic productions. We shall also look at the work of less famous, or independent filmmakers who received less critical attention. While this class takes an historical approach, it also includes a theoretical component and introduces students to the specificity of the cinematic language, examining films in relation to the *mise-en-scène*, frame composition, camera movements, editing, and sound. This class is taught in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.211.224. Made in Italy: Italian style in context. 3 Credits.**

Italy and the “Italian style” have become synonym of exquisite taste, class, and elegance thanks to the quality of Italian craftsmanship. This course will explore some of the major factors that contributed to the rise of Italian fashion and Italian industrial design as iconic all around the world. The classes will focus on the main protagonists and art movements that influenced the development of Italian style. We will analyze trends, clothing, and style not only in a historical context, but also through a critical apparatus that will include themes related to gender, culture, power, and politics. The course is taught in English. No knowledge of Italian is required, but those who can read in Italian will have an opportunity to do so. Everyone will learn some Italian words and expressions.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.211.231. Planet Amazonia: Culture, History, and the Environment. 3 Credits.**

Without Amazonia, global warming could reach levels that threaten life on the planet. Yet, in an era of deforestation and climate change, Amazonia itself might be on the verge of disappearance, with disastrous consequences for the world. This course proposes interdisciplinary perspectives on Amazonia through a range of works drawn from history, anthropology, archeology, environmental studies, literature, and the arts. We'll look at texts by European travelers and missionaries who contributed to the paradoxical image of Amazonia as a “virgin paradise” or a “green hell”; scientific studies and artists' depictions of the region's flora and fauna; the often-overlooked history of human occupation of the region; and projects to colonize, develop, or conserve the world's largest tropical forest. What importance does Amazonia hold for Latin American and global geopolitics? How do art and literature, including indigenous writings, create, reinforce, or deconstruct clichés about the region? What alternative futures for our planet can Amazonia help us to imagine?

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.245. AI from Descartes to Bladerunner 2049. 3 Credits.**

How long has AI been part of our cultural imagination? This course critically engages instances of artificial intelligence in thought, literature, and film from the 17th century to the present. In conversation with the realities of machine learning, algorithms, generative AI, large language models, automation, and so on, we will investigate the nature of artificial intelligence vis-à-vis issues of labor, consciousness, collectivity, individualism, fantasy, and futurity. Students will consider philosophical texts alongside works of science fiction, literature, and film. Readings may include texts by Descartes, Leibniz, Kant, Hegel, Poe, Hofmannsthal, Marx, Foucault, Alan Turing, Charles Babbage, Philip K. Dick, and Ursula Le Guin. No technical knowledge or prior courses are required!

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.211.259. Introduction to Medical and Mental Health Interpreting. 3 Credits.**

This course is a broad introduction to the fields of medical and mental health interpreting. Modules will include: (1) Three-way communication: managing role expectations and interpersonal dynamics; (2) Basic interpreting skills and techniques in a healthcare setting; (3) Ethical principles, dilemmas, and confidentiality; (4) Elements of medical interpreting; (5) Elements of mental health interpreting; (6) Trauma-informed interpreting: serving the refugee population. The course is taught in English, and has no foreign language pre-requisites.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.211.265. Panorama of German Thought. 3 Credits.**

This course will survey German ideas—in philosophy, social and political theory, and drama—since the Enlightenment. Authors include Kant, Schiller, Lessing, Goethe, Hegel, Marx, Nietzsche, Weber, Horkheimer, and Adorno.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.211.301. Nietzsche and Literature. 3 Credits.**

Nietzsche and Literature is devoted to exploring the philosophy and literary works of the German philosopher Friedrich Nietzsche, and studying his impact on literature and literary modernism. Readings will include works by Nietzsche and by the literary writers he influenced, including Rainer Maria Rilke, Stefan George, Thomas Mann, Stefan Zweig, Hugo von Hofmannsthal, Franz Kafka, Jorge Luis Borges, Hermann Hesse, James Joyce, Wallace Stevens, and William Butler Yeats, and Else Lasker-Schüler.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.211.303. Literature and Madness. 3 Credits.**

TAUGHT IN ENGLISH. Since Plato, inspiration and madness have been understood as closely related, if not identical, terms. For Plato, the experience of beauty awakens a memory in the soul that leads the soul to take flight and to abandon the earth. This understanding of enthusiasm returns in accounts of poetic inspiration in the twentieth-century from Freud's writing on Leonardo and Karl Jaspers's study Strindberg and Van Gogh, Swedenborg and Hölderlin (1922) to Blanchot's *Space of Literature* (1943) and Deleuze and Guattari's *Anti-Oedipus* (1970). In this course we will read theoretical works by Plato, Freud, Binswanger, Jaspers, Blanchot, Deleuze, and Foucault and "inspired" literary writing by Hölderlin, Dickinson, Baudelaire, Melville, Kafka, Walser, Schreber, Artaud, and Borges. To what extent is inspiration mad and how does madness color insight into the phenomenon?

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

**AS.211.311. Introduction to Romance Linguistics. 3 Credits.**

If the modern-day Romance languages all evolved from Latin, how and why do they differ in so many important ways? What drives language change in the first place and why should this be the case? We approach these questions not only from a linguistic perspective (analyzing Romance sound systems, vocabulary, morphosyntax, and semantics), but from a cognitive-psychological and a socio-political perspective as well. Recommended Course Background: At least intermediate-level proficiency in a Romance language as assessed by coursework or placement exam; some previous coursework in linguistics is desirable but not necessary.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.211.314. Jewish in America, Yiddish in America: Literature, Culture, Identity. 3 Credits.**

Yiddish was the language of European Jews for 1000 years. From the 19th century to the present day it has been a language that millions of Americans — Jewish immigrants and their descendants—have spoken, written in, conducted their daily lives in, and created culture in. This course will examine literature, film, newspapers, and more to explore how Jewish immigrants to America shaped their identities—as Jews, as Americans, and as former Europeans. What role did maintaining, adapting, or abandoning a minority language play in the creation of Jewish American identity—cultural, ethnic, or religious? How was this language perceived by the majority culture? How was it used to represent the experiences of other minoritized groups? What processes of linguistic and cultural translation were involved in finding a space for Yiddish in America, in its original or translated into English? The overarching subjects of this course include migration, race, ethnicity, multilingualism, and assimilation. We will analyze literature (novels, poetry, drama); film; comedy; and other media. All texts in English.

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.211.315. The Meanings of Monuments: From the Tower of Babel to Robert E. Lee. 3 Credits.**

As is clear from current events and debates surrounding monuments to the Confederacy, monuments play an outsize role in the public negotiation of history and identity and the creation of communal forms of memory. We will study the traditions of monuments and monumentality around the world – including statues and buildings along with alternative forms of monumentality – from antiquity to the present day. We will examine the ways that monuments have been favored methods for the powerful to signal identity and authorize history. This course will also explore the phenomenon of “counter-monumentality”, whereby monuments are transformed and infused with new meaning. These kinds of monuments can be mediums of expression and commemoration for minority and diaspora communities and other groups outside the economic and political systems that endow and erect traditional public monuments. The first half of the course will examine the theoretical framework of monumentality, with a focus on ancient monuments from the ancient Near East (e.g., Solomon’s temple). More contemporary examples will be explored in the second half of the course through lectures and also field trips. We will view contemporary debates around monuments in America in light of the long history of monuments and in comparison with global examples of monuments and counter-monuments. All readings in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.211.316. Brazilian Cinema and Topics in Contemporary Brazilian Society. 3 Credits.**

Course is taught in ENGLISH. Did you know that one of the first Latin American actresses to conquer Hollywood was Brazilian? Did you know that cinema has existed in Brazil since 1895, just six months after the first screening in Paris? This course is an introduction to both the academic study of cinema as a communicative art and to Brazilian film. The films selected focus on the late 1950s to the present and highlight import episodes and challenges in the advancement of Brazilian society as well as its cinematic production. Film aesthetics are analyzed through a number of critical perspectives, including class, race, gender as well as ethnicity, nationalism or national identity, colonialism, social changes, and the politics of representation. In this sense, the films, and documentaries that we will be watching and studying encompass the period from the rise of New Cinema (Cinema Novo) up to films exploring the most recent trends, including movies launched up to 2022. Students wishing to do the course work in English for 3 credits should register for section 01. Those wishing to earn 4 credits by doing the course work in Portuguese should register for section 02. No Prereq.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.211.323. Bees, Bugs, and other Beasties: Insects in Literature. 3 Credits.**

Beetles, fleas, bees, ants, ticks, butterflies: as the earth’s most abundant animals, insects affect our lives in countless ways. In this seminar, we will explore the diverse world of insects and other arthropods and analyze their appearance in philosophy, literature, and the sciences. Reading our way from John Donne’s “The Flea” and Robert Hooke’s “Micrographia” to Mandeville’s “The Fable of the Bees,” Uexküll’s biosemiotics, and Kafka’s “Metamorphosis,” we will ask how concepts and stories of insects reflect and shape the ways we imagine our ecological milieus. We will look more closely at how entomological imaginaries evolved over time and pursue lines of inquiry that will shed new light on human interactions with the environment, politics, and cultural diversity. This course covers a wide range of sources from different European languages (all made available in English translations) and is writing intensive.

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.211.325. Representing Otherness in Literature and Film. 3 Credits.**

The term ‘Otherness’ is known to be rooted in the Self-Other opposition as it emerged in German Idealism, adopted by psychoanalysis and transformed to Post-Colonial and Feminist theories. This theoretical framework will allow us to explore the role of the Other in literature and cinema. Students will become familiar with the historical development of the notion of the “stranger” through reading and analyzing various contemporary works of prose, poetry and cinema from various countries. We will analyze the ways in which these works depict Otherness and will investigate questions regarding their social, political and philosophical framework as well as the literary and cinematographic devices they employ. The course will have a comparative nature with the aim of learning more about the differences between the literary and cinematic representations.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

**AS.211.329. Museums and Identity. 3 Credits.**

The museum boom of the last half-century has centered largely around museums dedicated to the culture and history of identity groups, including national, ethnic, religious, and minority groups. In this course we will examine such museums and consider their long history through a comparison of the theory and practice of Jewish museums with other identity museums. We will study the various museological traditions that engage identity, including the collection of art and antiquities, ethnographic exhibitions, history museums, heritage museums, art museums, and other museums of culture. Some of the questions we will ask include: what are museums for and who are they for? how do museums shape identity? and how do the various types of museums relate to one another? Our primary work will be to examine a variety of contemporary examples around the world with visits to local museums including the Jewish Museum of Maryland, the National Museum of African American History and Culture and the National Museum of the American Indian.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)



**AS.211.333. Representing the Holocaust. 3 Credits.**

How has the Holocaust been represented in literature and film? Are there special challenges posed by genocide to the traditions of visual and literary representation? Where does the Holocaust fit in to the array of concerns that the visual arts and literature express? And where do art and literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — in Yiddish, German, English, French and other languages (including works by Primo Levi and Isaac Bashevis Singer), as well as films from French documentaries to Hollywood blockbusters (including films by Alain Resnais, Claude Lanzmann, and Steven Spielberg). All readings in English.

**Prerequisite(s):** Cannot be taken by anyone who previously took AS.213.361

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.211.361. Dissent and Cultural Productions: Israeli Culture as a Case Study. 3 Credits.**

This course explores the interplay between protest and cultural productions using the Israeli society as a case study. We will examine the formation and nature of political and social protest movements in Israel, such as the Israeli Black Panthers, Israeli feminism, the struggle for LGBTQ rights and the 2011 social justice protest. Dissent in the military and protest against war as well as civil activism in the context of the Palestinians-Israeli conflict will serve us to explore the notion of dissent in the face of collective ethos, memory and trauma. The literary, cinematic, theatrical and artistic productions of dissent will stand at the center of our discussion as well as the role of specific genres and media, including satire and comedy, television, popular music, dance and social media. We will ask ourselves questions such as how do cultural productions express dissent? What is the role of cultural productions in civil activism? And what is the connection between specific genre or media and expression of dissent? All material will be taught in English translation.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.211.365. Environmental Justice. 3 Credits.**

This class will explore the intersections of environmental and social justice issues through an analysis of literary fiction, documentaries and films, art, media, and archival materials. We will study how environmental issues are deeply connected with issues of race, class, gender, ethnicity, and the legacies of colonialism. We will pay close attention to the tensions encountered by notions such as environmentalism of the poor and the disparities that arise from a comparative and historical perspective Global South vis-à-vis Global North, and within the North, among the most vulnerable communities. We will consider the generative potential of storytelling and the arts for imagining an alternative socioeconomic and culture paradigm predicated on environmental sustainability and economic and social equity. This class is profoundly interdisciplinary, bringing together knowledge from all parts of students' life. By the end of this course, students will see many connections between literary and cultural studies, environmental ethics, social justice, and civic engagement.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.211.372. German Cinema: The Divided Screen. 3 Credits.**

This course is an approach to Twentieth century German history and culture via film and related readings in English translation. We will emphasize the national division thematically, and explore the audio and visual aspects of cinema by focusing on representative films embedded in larger narratives. Some prior familiarity with German culture is recommended but not required.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.379. Body Modifications: Post-body, Gender Anarchy, Virtual Cosmesis. 3 Credits.**

This course looks at the phenomenon of body modification from the digital turn of the 1990s through contemporary queer and feminist post-body practices to body performances and transformations spanning the past 30 years. Our viewpoint will include questions around the contemporary aesthetics of "face and interface," the flamboyant body in the current trans movement, as well as a more critical view of body modification raised by technological change such as AI generated influencers and more generally the status quo of the body's "cosmesis," or arrangement and adornment, in the era of social media and post-truth. We will be working with both primary sources from musicians and performers such as Arca to the trans ballroom phenomenon in Rio de Janeiro, as well as with secondary sources including the critical works by queer and intersectional theorists and feminist authors. Students will attend and participate in the classroom and will be writing a midterm and a final paper of their choice on the subject matter.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.211.382. The Archives Documentary: Experiential Learning. 3 Credits.**

The Archives is a documentary currently in production that visits Holocaust archives and Jewish cemeteries around the world, including in Austria, Germany, Hungary, the Czech Republic, Brazil, and the U.S. These hallowed places of Holocaust history are the searching grounds for four descendants seeking evidence of their interrupted family stories from the pre-second World War era. As the protagonists get closer to the truth with the help of archivists assisting them in their searches, they receive a measure of restitution. This course is an opportunity to participate in the latest documentary by Professor Bernadette Wegenstein as her team ends production and moves the film into post-production. Students will assist in the pre-production of final film shoots planned for March 2025 in New York and Baltimore. Interested students will be able to take part in these film shoots as credited production assistants. They will also learn how a documentary that has been made over the past three years will be prepared for post-production including writing a paper cut and working with animators. Students don't need any formal knowledge of documentary filmmaking but should be interested in research, Holocaust history, and exile stories.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)

**AS.211.383. Haunting Flesh: Women, Horror, and the Body. 3 Credits.**

A course that examines how women's bodies are depicted in horror literature and film, asking: how are issues of race, class, national identity, and belonging illuminated through the genre and its ongoing fascination with gender and sexuality? Why do we return to women's bodies to illuminate our fears? Why do we represent women's bodies through the horror genre? Focusing on speculative fiction and film, we will investigate how women's bodies speak to issues of power and spectatorship through affects such as disgust, terror, titillation, and pleasure.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.211.384. The Archives Documentary Experiential Learning: Post-Production. 3 Credits.**

This seminar is a continuation of the Spring 2025 course The Archives Documentary Experiential Learning (although students don't need to have taken that class), focusing on post-production, in particular editing and storytelling. Students will be able to assist and be part of the editing process of the film with professor Bernadette Wegenstein and her editors, including rough cut reviews; they will assist the team's collaboration with animators creating unique animations for some of the film's storylines. Interested students will also be able to take part in the creation of an original musical score. In addition to being exposing to and immersed in the post-production of The Archives, students will learn feminist film theory, and decolonial film strategies, analyzing their practical implementations in documentary storytelling.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Projects and Methods (FA6)

**AS.211.386. Italian Cinema. 3 Credits.**

From the epic movies of the silent era to neorealist and auteur films of the post-war period, all the way to contemporary Academy winner *The Great Beauty*, Italian cinema, has had and continues to have a global impact, and shape the imaginary of filmmakers all over the world. This course traces Italian film history from its origins to recent times, highlighting its main genres and trends beyond the icons of neorealist and auteur cinema, including the so-called 'comedy Italian style,' spaghetti westerns, horror, mafia-mockery films, feminist filmmaking, and ecocinema. While learning to probe the cinematic frame, and examine composition, camera movements, cinematography, editing, and sound, and interrogating issues of gender, class, and race, we will screen classics such as *Bicycle Thieves*, *La Dolce Vita*, and *L'Avventura*, but also forgotten archival films by pioneer women filmmakers, and works by emergent, independent filmmakers.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.211.387. Theories of Peace from Kant to MLK. 3 Credits.**

That the nations of the world could ever work together seems utopian, but also unavoidable: migration, war, and not least climate change make some form of global coordination increasingly necessary. This course will give historical and philosophical depth to the idea of a cosmopolitan order and world peace by tracing it from its ancient sources through early modernity to today. At the center of the course will be the text that has been credited with founding the tradition of a world federation of nations, Immanuel Kant's "Toward Perpetual Peace" (1795). Confronting recent and current political discourse, literature, and philosophy with Kant's famous treatise, we will work to gain a new perspective on the idea of a world order. In addition to Kant, readings include Homer, Erasmus, Pico della Mirandola, Rousseau, Jeremy Bentham, Emily Dickinson, Tolstoy, Whitman, Rosa Luxemburg, Gandhi, Hannah Arendt, John Lennon, and Martin Luther King as well as lesser-known authors such as the Abbé de Saint-Pierre, Ellen Key, Odette Thibault, Simone Weil, and Claude Lefort. Taught in English.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.211.388. Literary technologies: Typewriters, typists, and you. 3 Credits.**

For nearly 100 years, the world of words was dominated by the sights, sounds, and sensations of the typewriter. During the period between roughly 1880 and 1980, which Martyn Lyons has termed "the typewriter century," the typewriter became a mainstay on the desks of writers, journalists, and office managers—or their secretaries. It is no wonder that, as typewriters began to alter the mechanics of textual production, these changes were also reflected in texts produced in that period. In addition to earning its place as a tool of the modern office, the typewriter made its mark as a literary device everywhere from memoirs and poetry to mystery novels and films. What can we learn from the relationship between the typewriter's evolving use in everyday life and its symbolic deployment in works of art and literature? No prerequisites; all readings in English.

Distribution Area: Humanities

**AS.211.400. Topics in Romance Literatures. 3 Credits.**

The Romance Avant-Garde: The course will examine the revolutionary contributions of literary artists from the French, Italian, Spanish, and Latin American traditions to the Avantgarde movements of the 20th century.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.211.413. The Culture of Algorithms. 3 Credits.**

This course proposes a study of the culture of algorithms for students of the literate space. True (deep) literacy is the ability to interpret a discursive object in its cultural, historical, conceptual, material or political contexts. With the evolution of digital cultures, literate practices have evolved to incorporate the emerging cultural paradigms born of the encounter of algorithms and computability with social practices embedded in the earlier literate traditions. Indeed, modern computational environments invite a new algorithmic hermeneutics grounded in both literate and technical traditions. Multiple modern novels, online games or mangas engage with the algorithmic, and these will form a counterpoint to the technical and philosophical texts. We will consider works such as: • Leibniz, *De l'Horizon de la doctrine humaine* • Norbert Wiener, *God and Golem, Inc.* • Alan Turing, "Computing Machinery and Intelligence" (chapter 11) • Steven Wolfram: *Computation and the Future of the Human Condition* • Leslie Valiant, *Probably, Approximately Correct* • Dominique Cardon, *À Quoi rêvent les algorithmes?* • G. J. Chaitin, "Life As Evolving Software" • Various novels by Neal Stephenson • Leonid Korogodski, *Pink Noise, A Posthuman Tale* • Alain Damasio, *Les Furtifs* • Assassin's Creed, especially "Unity"

**Prerequisite(s):** Students who have taken or are enrolled in AS.211.713 are not eligible to take AS.211.413.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.211.423. Black Italy. 3 Credits.**

Over the last three decades Italy, historically a country of emigrants—many of whom suffered from discrimination in the societies they joined—became a destination for hundreds of thousands of migrants and refugees from various countries, and particularly from Africa. Significant numbers of these immigrants came to Italy as a result of the country's limited, though violent colonial history; others arrive because Italy is the closest entry-point to Europe. How have these migratory flows challenged Italian society's sense of itself? How have they transformed the notion of Italian national identity? In recent years, growing numbers of Afro- and Afro-descendant writers, filmmakers, artists and Black activists are responding through their work to pervasive xenophobia and racism while challenging Italy's self-representation as a 'White' country. How are they forcing it to broaden the idea of 'Italianness'? How do their counternarratives compel Italy to confront its ignored colonial past? And, in what way have Black youth in Italy embraced the #Blacklivesmatter movement? This multimedia course examines representation of blackness and racialized otherness, whiteness, and national identity through literary, film, and visual archival material in an intersectional framework. Examining Italy's internal, 'Southern question,' retracing Italy's colonial history, and recognizing the experiences of Italians of immigrant origins and those of immigrants themselves, we'll explore compelling works by writers and filmmakers such as Igiaba Scego, Gagliella Ghermandi, Maza Megniste, Dagmawi Yimer, and others.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.211.424. Climate Change Narratives. 3 Credits.**

In *The Great Derangement* Indian novelist Amitav Ghosh writes that "the climate crisis is also a crisis of culture, and thus of imagination." Worldwide, climate and environmental change is stirring the imaginary of novelists, filmmakers, and artists who are finding ways to frame, emplot, or even perform, an unmanageable phenomenon like climate change. How is climate change shaping new modes of storytelling and aesthetics? How do film, literature, and environmentally conscious art transform our perception of the world we inhabit and its unpredictable changes? Can climate change narratives help us to imagine futures of possibilities, maybe dystopian, uncertain, or even happy, but futures nonetheless? This multimedia course explores, through a transnational perspective, a variety of contemporary novels, films, and other media that attempt answer these questions.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.211.435. Dante Translating / Translating Dante. 3 Credits.**

This course begins with a close reading of Dante's *Vita nuova*. Simultaneously a profound exploration of the power of love and an elaborate experimentation with poetic form, this enigmatic work is also a meditation on translation: of life to text; of prose to verse; of the divine to human, and vice versa. Key passages in the *Divine Comedy*, in which the poet rewrites Homer, Virgil, the Bible, and himself, will highlight the centrality of translation to the creative process. Questions of originality, appropriation, and revision will be further explored through works by Charles Baudelaire, Robert Penn Warren, Jorge Luis Borges, Louise Glück, Elizabeth Alexander, Allegra Goodman, and Christine and the Queens, all of whom translate Dante's new life into something uniquely their own.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.211.436. Migrant Narratives in Italian Literature and Film. 3 Credits.**

Italy, once a land of emigrants, is now a place of arrival for people from Africa, eastern Europe, and beyond. This course explores themes of otherness and belonging, exile and assimilation, translation and transformation, myth and memory through a selection of films and literature about migration—to, from and within Italy. Readings will include *Vita* by Melania Mazzucco, *Clash of Civilizations Over an Elevator* in *Piazza Vittorio* by Amara Lakhous, and *Adua* by Igiaba Scego as well as excerpts from works by Luigi Pirandello, Giovanni Pascoli, Carlo Levi, and Mario Soldati. Films range from Visconti's *Rocco and His Brothers* to Brusati's *Bread and Chocolate*, Crialesse's *The Golden Door*, Matteo Garrone's *Io, Capitano*, and Ferrente's documentary about the *Orchestra di Piazza Vittorio*. Although our focus is Italy, there will be opportunities to reflect on expressions of migrant experiences in other languages, cultures, and art forms.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.211.440. Literature of the Holocaust. 3 Credits.**

How has the Holocaust been represented in literature? Are there special challenges posed by genocide to the social and aesthetic traditions of representation? Where does the Holocaust fit in to the array of concerns that literature expresses? And where does literature fit in to the commemoration of communal tragedy and the working through of individual trauma entailed by thinking about and representing the Holocaust? These questions will guide our consideration of a range of texts — nonfiction, novels, poetry — originally written in Yiddish, German, English, French and other languages (including works by Primo Levi and Isaac Bashevis Singer). A special focus will be works written during and in the immediate aftermath of the Holocaust. All readings in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.211.441. Literary Translation Workshop. 3 Credits.**

This course is grounded in the double conviction that translation is the most intimate form of reading and that literary translation is a form of literary writing. The goals of this course are to better understand the potential and challenge of translation as we learn to practice it ourselves. We will study what translators say about their craft and work closely with a wide range of translations. There will be two parts to each seminar: — discussion of assigned readings and analysis of published translations —workshopping of our translations. Students are free to translate from any language into English. Reading knowledge of a language other than English is required.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive

**AS.211.444. The Apocalypse in Literature and Film. 3 Credits.**

"Everything which we loved is lost! We are in a desert" — this emotional assertion was the reaction to Kazimir Malevich's 1915 painting *The Black Square*, as the artist himself recalled it. This sentiment of fearing, warning and even witnessing the end of the world as we know it, will stand at the center of the course. We will study the literary and cinematic representations of this apocalyptic notion and investigate its theoretical, theological, physiological and aesthetic aspects. We will seek to trace the narrative dynamics as well as literary and cinematic means of apocalyptic representations in works from various periods, languages, cultures and religions. Among the issues to be discussed: what is the apocalypse, biblical apocalypse, dystopia and nostalgia, trauma and post trauma, war and the apocalypse, the Holocaust as the end of civilization, the atomic bomb, realism and anti-realism, political changes and the apocalypse in popular culture.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

Writing Intensive

**AS.211.454. The Art, Craft, and Science of Translation. 3 Credits.**

This course is an introduction to the growing field of Translation Studies. Broadly speaking, the translation process involves three major phases: (1) 'understanding' what someone else has written; (2) exploring the linguistic/cultural tools available (or not) in another language to convey the original meaning; and (3) taking responsibility for one's translation choices. What does it mean to 'understand' a text? Is it ever possible to find an 'equivalent' in another language? Can the translation process ever be objective, and what role, if any, does the translator's voice play? What practical tools are available to facilitate the translation process? Drawing from interdisciplinary theories and approaches to translation, this course will attempt to reflect on these questions, and provide an opportunity for some hands-on translation practice. Language prerequisite: Completion of, or concurrent enrollment in Advanced French I (AS.210.301), Advanced Italian I (AS.210.351), Advanced Spanish I (AS.210.311), or instructor permission.

**Prerequisite(s):** Completion of, or concurrent enrollment in Advanced French I (AS.210.301), Advanced Italian I (AS.210.351), Advanced Spanish I (AS.210.311), or instructor permission.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Ethics and Foundations (FA5), Projects and Methods (FA6)

Writing Intensive



**AS.211.473. Monsters, Haunting, and the Nation. 3 Credits.**

This course examines the intersection of speculative fiction, horror, science fiction, and hauntings with latinidad. Reading a variety of short stories, novels, and films, we investigate how genre fiction addresses the unique experience of Latinxs in the Americas, compelling us to reimagine what the speculative can be as it intersects with race and ethnicity.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.477. Renaissance Witches and Demonology. 3 Credits.**

Who were the witches? Why were they persecuted for hundreds of years? Why were women identified as the witches par excellence? How many witches were put to death between 1400 and 1800? What traits did European witch-mythologies share with other societies? After the witch-hunts ended, how did "The Witch" go from being "monstrous" to being "admirable" and even "sexy"? Answers are found in history and anthropology, but also in medicine, theology, literature, folklore, music, and the visual arts, including cinema.

**Prerequisite(s):** Students who have already taken AS.214.171 cannot take AS.211.477.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.211.607. Hermeneutics/Posthermeneutics. 3 Credits.**

In this course, we will examine the evolution of the modern hermeneutic tradition, from textual hermeneutics to philosophical hermeneutics, in relation to a range of posthermeneutic approaches to the study of literature, concerning questions of media, materiality, affect, and presence. We will consider how "post"-hermeneutics is not simply anti- or non-hermeneutic, but rather in complex dialog with hermeneutics, and is inscribed into the modern hermeneutic tradition since the late 18th century. Throughout the semester, we will return to a selection of literary works that serve as case studies with which to apply the theoretical and philosophical frameworks examined. Readings may include works by Friedrich Schleiermacher, Wilhelm von Humboldt, Hans-Georg Gadamer, Jürgen Habermas, Susan Sontag, Eve Kosofsky Sedgwick, Friedrich Kittler, Hans Ulrich Gumbrecht, and Brian Massumi, among others.

Distribution Area: Humanities

Writing Intensive

**AS.211.610. Mapping the Scholarly Landscape I: Theories of The Field. 3 Credits.**

A survey of theoretical approaches to literature and media taught by the MLL faculty and intended as a space for graduate students to discover new models of analysis and test them out in a workshop-like setting

Distribution Area: Humanities

**AS.211.613. The Three Fundamental Moments of Psychoanalytic Criticism. 3 Credits.**

In this seminar we will explore psychoanalytic theory as a method for interpreting art, literature, media, and political discourse. Our approach will be structured around an interlinking set of elements: historical stages in the development of Lacan's theory; dimensions of experience as defined by the theory, specifically the symbolic, the imaginary, and the real; and moments of analytic interpretation, namely, the identification of the symptom, the staging of a fundamental fantasy in transference, and traversing the fantasy through subjective destitution. Readings will include texts from Lacan's seminars and writings as well as commentaries by the Slovenian philosophers Slavoj Žižek and Alenka Zupancic, the Haitian analyst Willy Apollon, the Argentine analyst Juan-David Nasio, and others. The seminar is being offered across several programs and will be taught in English, although students who can are encouraged to do readings in the original language. Attendance and participation are mandatory, but a term paper is not required.

Distribution Area: Humanities

**AS.211.620. The Aesthetics of Empathy. 3 Credits.**

I feel, therefore I am: beginning with Diderot's Letter on the Blind for the Use of Those Who Can See (1749) and Rousseau's Letter to M. D'Alembert on Spectacles (1758), the seminar will explore connections between various aspects of neurophysiological, bodily perception and their representations in culture. We will then consider the origins of the term *Einfühlung* in Robert Vischer's and Theodor Lipps' seminal works. Embodied perception that informs Heinrich Wölfflin's *Prolegomena to a Psychology of Architecture* (1886) is also the focus of several of Georg Simmel's essays. We shall discuss the environment as an extension of the self in Charles Baudelaire's "The Swan" and in Andrzej Leder's "Psychoanalysis of a Cityscape. A Case of Post Traumatic Stress Disorder: The City of Warsaw." Aby Warburg's notion of *Pathosformeln* will allow us to see the link between pathos and empathy. Finally we will read Zuzanna Ginczanka's poetry and Clarice Lispector's *The Hour of the Star*, whose narrator announces: "I write with my body."

Distribution Area: Humanities

**AS.211.666. Graduate practicum: Mapping the Scholarly Landscape I (Research Skills). 2 Credits.**

From online resources to core printed reference works, this course acquaints students with the range of scholarly apparatus in the field of literary and cultural studies, with attention to issues of access, retrieval, and research. The course, which is required for all first-year graduate students in MLL, will be conducted in six (6) two-hour sessions.

Distribution Area: Humanities

**AS.211.667. Graduate practicum: Mapping the Scholarly Landscape II (Tools for Professional development). 3 Credits.**

Spring Semester (coordinated by GRLL faculty with the participation of advanced grad students)1. Preparing a syllabus, marketing your classes (DTF, Summer, Intersession) [with the participation of successful DTF/Intersession instructors]Options for online teaching2. Writing a conference paper abstract; conference presentations 3. Organizing a conference/symposium [led by advanced grad students]4. How to get published (what, when, where)5. Academic review writing6. Options for fellowships/grants/career development

Distribution Area: Humanities

**AS.211.682. The Archives Documentary: Experiential Learning. 3 Credits.**

The Archives is a documentary currently in production that visits Holocaust archives and Jewish cemeteries around the world, including in Austria, Germany, Hungary, the Czech Republic, Brazil, and the U.S. These hallowed places of Holocaust history are the searching grounds for four descendants seeking evidence of their interrupted family stories from the pre-second World War era. As the protagonists get closer to the truth with the help of archivists assisting them in their searches, they receive a measure of restitution. This course is an opportunity to participate in the latest documentary by Professor Bernadette Wegenstein as her team ends production and moves the film into post-production. Students will assist in the pre-production of final film shoots planned for March 2025 in New York and Baltimore. Interested students will be able to take part in these film shoots as credited production assistants. They will also learn how a documentary that has been made over the past three years will be prepared for post-production including writing a paper cut and working with animators. Students don't need any formal knowledge of documentary filmmaking but should be interested in research, Holocaust history, and exile stories.

Distribution Area: Humanities

**AS.211.684. The Archives Documentary Experiential Learning: Post-Production. 3 Credits.**

This seminar is a continuation of the Spring 2025 course The Archives Documentary Experiential Learning (although students don't need to have taken that class), focusing on post-production, in particular editing and storytelling. Students will be able to assist and be part of the editing process of the film with professor Bernadette Wegenstein and her editors, including rough cut reviews; they will assist the team's collaboration with animators creating unique animations for some of the film's storylines. Interested students will also be able to take part in the creation of an original musical score. In addition to being exposed to and immersed in the post-production of The Archives, students will learn feminist film theory, and decolonial film strategies, analyzing their practical implementations in documentary storytelling.

Distribution Area: Humanities

**AS.211.706. Bees, Bugs, and other Beasties: Insects in Literature and Philosophy. 3 Credits.**

Ants, bees, beetles, fleas and flies, caterpillars and butterflies: as the earth's most abundant animals, insects are arguably the most important player in our interactive environment. In this seminar, we will explore the diverse world of insects and other arthropods in philosophy, literature, and the sciences in order to gain a new perspective on current trends in animal and environmental studies in the US and Europe. Reading our way from John Donne's "The Flea" and Robert Hooke's "Micrographia" to Bernard Mandeville's "The Fable of the Bees," Barthold Heinrich Brockes insect-poems, E.T.A. Hoffmann's infamous novel "The Flea," to Kafka's "Metamorphosis," Heidegger's contentious bee-example, Uexküll's biosemiotics, Deleuze and Guattari's "A Thousand Plateaus" (they characterize our industrial time as "the age of insects") and Donna Haraway's "tentacular thinking," we will ask how concepts and stories of insects and the insectile reflect and shape the ways we imagine our cultural as well as ecological milieus. We will look more closely at how entomological imaginaries evolved over time and shed light on different forms of interaction with the environment, politics, and (cultural, biological) diversity. This course covers a wide range of sources from different European languages (made available in English translations) and gives a survey of major junctures in the history of literary forms, scientific practices, and philosophical concepts.

Distribution Area: Humanities

**AS.211.724. Media Artist in Residence Jane Jin Kaisen. 3 Credits.**

Media Artist in Residence Jane Jin Kaisen is a team-taught class between Bernadette Wegenstein (MLL) and Clara Han (Anthropology). In this class we will prepare the artist residency of Jane Jin Kaisen, a visual artist born in Jeju Island, South Korea and raised in Denmark. In the first part of the semester, we will cover theoretical questions raised in Jane Jin Kaisen's work such as cross-cultural adoption, diaspora, migration, war, gender and sexuality, and translation. In the second part we will involve students practically in questions of media arts curation for the artist's exhibit planned for April 2-9, 2022, at the Parkway Theatre, featuring three of her recent and acclaimed installations and films: The Woman, the Orphan, and the Tiger (2010), Apertures/ Rifts (2016), and Community of Parting (2019). In this class students will be closely involved with JHU's Center for Advanced Media Studies (CAMS), and the Baltimore Stavros Niarchos Parkway Theatre's artistic director Christy LeMaster. They will also meet the artist Jane Jin Kaisen during her residency.

**AS.211.791. Film Theory and Practical Methods. 3 Credits.**

This seminar combines practice and theory-oriented approaches to film studies. In addition to exposing and immersing students into the film practice of various filmmakers and their approaches, including professor Wegenstein's, this seminar pays close attention to feminist film theory, queer film theory, indigenous ethnographic film methods, and decolonial film strategies, analyzing their practical implementations in documentary, fiction films, and animation films. The seminar will also offer students the opportunity to sit in and learn the editing process, as Fall 2024 coincides with Bernadette Wegenstein's latest documentary film post-production phase, The Archives. No prior practical experience in filmmaking needed to attend this class.

**Prerequisite(s):** Cannot be taken if student took any of AS.212.791, AS.213.791, AS.214.791, or AS.215.791

Distribution Area: Humanities

**AS.211.866. Independent Study - CAMS/graduate. 3 - 9 Credits.**

requires permission of instructor

Distribution Area: Humanities

**AS.212.302. Intensités: Récits Brefs de Langue Française. 3 Credits.**

Selon Edgar Allan Poe, l'œuvre brève est celle qui se lit at one sitting, d'une seule traite. Appartiennent au récit bref des genres aussi difficiles à classer que le fait-divers, la nouvelle, le conte, la fable, le poème en prose narratif, etc. On pourrait penser que sans disposer d'un grand nombre de mots, il est impossible pour un auteur de développer librement son récit et de ne pas tomber dans une certaine opacité du propos. En réalité, le format court et fragmentaire du récit bref est la clé qui mène à sa concentration et son efficacité, en créant une densité textuelle qui attire et intrigue le lecteur.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.212.318. Women in French Literature of the 17th and 18th Centuries. 3 Credits.**

This course will examine the changes in the relationship of women to literature in France before the French Revolution from several points of view: (1) What were the social and intellectual contexts of gender distinctions? (2) How did men writing about women differ from women writing about women? (3) How were these questions affected by the changing norms of literary productions? Texts by Mme. de Sévigné, Molière, Mme. de Lafayette, Prévost, Diderot, Rousseau, Laclos, and Beaumarchais.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

## Writing Intensive

**AS.212.333. Introduction à la littérature française I. 3 Credits.**

Readings and discussion of texts of various genres (poetry, short story, novel, theatre) covering the time period from the Middle Ages to the present day. The course will expose students to core principles of literary understanding and analysis; the texts themselves are drawn from socio-cultural and historical frameworks that cross the French-speaking world. The two semesters (212.333 and 212.334) may be taken in either order. Students may co-register with an upper level course during this course. 212.333 covers the time period from the Middle Ages to the Revolution. Taught in French and writing intensive.

**Prerequisite(s):** AS.210.30] AND AS.210.302

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

### EN Foundational Abilities: Creative Expression (FA3)

## Writing Intensive

**AS.212.334. Introduction à la littérature française II. 3 Credits.**

Readings and discussion of texts of various genres covering the time period from the Revolution to the 20th century. This sequence is a prerequisite to all further literature courses. Students may co-register with an upper-level course during their second semester.

**Prerequisite(s):** AS.210.301 OR AS.210.302 or at least one semester of AS.210.301 or AS.210.302 with a grade of A and written permission of the instructor.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

### EN Foundational Abilities: Creative Expression (FA3)

## Writing Intensive

**AS.212.336. The French Enlightenment Novel. 3 Credits.**

Key novels will be studied from a range of critical approaches. Readings to include works by Marivaux, Montesquieu, Prévost, Diderot, Crébillon, Rousseau, Laclos, and Voltaire. For more detailed information, please see <https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.wilda.org%2FCourses%2FCourseVault%2FUndergrad%2FNovel%2FSyllabus.html&data=05%7C01%7Cabalat1%40jhu.edu%7C1c9c8fe891f04e90ca4f08daa616b658%7C9fa4f438b1e6473b803f86f8aedf0de%7C0%7C0%7C638004913739443506%7CUnknown%7CTWFPgbGZsb3d8eyJWljoimC4wLjAwMDAilCJQljoiv2luMzliLCJBtli6lk1haWwiLC%7C3000%7C%7C%7C&sdata=eK%2B5mn6ECgdrTDiDHPwAM5iY4p6l3Rgmtplu90aM2ok%3D&reserved=0> <http://www.wilda.org/Courses/CourseVault/Undergrad/Novel/syllabus.html>This course is taught in French.

**Prerequisite(s):** AS.212.333

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

## Writing Intensive

**AS.212.337. Illness and Immunity in Postwar French Literature. 3 Credits.**

What does immunity have to do with literary studies? We will explore this question by examining the concept of immunity, not only as a medical and legal concept, but also as a cultural phenomenon. Students will analyze what “immunity” can teach us about the ideas of tolerance and defense and about the ways we come into contact and build relationships with others. Through attention to French novels and graphic novels, students will investigate the grammars and images linked to the concept of immunity and research how these languages and images shape how we think of mental and physical illnesses, vulnerability, exposure, as well as how they permeate body representations in French literature. Secondary sources such as philosophical texts, movies, and photographs will embed these narratives into larger issues within the history of medicine and postwar French literature.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

### EN Foundational Abilities: Creative Expression (FA3)

**AS.212.340. Topics in French Cinema: Immigration, identité, différence culturelle. 3 Credits.**

An exploration of immigration, identity, and cultural differences through the lens of recent French and Francophone films. Focus on discussion and analyses of film sequences in class and on oral presentations. Students will have the opportunity to progress in vocabulary, oral expression, and in critical analysis. Films studied include works of Kassowitz, the Dardennes, Kechiche, Sciamma, Haneke, and Audiard. Conducted in French. Recommended course background: completion of AS. 210.301 or equivalent score on Placement test.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.212.341. Du texte à la scène : quand le roman compose avec l'art vivant. 3 Credits.**

Quel lien existe-t-il entre la littérature, art du texte et des livres, que l'on découvre seul et en silence, et les arts de la scène, arts de l'instant, éphémères et publics? On cherchera ici à répondre à cette question pour saisir les transferts entre ces deux réalités. La musique, art de la composition, prendra une place prépondérante dans ce cours, mais on s'intéressera aussi à la danse, l'opéra, le cirque ou la performance. L'approche sera ici volontairement sensible, à travers un corpus de textes modernes et contemporains allant de Perec au slam, en passant par Jean Echenoz, pour tenter de comprendre "ce qu'il se passe" quand littérature et arts "vivants" se croisent.

**Prerequisite(s):** AS.212.333 OR AS.212.334

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.212.353. La France Contemporaine. 3 Credits.**

Students will explore contemporary French society and culture through a wide variety of media: fiction and non-fiction readings (graphic novels, news periodicals, popular magazines), films, music, art, websites, and podcasts. A diverse range of hands-on activities in addition to guided readings will help students develop cultural awareness as we discuss topics such as education, politics, humor, sports, cuisine, immigration, slang, and national identity, as well as the historical factors that have influenced these facets of French and francophone culture. Recommended course background: AS.210.301 and AS.210.302 or permission of instructor. Contact April Wuensch (april@jhu.edu).

**Prerequisite(s):** Students who have taken AS.211.401 may not take AS.212.353.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.212.354. Le monde francophone. 3 Credits.**

This course examines both sociolinguistic and cultural aspects of the French-speaking world and the relationship between la francophonie and France itself. We focus on five regions—Sub-Saharan Africa (Cameroun and Senegal), Northern Africa (Morocco and Algeria), the Caribbean (Martinique and Haiti), North America (Quebec), and Europe (Belgium)—and consider language features unique to those regional varieties, the status of French as opposed to other indigenous languages and creoles, the demographics of their speakers, and the representation of their culture in media (particularly in short stories, poetry, song, and film). A semester-long research project on one of these main areas will allow students to combine their study of the French-speaking world with other disciplines of interest to them.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.212.370. Poe's haunting shadow: Tracing Poe's impact on 19th-century French writers. 3 Credits.**

This course delves into the study of Poe's incredible impact on French literature and art. Although many of his American contemporaries dismissed him as a crude writer, he gained a more reverential status on the other side of the Atlantic throughout the 19th century, being introduced by Baudelaire as one of the first "poète maudit" of the century. Through Baudelaire's translations, Poe's writings gained recognition and his literary sensibility was widely praised. He influenced several major literary and artistic movements amongst them the Symbolist poetry of Stéphane Mallarmé and Paul Valéry, the paintings of Edouard Manet and Paul Gauguin, but also the Fantastic in Maupassant's short stories and in Villiers de l'Isle-Adam writings. Moreover, Poe's influence is to be seen in the works of Jules Verne, the father of French science-fiction who admired Poe, in French Romanticism and in the detective stories of Emile Gaboriau. Through the prism of Poe's influence on French writers, this course allows a stimulating odyssey into various French works. Course taught in French.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.212.371. Landscapes of Science Fiction. 3 Credits.**

This course proposes to show to what extent the creation of imaginary spaces in French and francophone science fiction corresponds to a constant back-and-forth between science and folklore, real environments and fantasy spaces, French literature, and foreign literature. Section 1 (3 credits hours, in English); Section 2 (an additional class in French per week for an 4th credit hour) H W

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.212.377. French Writers in America. 3 Credits.**

Since the publication of Alexis de Tocqueville's *Democracy in America* in the 19th century, French writers have consistently been drawn to the United States as a focal point of their literary exploration. In this course, students will critically examine how French writers have engaged with American culture from an observational and analytical standpoint. They will investigate themes of attraction and repulsion, pro- and anti-American sentiment, and how these perspectives intersect with issues of gender, race, and class, as well as the evolution of American society in the context of Franco-American relations. Students will analyze and interpret novels, pamphlets, newspaper articles, poems, and essays to understand how these texts reflect the authors' perspectives on the U.S. and their sense of French identity in relation to American culture. They will also evaluate the impact of American writers who chose to live in France, exploring how their experiences influenced their work and personal lives. Through these activities, students will achieve a nuanced understanding of the complexities of Franco-American literary interactions. The course will be taught in English, with an optional additional hour in French for those pursuing a major or minor. All texts will be available in both languages.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)



**AS.212.402. The Count of Monte Cristo and its Avatars. 3 Credits.**

Alexandre Dumas's *Le Comte de Monte Cristo* (1844-46) is widely regarded as one of the most popular novels of all time and as one of the best adventure novels ever written. Perhaps no other masterpiece of French literature has been subjected around the world to such countless film adaptations, including animation, television series, and serials. This course aims to study and contextualize the reasons behind this sustained transnational and transcultural interest. Close reading and analysis of Dumas' novel will provide a good point of departure to explore problems that cut across nineteenth-century French society: politics, social class, revolution, family, love and desire, revenge, justice, science, and religion. Course conducted in French; most films in English or with English subtitles.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.212.403. Voodoo and Literature. 3 Credits.**

This course will examine the various ways voodoo, as the Unknown, has been represented, misrepresented, recuperated, and interpreted in the aftermath of the Haitian Revolution from the early nineteenth century to the present day. While historians have debunked the role of voodoo in the aftermath of the Haitian Revolution, the literary representation of the slaves in captivity is often associated with the will to liberation enacted in the secret practice of voodoo on the plantation. The history of voodoo in Saint-Domingue (Haiti) is intertwined with the history of colonial subversion, ancestral medicine, and the physical resistance of the enslaved people. Yet the most defining event in the armed uprising by the enslaved, the ceremony of Bois Caiman (August 14, 1791) still divides historians, novelists, and anthropologists. Where history and anthropology seem to flounder in trying to capture the mystery of such ceremony, literature soars majestically, maintaining the mystery by using the freedom of the imagination as its sole support. Might the transmission of voodoo during the colonial period, be understood as the historical mode of preservation of an ancestral secret practice that can only be transmitted through oral tradition and rituals, which may have been lost in the attempt to produce written translations? Readings in French and English may include works by Alejo Carpentier, Aimé Césaire, Patrick Chamoiseau, Marie Chauvet, Edwidge Danticat, René Depestre, Zora Neale Hurston, Frédéric Marcelin, Alfred Métraux, Toni Morrison, Jacques Roumain, Simone Schwarz-Bart, William Seabrook, Derek Walcott, Richard Wright, to be supplemented by films, an art exhibit, music, and cultural demonstrations of voodoo. Course taught in French. Discussion in French and English. Cross-listed with Humanities Center

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.212.404. Les Revenants: Fiction, Histoire et Société. 3 Credits.**

La littérature est hantée par les revenants et les fantômes, c'est-à-dire des êtres qui n'ont plus de place dans la société. Dans le roman, depuis 1789, le personnage du revenant a connu un succès populaire phénoménal. Des figures fictives (comme Chabert, Vautrin, Jean Valjean et Edmond Dantès) sont devenues presque mythologiques et restent ancrées dans l'imaginaire littéraire collectif. Presque tout revient dans ce siècle dit moderne (l'histoire, la préhistoire, les Mémoires, les révolutions, les régimes politiques, les régimes économiques, les anciennes modes) ; même Karl Marx parle du revenant dans ses écrits politiques. D'ailleurs « Les idées ne meurent pas » dit un personnage du *Comte de Monte Cristo* d'Alexandre Dumas. Tout en explorant la fonction sociale et les fantasmes politiques que le thème du retour suscite dans la culture populaire, nous tenterons de décrypter la fonction complexe de la figure du revenant à travers l'axe anthropologique et historique. Les auteurs étudiés plus particulièrement seront Chateaubriand, Balzac, Dumas, Flaubert, Freud, Gautier, Hugo, Villiers de l'Isle Adam, Mérimée, Montaigne, Nerval, Marx, Sand et Zola.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.212.405. Women's Life Writing in French. 3 Credits.**

This course explores various strategies devised by contemporary women writers across the Francophone world (France, Sénégal, Algeria) for telling their stories of plural identities, displacement, rebellion, and self-emancipation. Challenging the illusions of effortless métissages, these stories confront bluntly and directly the conflicts that lie at the heart of the most familial, intimate relationships with mothers, lovers, kins. Works by Colette, Simone de Beauvoir, Marguerite Yourcenar, Maryse Condé, Marie Cardinal, Leila Sebbar, Annie Ernaux, Christine Angot, Ken Bugul.

**Prerequisite(s):** AS.210.301 AND AS.210.302, or equivalent by permission

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.212.406. The City in French Literature. 3 Credits.**

The city is an integral theme, even a privileged character, in the literary and speculative texts of the 17th and 18th century. It is often understood to stand in opposition to the royal court and embodies the spirit of the people in a way related to the modern notion of "solidarity". This course will look at a number of examples of the peculiar status of the French city (especially Paris) from the late Renaissance through the First Empire. Selections from Marguerite de Valois, Mme de Sévigné, Montesquieu, Diderot, Rousseau, Turgot, Ruault, Rétif de la Bretonne, Mercier, Saint-Just, Robespierre, Napoléon Bonaparte, with a coda from Balzac and Michelet. Please note: taught in French

**Prerequisite(s):** AS.212.333 OR AS.212.334

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive

**AS.212.411. Étrange et Étranger: The Fascination of the Unknown in French Literature & Arts. 3 Credits.**

This multi-media course will focus on the various representations of the double theme Étrange/Étranger in French literature, culture and society of the 19th and 20th centuries through a series of films/documentaries, poems, plays, novels, and short stories. What is strange? Who is a stranger? While close readings of texts and films will seek above all to shed light on the complex meanings of the two themes of l'étrange et l'étranger (strange/stranger, foreign/foreigner) as they have appeared in literature, philosophy, historiography, and the other arts, we will at the same time highlight the artistic, historical, and intellectual issues related to the opposing figures (i.e. Citizen, Friend, Slave, Native) as they are represented in the major literary movements of this long period, notably romanticism, realism, symbolism, naturalism, surrealism, and existentialism. Conducted entirely in French.

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.212.413. For the Record: Jazz Cultures of Modern France. 3 Credits.**

Across the 20th century, mainstream and avant-garde French culture was deeply impacted by the presence of African American musicians and performing artists hailing from the jazz tradition. From the Josephine Baker craze of the 1920s to the second post-war which welcomed the innovations of bebop and sixties-era free improvisation, metropolitan France proved a space where expatriate and exiled Black Americans could both perpetuate the tradition and innovate by turns. At the same time, French tastemakers, critics, and musicians eager to adopt new forms and styles debated the extent to which American jazz music in its various strains could be "made French." This course in transcultural French studies will feature readings in music criticism, history, and literature, as well as frequent close listening. It will culminate in a local concert reflecting France's continued connection to and support of jazz and related improvised musics. Though some background in French language and in musical notation is desirable (students are encouraged to engage in original-source research), all core course readings will be provided in English. Discussion in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.212.419. Romans africains d'expression française [French-Language Novels of Sub-Saharan Africa]. 3 Credits.**

Across the 20th century, mainstream and avant-garde French culture was deeply impacted by the presence of African American musicians and performing artists hailing from the jazz tradition. From the Josephine Baker craze of the 1920s to the second post-war which welcomed the innovations of bebop and sixties-era free improvisation, metropolitan France proved a space where expatriate and exiled Black Americans could both perpetuate the tradition and innovate by turns. At the same time, French tastemakers, critics, and musicians eager to adopt new forms and styles debated the extent to which American jazz music in its various strains could be "made French." This course in transcultural French studies will feature readings in music criticism, history, and literature, as well as frequent close listening. It will culminate in a local concert reflecting France's continued connection to and support of jazz and related improvised musics. Though some background in French language and in musical notation is desirable (students are encouraged to engage in original-source research), all core course readings will be provided in English. Discussion in English.

**Prerequisite(s):** AS.212.334

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.212.426. Penser l'Animal de l'Ancien Régime à la Belle Époque. 3 Credits.**

This seminar explores the history of thinking about non-human and human animals in France from the late sixteenth through the late nineteenth centuries. Topics to be explored include non-human sentience, interspecies relations, animals and industrialization, and the emergence of anti-cruelty laws. Taught in French.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.212.427. Paris: La biographie d'une ville. 3 Credits.**

This seminar progresses chronologically from Gallo-Roman Paris to the early twenty-first century, exploring the continuation and changes in these 2000 years of Parisian history. Students will explore the architectural, political, religious, literary and cultural developments that helped shape the city and its inhabitants. Taught in French.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.212.429. Honors Thesis Prep. 1 Credit.**

This course will meet three times during the semester to enable all French majors to prepare their thesis subject, thesis bibliography, and abstract prior to the writing of the Senior Thesis (AS.212.430). This course is required of all French majors and must be taken during the Fall semester of their senior year. Schedule TBA upon consultation with the class list, as there are only three group meetings. The rest of the meetings are in individual appointments with the DUS or another chosen French professor. Prerequisites: AS.212.333-334 and either prior enrollment or concurrent enrollment in AS.210.417 Eloquent French. **Prerequisite(s):** (AS.212.333 OR AS.212.334) AND AS.210.417 can be taken at the same time or prior to enrolling in AS.212.429.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Projects and Methods (FA6)

**AS.212.430. French Honors Thesis. 3 Credits.**

An in-depth and closely supervised initiation to research and thinking, oral and written expression, which leads to the composition of a senior thesis in French. Recommended Course Background: AS.212.429

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.212.436. Love, from Beginning to End. 3 Credits.**

From its origins – in Socrates's homoerotic mythologies, in the poetry of pre-Islamic Arabia, and in the currents that crossed from medieval Al-Andalus into Italy and Southern France – love has been a paradoxical, transgressive phenomenon: mystical longing, counter-religion, con game, parlor game, alienation, or self-affirmation. Contemporary sociologists have reported its demise, brought about by too many right- and left-swipes. In this course we explore a few crucial moments in the history of love, from Socrates's female teacher, Diotima, to today's dating shows, and we'll bring a literary, a sociological, and an anthropological approach to the challenges posed by love's protean discourse. Works by Plato, Ovid, Saint Augustine, Majnûn, Ibn Hazm, the abbess Héloïse, Pierre de Marivaux, Simone Weil, Annie Ernaux. The course is conducted in French.

**Prerequisite(s):** AS.210.301 and AS.210.302 or Equivalent Placement

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.212.439. Aimer Son Prochain? Sympathie, Différence, Hostilité. 3 Credits.**

Une exploration des diverses manières de produire et réguler l'amour de l'autre au sein d'une société hiérarchique et compétitive: que cet autre soit un concitoyen ou un étranger, un inférieur ou un supérieur, qu'il nous ressemble ou non. Du roman, à l'anthropologie, à la sociologie, au débats sur le vivre-ensemble à l'Assemblée Nationale, nous examinerons les rêves pacificateurs de la politesse aristocratique, l'institution de la solidarité républicaine, les blessures de la socialité coloniale. Cours et textes à lire en français.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.212.449. France, terre des migrations [French Histories of Migration]. 3 Credits.**

Comme le Canada ou les Etats-Unis, la France est une grande terre d'immigration qui depuis le 19<sup>e</sup> siècle a accueilli sur son sol des populations du monde entier. En examinant témoignages, textes de fiction et films documentaires, nous suivrons les expériences contrastées de diverses vagues de migrants chassés par la faim, le chômage ou les persécutions. Quels mécanismes ont favorisé ou freiné l'intégration économique, sociale et civique de ces migrants qui ont rejoint la République française? Que veut dire "être immigré" aujourd'hui? Recommended Course Background: AS.212.333 OR AS.212.334

**Prerequisite(s):** AS.211.401

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.212.454. French Theater: Reading and Practice. 3 Credits.**

Reading modern theater in French can be exciting: a battle waged with words instead of swords, a battle of wit and of style. The literature of the nineteenth century was marked by major literary battles opposing young Romantic writers against an old school of Academicians. This battle was fought largely in and through the theatre. In this course the classroom space itself becomes a stage in which to reenact or rehearse some of these battles, through careful readings of texts and by exploring all possible literary contexts. Participants will read together a number of plays as well as take part in collaborative learning and creative activities. Readings to include texts by Césaire, Dumas, Hugo, Marivaux, Musset, Scribe, Sartre, and Vigny. Readings and discussion in French.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.212.456. Philosophical Journeys, Real Encounters. 3 Credits.**

From the Renaissance onwards, travel narratives by French missionaries, soldiers, adventurers and traders opened up Europeans minds to new worlds of possibilities in loving, making war and peace, and achieving freedom and happiness. This course will explore European perceptions of Indigenous cultures and Indigenous critiques of European societies. Focus on Brazil, Nouvelle France (France's North American colonies) and Russia, from the 16th to the 19th century. Readings and discussion in French.

**Prerequisite(s):** AS.210.301 or Equivalent Placement

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.212.473. Le Québec de la Nouvelle France à la Révolution Tranquille. 3 Credits.**

This seminar examines the diverse body of texts that served to generate a sense of Québec collective identity from the eighteenth through the twentieth centuries. We will begin to chart the ever-shifting notion of Québécois identity with the histories of colonial New France, proceed to explore the journalism engagé of Étienne Parent and Arthur Buies as well as the anti-British writings of François-Xavier Garneau and the celebrated novel of Philippe Aubert de Gaspé, *Les Anciens Canadiens* (1863). Other works to be studied include the supernatural tales from late nineteenth-century folklore, the modern roman du terroir (novel of the countryside), and the documentaries of Albert Tessier from the second quarter of the twentieth century. Taught in French.

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.212.477. Caribbean Fiction in/and History: Self-understanding and Exoticism. 3 Credits.**

The Caribbean is often described as enigmatic, uncommon and supernatural. While foreigners assume that the Caribbean is exotic, this course will explore this assumption from a Caribbean perspective. We will examine the links between Caribbean and Old-World imagination, the relationship between exoticism and Caribbean notions of superstition, and the way in which the Caribbean fictional universe derives from a variety of cultural myths. The course will be taught in English and all required texts are in English, French, and English translations from French. Students in the French program can choose to read all the original French versions and write in French.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.212.496. Zola: le roman expérimental. 3 Credits.**

Émile Zola explicitly worked with contemporary theories of heredity to structure the infamous series of the 20 Rougon-Macquart novels. But he also attempted to use his understanding of the then-new sciences of biology and thermodynamics to re-theorize the cultural and epistemological consequences of literature in general. Starting from his famous text "le roman expérimental," this course will call on Zola's polemical and literary corpus to examine the effects of scientific thought on literature. We will consider what led this fundamental author of the late 19th century to undertake such a project and to invent "le Naturalisme", the widespread movement that had followers in multiple world literatures of the late 19th and early 20th centuries. This course is open to undergraduates and graduate students. This course is writing intensive and will be taught in French. The very provisional syllabus can be consulted at <http://www.wilda.org/Courses/CourseVault/Undergrad/Zola/ZolaSyllabus.html> Prerequisites preferred but not required: AS.212.333 or AS.212.334.

**Prerequisite(s):** Students who have taken AS.212.696 are not eligible to take AS.212.496.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.212.610. Ancien Régime French Theater. 3 Credits.**

From the high Classical French theater through the unofficial and private theaters, the beginnings of French opera and ballet in the late 17th and early 18th centuries, to the development of the drame bourgeois and the theater criticism of the French Enlightenment. Authors to be studied will include among others Corneille, Molière, Racine, Le Sage, Marivaux, Voltaire, Diderot, and Beaumarchais. This class is open to suitably qualified undergraduates with permission of the instructor. This class will include a short performance component.

Distribution Area: Humanities

**AS.212.702. Une Littérature révolutionnaire. 3 Credits.**

The 1st half of the semester will consider some of the theoretical underpinnings (Montesquieu, Rousseau, Condorcet) and a few examples of Revolutionary rhetoric, especially the trial of Louis XVI and the late speeches of Robespierre. The 2nd half of the semester will study memoirs and literary works produced during the Revolution's aftermath and 19th-century attempts to culturally digest the Revolution. Please note: taught in French

**AS.212.709. Transitions in French Filmmaking: From the Silent Era to the Second World War. 3 Credits.**

In this seminar in the poetics of cultural forms, we will examine the half-century period in France (1895-1945) during which narrative film language evolved out of proto-cinema to coalesce in the multi-reel feature and the serial, then, after a brief but fecund period of experimentation in non-narrative creative modes (dada, Surrealism, Epstein's "cinépoetry"), weathered the transition to the "talkies" (le parlant) to diverse effect. That transition to sound yielded both masterworks of poetic realism (Renoir, Duvivier) and countless literary adaptations that sought, and won, broad commercial success (Pagnol, Guitry). Rather than prejudge the esthetic and ideological interest of those works of the 1930s which film historians tend to associate with France's cinematic maturity, we will attend to the fissures through which the seventh art continues to disclose nostalgia for its (not so) silent past, and to the conservatism that the sound feature imposed on filmic expression. Conversely, looking backwards, we will pay heed to the ways silent film in the 1910s and 1920s itself superseded, through targeted appeals to the sensorial imaginary, its medium-specific limits. Taught in English; readings in English and French (reading knowledge strongly recommended).

Distribution Area: Humanities

**AS.212.711. Baudelaire and Flaubert: Literary Life in the Year 1857. 2 Credits.**

Charles Baudelaire (1821-1867) and Gustave Flaubert (1821-1880): two young men from wealthy families, two opponents of bourgeois education, two aborted social callings, two terminal illnesses, two resounding failures before literary institutions, two adventures in love, two satanic fascinations, two notorious literary trials, two conceptions of the craft of writing, two approaches to realism, two criticisms of romantic art, two models of poetic inspiration, two aesthetics of language, two cults of Beauty, all for one and a unique literature. This seminar will be devoted to the literary life of two writers whose canon for more than a century has occupied a central place of importance in contemporary literary criticism. It will be our task to place their work in perspective within the context of the rise of modernism, which is to say, the new status of literature as of the year 1857. We shall endeavor, thus, to discern the authenticity of the creative relationship of each artist with himself and subsequently with others. The point will be to foreground three fundamental principles that will aid in grasping the evolution of the literary world under the Second Empire and under the Third Republic: literary history, writing and the elevation of the writer (Bénichou). Our work will be based on three or four texts by Baudelaire and Flaubert, it being understood that additional works of criticism will illuminate the discussion of these texts.

Writing Intensive

**AS.212.712. Norms and Forms of Academic Communication. 3 Credits.**

This course is a writing workshop for graduate students of literature and literate cultures. Its aim is to teach students to select appropriate formats for the dissemination of their research (conference talks, short and longer articles, ABD presentations, dissertation chapters, book reviews, etc.) and produce such works. Questions to be addressed include: how to recognize and choose the appropriate rhetoric for particular audiences, essential differences between written versus spoken communications, how to read and constructively critique other scholars' work both in verbal and written contexts. Students will produce at least 2 polished works by the end of the semester; all work will be read and critiqued by all students during the class, and subsequent rewrites will continue to be critiqued throughout the semester. This course incorporates the study of exemplary critical texts, primarily concerning French thought, that are well known for their rhetorical stances. These texts will be analyzed in alternation with the students' own work and critiques. Texts will be read in both French and English, to demonstrate questions raised by translation and the demands of differing linguistic cultures.

Distribution Area: Humanities

**AS.212.717. Montesquieu. 3 Credits.**

Charles-Louis de Secondat, baron de La Brède et de Montesquieu, author of *De l'Esprit des lois*, a seminal early French Enlightenment text still considered today a fundamental work of political science and philosophy. Montesquieu was judged by the 2nd generation of the Enlightenment and the Encyclopédistes to be their intellectual patron saint, grounding the epistemological, aesthetic and political programs for his age. This course will read his most important texts, political, literary and physiological, in order to situate Montesquieu's presence in the Enlightenment and to consider his enduring impact on later thinkers and writers. Works to be considered will include his early texts on gland theory, *Les lettres persanes*, *Considérations sur les causes de la grandeur des Romains et de leur décadence*, *de l'Esprit des lois*, extracts from his *Spicilèges*, texts of and around the *Encyclopédie*, and short texts from some of Montesquieu's most important readers: Condorcet, Napoléon Bonaparte, Tocqueville, etc. Readings in French, course taught in English.

Distribution Area: Humanities

**AS.212.734. Passages in French & Travaux Pratiques : Writing a Conference Paper. 3 Credits.**

This graduate seminar is uniquely designed to link scholarly practice and doctoral research in conjunction with the 48th Annual Nineteenth-Century French Studies Colloquium on the theme "Passage." This is a research seminar/discussion on more than two hundred detailed proposals and the production of a publishable paper on the theme of Passage in French and Francophone literature throughout the 19th century. Our intention is to introduce through these proposals the theme of the "Passage" in depth like any graduate seminar. The activities in this course aim to emphasize a practical way of approaching two main tasks, which are to attend the colloquium as a scholar and to develop week by week a publishable and reviewable communication on the subject. We will focus on enhancing independent research and writing abilities as well as the opportunity to engage with scholars professionally in an academic setting. During the semester, each doctoral candidate will have the opportunity to explore a particular problematic of their choice on the theme of Passage as well as to interact with the participants in the colloquium who have met her/his areas of interest. Through discussions, hands-on practice, and project-based activities, the seminar will thus guide students through the process of producing a conference paper for a one-day symposium at the end of the Fall semester.

**AS.212.737. Diderot and the French Enlightenment. 3 Credits.**

Denis Diderot's early work was dominated by his work on the natural sciences and the *Encyclopédie*. In later years, his literature addressed the social applications of knowledge: economic, anthropological, political, and moral issues structured his aesthetic concerns. As an author in continual conversation with his contemporaries and who was instrumental in the creation of an intellectual community, his fiction, philosophical texts and critical works serve as the ideal lens to bring into focus the peculiarities of the French Enlightenment. Among the texts to be considered will be "De l'Interprétation de la nature", articles from the *Encyclopédie*, the *Supplément au voyage de Bougainville*, *Le Rêve de d'Alembert*, the *Salon de 1767*, *Le Neveu de Rameau*, extracts from his *Essai sur les règnes de Claude et de Néron*. Reading in French, class in English.

**Prerequisite(s):** You can only receive credit for AS.212.437 OR AS.212.737, but not both.

**AS.212.741. Rousseau: Citizenship and Exile. 3 Credits.**

Throughout his life Rousseau presented himself by turns as the citizen of a Republic, a stateless outcast, the resident of a vanishing homeland of the heart, and the focal point of an international conspiracy. He invented new foundations for political communities that could never be implemented or were misunderstood during the revolutionary Terror. The families he portrayed were both patriarchal and defiantly anti-normative. He affirmed his desire to belong and insisted on his irreducible difference; he extolled friendship and engineered breakups. Through readings of Rousseau's major political, autobiographical and fictional works we shall examine how and why communities, personal identity and citizenship are alternately built and destroyed. Taught in French. Course open to undergraduates with permission of the instructor.



**AS.212.751. Franco-Algerian Screens: Exoticism, Revolution, Independence. 3 Credits.**

From colonialist fictions of the 1920s and 1930s and politically engaged works of the 1960s, to family sagas and personal essays looking back in the new century on a conflicted past, Algeria has featured prominently in France's cinematographic imaginary. In the six decades since gaining independence, Algeria has likewise produced compelling narratives that address the colonial legacy, the armed liberation struggle and its aftermath, up to and including the institution of one-party rule and the outbreak of the "invisible war" of the 1990s. This seminar in transnational film study addresses from both sides of the Mediterranean an entangled political and cultural history. It examines conflicting screen representations as well as the institutions, individuals, and publics associated with them. We will ask how choice of source material, generic conventions, narrative viewpoint, and ideological bias make of each work a discrete historiographical act. How do groups of spectators selectively construct divergent "screen memories" along the lines of gender, nationality, or other subgroups? Seminar in English; reading knowledge of French required. Films will be screened with English or French subtitles whenever available.

Distribution Area: Humanities

**AS.212.757. Romans Africains D'expression Française [French-language Novels of Sub-saharan Africa]. 3 Credits.**

Depuis la période coloniale finissante, le roman africain d'expression française a porté les espoirs et les déceptions d'un continent tiraillé entre panafricanisme et nationalisme, patrimoine traditionnel et modernité, courants séculiers et religieux. Que signifie le choix d'écrire des romans en une langue de colonisation qui est aussi, dans les sociétés multiethniques du Mali, du Sénégal ou encore du Congo, une langue fédératrice auréolée de prestige? Quels publics les romanciers visent-ils à atteindre, et à quel point la forme romanesque permet-elle d'exposer des griefs ou de dénoncer des états de fait tout en faisant apparaître des alternatives? Nous éclairerons, en étudiant des auteurs francophones d'Afrique noire, trois temps forts: l'éveil politico-culturel menant aux indépendances d'abord (Kane, Oyono, Ouologuem, Kourouma); la construction de nouvelles identités africaines ensuite (Sembene, M. Bâ, Sony Labou Tansi); et enfin, les violences génocidaires au Rwanda qui laissent, sur les consciences et les corps, des marques indélébiles (Tadjo, B. Diop, Mukasanga).

**AS.212.778. Les écritures contemporaines aux confins des genres [Contemporary French Writing Beyond the Genres. 3 Credits.**

Dans tout un secteur de la création littéraire de langue française, la trinité générique « roman, poésie, théâtre » ne fait guère plus la loi. Depuis les années 1960, époque où l'on théorisait l'écriture comme site de transgression et de jouissance ludique, ont surgi des formes hybrides refusant toute attribution à un genre littéraire défini. Le montage, le recyclage, la traduction intermédiaire, l'écriture sous contrainte ou la « factographie » émergent comme principes de création et de ressourcement. Quelle attitude prendre face à ces textes livrés sans mode d'emploi et qui semblent inventer, parfois au prix de la lisibilité, leurs propres règles? Comment poursuivre une lecture raisonnée lorsque les repères habituels nous font défaut et que les grilles interprétatives d'usage ne s'adaptent guère à l'objet? Peut-on éviter de réduire ces textes à des symptômes de la postmodernité ou d'une ère où pointe le post-humanisme? Le «(re)mixage» contemporain des genres a sans conteste renouvelé le champ littéraire en ouvrant la pratique sur des esthétiques plurielles parfois contradictoires. Dans ce séminaire doctoral nous aborderons quelques oeuvres – majeures et mineures, narratives et descriptives, en prose ou à dominante poétique – ayant contribué à dissoudre les modèles génériques consacrés. Diverses approches d'une «même» question intéressent les créateurs nous préoccuperont: le rapport entre mimésis littéraire et représentation visuelle; entre les sous-genres paralittéraires et le récit au deuxième degré; entre le travail de la langue et la langue au travail ; entre le geste autobiographique et sa rature; entre les assignations de genre sexué et leur critique. OEuvres de Cadiot, Deck, de Kerangal, Echenoz, Garréta, Levé, Montalbetti, Perec, Simon, Sorman, Viel et Wittig entre autres. N.B. La langue du séminaire ainsi que de la plupart des textes à lire est le français.

Distribution Area: Humanities

**AS.212.781. L'entre-deux-guerres en toutes lettres [French Literature Between the Wars]. 3 Credits.**

French literary culture between the wars (1919-1939) promoted the novel as a forum for social comment and formal experimentation alike. Questioning the psychological biases of the 'roman d'analyse' and reacting to the collective tragedy of the Great War, interwar writers updated the French language as well as narrative 'technique' in light of emergent theories (psychoanalysis, Marxism, phenomenology). Readings from Aragon, Breton, Céline, Cocteau, Colette, Dabit, Malraux, Némirovsky, Queneau, and Simenon.

Distribution Area: Humanities

**AS.212.801. French Independent Study. 12 - 20 Credits.**

This course is for a graduate students pursuing an independent research project with a faculty mentor.

**AS.212.802. French Dissertation Research. 9 Credits.**

Research work toward dissertation.

**AS.212.803. French Proposal Preparation. 3 - 20 Credits.**

1st semester: Develop list of already-read works in your chosen field to develop a thesis subject. Identify 2 co-advisors of the ABD project; the expectation is that 1 will direct the thesis following the ABD defense. Register in this advisor's section (01: Desormeaux; 02: Anderson; 03: Russo; 04: Schilling). 1st month: Discuss with co-advisors your understanding of the core research question(s) and prepare a provisional abstract (an ongoing working tool). The abstract includes 1) well-articulated thesis statement; 2) description of proposed methodology; 3) list of proposed primary works to be studied; 4) justification of the project's relevance to the field and its interdisciplinary reach. It should be accompanied by a report on your literature search: situate your project within the existing scholarly corpus. 2nd month: prepare an annotated bibliography of primary and secondary works. Expect it to expand significantly during ABD prep as well as after the ABD defense. 3rd month: review and modify the abstract with the co-advisors; develop a provisional outline of your ABD text. Present a reading list for the period between the 1st and 2nd semesters of proposal prep. 2nd semester: Meet with the co-advisors to report on the interim research and revisit if necessary the proposed outline and abstract. Submit proposal for the sample chapter. 1st month: begin writing the sample chapter. 2nd month: in the light of how the sample chapter is progressing, review the outline with the co-advisors, then begin writing a narrative of potential thesis chapters. 3rd month: once the foregoing are drafted, write up the methodological introduction and finalize the annotated bibliography. Finally, review the abstract for completeness and revise the ABD for language and formatting. The ABD must be approved by the ABD co-advisors before it is distributed for defense. Goal: ~25 pages of supporting material; ~30-page writing sample; an annotated bibliography. ABD is not to exceed 75 pp.

**AS.212.804. French Summer Research. 9 Credits.**

This course is for graduate students to pursue research over the summer in consultation with a faculty mentor.

**AS.212.850. Professional Training - French. 3 Credits.**

Training for professional academic performance.

**AS.213.208. Dystopian Fiction & Socioeconomic Thought. 3 Credits.**

Dystopia (from the Latin) means "bad place." Classic literary dystopias such as *We*, 1984, *Brave New World*, and *Fahrenheit 451* depict societies gone wrong, bad places in which socioeconomic ideas promise harmony but produce nightmarish, even apocalyptic outcomes. A common theme of dystopian fiction is the conflict between collective need and individual desire. In this course we will pursue this theme, and others, as we read works of fiction alongside influential works of socio-economic thought. One of our aims will be to tease out the buried dreams and latent possibilities in the historical realities and literary imaginings of dystopic worlds. Readings include selections from popular fiction and contemporary media as well as texts by authors such as Karl Marx, Friedrich Hayek, Rosa Luxemburg, W.E.B. Du Bois, Franz Kafka, Juli Zeh, Olivia Wenzel, Elias Canetti, Brigitte Riemann, Hannah Arendt, Frantz Fanon, Herta Müller, and Philip K. Dick.

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.213.308. Familiengeheimnisse/Verleugnungskultur. 3 Credits.**

Analyzing literature and films on the family relationships of refugees, political prisoners, Stasi informants, and Nazi perpetrators, we will study the psychic afterlives of fascist, totalitarian, or authoritarian regimes (Nazi Germany, GDR, Turkey). We will discover experiences and stories that are often not told in the family but nevertheless handed down across generations in powerful and often distorted ways. Drawing on philosophy, psychoanalysis, and psychosociology, we will discuss how the need to keep quiet meets the need to talk and to hear.

**Prerequisite(s):** AS.210.361

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.213.311. Wege aus der Krise: politisches Theater heute. 3 Credits.**

Course taught in German. Klimakrise, sogenannte Flüchtlingskrise, Gesundheitskrise, Krise der Demokratie: Eine Krise nach der anderen stellt sich ein oder wird zumindest ausgerufen. Das Resultat ist jedes Mal Weltverlust, wenn auch auf sehr unterschiedliche Weise. Es gibt also grundsätzliche Probleme, mit denen sich politisches Theater heute auseinanderzusetzen hat. In Deutschland und Österreich hat das Theater traditionell und aktuell einen hohen gesellschaftlichen Stellenwert. Allerdings ist auch die Welt des Theaters seit Frühjahr 2020 aufgrund des Gebots, soziale Kontakte einzuschränken, weitgehend zusammengebrochen. Dennoch arbeiten Theatermacher\*innen weiter daran, den großen Problemen unserer Zeit zu begegnen. Welche Entwürfe bieten zeitgenössische Stücke, um uns als Gesellschaft Wege aus der Krise zu weisen.

**Prerequisite(s):** AS.210.362

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive

**AS.213.314. Texte sehen, Bilder lesen. 3 Credits.**

Taught in German. This course examines the intersections of literature and the visual arts. We will read texts by writers influenced by artists and explore art that mobilizes text; and we will examine the relationships between text and image in both illustrated books and artworks. We will also consider the visual dimensions of texts themselves, asking how texts sometimes come to function imagistically or even as images in their own right. We will work across different periods of literary and visual production, and specific topics will include: theories of text and image; manuscript illumination and early printing; typography; concrete poetry; artists' books; text art; and graphic novels. The course will include visits to the Baltimore Museum of Art, the Walters Art Museum, Special Collections at the Sheridan Library, and a letterpress shop.

**Prerequisite(s):** AS.210.362 or Instructor Permission

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.213.315. Playtime...auf deutsch. 3 Credits.**

Taught in German. German discussions of theater have largely focused on Greek tragedy and how this classical genre can be adapted for the modern stage. Yet comedies (or Lustspiele) have played an equally important role in German cultural productions and discourse from the early modern figure of the buffoon (Hanswurst) to reflections on puppet theater and to larger philosophical and anthropological inquiries into play. In this course we will read several theoretical texts on comedy and play by Aristotle, Huizinga, Kant, Schiller, and Kleist before turning to various comedies by Lessing, Kotzebue, Kleist, Brentano, Droste-Hülshoff, Büchner and Brecht. The culmination of the class will be a theatrical production.

**Prerequisite(s):** AS.210.362 or Instructor approval

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.213.316. Frauen der Romantik. 3 Credits.**

In diesem Kurs werden wir uns mit literarischen Texten des späten achtzehnten und frühen neunzehnten Jahrhunderts beschäftigen, die mit Frauen- und Geschlechterrollen experimentieren. Kämpferinnen, außergewöhnlich Liebende, mit ausgefallenem Wissen und Weisheit Begabte werden unsere Protagonist\*innen sein. Zudem werden wir uns mit der gleichzeitig stattfindenden philosophischen Diskussion auseinandersetzen, die sich zum Teil für Gleichberechtigung einsetzt, vor allem aber Argumente liefert für eine restriktive bürgerliche Frauenrolle. Mit „Frauen der Romantik“ sind hier also sowohl literarische Heldinnen und Schriftstellerinnen gemeint als auch die zu der Zeit noch pluralen Rollen, die dem weiblichen Geschlecht zugeschrieben werden.

**Prerequisite(s):** AS.210.361

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.213.321. Bodies and Pleasures. 3 Credits.**

This course traces a literary history of sexuality from the Middle Ages to contemporary women's writing. We will analyze how sexual pleasure changed over time. In particular, we will discuss what role literature plays in the reproduction and transformation of bodily pleasures. The course explores how the pleasures of bodies are imagined in and through literature, but also whether words are bodies that give pleasure and perhaps even have their own pleasures.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.213.323. Experimental Literature: Dada to Digital. 3 Credits.**

Throughout the 20th century, writers have probed the nature of text as medium through a host of experimental techniques that press literature as an artform to its limits. This course examines the history of this experimentation, from modernist fragmentation of narrative; to Dada typographical and sound poetry; to visual and concrete poetry; to postmodernist metafiction; to hypertext fiction and beyond. By situating various modes of experimentation (formal, stylistic, visual, material, sonic) in relation to media-technological developments and discourses, students will gain an understanding of several literary periods and overview of modern and contemporary media history. The course will make extensive use of Library Special Collections. Conducted in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

**AS.213.325. Revolution, Power, and Poetic Justice: From Peasant Revolts to Workers Revolts in Literature and Phi. 3 Credits.**

Political thinkers from Ernst Bloch and Carl Schmitt to Reinhard Koselleck and Theodor W. Adorno have long been drawn to Heinrich von Kleist's novella "Michael Kohlhaas" because of the questions it raises about what a just political order would be when, in the context of this story, only the threat of violence enables the powerless to be heard. The novella takes place in the latter half of the sixteenth century as the feudal era is coming to an end, and Kohlhaas's struggle to rectify the damage done to his property reveals the vulnerability of the then emerging merchant class to the still unchecked power of the nobility. Yet Kohlhaas's response to the situation proves to be as arbitrary as the injustice he faces, and the only solution the novella can find for this impasse is a fairy tale that embodies—in all senses of the phrase—poetic justice. This course will examine the novella in its historical context (Reformation, doctrine of natural law, Prussian land reform) and with an eye toward modern thought on state violence, terror, liberalism, and the power of art. All texts and discussion in English.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.213.326. Die Stunde Null. 3 Credits.**

Conducted in German. This course explores the so-called Stunde Null or Zero Hour in German history: the years 1945-1949, from the end of World War II to the formal division of Germany into the DDR and the BRD. How did German writers, filmmakers, and intellectuals in the immediate aftermath of the war begin to grapple with questions of guilt and responsibility, and with possibilities for moving forward and national renewal? Additional topics include gender roles, the figure of the Trümmerfrau (ruin-woman), and crises of masculinity; exile, return, and the Gruppe 47. Texts/films include Karl Jaspers's *Die Schuldfrage*, Roberto Rossellini's *Germania Anno Zero*, Wolfgang Borchert's *Draußen vor der Tür*, Wolfgang Staudte's *Die Mörder sind unter uns*, Heinrich Böll's *Der Zug war pünktlich*.

**Prerequisite(s):** AS.210.362

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.213.332. Literature and the Visual Arts. 3 Credits.**

Literature and the Visual Arts is devoted to exploring the resonances between literary and visual forms of artistic expression and their enrichment of the modernist cultural landscape. We will aim to understand how the interest in visual art by modernist writers, and the impressions of literature on modernist and contemporary artworks newly illuminate or challenge traditional aesthetics of the temporality and spatiality of the work, aesthetic judgment, and the phenomenology of aesthetic attention. Readings may include works of literature or aesthetics by Immanuel Kant, Rainer Maria Rilke, Paul Klee, Stefan Zweig, Martin Heidegger, Charles Baudelaire, Walter Benjamin, Maurice Merleau-Ponty, Siegfried Lenz, and Virginia Woolf, alongside work of many visual artists from van Gogh and Cézanne to German Expressionism and Anselm Kiefer. Taught in English.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.213.334. Franz Kafka. 3 Credits.**

This course, taught in English, is devoted to study of the fiction of Franz Kafka, of his literary and philosophical context, and of his place in European and German modernism. We will read novels and short stories by Kafka alongside philosophical, critical, and literary responses to his works. We will explore themes of knowledge and truth, the nature of reality, perception and attention, power and forms of law, imagination, animality, the self, and the thematization of writing in his works. While the section one of this course is taught in English with texts in translation, a second section may be available for students wishing to read and discuss Kafka in the original German.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.213.338. Wiener Moderne / Viennese Modernism. 3 Credits.**

Taught in German. The capital of the Austro-Hungarian Empire, Vienna was the center of extraordinary cultural and intellectual flourishing around the turn of the 20th century. A monumental building campaign along the Ringstrasse, which replaced the old city walls, massively transformed the urban fabric of the city. The founding of the Vienna Secession marked a period of re-birth that spread throughout the visual arts, literature, theater, music, architecture, and design. Literati and intellectuals including Sigmund Freud, who revolutionized psychology through the founding of psychoanalysis, gathered at now-famous Viennese Kaffeehäuser. This course surveys the artistic, cultural, intellectual, and political landscape of Vienna from ca. 1890 to the First World War. Figures to be examined include Hoffmansthal, Schnitzler, Rilke, Klimt, Schiele, Kokoschka, Loos, Wagner, Schönberg, Freud, and Wittgenstein, among others.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.213.339. Secret Societies: Goethe's Wilhelm Meister Lehrjahre. 3 Credits.**

Taught in German. Goethe's novel is among the most influential in the German tradition and established the genre of the Bildungsroman. Although the novel is often considered a tale of personal formation and social integration, the reverse of this statement is true as well. Wilhelm Meister is a novel of splintered relations and social disintegration, as even the best laid plans are disrupted by unexpected circumstances and uncontrollable desires. We will read the entire novel in German over the semester with an eye toward the motif of theater and the question of puppets, puppet masters, and invisible hands, especially as thematized in the mysterious Turmgesellschaft introduced at the novel's conclusion.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.213.363. Environmental Humanities. 3 Credits.**

This course considers the importance of philosophical, literary, aesthetic, and other humanist approaches to ecology and environmental issues.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.213.364. Truth and Lie in the Languages of Politics. 3 Credits.**

Fake facts, conspiracy theories, outright lies: have we entered a new era of "post-truth"? Some claim that deception has always been a part of political processes, that objectivity is an illusion, that every "fact" is made, formed, fashioned, constructed ("fact" comes from the same Latin root as "fiction"). Others insist that without a distinction between truth and lie, all politics is a farce, and look to fact-checking and evidence for guidance. Who is right? And what assumptions are at the basis of this perhaps overly-simple binarism? In order to get a grasp on these questions, we will explore the theme and the concept of lying in literature, philosophy, and current media, with an emphasis on political language. We will read plays by Shakespeare and Schiller, the much-discussed GDR novel "Jacob the Liar," political philosophy by Plato, Machiavelli, Kant, Nietzsche ("On Truth and Lie in an Extra-Moral Sense"), Weil, Arendt, and Nina Schick's 2020 exposé "Deep Fakes: The Coming Infocalypse." We will apply what we learn from these readings to fake news and social media in order to develop new skills of dealing with manipulative language. Taught in English (with the option of a section in German).

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive

**AS.213.374. Existentialism in Literature and Philosophy. 3 Credits.**

What does it mean to exist, and to be able to reflect on this fact? What is it mean to be a self? This course explores the themes of existentialism in literature and philosophy, including the meaning of existence, the nature of the self, authenticity and inauthenticity, the inescapability of death, the experience of time, anxiety, absurdity, freedom and responsibility to others. It will be examined why these philosophical ideas often seem to demand literary expression or bear a close relation to literary works. Readings may include writings by Kierkegaard, Nietzsche, Dostoevsky, Heidegger, Rilke, Kafka, Simmel, Jaspers, Buber, Sartre, de Beauvoir, Camus, and Daoud.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.213.377. Wassermänner Und Meerjungfrauen. 3 Credits.**

Schriftsteller\*innen haben immer wieder Geschichten von Wassermenschen erzählt. Was für eine Faszination birgt das Leben im Wasser? Was ist an diesen Zwitterwesen— Männer mit Schwimmhäuten, Frauen mit Fischeschwänzen—so interessant? Was geht verloren, wenn solche Amphibien sich für immer auf dem Land einrichten? Tatsächlich sind alle Menschen Wasserwesen— zu einem Großteil aus Wasser bestehend. Aber dieses Lebelement wird zunehmend gefährdet und gefährlich. Was nun? Wir werden literarische Texte aus der Romantik, Moderne und Gegenwart sowie ein paar Filme analysieren, um diesen Fragen nachzugehen

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive



**AS.213.380. Ghost Stories, Haunted House and Other Occult Phenomena. 3 Credits.**

From the eighteenth century to the modern period, German authors have been obsessed with uncanny phenomena that blur the line between the natural world and the supernatural world of ghosts, spirits, and magic. We will explore the encounter with otherworldly phenomena in this course with a special emphasis on the status of literature as a play of semblance or collection of shadows. Why have ghost stories been so persistent in the modern era when science and reason are said to dominate our understanding of the world? Is the occult the dark side of science? What kind of knowledge does literature yield? What can literature tell us about phenomena that are random, obscure, or inexplicable? To what degree does literature enable us to interact with figures no longer bodily present? Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

**AS.213.407. German Media Theory. 3 Credits.**

German Media Theory is an advanced course for upper-level undergraduates and graduate students, giving an introduction and overview of the specifically German version of Media Studies that first gained traction in the 1980s. The term media refers not just to mass media but more broadly to devices that process, transfer and store information, reaching from the alphabet that changed the culture of writing, or the printing press made famous as the foundation of the 'Gutenberg galaxy' to computers and smart phones dominating our current lives. In this course we will cut across disciplinary boundaries to explore the multifaceted roots and formations of German media theory which combine literary poststructuralism, histories of science and technology, psychoanalysis, cybernetics, art history, and philosophy among other fields. Readings include works by Friedrich Kittler, Bernhard Siegert, Cornelia Vismann, Wolfgang Ernst, Walter Benjamin, Niklas Luhmann, Michel Foucault, Marshall McLuhan and many others. The course will be taught in English and all readings will be available in English.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.213.425. From Peasant Revolts to Artistic Revolts: Heinrich von Kleist's "Michael Kohlhaas". 3 Credits.**

Who has a monopoly on violence? What is the relation of the individual to the state? Is there a right to resistance? Who determines what is just or unjust, arbitrary or rational? Is there a power peculiar to art? We will consider these perennial questions of political theory through a careful examination of Heinrich von Kleist's novella Michael Kohlhaas (1810) and theoretical works by Martin Luther, Hobbes, Rousseau, & Marx.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

**AS.213.427. Lunar Poetics: Lucian to Kepler and Beyond. 3 Credits.**

When the German astronomer Johannes Kepler in his famous "Somnium" (1608) creates a fictitious dream narrative in which the earth is observed from the moon, it becomes clear that the shift from the geocentric to the heliocentric worldview entails a radical change of perspective that can be achieved only by means of the imagination. What appears as a sunrise is in reality due to the earth's own movement. Where appearance and reality diverge, the new model requires a fictional account without which it remains incomprehensible. Orbiting around Kepler's short tale, this seminar will focus on cosmic narratives and poetic explorations of outer space, from Lucian's True Stories and Icaromenippus (2nd century CE), one of the earliest literary treatments of a journey through space, Plutarch's dialogue On the face of the Moon (late 1st century CE), to Godwin's The Man in the Moone (1638) and Kant's »Of the Inhabitants of the Stars« (1755). What is the epistemic function of literary representations of the cosmos? Are space-travel narratives thought experiments? What role does fiction and the imagination play in the science of astronomy? By pursuing these and related questions, this course will question common assumptions about the relationship of science to fiction and the literary imagination while tracing key junctures in the history of astronomy.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.213.460. Animals and Animality in Literature and Philosophy. 3 Credits.**

This course critically engages the presentation and imagination of animals and other non-human life in modern literature, philosophy, and thought. We will examine the figure of the animal and the means of conceptual differentiation between the animal and the human, considering animals' relation to or perceived exclusion from language, pain, embodiment, sexuality, and the visual gaze. The course is ideal for students interested in fascinating themes in literature and how they reflect philosophical concerns. No prior courses in philosophy are required. Students will read philosophical texts alongside literary works in learning the conceptual history of animals and of humanity as a distinct species. Expect fascinating readings and engaging, lively discussions. Readings may include works by Marx, Nietzsche, Freud, Heidegger, Derrida, Agamben, Poe, Kleist, Hofmannsthal, Rilke, Kafka, Mann, Pirandello, and Coetzee.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.213.500. Independent Study. 3 Credits.**

Independent Study

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)



**AS.213.509. German Honors Program. 3 Credits.**

This is the first semester of a full year course in which Honors students prepare an Honors thesis on a topic of their own choosing in consultation with a faculty mentor.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Writing and Communication (FA1), Projects and Methods (FA6)

Writing Intensive

**AS.213.510. German Honors Program. 1 - 3 Credits.**

This is the second semester of a full year course in which Honors students complete an Honors thesis on a topic of their own choosing in consultation with a faculty mentor.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Writing and Communication (FA1), Projects and Methods (FA6)

Writing Intensive

**AS.213.605. Habit and Habitation: On Walter Benjamin's Media Aesthetics and Philosophy of Technology. 3 Credits.**

In recent years, Walter Benjamin has become one of the most quoted media theorists. His philosophy of technology is not as widely known as the concept of aura he developed in his essay "The Work of Art in the Age of Its Technological Reproducibility." The contemporary relevance of his philosophy of technology lies in the fact that Benjamin establishes a connection between technology and different forms of habitation, and between the latter and the concept of habit (*Gewohnheit*), which is etymologically related to the concept of habitation (*Wohnen*). This enables a comparison of Benjamin's approach with the philosophies of technology developed by Heidegger, Deleuze/Guattari, and Simondon, all of whom associate technology with the shaping of environments and the problem of poses. In our seminar, we will reconstruct Benjamin's media anthropology of technology through a close reading of his diaries and essays and compare it to philosophies of technology very much being discussed today.

Distribution Area: Humanities

**AS.213.607. Critical Ecologies of Literary Modernism. 2 Credits.**

Critical Ecologies of Literary Modernism will trace the origins of ecocritical literary modernism. Beginning with Hölderlin and Nietzsche, who most radically identified the source of estrangement from nature in human cognition itself, we will explore how innovations in conceiving human cognition and practice play out ecologically in the work of German modernists Hugo von Hofmannsthal, Rainer Maria Rilke, Franz Kafka, Else Lasker-Schüler, Robert Musil, and Bertoldt Brecht, as well as in the modernist works of Virginia Woolf, D.H. Lawrence, William Carlos Williams, T.S. Eliot, Wallace Stevens, Elizabeth Bishop, Francis Ponge and Albert Camus. Grounded in modern German thought and extending across multiple literary modernisms, we will see that what have been taken as the subjective or aestheticized concerns of modernist writing can be recognized as critical ecologies of human cognition and practice, while exposing modernist anxiety about the technological advances of human habitats, the expanse of urbanization, the reach of human intervention in nature, and the underlying animality within human thinking and perception. These works may also initiate forms of imagined intimacy with nature and non-human life in modernist works.

Writing Intensive

**AS.213.608. Literary Geographies: Landscape, Place and Space in Literature. 3 Credits.**

This graduate-level course will explore the material topographies of literature, both real and imagined, engaging the landscapes, geographies, and environments of literary works both as a vital dimension of the text and as contributions to 'cultural ecology'. We will explore how topography may be engaged not as mere background or setting for literary situations, but as a dynamic and vital dimension thereof, and how the human experiences evoked can be radically recontextualized and engaged through environmental attention to the text. We will read theoretical and philosophical works on geography and topography in literature along with environmental literary theory in approaching literary works by writers from the late 18th to the mid 20th centuries. Readings may include works by Goethe, Novalis, Heine, Thoreau, Schnitzler, Thomas Mann, Rilke, Hofmannsthal, Brecht, Woolf, Borges, and other writers from the late 18th through 20th centuries. Discussions will invite phenomenological, de- or post-colonial, and ecological perspectives.

**AS.213.611. Drama and the Time of Politics. 3 Credits.**

The dictum, regularly invoked with reference to Aristotle, that not only action and place, but also the time of the drama must be "uniform" has blocked rather than facilitated an understanding of dramatic temporality. For even the "closed drama" certainly knows forms of acceleration and dilation. Political drama in particular often turns less on the question of what than of when, on deeds that seem inevitably to come too early or too late. In this seminar, we will explore the various ways in which time functions in political dramas and ask what this can show us about the relation of political action to time, setting out from extant research (surprisingly meager) and working closely with selected dramas from the 17th to the 19th centuries. Readings from Gryphius, Shakespeare, Goethe, de Gouges, Büchner, Droste-Hülshoff, Büchner, Grillparzer, and others. In the last part of the seminar, initial research results will be presented in the form of a seminar-internal conference. Taught in German.

**AS.213.622. Possible Worlds: Fiction and Contingency from Leibniz to Tieck. 2 Credits.**

In 1689, as Leibniz began to understand that contingent phenomena exist, he declared that they pulled him out of an "abyss." What contributed decisively to this insight was not only infinitesimal calculus but also the novel, whose fictive worlds could be given the status of the possible, even if they had no place in the existing "series of the universe." The result of the convergence of literature and mathematics prompted by Leibniz's epistemic breakthrough included new practices of writing and of inventing possible worlds. We will take up these questions in the seminar beginning with Leibniz's Theodicy and Blanckenburg's Essay on the Novel (1774), followed by readings of selected novels from Wieland's Agathon to Dorothea Schlegel's Florentin as well as (more or less) fantastical shorter narratives from Goethe to Tieck. We will also consider theories of fiction and possible worlds from Doležal to Lamarque. Course taught by the Max Kade Visiting Professor Christiane Frey.

Distribution Area: Humanities

**AS.213.623. Poetry and Philosophy. 2 Credits.**

This course will trace the tensions, antagonisms, and collaborations between poetry and philosophy as distinctive but fundamental expressions of human thought and experience. We will engage poetry as a form of artistic expression that compliments, completes, or challenges other forms of knowledge, and consider the range of philosophy's responses to poetry and poetics. Readings will include works by philosophical poets and poetic philosophers including Hölderlin, Schlegel, Rilke, Bachmann, Celan, Stevens, Heidegger, Gadamer, Adorno, Benjamin, Merleau-Ponty, Valéry, Wittgenstein, and Agamben.

**AS.213.626. Husserl's Ideas: An Introduction to Phenomenology. 2 Credits.**

The first volume of Husserl's *Ideas I* (1913) provides an overarching picture of the phenomenological method that came to define much twentieth-century German and French thought. This course will consider the foundational concepts introduced in this volume (eidetic analysis, intentionality, bracketing, correlationism, time consciousness, the natural attitude and the phenomenological reduction) as well as responses to them by Merleau-Ponty, Derrida, Heidegger and others. We will also consider Husserl's later efforts to incorporate history, other minds, and even that which is other-than-mind into his idealist system.

**AS.213.627. Lunar Poetics: Lucian to Kepler and Beyond. 3 Credits.**

When the German astronomer Johannes Kepler in his famous "Somnium" (1608) creates a fictitious dream narrative in which the earth is observed from the moon, it becomes clear that the shift from the geocentric to the heliocentric worldview entails a radical change of perspective that can be achieved only by means of the imagination. What appears as a sunrise is in reality due to the earth's own movement. Where appearance and reality diverge, the new model requires a fictional account without which it remains incomprehensible. Orbiting around Kepler's short tale, this seminar will focus on cosmic narratives and poetic explorations of outer space, from Lucian's *True Stories* and *Icaromenippus* (2nd century CE), one of the earliest literary treatments of a journey through space, Plutarch's dialogue *On the face of the Moon* (late 1st century CE), to Godwin's *The Man in the Moone* (1638) and Kant's »Of the Inhabitants of the Stars« (1755). What is the epistemic function of literary representations of the cosmos? Are space-travel narratives thought experiments? What role does fiction and the imagination play in the science of astronomy? By pursuing these and related questions, this course will question common assumptions about the relationship of science to fiction and the literary imagination while tracing key junctures in the history of astronomy.

Distribution Area: Humanities

**AS.213.630. Modern Orpheus: Rilke and Celan. 2 Credits.**

In the *Sonnets to Orpheus* Rilke proclaims, "Singing is being" [*Gesang ist Dasein*], in an affirmation of the life attained through art that Nietzsche spoke of in *The Birth of Tragedy*. This is not an individual life but the whole of being, in which poet and reader share, provided they surrender to the movement of the song, the rhythm of its words. Celan's halting rhythm could not be more different than Rilke's, and yet his poetry also invites the reader to surrender to the work, albeit not to the words but to the wounds it opens within them, to the silence it exposes in speech. This course will consider the Orphic tradition and its aftermath as seen in Rilke's and Celan's work. Special attention will be paid to the status of the unsayable (*das Unsägliche* for Rilke, *das Unsagbare* for Celan) in both writer's poetry, prose and translations, especially from the French.

**AS.213.631. Social Imaginaries and the Public Sphere in European Literature, 1760-1815. 3 Credits.**

We will examine the contribution of (post-)Enlightenment literature to the evolution of a modern social imaginary. First we will acquaint ourselves with some theoretical approaches to the concept of the social imaginary (Cornelius Castoriadis, Charles Taylor, Albrecht Koschorke). We will then read selected texts from European literature (from Rousseau and Ferguson to Lessing, Schiller, Kleist, Novalis and Fichte, among others) that are characteristic of the formation of a modern social imaginary at the epochal threshold between the 18th and 19th centuries. We will attend to the interface of social self-conceptions and the public sphere.

Distribution Area: Humanities

**AS.213.632. Materiality of German Literature: The Long 20th Century. 3 Credits.**

This course surveys the history of twentieth-century German literature through the lens of textual materiality. Reading both canonical and lesser known works, we will consider how material circumstances of textual production, circulation, and consumption inform and are entangled within formal, stylistic, semantic, and political dimensions of literature. In some cases, authors explicitly experimented with the writing process and/or visual/typographic form. In others, authors' aesthetic and poetological programs extended into the material design of their books. We will also examine writer-artist collaborations and graphic novel adaptations of literary works. The course thus combines literary criticism with textual criticism, hermeneutic with materialist approaches. Much of the material we will examine is housed in the Sheridan Library Special Collections, where numerous class sessions will take place. Works by writers/artists such as Stephan George, Else Lasker-Schüler, Kurt Schwitters, Paul Celan, Eugen Gomringer, Dieter Roth, the Vienna Group, the Rixdorfer Workshop, Günter Grass, Herta Müller, Yoko Tawada, Nicolas Mahler, and Veronika Schaeper, among others. The majority of readings in German will also be available in English translation.

Distribution Area: Humanities

**AS.213.641. Schreibszenen/Scenes of Writing. 3 Credits.**

Theoretical interest in the "scene of writing" (*Schreibszene*) has exploded across German-speaking Europe in recent decades, but has found little resonance in North American German Studies. This seminar introduces students to this growing field of (primarily German-language) scholarship, traces its emergence out of poststructuralist critiques of authorship and the advent of media studies, and situates it in relation to related methodological approaches (*critique génétique*, book history/critical bibliography, *Editionswissenschaft*). In the growing wave of historical-critical facsimile editions and online archival projects that present traces of textual production, students will gain practical experience working with these resources and exploring possibilities for using them to expand the scope of textual analysis.

Distribution Area: Humanities

**AS.213.642. What Is Called Thinking. 3 Credits.**

The privilege of thinking has faced two challenges in recent years. The advent of artificial intelligence has called into question how unique thinking is when cognition can easily be mimicked, if not (re)produced, in machines through statistical models of language. An equally prevalent, if opposing, development in critical theory is the expansion of thought to include all purposeful action, such as the spreading of information among trees regarding available resources. The first half of the semester will be devoted to the definition of thinking offered by Aristotle and its interpretation in selected texts by Fichte, Hegel, and Marx. The second half will consider the surge of interest in automata in romantic literature (Novalis, Hoffmann, Kleist and Poe) and culminating in Kafka's "Report to an Academy."

Distribution Area: Humanities

**AS.213.644. Dynamic Manuscripts: Potentials of Writing in Hölderlin, Nietzsche, Lasker-Schüler, and Others. 3 Credits.**

Taught by the Max Kade Visiting Professor. According to Aristotle's Poetics, the poet's task is to speak not of things that have happened (ta genomena) but of the sort of things that might happen and are possible (dunata). But how does the literary work come into being—in other words, how is it possible as a locus of possibilities? Since the late 18th century, authors have increasingly focused on their manuscripts as the space of poetic potential and have engaged in different ways with the gestural, technical, and pictorial dynamics of writing. In this course, we will look at these material practices and how they shape notions of poetic possibility. Authors to include Hölderlin, Nietzsche among others. The class will also consider the theory of poetic writing in the Paris school of critique génétique.

Distribution Area: Humanities

**AS.213.650. Gegenwartsliteratur: Postmigrantisch, Queer, Schwarz. 3 Credits.**

Contemporary German literature features an important number of highly acclaimed work that tells Black, queer, and transcultural stories. What prompted this shift from the margins to the center? As a possible response to this question, the seminar intends to explore to what extent non-normative perspectives produce aesthetics and imaginaries that can confront and transform the transgenerational reproduction of collective trauma. We will discuss novels and plays, fiction, autofiction, and anti-autobiography, pertinent theory, and, where available, stagings of works by authors such as Fatma Aydemir, Kim de l'Horizon, Nino Haratischwili, Sharon Dodua Otoo, Falk Richter, Sasha Marianna Salzmann, Olivia Wenzel, and Hengameh Yaghoobifarah.

Distribution Area: Humanities

**AS.213.668. Kleist im Kontext. 2 Credits.**

This seminar will explore the narrative, dramatic, and quasi-journalistic work of Heinrich von Kleist in its philosophical and literary environment. We will examine how Kleist comments on and parodies the positions of the enlightenment, German Idealism, Weimar classicism, and the theater establishment. We will pay particular attention to the way he combines the verbal and the visual in his performative, narrative, and syntactic strategies, and analyze how this contributes to a specifically Kleistian sense of humor. Grading: P/F

**AS.213.705. Hegel's Phenomenology of Spirit. 3 Credits.**

We will study key passages of The Phenomenology of Spirit from a queer-feminist and a literary perspective and engage with scholarship on Hegel that is pertinent to these approaches.

Distribution Area: Humanities

**AS.213.761. Literary Aesthetics. 3 Credits.**

This course explores literature in the context of the aesthetic tradition in philosophy. Themes include literature as mimesis, or the representation of reality, its relation to truth, untruth, and possibility, literature as the revealing of being, literary imagination, the distinctiveness of literary language and expression, the role of the literary author. Readings may include background selections from Plato and Aristotle, but the course will focus on philosophical interest in literature since the late 18th century, and may include Kant, Hölderlin, Nietzsche, Heidegger, Sartre, Blanchot, Bachelard, among other readings. Course will be taught by the Kurrelmeyer Chair in German. Taught in English.

**AS.213.800. Independent Study-German. 3 - 9 Credits.**

This course is for a graduate students pursuing an independent research project with a faculty mentor. Students are expected to meet regularly with the mentor and to write a lengthy paper, or several short papers, on the chosen topic.

**AS.213.804. German Summer Research. 9 Credits.**

This course is for graduate students to pursue research over the summer in consultation with a faculty mentor.

**AS.213.812. Directed Dissertation Research. 9 Credits.**

Students are expected to meet regularly with their dissertation director to ensure they adhere to a research and writing schedule for their dissertation.

**AS.213.813. German Qualifying Paper Preparation. 3 - 9 Credits.**

This course is for graduate students to prepare one of their two required qualifying papers. One qualifying paper should be article-length and present work that will not be part of the dissertation. The second should be the draft of a chapter for the dissertation.

**AS.213.850. Professional Training - German. 3 Credits.**

Training for professional academic purposes.

**AS.214.225. World Science Fiction. 3 Credits.**

This course explores the local, global, and universal natures of the speculative genre of science fiction (SF) from the early twentieth century through the present. It highlights works from the Golden Age (late 1930s-'50s), the New Wave of the 1960s and '70s, cyberpunk in the 1980s, and today's various sub-genres and cross-over incarnations. We will approach the genre as a mode of thought-experimentation and world-building that problematizes actual and possible political, cultural, natural, cosmic, and techno-scientific realities. Among the themes included are the human-machine interface, environmental apocalypse, the alien, utopia-dystopia. Readings/viewings/listenings include short stories from nearly every continent, short films and tv episodes, visual art, music, journalism, and literary criticism. All materials and lectures in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.214.241. How To Do Just About Everything: Renaissance Guides to Living Well. 3 Credits.**

How do I make money, gain and keep power, find love, live long, strengthen my memory, avoid depression, cook well, write beautifully, fence, mix paint, counteract poisoning, and create coded messages? The Renaissance had answers to these and many other questions. This course explores a large sampling of advice from the Italian Renaissance. Readings include Machiavelli's Prince, Della Casa's Galateo of Manners, Maestro Martino's Art of Cooking, and selections from Cornaro's Art of Living Long, Manciolino's Guide to Swordsmanship, Cennini's Craftsman's Handbook, Della Porta's Natural Magic, Castiglione's Book of the Courtier, Ficino's Book of Life, as well as religious sermons, humanist treatises, and books of "secrets." Secondary literature will provide historical context for the primary texts and tools for recognizing and unpacking the persuasive devices used in these early examples of self-help. Students will become familiar with Italian Renaissance thought and develop analytical and critical skills to examine advice in its cultural and temporal context. The course as a whole will focus on the notion of "core values" and what is at stake when you propose help or seek help. We will also experience some of these "how-to's", such as calligraphy, oration, creating codes, and more.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.214.304. Founding Mothers: Female Genealogies in Medieval and Renaissance Italian Literature. 3 Credits.**

In this course we will explore the problem of the relationship of women to dynastic power in the literature and culture of late medieval and Renaissance Italy. Beginning from Giovanni Boccaccio's famously ambivalent portraits of women in the *Decameron* and his treatise *On Famous Women*, we will locate women within an early modern system of inherited power and literary representations. We will then move to study a series of genealogically motivated chivalric poems (such as *Orlando innamorato*, *Orlando furioso*, *Floridoro*, *Gerusalemme liberata*) which propose a number of roles for women: warriors, queens, saints, monsters, saviors, poets, founders. These texts return again and again to the key role of women in establishing and maintaining dynastic continuity within noble families, but also to the dangers they pose to dynastic stability. We will try to understand how these literary texts work within the social and political context of the Italian city-states of this period. We will also study the involvement of women in the production and circulation of literary texts, focussing on notable patrons of the arts like Isabella d'Este and Lucrezia Borgia, and on important poets like Vittoria Colonna.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.214.307. Collecting and its Discontents. 3 Credits.**

This seminar will be concerned with resonances between collectors, artists, poets, and other hallowed figures of modernity, and their less celebrated doubles: hoarders, bibliomaniacs, ragpickers, and gleaners. We will examine the material practices and psychic mechanisms that define these identities and authorize distinctions between them, as well as the historical contexts from which they emerge. More broadly, we will grapple with the relationships between objects and narrative. We will ask how the human-object practices of collecting, hoarding, gleaning, scavenge, misuse, and fetishism change when performed in the immaterial realm of language, and what these practices look like as rhetorical and narrative strategies.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.214.330. Reinterpreting Myths, Reinterpreting Women. 3 Credits.**

This course aims to reflect on the most iconic myths of classical antiquity, to be re-read through the contribution of psychoanalytic theories. In class, we will analyze the ten proposed women mythological figures, to be divided according to three major categories of wicked wives and mothers, abandoned women, and nonhuman female monsters, in their evolutions through the centuries, in order to note and investigate their new meanings and interpretations. How, for example, can the maternal figure of Medea still be considered relevant today? What meaning does she carry, and in what ways has she been reinterpreted and rewritten by literature, art, and other humanistic fields? Likewise, what is the source of the fascination still associated with the tragic figures of Ariadne and Dido, or the terror caused by monstrous beings such as the Mermaids and Medusa? How has popular culture re-appropriated them, modernizing them, and making them iconic in fantasy films like *Harry Potter*, in famous TV series like *Game of Thrones*, in horror movies, or in Disney's animated films? Students will be able to answer these questions during the course, focusing each week on a specific myth drawn from classical Greek and Latin literature and following it through its literary and artistic developments, especially in the context of Western culture.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.214.362. Italian Journeys: Medieval and Early Modern. 3 Credits.**

The supernatural is often described as the disruption of universal coherence. It becomes an aggression that challenges the stability of a world in which the natural laws were, until then, intact. The Impossible suddenly happens in a world in which it was banished.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.214.363. Italian Journeys: An Other Story. 3 Credits.**

What does it mean to be "other," and how can reading about experiences of otherness affect our understanding of historical moments? In this interdisciplinary survey of contemporary Italian literature, students will read through the lens of "the other" in order to highlight both the milieu of lived experiences (often lived by the authors themselves) outside of sociocultural ideals, and the role they play within modern Italian canon. Combining gender studies, animal studies, posthumanism, and other theoretical frameworks, students will examine works from authors such as Sibilla Aleramo, Carlo Levi, Elena Ferrante, Igiaba Scego, and directors Vittorio De Sica, and Alice Rohrwacher. Taught in English—students wishing to do coursework in Italian should register for AS.214.363 (02).

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.214.364. Italian Journeys: Writing Lives Shaping Memories. 3 Credits.**

The course will examine the autobiographical genre in Italian modern and contemporary literature by exploring the following questions: what does it mean to faithfully write one's story? What is the role of memory in the process? How does writing transform the self? What is the connection between the life of the author and the story of the country they inhabit? Traditionally, the term autobiography has referred to a self-written biography that took the form of a confession or memoir. At the beginning of the twentieth century, with the emergence of the autobiographical novel, the claim of authenticity was questioned because, in the novel, the life of the protagonist only partially coincided with that of the writer. Over the last decades, Italian writers have further explored the genre by turning to autofiction, a story that presents itself as a memoir or diary but instead is completely fictional. In this survey, students will read letters, memoirs, journals, autobiographical novels, and autofictions by authors such as Ippolito Nievo, Giuseppe Tomasi di Lampedusa, Sibilla Aleramo, Primo Levi, Italo Calvino, Natalia Ginzburg, Cesare Pavese, Melania Mazzucco, Walter Siti, Igiaba Scego, and Jonathan Bazzi. Each life story offers a diverse portrait of the Italian peninsula, thus providing a cross-section of the country's modern history and culture. Throughout modules organized along lines of gender, race, class, space, and time, students will be prompted to reflect on how the relationship between reality and fiction changes from memoir to autofiction and investigate how this transformation of the genre affects the purpose of self-writing. While the class is taught in English, there will be sessions in Italian for students from the Italian major or minor.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)



**AS.214.418. Italian Cinema: the Classics, the Forgotten, and the Emergent. 3 Credits.**

From the epic movies of the silent era to neorealist and auteur films of the post-war period, all the way to contemporary Academy winner *The Great Beauty*, Italian cinema, has had and continues to have a global impact, and shape the imagination of filmmakers all over the world. This course traces Italian film history from its origins to recent times, highlighting its main genres and trends beyond the icons of neorealist and auteur cinema, including the so-called 'comedy Italian style,' spaghetti westerns, horror, mafia-mockery films, feminist filmmaking, and ecocinema. While learning to probe the cinematic frame, and examine composition, camera movements, cinematography, editing, and sound, and interrogating issues of gender, class, and race, we will screen classics such as *Bicycle Thieves*, *La Dolce Vita*, and *L'Avventura*, but also forgotten archival films by pioneer women filmmakers, and works by emergent, independent filmmakers. This course is taught in English. Additional sessions in Italian will be arranged upon students' request.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Projects and Methods (FA6)

**AS.214.422. Ugly Beasts, Talking Monkeys: The Medieval Animal. 3 Credits.**

This seminar explores the boundaries between humans and animals in the medieval world and beyond. Reading literary texts such as Giovanni Boccaccio's *Decameron*, Moderata Fonte's *Floridoro*, Luigi Pulci's *Morgante* and medical texts such as Girolamo Fracastoro's *On Contagion*, we will trace the formation of distinctions between species. The categories we will use to investigate the distinctions between animals and humans include metamorphosis, contagion, education, taxonomy, subjugation, hunting, representation, anthropomorphism and zoomorphism, wilderness, misogyny, and promiscuity. To probe these categories and distinctions, we will make use of a series of critical approaches, from critical animal studies to posthumanism, within the disciplinary specificity of Medieval Studies.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.214.434. Elena Ferrante and her Brilliant Friends: Contemporary Italian Women Writers. 3 Credits.**

Elena Ferrante is Italy's most acclaimed contemporary novelist, although her true identity remains unconfirmed. Having been translated into and published in 45 languages, with over 15 million copies sold worldwide, her 'Neapolitan Quartet' triggered what has been called 'Ferrante Fever.' Through reading and discussion of Ferrante's works (novels, letters, and a fairytale) and their screen adaptations— the HBO TV series *My Brilliant Friend* and Maggie Gyllenhaal's *The Lost Daughter* (2022) —we shall discover the reasons behind this global, literary phenomenon while exploring themes such as gender, memory, trauma, women's participation in, or exclusion from, history, and the internal violence of a rapidly changing society. In addition to Ferrante's works, we shall also read Anna Maria Ortese, Elsa Morante, and Fabrizia Ramondino to understand the influence of women writers from previous generations on Ferrante's work. This class is taught in English. Additional discussion sessions in Italian will be offered.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.214.466. Utopias and Dystopias in Renaissance Culture. 3 Credits.**

We will trace the dream of designing an ideal society and the danger of creating its opposite in the sixteenth and seventeenth century Italian and European thought.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.214.479. Dante Visits the Afterlife. 3 Credits.**

One of the greatest works of literature of all times, the *Divine Comedy* leads us down into the torture-pits of Hell, up the steep mountain terrain of Purgatory, through the "virtual" space of Paradise, and then back to where we began: our own earthly lives. We accompany Dante on his journey, building along the way knowledge of medieval Italian history, literature, philosophy, politics, and religion. The course also focuses on the arts of reading deeply, asking questions of a text, and interpreting literary and scholarly works through discussion and critical writing. Conducted in English. For undergraduate students only.

Distribution Area: Humanities  
AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)  
Writing Intensive

**AS.214.562. Italian Independent Study. 1 - 3 Credits.**

This course is for a undergraduate students pursuing an independent research project with a faculty mentor. Students are expected to meet regularly with the mentor and to write a lengthy paper, or several short papers, on the chosen topic.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Culture and Aesthetics (FA3)  
EN Foundational Abilities: Creative Expression (FA3)

**AS.214.607. Teoria e Prassi della Glottodidattica dell'Italiano. 3 Credits.**

The goal of this course is to familiarize Graduate Student Instructors in Italian with foundational elements of Second Language Acquisition and foreign language teaching. The course will (1) acquaint students with historical and current theories of foreign language pedagogy; (2) demonstrate strategies to integrate theoretical knowledge into everyday practice, both in terms of instructional delivery, and materials development; (3) introduce participants to basic evaluation tools to critically assess teaching practices and tools in terms of quality, relevance, validity, reliability and other theory-based criteria; (4) help participants to articulate their own pedagogical training and philosophy of teaching in preparation for the academic job market. Taught in Italian.

**AS.214.608. Vico: Mythology, Philology, and Forgery. 3 Credits.**

In this course we will examine Giambattista Vico's innovative effect on intellectual history, in light of recent discoveries regarding Vico's publication history. Extensive work in Special Collections will be featured.



**AS.214.609. Carlo Emilio Gadda and the Neo-Avant-Garde. 3 Credits.**

This course is dedicated to the work of Carlo Emilio Gadda, the great neurotic polymath sometimes referred to as “the Italian James Joyce,” and his outsize influence on neo-avant-garde and experimentalist literary movements of the 1960s and 1970s. We will read selections from Gadda’s two major novels, *La cognizione del dolore* and *Quer pasticciaccio brutto de’ via Merulana*, divulgative science writings and other fascist-era journalism, as well as the vitriolic antifascist treatise, *Eros e Priapo*. Our study of Gadda will include discussions of the critical approaches that ground Gadda studies, from rigorous philology to affect theory, science studies, and new materialism. We will then turn to the “Nipotini dell’Ingegnere” — those named by Alberto Arbasino in his influential essay of that title (himself, Giovanni Testori, and Pier Paolo Pasolini); as well as writers of the neo-avant-garde who sought to continue Gadda’s legacy by emulating his famously “baroque” style marked by wild digressions and the extensive use of regional dialects and neologisms. We conclude the semester with a reading of Carla Lonzi’s 1969 *Autoritratto* and a study of the circulation of ideas and praxes between literary and visual neo-avant-garde movements in Italy and beyond. Throughout the semester, we will attend to ongoing debates about illegibility, engagement, realism, and the aesthetics of obscenity. Class conducted in English. All Italian texts will also be available in English translation.

Distribution Area: Humanities

**AS.214.610. The Nonhumans of Renaissance Humanism. 2 Credits.**

This course is an exploration of the notions of the human that emerge when interrogating pre-modern Italian literary constructions of nonhuman entities (water, earth, flora, fauna, objects, buildings, cities, automata, demons, angels, gods, and God). We will read work by authors such as Dante, Petrarch, Boccaccio, Pico, Alberti, Leonardo, Sannazaro, Baldi, and Della Porta, as well as parts of the *Hyperotomachia Poliphili*, and selections from bestiaries, herbaria, and books of emblems. Accompanying these readings are recent studies in critical theory on posthumanism and transhumanism, animal studies, ecocriticism, and phenomenology.

**AS.214.613. Italo Calvino: From the Woods to the Moon. 3 Credits.**

Affectionately nicknamed the “squirrel of the pen” for his acrobatic, dimension-defining abilities with language, Italo Calvino is one of Italy’s all time most powerfully imaginative writers. This graduate seminar explores his variegated literary production, from the neorealist novel *The path of the Nest of Spider* (1947), the heraldic trilogy *Our Ancestors* (1952-1959), his celebrated *The Invisible Cities* (1972) to the science-fictional *The Cosmicomics* (1966). We’ll investigate the stylistic and literary trends his work encompasses, from neorealism to postmodernism, and the interplay of individuals and environments in his novels, short stories, and autobiographical writings. Going from the woods to the moon, we’ll meditate on the values Calvino recommended for the literature of the new millennium: lightness, quickness, exactitude, visibility, multiplicity, (and consistency).

**AS.214.614. Purgatorio and Purgatories. 3 Credits.**

While the concept of purgatory for the departed has long been part of many cultures’ beliefs, it was Dante who offered Western thought one of the most detailed architectures of this transitional space to date. The second book in the *Divine Comedy* trilogy, the *Purgatorio* is Dante’s most relatable of the three otherworldly realms. For one, purgatory is not eternal. It is also a highly organized system, explores a kind of justice that seems more fair than eternal punishment, and it offers something the two other realms do not: hope. In reading the *Purgatorio* closely, students will explore medieval theories of divine justice, human justice, penance, piety, and morality—many of which still inform our thinking today about right action and the common good. Much attention will be given to literary analysis of the poem. Students will also read commentaries and critical studies on Dante’s *Purgatorio*, as well as on “purgatories” from other cultures and traditions. Offered in English.

Distribution Area: Humanities

**AS.214.615. Prospettive Decoloniali: Cinema e Letteratura Contemporanea in Italia. 3 Credits.**

Negli ultimi decenni un numero crescente di scrittori, registi, artisti e attivisti Afro e afrodiscendenti sta opponendo resistenza alla xenofobia e al razzismo dilaganti nell’Italia contemporanea. In che modo le loro opere modificano l’identità nazionale? In che modo i loro testi (letterari e filmici) costringono l’Italia a confrontarsi con il suo ignorato passato coloniale? Questo corso multimediale esamina le rappresentazioni dell’alterità razziale ed etnica e di come queste ci permettono di ripensare l’identità nazionale attraverso una panoramica della letteratura e il cinema decoloniale in un quadro intersezionale. In questo seminario di dottorato ripercorreremo la storia coloniale dell’Italia, esamineremo l’assenza di un ripensamento delle atrocità nei confronti dei soggetti coloniali attraverso la più recente letteratura critica e teorica, e discuteremo opere di scrittrici come Igiaba Scego, Gagliella Ghermandi, e Maza Mengiste, e filmmaker come Dagmawi Yimer, Dafne di Cinto e altri.

**AS.214.616. On Ruins and Ruination: A Material, Ecocritical Exploration of Italian Cinema. 3 Credits.**

This graduate seminar retraces Italy’s film history, from the silent era to the present, with a focus on ruins. Moving from the remains of Ancient Rome, the rubble of the Great War to that of WWII, traversing the peripheries of the Economic Miracle, industrial and postindustrial landscapes, and ghost rural villages, we will engage in a material, ecocritical exploration of Italian cinema.

Distribution Area: Humanities

**AS.214.617. The Visionary. 3 Credits.**

This course asks the question, “what does it mean to be a visionary?” We will read a selection of medieval and Renaissance Italian texts that demonstrate some form of ‘non-normative’ thinking, altered state of consciousness, or speculation on the future. These texts often cross genre boundaries, existing in between autobiography, literature, philosophy, religion, art, and science. We will pair these readings with critical studies on mysticism, prophecy, dreams, and altered states of consciousness, as well as contemporary art labeled “visionary.” Conducted in English with all Italian and Latin texts also available in English.

**AS.214.618. The Visionary II. 3 Credits.**

This course asks the question, "what does it mean to be a visionary?" We will read a selection of Renaissance and Baroque Italian texts that demonstrate some form of 'non-normative' thinking, altered state of consciousness, or speculation on the future. These texts often cross genre boundaries, existing in between autobiography, literature, philosophy, religion, art, and science. We will pair these readings with critical studies on mysticism, prophecy, dreams, and altered states of consciousness, as well as contemporary art labeled "visionary." Conducted in English with all Italian and Latin texts also available in English.

Distribution Area: Humanities

**AS.214.619. Dante's Paradiso. 3 Credits.**

This graduate seminar offers both a close reading of Dante's Paradiso and training in the tools and methods necessary for Dante scholarship. In addition to studying the canticle itself, students will learn to make full use of the commentary tradition, explore the many digital resources built specifically for medieval studies and Dante studies, read and discuss diverse theoretical approaches to literary analysis, and implement a variety of formats to write about Dante and his works. Taught in English. Knowledge of a Romance Language and/or Latin recommended.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

**AS.214.621. Women and the Natural World in Early Modern Italy. 3 Credits.**

How did early modern women imagine themselves in relation to the natural world? How did they think – and write – about non-human nature: land, plants, minerals, animals? How did the evolving scientific culture of the sixteenth and seventeenth centuries impact ideas about nature – and the nature of women? Remaining attentive to the many valences of the terms "nature" and "natural," this graduate seminar will consider questions of gender, genre, and the environmental imagination in a selection of texts by and about women in early modern Italy, including Gaspara Stampa, Isabella Andreini, Tullia d'Aragona, and Moderata Fonte. In addition to close readings of works of poetry, pastoral, and natural philosophy, we will consider how contemporary ecocritical and ecofeminist theory might illuminate these texts in new ways. Some familiarity with Italian recommended.

Distribution Area: Humanities

**AS.214.804. Italian Summer Research. 9 Credits.**

Modern and Contemporary Italian Literature and Culture: The Canon and Beyond. This summer course guides graduate students in Italian (with a focus on the modern and contemporary period) through the preparation of their comprehensive doctoral exams. Students will read critically the works of canonical poets and writers from the late nineteenth through the twenty first centuries—from Ugo Foscolo, Giacomo Leopardi, and Alessandro Manzoni to Italo Calvino, Elsa Morante, Elena Ferrante and others. In addition to the reading of primary sources, students will also familiarize themselves with major contemporary critical and theoretical works by Roland Barthes, Jacques Derrida, Judith Butler, Julia Kristeva, and others. In preparation of the oral part of the exam, students will be instructed on how to develop a syllabus on an undergraduate course in Italian Studies.

**AS.214.850. Professional Training - Italian. 3 Credits.**

Training for professional academic purposes.

**AS.214.861. Italian Independent Study. 3 - 9 Credits.**

This course is for a graduate students pursuing an independent research project with a faculty mentor. Students are expected to meet regularly with the mentor and to write a lengthy paper, or several short papers, on the chosen topic.

**AS.214.862. Italian Dissertation Research. 9 Credits.**

Students are expected to meet regularly with their dissertation director to ensure they adhere to a research and writing schedule for their dissertation.

**AS.214.863. Italian Proposal Preparation. 3 - 9 Credits.**

This course is for graduate students to prepare their prospectus and one chapter of their dissertation.

**AS.215.111. Modern Spanish Culture. 3 Credits.**

This course will explore the fundamental aspects of Spanish culture from the nineteenth to the twenty-first centuries. The course will offer a general survey of the history of Spain and will discuss texts, movies, songs, pictures, and paintings in relation to their social, political, and cultural contexts. This course will be of particular interest for students planning on spending a semester abroad in Spain—specially for those students going to the JHU Fall Semester in Madrid, at Carlos III University. Taught in Spanish. Recommended Course Background: AS.210.311 or appropriate Webcape score. AS.215.390 was formerly numbered AS.211.390

**Prerequisite(s):** Students may not have previously completed AS.211.390 OR AS.215.390.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.112. Modern Latin American Culture. 3 Credits.**

Taught in Spanish. This course will explore the fundamental aspects of Latin- America culture from the formation of independent states through the present—in light of the social, political, and economic histories of the region. The course will offer a general survey of history of Latin- America, and will discuss texts, movies, songs, pictures, and paintings, in relation to their social, political, and cultural contexts. May not be taken satisfactory/unsatisfactory.

**Prerequisite(s):** Students may earn credit for AS.211.380 or AS.215.380, but not both.; AS.210.311

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3)

**AS.215.211. Introduction to Literature in Spanish. 3 Credits.**

The main objective of this course is to examine and discuss specific authors and topics in literature in Spanish from the Middle Ages to the 20th century. The course is designed to cover a selection of Hispanic texts from Spain and Latin America. Literary genres to be studied will include narratives, poetry, and drama. The bulk of each class session will be dedicated to the discussion of the assigned readings. This course is taught in Spanish. This course is required for the major in Spanish. Students who have completed AS.215.231 cannot take AS.215.211.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.306. Latin American Gothic. 3 Credits.**

This course aims to spotlight an often-overlooked corpus of texts to study the tradition of the Gothic mode in Latin America. A literary mode created in Europe and usually thought of as exclusive to the anglophone, francophone, and German traditions, the Gothic is, however, consistently present in Latin American stories, novels, and films. During the late XIX century, the texts of Edgar Allan Poe found fertile ground in the minds of modernista writers who began transforming the superficial elements of the Gothic mode to fit a new reality. Since then, the Gothic has resisted contention and continues to rear its head in texts penned by the likes of Jorge Luis Borges and Carlos Fuentes. This course seeks to briefly describe the path of the Gothic mode from its arrival in Latin America to some of its newest iterations and transformations. Taught in Spanish. Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.310. Avant-Garde Literature and Art in Latin America. 3 Credits.**

This course will explore the varied avant-garde movements that have animated Latin American art and literature from the early 20th century to the late 1960s, examining their impact on today's artistic and literary voices. We will study how artists and writers have confronted and transformed norms and traditions, developing unique modes of thought and expression. While acknowledging the influence of European counterpart movements, the focus will shift to indigenous and Afro-Latinx perspectives, examining how they have carved out distinctive creative paths and challenged colonial legacies. Topics and materials include the many movements that arose across the continent, such as Creacionismo in Chile, the Estridentismo Mexicano, and Brazilian concrete poetry; books and magazines that provided a platform for such authors as Jorge Luis Borges, Mário de Andrade, Patrícia "Pagu" Galvão, Nicanor Parra, and Clarice Lispector; recordings and other multimedia artifacts. The course will be conducted in Spanish.

**Prerequisite(s):** AS.210.311[C]

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.313. Sound and Vision: Exploring Latin American Literature and Media. 3 Credits.**

The aim of this course is to introduce students to Latin American literature and culture, with a particular focus on its intersections with visual media and the emerging field of sound studies. From the 1920s to the present, authors in Latin America have utilized various forms of media such as radio, sound recordings, typewriters, cameras, TVs, and computers to reflect upon and actively engage with various cultural and socio-political processes. Throughout the course, students will explore how Latin American authors used their writings and voices to challenge the constraints imposed by historical conditions, including heteropatriarchy, state violence, exile, and censorship, which were prevalent during dictatorships in different countries during the 20th century. We will delve into the works of authors such as Julio Cortázar, Ulises Carrión, Nicanor Parra, Augusto and Haroldo de Campos, Alejandra Pizarnik, Hilda Hilst, Angélica Freitas, among others. In addition, we will discuss both theoretical and practical approaches to written and vocal performances found in records, video/cinematic materials, and radio/web-based sound productions. Drawing upon a social and historical perspective, we will present literary artifacts to inspire a fresh perspective on contemporary Latin American culture. It is important to note that this course relies heavily on primary sources and secondary literature, most of which are written in Spanish. Portuguese texts, when available, will be presented in their original form alongside Spanish translations. The course will be conducted in Spanish.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.316. Latin American Soundscapes. 3 Credits.**

This course explores Latin America's sonic and auditory cultures, investigating how sound plays a central role in cultural expression and identity formation. Students will examine how diverse communities across the Global South engage with and interpret sound through various sonic objects—from artistic creations to industrial sounds and natural phenomena—and research the listening practices unique to Latin American communities. Drawing on interdisciplinary approaches from sound studies, media studies, postcolonial studies, and critical race theory, the course will explore how sound mediates power, social relations, and the boundaries between the human and the non-human. Emphasizing a Global South perspective, this course invites students to critically examine sound's role in shaping Latin American communities' lived experiences, offering a deeper understanding of how sonic practices define the region's culture.

**Prerequisite(s):** AS.210.311 or Spanish Placement Exam

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.336. Don Quijote. 3 Credits.**

Miguel de Cervantes's *Don Quijote de la Mancha* is widely considered to be the first modern novel of the Western tradition. It has influenced the likes of Nabokov, Sterne, Melville, Dostoyevsky, Flaubert, Borges, Dickens, and Faulkner (who reread it every year), among others. In a recent literary poll of the "100 Best Books of All Time," in which the aforementioned authors remained unranked and "all on an equal footing," some of the greatest living writers (Salman Rushdie, Assia Djebar, Herta Müller, Orhan Pamuk, Doris Lessing, Milan Kundera, Amitav Ghosh, Nadine Gordimer, Christa Wolf...) made an exception for *Don Quijote*, calling it the "best literary work ever written." To what is such ubiquitous and unparalleled praise due? The purpose of this course will be to read *Don Quijote* in its entirety and to gain a critical understanding of the major cultural, historical, and political issues at play in the novel. We will seek, on the one hand, to draw out the general or 'universal' features that have established its place in the international literary canon while, on the other, to understand these features within the unique context of early modern Spain. By exploring such themes as parody, humor, madness, metafiction, psychoanalysis, chivalric literature, translation, and Moorish culture, the class will establish connections with other disciplines and literary traditions as well. Taught in Spanish.

**Prerequisite(s):** AS.210.311 AND AS.210.312

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.215.369. Mapping Identity in Modern Spain. 3 Credits.**

What social, political, and economic forces make groups of people appear out of place in a given society? How have literary works contributed to counteracting the marginalization of certain groups? This course will look at how modern Spanish artists, writers, and intellectuals wrestled with questions of identity and marginalization. We will critically examine how the modern Spanish state was forged from restrictions on cultural difference and consider the various marginalized groups that were left in its wake. These groups include various peoples (e.g. the Romani), ideologies (e.g. anarchism, socialism, communism), social and economic classes (e.g. peasants, the working class), and regional identities (e.g. Catalonia, the Basque Country). Key texts in modern Spanish literature will prompt our investigation into how writers and artists reflected on, contested, and expressed the marginality of the country's various internal others. Taught in Spanish.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.215.405. Ephemeral Spanish Drama. 3 Credits.**

Johns Hopkins holds one of the largest collections of ephemeral Spanish drama outside of Spain. Despite their modest appearance, JHU's comedias sueltas are unique witnesses to a prolific and rich dramatic culture in early modern Europe. In addition to works by the masters of Spain's Golden Age such as Lope de Vega, Pedro Calderón de la Barca, and Tirso de Molina, this collection comprises works by lesser-known figures from the long eighteenth century, including numerous anonymous works and even several that are unattested in the literary record. In this class, we will read and discuss representative works of these types, paying close attention to the context of the production and use of the copies in Special Collections at JHU. The final project will culminate in either a written translation or a performance of one of the comedias sueltas in the JHU collection. Taught in Spanish.

**Prerequisite(s):** AS.210.311 or Spanish Placement Exam

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.406. Novelist Intellectuals. 3 Credits.**

What does a novelist's op-ed about economics have to do with her literary writing? In what ways does a fiction writer's essays on the environment inform how we read her novels? What happens when we find the political opinions of a writer objectionable? This undergraduate seminar will consider what the Spanish writer Francisco Ayala termed "novelist intellectuals," that is, literary writers who actively participate in a society's public sphere. Considering writers from Madrid to New York, from London to Buenos Aires, we will ask how one should hold a novelist's fictional and non-fictional writings in the balance and explore ways of reading that allow us to consider the public intellectual side and the aesthetic side of a novelist together.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.215.407. Power And Gender In Hispanic American Novels And Films. 3 Credits.**

We will analyze and discuss four novels and three films impacted by gender violence and political idolatry under shattering stress. *Oficio de tinieblas* or *The Book of Lamentations* (1962) by Rosario Castellanos (Mexico). *Zama* (1956) by Antonio di Benedetto (Argentina). *Delirio* or *Delirium* (2004) by Laura Restrepo (Colombia). *El ruido de las cosas al caer* or *The Noise of Things Falling* (2011) by Juan Gabriel Vásquez (Colombia). In addition, we will examine in depth films by Lucrecia Martel (Argentina): the short *Rey muerto* (1995), *La ciénaga* (2001), and her own version of *Zama* (2017). Course taught in Spanish.

**Prerequisite(s):** AS.210.312

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

**AS.215.410. Topics in Modern Latin American Literature. 3 Credits.**

A survey and exploration of important works and themes in Latin American Literature of the modern period.

**Prerequisite(s):** AS.210.311

AS Foundational Abilities: Culture and Aesthetics (FA3), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)



**AS.215.416. Mexican Empire: the Problem of Territory from Aztec Philosophy to Trump's Wall. 3 Credits.**

This course with seminar option is devoted to Mexico, its past and present paths into a remote inside-out pre-imperial epoch inalienable from North-against-South histories across the American Narcoland from Honduras to Alaska. Our nonfictional materials combine detailed summaries and readings of Stuart Elden's *The Birth of Territory* and James Maffie's *Aztec Philosophy: Understanding a World in Motion*. The fictional matter concerns Roberto Bolaño's 1998 novel, *Los detectives salvajes* (*The Savage Detectives*), Cormac McCarthy's *apocalypse Western*, 1985 *Blood Meridian*, and Carlos Reygadas' films, *Post Tenebras lux* (2012) and *Nuestro tiempo* (2018).

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

**AS.215.419. Colombia: Territory Against Nation. 3 Credits.**

The nation of Colombia amounts to a large country partly made immense and hard to govern and corruptible by its territorial nexus and porous frontier with Venezuela. Starting from such polemic claim, leaning on misgovernance vs. excessive governmentality, we will study two novels, Laura Restrepo's *Delirio/Delirium* (2004) and Juan Gabriel Vásquez's *The Noise of Things Falling* (2011); both winners of the prestigious Planeta Prize. To what extent can literary fictions of such scope and ambitions, invested in deeply rooted family politics, help or harm the reader's political trust in nations as novels and fictions as nations?

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

**AS.215.421. Blood and Honor in the Spanish Golden Age. 3 Credits.**

In this class we will study a selection of the often violent and suspenseful literature that served to entertain both the masses and the nobility during the height and rapid decline of the Spanish Empire. We will delve into how the literary establishment, in particular the theater, disseminated and sometimes questioned social and gender norms, all while wrestling with the at times deadly code of honor that permeated Spanish society. (Course taught in Spanish)

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.215.424. Manifesto: From Literary to Social Activism in Latin America. 3 Credits.**

Manifestos have been instrumental in shaping cultural, political, and social landscapes. Moving through and beyond the literary canon, this course examines manifestos as distinctive literary artifacts that intertwine art, politics, and calls to action, deeply reflecting the times and ideals from which they emerged. Focusing on Latin America, this interdisciplinary course examines the evolution of the manifesto as a discursive genre in the region. It traces its trajectory from the early 20th-century literary and artistic avant-gardes to the new contemporary forms of social, ecological, and political activism. The course includes a broad survey of cultural artifacts contextualized within historical and contemporary perspectives on identity, politics, ethics, aesthetics, nature, human and non-human rights, and social justice. Our classes will encompass texts from various countries, including Argentina, Brazil, Chile, Cuba, Mexico, Peru, and others. The course integrates insights from diverse fields such as poetics, philosophy, literary studies, sound and media studies, design, and typography. This course will be conducted in Spanish, with reading and writing assignments accepted in Spanish and Portuguese, which will be encouraged and warmly welcomed.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.426. Narratives of Sickness and Healing in Latin America. 3 Credits.**

What is an illness? How do we define a sick body? How can literature, films and art convey suffering and healing? How do traditional histories of medicine structure sickness? Is there a perception—of illness that can be specific to Latin American culture? How does the Spanish language address issues of sickness, disability, and pain? This course will explore experiences of illness, suffering, pain, and healing through the readings of narratives, works of theory and criticism, and the writings of artists themselves, as well as film, artistic practices, and documentaries. Discussions will place the narratives of illness in the intersections with the history of public health, biomedical history, and the sociocultural history of disease in Latin America. Within the framework of the Medicine, Science, and the Humanities major, students will learn to recognize the value and relevance of literature and art to their personal, educational, and professional growth.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.430. What Would Cervantes Do? Reading Spanish Baroque Literature in a Post-Truth Age. 3 Credits.**

An exploration of Spanish literature of the 17th century focused on problems of truth and political manipulation. Taught in Spanish.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

**AS.215.448. The Politics of Spanish Painting. 3 Credits.**

How is painting political? What would it mean for a painting to make a political intervention? Can a painting, through its subject, composition, and style, make political arguments and claims? Understanding painting as a repository for social, economic, and political relations, this course will examine the works of major Spanish painters from El Greco to Picasso. We will pay special attention to the ways in which painters developed a particular "political vision" of Iberia and the world. Paintings will be paired with texts ranging from art history and criticism to literature, history, and political philosophy. Taught in Spanish.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.452. Che Guevara and Magical Realism. 3 Credits.**

His detractors often compare him to Hitler while many of his admirers see in him a saint and a martyr like Jesus Christ. Cuban school children are taught to be like him. Che was killed in 1967, the same year in which Gabriel García Márquez published *Cien años de soledad* (One Hundred Years of Solitude). We will study Guevara's life as a militant revolutionary through his own writings and the exorbitant style known as *realismo mágico*, crafted by García Márquez, one of Che's great admirers. Four movies will anchor our visual take on the myth and the man: *Los diarios de motocicleta*\* (Walter Salles, 2004), *Che I*\*\* and *Che II*\*\* (Steven Soderbergh, 2008), and *Wall Street*\*\* (Oliver Stone, 1987). The nineteen-eighties narcotraffic boom in Colombia and the cocaine-driven financial high times during the late Reagan years will frame our study.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.215.465. Wild Surrealism: Lorca, Dalí, Buñuel. 3 Credits.**

Spanish surrealism emerged unevenly. Some writers and artists sought out the surrealist label while others rejected or ignored it altogether. Some attempted to adhere to André Breton's "Surrealist Manifesto" while others went decidedly against its principles. Yet surrealism, in one way or another, took over the Spanish artistic scene during the 1920s and '30s. Today, it is associated with Federico García Lorca, Salvador Dalí, and Luis Buñuel. Friends, roommates, and even lovers, Lorca, Dalí, and Buñuel came to define surrealism's acceptance, rejection, and indifference in Spain. This seminar will examine the moment of Spanish surrealism through these three figures. The course will include the study of film, art, drama, poetry, and nonfiction. Taught in Spanish. Recommended Course Background: AS.215.390 or AS.215.231

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.215.525. Spanish Independent Study. 1 - 3 Credits.**

Directed readings with Spanish faculty.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.526. Spanish Independent Study. 1 - 3 Credits.**

Directed readings with Spanish faculty.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.215.606. Engaging with the Global Hispanophone. 3 Credits.**

This course is envisioned as an invitation to branch out beyond the traditional archives of Hispanism, as we engage with the cultural production of 'peripheral' territories in the so-called Hispanic world, including regions that have recently been grouped within the category of the "Global Hispanophone." This rubric aspires to incorporate the cultures and historical experiences of territories once bound by the Spanish Empire in North Africa, the Gulf of Guinea, and the Philippines. In this reconfiguration of our intellectual and geographic maps of Hispanic studies, we will place these regions' pasts and presents in dialogue with other areas traditionally more central to our disciplines, while giving particular centrality to Africa. The course is thus informed by a determination to break away from the overarching Iberian/Latin American binary, an even some configurations of Atlantic Studies, and to embrace other communities, histories, experiences, and repertoires. We will ask: what might an engagement with this new archive of the Global Hispanophone entail for the broader fields, and for the scholarly practices, of Latin American, Caribbean, Latinx, Iberian, or Atlantic studies today? How might engaging with one or more of the geographical areas involved –Western Sahara, Ceuta, Melilla, Morocco, Algeria, the Philippines, Equatorial Guinea and perhaps others not fully covered in this course– alter, or transform, our approach to the respective fields?

**AS.215.607. Utopia, Text, Torture. 2 Credits.**

We will examine and stress-test writings that graphically breach and exploit established literary discourses in direct or indirect reference to unbound self-consciousness. This mode of textual introspection struggles against false consciousness as a form of self-absorbed torture (matching routine practices by the dictatorships that rule over any sense of actuality in these novels). Textual imprisonment (often hyper-sexualized) escapes and humiliates these otherwise triumphantly gendered writers. Diamela Eltit, *Lumpérica* (1983); José Donoso, *La desesperanza* (1986); Néstor Perlongher, *O negocio do michê. Prostituição viril em São Paulo* (1987), *La prostitución masculina* (1993) or *El negocio del deseo* (1999); Mario Vargas Llosa, *El paraíso en la otra esquina* (2003); Laura Restrepo, *Delirio* (2004). In each case, aspects of dictatorship as specific South American despotism should loudly impact our discussions.

**AS.215.609. Latinx Literature Now. 3 Credits.**

A graduate seminar that focuses on texts by contemporary U.S. Latinx writers published after 2015, as well as works of scholarship and criticism in Latinx literary and cultural studies. Students will familiarize themselves with a body of work from the largest (and still growing) cultural "minority" in the U.S. to interrogate the major themes of this course—"Latinx," "minority," and "now"—as well as reflect on how national, comparative, and "minority" texts mutually interact and inter-implicate one another.

Distribution Area: Humanities

**AS.215.610. Matters of Toxicity in Latin America. 3 Credits.**

This seminar explores the convergence of toxicity and space, politics and affect in Latin America through an analysis of literary fiction, poetry, films and visual art. We pay close attention to the politics of contamination, its effects in both the space and the body, as well as in communal efforts undertaken by both Indigenous and non-Indigenous communities that look at alternative methods to make sense of everyday life stories and environmental disasters. These stories originate from the margins and aim at uncovering the vibrant matter of daily contamination and bodily experiences. Some questions we will address are: How are the imaginaries of sickness informed by the continual increase of toxicity in both urban and rural areas? How do they imagine life and how do they contribute to a new understanding and conceptualizations of biological life, human and non-human? This class is taught in Spanish.

**AS.215.611. Staging Race in Early Modern Drama. 3 Credits.**

The stratified nature of medieval and early modern Iberia was long understood to derive not from race per se but from lineage, whereby statutes of limpieza de sangre or blood purity granted an array of privileges to descendants of Christian ancestors while discriminating against those of Jewish or Muslim heritage. Recent scholarship, however, has challenged this paradigm to establish that race was already operative in premodernity, and that skin color was, alongside ethnoreligious genealogy, yet another vector of oppression. This course will explore the racialization of skin complexion in sixteenth- and seventeenth-century Iberian drama, particularly in plays featuring Black African and Afro-diasporic characters, such as those by Andrés de Claramonte, Diego Jiménez de Enciso, Lope de Rueda, Lope de Vega, Antonio Mira de Amescua, Rodrigo de Reinosa, Sor Juana Inés de la Cruz, and Luis Vélez de Guevara. In doing so, students will engage with the field of premodern critical race studies to interrogate how a nascent colorism intersected with historical projects of national and imperial consolidation, global trade, colonialism, slavery, and other racial formations. Many of the readings will be available only in Spanish, though class discussion may be conducted in Spanish or English, depending on the needs of enrolled students.

Distribution Area: Humanities

**AS.215.620. Agrarian Fictions in Latin America. 3 Credits.**

This course examines how 20th-century Latin American fiction represented predominantly rural societies, not only as sites of 'tradition' (as is frequently assumed by extant criticism), but as active sites of transition and change in their own right. Focusing on key authors such as Juan Rulfo, José María Arguedas, Rosario Castellanos and José Donoso, among others, we will ask how fiction, particularly the novel, represented far-reaching rural transitions in the 20th century, ranging from agrarian revolution and land reform to the massive relocation of immiserated peasants to burgeoning cities. Along these lines, we will ask 1) how fiction imagined the rural not simply as static, but as a site of violent and often unpredictable change; and 2) which special insights aesthetic form might provide as a means of capturing that change. In similar fashion, we will ask how Latin America's 'agrarian fictions' might enrich our understanding of literary currents such as regionalism, indigenismo and the "Boom," but also the history of capitalism in the region.

Writing Intensive

**AS.215.624. Amazonia: Theoretical Perspectives and Aesthetics. 3 Credits.**

As the humanities grapple with climate change, theories emerging from or centered on Amazonia contribute to a broader rethinking of the relationship between nature and culture, challenging the very definitions of these terms and the core tenets of modernity. This course explores how Amazonia has sparked new ways of thinking and aesthetic languages. We will focus on recent scholarship in archeology, anthropology, environmental humanities, and literary and cultural studies in relation to earlier ideas about Amazonia. Alongside this, we will examine literature, photography, film, and multimedia, discussing the ways in which the encounter with Amazonia has shaped aesthetic practices and, in turn, how these practices contribute to or even anticipate theoretical perspectives. Topics include thinking and its manifestations beyond the human, cosmotechnics and/as cosmopolitics, representation, and the ontological turn. Readings will include work by Eduardo Viveiros de Castro, Aparecida Vilaça, Eduardo Kohn, Philippe Descola, Emanuele Coccia, Davi Kopenawa, Bruce Albert, Eduardo Neves, Macarena Gómez-Barris, Lucía Sá, among others. All readings and discussions will be in English.

Distribution Area: Humanities

**AS.215.625. Marginal Subjects of the Spanish Golden Age. 3 Credits.**

An exploration of literary figures from the margins of Spanish society in the 17th century. Taught in Spanish.

Distribution Area: Humanities

**AS.215.631. Contemporary Latin American Cinema: History, Theory, and Practice. 2 Credits.**

This seminar presents a transnational history of Latina American cinema from the 1960s to the present, with a special regard to its global influence. Starting with the Cuban Revolution and the subsequent founding of the ICAIC, we'll examine how politics and aesthetics shape each other. We'll discuss the manifestos and films of the so-called New Latin American Cinema, including Tercer Cine, Cine Imperfecto, and Cinema Novo; the filmography made during the continent's various dictatorships; and post-dictatorship debates on memory. We'll also engage with a recent theoretical and cinematic production on gender, sexuality, the non-human, and new cinematic postcolonial approaches. In December, we will visit the International Festival of New Latin American Cinema of Havana to continue discussions in the setting of Latin America's largest film festival. Some knowledge of Spanish will be necessary to take this class.

**AS.215.633. Spectacle, Subjectification, and Reality Literacy in Early Modern Society. 3 Credits.**

In this seminar we will examine the widespread deployment of cultural production in the early modern period in the service of generating social cohesion around an emerging national project, primarily in the case of Spain. At stake will be how cultural practices can determine a shared sense of reality, often at odds with the interests of marginal groups, as well as the strategies that emerge to counteract and question those practices. While reading knowledge of Spanish is desirable, graduate students from other disciplines who wish to explore these theoretical questions with regard to a different cultural corpus are welcome. Graded Pass/Fail.

**AS.215.650. Race, Aesthetics, Speculation. 3 Credits.**

This seminar takes as its jumping off point the question of how the representation of race and ethnicity intersects with theories surrounding aesthetics, literary form, and speculation writ large, proposing that the investigation of these elements and their various imbrications offer an important aperture to consider the contemporary, and ways to reflect on the haunting remainders of history as they become manifest in cultural production.

Distribution Area: Humanities

**AS.215.718. Public Humanities Writing Workshop. 3 Credits.**

Humanists possess a reservoir of scholarly abilities that prime them for contributing to debates well beyond the academy. This semester-long workshop will introduce graduate students to the basics of writing for such broad audience. Each session will be organized around particular topics in public humanities writing, including the pitching, writing, editing, and publishing processes of newspapers, magazines, and online outlets. We will also consider the forms of writing that most allow scholars to draw from their academic training and research: reviews, personal essays, op-eds, interviews, and profiles. Throughout the course we will see how the interdisciplinarity, comparativism, and multilingualism of fields from across the humanities can be helpful for reaching wide audiences. Beyond the nuts and bolts of getting started in so-called "public" writing, this course aspires to teach graduate students how to combine quality writing with academic knowledge, scholarly analysis with a general intellectual readership—and, ultimately, make academic knowledge a public good. Taught in English.

**Prerequisite(s):** Students who took AS.215.748 are not eligible to take AS.215.718.

Distribution Area: Humanities

**AS.215.804. Spanish Summer Research. 9 Credits.**

Summer research toward dissertation.

**AS.215.826. Spanish Independent Study. 3 - 9 Credits.**

Directed readings with Spanish faculty.

**AS.215.827. Spanish Dissertation. 9 Credits.**

Research work toward dissertation.

**AS.215.828. Spanish Proposal Preparation. 3 - 9 Credits.**

Directed work toward preparation of the dissertation proposal.

**AS.215.850. Professional Training - Spanish and Portuguese. 3 Credits.**

Training for professional academic purposes.

**AS.216.305. Representations of the Other(s) in Israeli Culture. 3 Credits.**

This course will use the concept of the Other to study the ways in which various marginal groups in Israel are represented in contemporary Israeli films, TV drama, prose-fiction, poetry and visual art. As a nation-state which was founded on the premise of a utopian vision of a just and fair society and as a promise for a safe haven for Jews escaping their status as Others, contemporary Israeli culture offers a unique case study. The course will run as a research seminar in which students will be encouraged to actively engage in analyzing the ways in which cultural productions depict the Other/s and Otherness as well as the social, political and psychological motivations and implications of these depictions. We will ask questions such as: who is considered as Other and by whom? What roles do the cultural representations play in shaping national collective identity, stereotypes and the perception of the self as Other? And how collective memory shapes Otherness?

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

Writing Intensive

**AS.216.320. The Israeli-Palestinian Conflict: A Cultural Perspective. 3 Credits.**

The Israeli-Palestinian conflict is often construed as impenetrable to outsiders, yet, cultural production emerging from this crucible is often presented as a "window" into the history, politics, and psychology of the conflict. Rather than operating from the assumption that culture is a mirror that simply "reflects" an objective reality, this course investigates how authors, filmmakers, and artists situated in the midst of the conflict produce art that reaches far beyond the representation of historical events, extending into the domains of religion, memory, fantasies, nostalgia, perceptions of space and time, body image and gender and sexual identities. The material covered will include feature and documentary film, literature, memoir, dance, visual art, photography and theater. All material will be taught in English translation.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

**AS.216.342. The Holocaust in Israeli Society and Culture. 3 Credits.**

This course examines the role of the Holocaust in Israeli society and culture. We will study the emergence of the discourse on the Holocaust in Israel and its development throughout the years. Through focusing on scholarly, literary, artistic, and cinematic responses to the Holocaust, we will analyze the impact of its memory on the nation, its society, politics, and collective self. The course is divided to three general categories: Historical and Sociological Perspective, Literary Perspective, and Cinematic Perspective. However, we will study the crossroad between these three categories, and will explore them in relation to one another.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)



**AS.216.410. Yiddish Theatre from the Purim-shpil to the Present Day. 3 Credits.**

In traditional Ashkenazi Jewish society, the purim-shpil was the only kind of drama performed, but with the advent of modernity Yiddish-speaking Jews embraced theatre as playwrights, actors, and audiences. This course will survey Yiddish theatre from its traditional beginnings through its many permutations from the late eighteenth century to the present day, with examples of plays from the popular to the highly literary. All readings, discussion, and written responses will be in Yiddish.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.216.411. The Evolution of Hebrew Linguistic Thought. 3 Credits.**

This course will explore the evolution of Hebrew linguistic thought, focusing on the seminal works of early Hebrew grammarians in Muslim Spain during the 10th–11th centuries, including Judah Hayyuj and Jonah Ibn Janah. It will then trace the intellectual journey across Christian Central Europe up to the late modern era, highlighting contributions from both Jewish and non-Jewish grammarians. Notably, it will feature figures such as David Kimhi at the beginning of this period and Wilhelm Gesenius at its conclusion. The exploration will conclude with an overview of modern contributions, from within Israel and abroad, to Hebrew linguistic thought, showcasing linguists like Naphtali Tur-Sinai and Geoffrey Khan. The course will primarily involve reading texts written by leading grammarians and biblical commentators, examining fundamental issues in Hebrew language, the various theories proposed, and the transformations that have taken place in Hebrew linguistic thought. The texts will be read in English, with reference to the original languages (if other than English), Hebrew or Arabic.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.216.413. Medieval Hebrew Poetry: Content, Form, and Language. 3 Credits.**

The course will offer a reading and analysis of selected works of medieval Hebrew poetry, focusing on prominent poets such as Samuel ha-Nagid, Moses ibn Ezra, and Judah Halevi. We will explore the content and form of their poetry, as well as the historical context and sources from which it emerged. Alongside literary analysis, there will be linguistic and philological examination, addressing the connections between medieval Hebrew poetry and grammar, as well as the relationship between the poet and the grammarian. Taught in Hebrew. Reading and speaking knowledge of Hebrew is required.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.216.414. Modern Hebrew Poetry and its Quest for a Poetic Self. 3 Credits.**

This seminar will follow the journey of Hebrew poets from the turn of the 20th century through the 21st century to construct (and reconstruct) a poetic self. Emerging as part of a national secular awakening that revolted against traditional Judaism and soon saw itself as part of European modernism, Hebrew poetry set itself to pave the way for creating a collective self. Questions such as what the main struggles were and how this collectivity of the self was challenged when various perceptions of selfhood and poetics emerged will be central to our discussion. Through a close reading of poems in the Hebrew original, we will study both the changes in the poetic self in each poet and the larger trajectory of the poetic self and its development in modern and contemporary Hebrew poetry.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive

**AS.216.500. Independent Study. 1 - 3 Credits.**

This research course focuses on surveying and deepening the students' familiarity with the historical, cultural, and linguistic aspects of modern Jewish literature.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.216.601. Eastern European Literature. 2 Credits.**

Twentieth-century and contemporary Eastern European Literature is the locus of poetry and the essay. In this course we shall examine classic authors, such as Bruno Schulz, Zbigniew Herbert, and Adam Zagajewski, as well as those less known in the English-speaking world: Zuzanna Ginczanka, Ota Pavel, Henryk Grynberg, Oksana Lutsyshyna. We will consider verse, poetic prose and lyrical essays. The issues that will inform our readings will be internal and actual emigration, translingualism, and the persistence of war. Polish, Ukrainian, Hungarian, Czech, Serbo-Croatian, but also French and American English are the languages in which these authors speak to us. Eastern European literature resonates with voices that have, time and again, brushed against catastrophe.

**AS.216.611. Modern Hebrew Literature and Its Quest for the Sacred. 3 Credits.**

Modern Hebrew literature emerged during the nineteenth century as part of the Haskalah movement, which attempted to break from the traditional modes of Jewish intellectual and social life while also offering a new understanding of Judaism. The Hebrew literature that arose in this period embraced the rebellious nature of the Haskalah and is therefore commonly characterized as secular in nature, defying Orthodoxy and rejecting the old Hebrew God. Against this clear-cut distinction between religious and secular literature, this seminar will study the ways in which modern Hebrew literature has maintained a vital dialogue with the divine and the sacred. We will read and analyze prosefiction, poetry and publicist essays in order to track the various theological trends that were part of this self-declared secular national literature. The reading will include texts by Ahad Haam, Bialik, Shlonsky, Brenner, Agnon, Grinberg and Goldberg, as well as more contemporary writers like Amichai, Ravikovitch, Wallach, Behar and Pedaya. This course will be taught in Hebrew.

Distribution Area: Humanities

**AS.216.615. Exilic Chronotope. 3 Credits.**

The concept of exile relies on the existence of differentiated space and of borders. It also presupposes affective attachment: to be exiled is to be forcibly removed from the space of belonging. And yet time cannot be excluded from a consideration of exile. Hence exilic chronotope, the timespace of forcible displacement. Beginning with the canonical banishment from the Garden of Eden, the seminar will trace the implications of exile in its historical and metaphysical sense: social alienation caused by displacement, creative fulfillment of the distance from home, phenomenological aspects of exilic topology. The readings and visual works will include Georg Simmel, Alfred Schuetz, Kurt Zadek Lewin, Charles Baudelaire, Walter Benjamin, Siegfried Kracauer, Aby Warburg, Mascha Kaleko, Zuzanna Ginczanka, Charlotte Salomon, and Daniel Mendelson.

**AS.216.620. Jesus in Modern Hebrew Literature. 2 Credits.**

This seminar will track the changes in the representations of Jesus in modern Hebrew literature. We will study the connections between intellectual writings and the literary depictions of Jesus, changes in the representations of his figure in the aftermath of the Holocaust and Israeli statehood, and the function of his figure in the cultural and theological modern Jewish imagination. Reading will include prose-fiction, novels, poetry, drama, and intellectual essays from the late 19th century to the beginning of the 21st century.

Distribution Area: Humanities

**AS.216.621. Folklore in Yiddish Culture and Literature. 3 Credits.**

Folklore played a decisive role in the development of Romantic nationalism and was the chief catalyst for the development of the aesthetics of nationalization. It was also the point of connection between anthropological and aesthetics notions of culture. Folklore was no less central to the processes of modernization, nationalization, and secularization among European Jews despite the conceptual and social instability surrounding the status of Jews as political subjects and as a "folk." This course will examine folklore in the literature, music, and visual art of Yiddish-speaking European Jews, in order to understand the aesthetic and political terrain on which identity in Europe was contested in the decades around 1900. Readings and discussion in Yiddish.

**AS.216.640. Literature and the Holocaust. 3 Credits.**

The Holocaust appears in scholarship as a figure or catalyst of analysis as often as it does as a historical event. It has prompted debates about historiography, about aesthetics, and about modernity across the humanistic disciplines, yet many of these debates and analyses have relied on a small number of sources, primarily literary texts. This course will assess some of the major areas of critical and scholarly inquiry regarding the Holocaust, but in relation to a different corpus of works, written by victims and survivors, that has been mostly overlooked. These works, many in Yiddish, many written during or in the immediate aftermath of the Holocaust, afford an opportunity to reassess the degree and the kind of challenge the Holocaust posed to the various aesthetic, memorial, and social formations of modernity. Taught in English; all readings available in English translation.

**Prerequisite(s):** Students who have taken, or are currently enrolled in, AS.211.440 are not eligible to enroll in AS.216.640.

Distribution Area: Humanities

**AS.216.643. Realism and Anti-Realism in Modern Hebrew Literature. 3 Credits.**

This seminar seeks to trace the narrative dynamics and literary means of modern Hebrew Literature through a close examination of the tension between its realistic and anti-realistic trends. It begins with theoretical questions regarding the definition of realism as a literary genre. After this introductory section, the seminar is divided to three different periods in modern Hebrew literature, each is analyzed within the framework of its relation to realism. The first period is the turn of the 20th century and its first decades, reading works by writers such as Yosef Haim Brenner, Shmuel Yosef Agnon and Devora Baron. In the second period we study the post Israeli statehood period through reading works by A.B. Yehoshua, Amos Oz, Amalia Khanana Carmon and Yehoshua Knaz. The third part of the course deals with prose-fiction that is considered post-modernistic and includes writers such as David Grossman, Orly Castel-Bloom, Yoel Hofmann, and Ronit Matalon.

Distribution Area: Humanities

Writing Intensive

**AS.216.800. Independent Study. 3 - 9 Credits.**

This research course focuses on surveying and deepening the students' familiarity with the historical, cultural, and linguistic aspects of modern Jewish literature.

**AS.216.802. Yiddish Independent Study. 3 - 9 Credits.**

Yiddish Independent Study

**AS.216.804. Hebrew/Yiddish Summer Research. 9 Credits.**

This research course focuses on surveying and deepening the students' familiarity with the historical, cultural, and linguistic aspects of modern Jewish literature.

**AS.216.806. Hebrew/Yiddish Proposal Prep. 6 Credits.**

Hebrew/Yiddish Proposal Prep

**AS.216.808. Hebrew/Yiddish Dissertation Research. 9 Credits.**

Hebrew/Yiddish Dissertation Research

**AS.216.850. Professional Training - Hebrew & Yiddish. 3 Credits.**

Training for professional academic purposes.

**AS.217.301. Literary Readings in Portuguese. 3 Credits.**

This discussion-based course for continuing students of Portuguese focuses on a wide range of Lusophone literary sources from the modern and contemporary periods. We'll read seminal texts from Europe, the Americas, and Africa, paying close attention to language and context. How do forms, ideas, and genres travel across the Atlantic? What shape do they take according to different geographies, cultures, and histories? Topics include the legacies of empire and slavery, theoretical debates about the formation of Brazilian Literature, national identity, (post)colonialism, representations of nature, and indigeneity. Students will read in the original Portuguese innovative prose works by Machado de Assis and Clarice Lispector; the poetry of Fernando Pessoa; concrete poetry, and modernist manifestos, among other things. Recommended Course Background: AS.210.278

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.217.425. Latin American Ecocriticism. 3 Credits.**

Increased awareness of climate change has led to a shift in the way we address and intervene in environmental issues in the new millennium. Yet the interest in making sense of the environment has a long history in literature and the arts. How have Latin American writers and artists understood and depicted their environments and environmental questions? How do the form and content of texts and cultural artifacts influence our understanding of the non-human world? Can works of fiction shape ecological transformations? In this course we will discuss texts from the early colonial period to the present, including the literary works of Graciliano Ramos, Horacio Quiroga, and Clarice Lispector; political ecology; film; Ana Mendieta's earth-body art; contemporary experiments in bio-art; postcolonial theory; and the intersection of environmental justice with such topics as nationalism and human rights. Going beyond ecocriticism's original focus on the Anglo-American world, we will engage recent scholarship on Latin America that sheds light on the region's cultural and geopolitical importance to the global climate, with particular attention to Brazil. This course aims to introduce students to current debates in Latin American Ecocriticism and the Anthropocene and thus contribute to an incipient but expanding field.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

**AS.217.427. Radical Women: Brazilian Literature, Art, and Culture. 3 Credits.**

The vast body of work produced women artists and writers in Brazil has been marginalized by canonical cultural narratives, which are now being contested by a spate of scholarly and artistic projects. This course spotlights the production of women from the early twentieth century to the present, including renowned and lesser-known works. We'll discuss art, literature, and film alongside feminist theory, exploring radicality as it relates to aesthetics and politics. How do women's art, literature, and thought engage with and transform Brazilian cultural production? What are their contributions to global discussions about gender and sexuality? How do these works respond to historical events? Among the topics addressed are the body, feminism, race, indigeneity, and politics. We'll study Clarice Lispector's acclaimed stories, the first Brazilian proletarian novel written by modernist icon Patricia Galvão, known as Pagu, the diaries of Carolina Maria de Jesus, the emblematic paintings of Tarsila do Amaral, and Lygia Clark's artwork, as well as the booming scene of contemporary cinema and poetry. The course is taught in English, but those interested in doing the coursework in Portuguese (4 credits) should register for section 02.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

**Cross Listed Courses****Anthropology****AS.070.336. Ethnographic Perspectives on Brazil. 3 Credits.**

Tom Jobim, best known as the composer of the bossa nova classic "Girl from Ipanema," once quipped, "Brazil is not for beginners." Beyond enduring stereotypes, the complexities and contradictions of Brazilian society have long been fertile ground for anthropological inquiry. This seminar offers close readings of classic and contemporary ethnography that interrogate Brazilian society as a set of questions and paradoxes. We will also explore, conversely, how studies in Brazil have deeply shaped core anthropological thought.

**Prerequisite(s):** Students who have already taken, or are currently enrolled in AS.070.636, are not eligible to take AS.070.336.

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.070.472. Rumors, Conspiracy Theories And Disinformation. 3 Credits.**

Our present is said to be rife with more rumors, conspiracy theories and disinformation than ever before. Is this moment so different from previous, historical moments of crisis? Haven't these modes of expression always been present, albeit at the margins of the political order? What does it say about knowledge to have multiple "regimes of truth" (Foucault)? How does a new media landscape based in algorithmic modularity, and particularly social media, change the set up from an old analogue media economy? This course, co-taught by an, a literary theorist, and a media theorist, aims to provide a diversity of theoretical and methodological perspectives to help us examine the current state of reality.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.070.607. Schelling and Anthropology. 3 Credits.**

The 18th century German philosopher Schelling has been hugely influential on 20th century thought (Freud, Heidegger, Nancy, Zizek, Pierce) but remains unknown outside of philosophical circles. This neglect is unfortunate given that he has so much to offer anthropological inquiries into the relations between mind and matter, nature and culture, theology and mythology among other topics. This course places Schelling's writings and commentaries on his work alongside anthropological texts and figures to explore lines of productive conversation. The theme of a romanticism appropriate to our present will be consistently explored throughout the course.

Distribution Area: Humanities, Social and Behavioral Sciences  
Writing Intensive

**AS.070.672. Rumors, Conspiracy Theories And Disinformation. 3 Credits.**

Our present is said to be rife with more rumors, conspiracy theories and disinformation than ever before. Is this moment so different from previous, historical moments of crisis? Haven't these modes of expression always been present, albeit at the margins of the political order? What does it say about knowledge to have multiple "regimes of truth" (Foucault)? How does a new media landscape based in algorithmic modularity, and particularly social media, change the set up from an old analogue media economy? This course, co-taught by an, a literary theorist, and a media theorist, aims to provide a diversity of theoretical and methodological perspectives to help us examine the current state of reality.

Distribution Area: Humanities, Social and Behavioral Sciences  
Writing Intensive

**Center for Africana Studies****AS.362.200. Translating the Haitian Revolution: Resurrecting Literature. 3 Credits.**

This course will examine the lasting aesthetic impact of the Haitian Revolution (1791-1804) on Black fiction writers and playwrights, with an emphasis on issues related to culture wars, imaginary marronage, colonial language, slave memory, literary violence & trauma, sexual politics, beliefs, and the African diaspora.

Distribution Area: Social and Behavioral Sciences  
AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)  
Writing Intensive

**Classics****AS.040.309. (Trans)lating Orpheus. 3 Credits.**

What does it mean to translate? Is a translation merely a transposition of a text or speech from one language to another, or does it entail more? Can the act of translating happen between different genres? What does critical reading entail? In this class we will use the well-known myth of Orpheus and Eurydice to answer these and other questions by analyzing different versions of the myth that span across time, space, language, genre, and media. We will not just learn about translation broadly defined, but also about the metaphor of translation as a transition or a crossing between (or a-cross) multiple entities. Much like Orpheus, we will embark upon a journey of discovery full of forks and twists in the road, only to discover that what Orpheus was searching for might not be as far removed from contemporary questions of identity, self, and our place in the world.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)  
EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.040.626. Plato and Poetry. 3 Credits.**

This graduate seminar will explore Plato's contributions to the "old quarrel" between poetry and philosophy, encompassing such topics as the relationship between poetic inspiration and human reason, the role of literature in pedagogy, and the metaphysical implications of poetic fiction. We will focus on several Greek texts from the Platonic corpus related to these themes, as well as some later sources that engage with Platonic ideas.

**Comparative Thought and Literature****AS.300.337. The Tragic Tradition. 3 Credits.**

This course offers a broad survey of tragic drama in the Western tradition, from its origins in ancient Greece to the twentieth century. In lectures and discussion sections, we will study the specific literary features and historical contexts of a range of different works, and trace the continuities and transformations that shape them into a unified tradition. Key questions and themes throughout the semester will include what counts as tragic, the tragedy of social and political conflict, the bearing of tragedy on the meaning and value of life, the antagonistic relation between world and humans, the promises and dangers of tragedy for contemporary culture. Authors to be studied: Sophocles, Euripides, Seneca, Shakespeare, de la Barca, Racine, Goethe, Strindberg, Lorca, and Beckett.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)  
EN Foundational Abilities: Creative Expression (FA3)

**AS.300.349. Capitalism and Tragedy: from the 18th Century to Climate Change. 3 Credits.**

In contemporary discussions of climate change, it is an increasingly prevalent view that capitalism will lead to the destruction of civilization as we know it. The notion that capitalism is hostile to what makes human life worth living, however, is one that stretches back at least to the early eighteenth century. In this class, we will examine key moments in the history of this idea in works of literature, philosophy, and politics, from the birth of bourgeois tragedy in the 1720s, through topics such as gender, imperialism, and economic exploitation, to the prospects of our ecological future today. Authors to be studied will include: Lillo, Balzac, Marx and Engels, Ibsen, Brecht, Heidegger, Achebe, and current politics, philosophy, theology and film on climate change.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

**AS.300.355. Literature and the Idea of Nature. 3 Credits.**

This course traces the changing idea of nature and our relation to it. We will study this topic through the close attention to a variety of exemplary literary texts from a range of different historical situations. These include drama, poetry, novels, and essays, as well as topics such as renaissance pastorals, the dream of dominating our environment through mechanical reason, the idealization of nature in romantic poetry, and contemporary confrontations with our planet's sixth mass extinction, climate change, and problems of environmental justice. We will read texts by Tasso, Shakespeare, Defoe, Hölderlin, Leopardi, Mary Shelley, Thoreau, Hemingway, Carson, Albee, as well as writings in current ecological humanities.

Distribution Area: Humanities  
AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)



**AS.300.405. Illness across Cultures: The Ethics of Pain in Literature and Film. 3 Credits.**

Although fundamentally grounded in human existence, illness, pain, and suffering are also cultural experiences that have been depicted in literature and film. The way different cultures relate to and convey pain is embedded in the cosmogonic ideas each society holds about suffering and its outcomes. Reading through different literary texts from different parts of the world and drawing on movies that portray varied experiences of illness, this course aims to help students think about illness and its ramifications in a more transcultural way in order to understand how illness functions across different geographic, climatic, political, and social conditions. The students will also gain a better understanding of the causes of pain, its symptoms, and the different manners in which the authors and filmmakers whose works we will study mediate it to their readers and viewers. From basic traditional potions to hyper-modern medical technologies, illness also mobilizes different types of science across cultures and social classes. By the end of the course, students will develop an ethics of reading for illness not as a monolithic condition but rather as an experience that has unique cultural codes and mechanisms that need to be known to better understand it and probably treat it.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

**AS.300.409. Modernist Animacies and the Politics of Wonder. 3 Credits.**

From dancing skeletons and Mickey Mouse to nuclear-powered robots and Fritz the Cat, modernist visual culture is replete with iconic images of animated existence. This course surveys these diverse forms of "animatedness" emerging within the interconnected histories of special effects film and animated media, focusing on their entanglement with broader modernist practices, movements, and styles between the 1920s and the 1970s. Students will explore the shared origins of animation and special effects in the frame-by-frame manipulations of early trick film, the hopes and fears attached to machine aesthetics in German expressionism, French surrealism, and Soviet avant-garde cinema of the 1920s, and the ambivalent agency expressed by animated bodies in American and Japanese cartoons of the 1920s-40s. They will then assess the continuities and ruptures in the aesthetic and political commitments of interwar and postwar modernisms through case studies from North American, Central and Eastern European, and Japanese animation. By engaging with the diverse forms of "animatedness" and animated media presented in this course, students will develop critical theoretical, historical, and comparative frameworks for navigating the complex entanglements of organic life, emotional states, and machine technologies that increasingly define contemporary existence.

**Prerequisite(s):** Students may not have taken the AS.300.321 version of this course.

AS Foundational Abilities: Culture and Aesthetics (FA3)

**AS.300.609. Old/New Questions: Interdisciplinary Approaches to Scholarship in the Humanities. 3 Credits.**

The academic profession is becoming increasingly interdisciplinary. However, in many cases, graduate training has yet to fully adapt to this shift. Beyond the changing nature of knowledge production, which now requires scholars to engage with fields of expertise that might not have been necessary in the past, institutions—especially liberal arts colleges—are seeking candidates who can work across disciplines to fill gaps in their curricula and foster collaborative scholarly synergies with colleagues in other fields. Moreover, academia is shaped by both continuities and interruptions, and interdisciplinary scholarship, with its venture-friendly approaches, offers a way for students to revisit old questions and explore new ones by endeavoring to explore uncharted paths. Hence, students in the humanities will benefit from both the opportunities and the challenges that come with engagement with interdisciplinary critical approaches. This year-long seminar draws on the experience of a broad pool of interdisciplinary scholars at Johns Hopkins University. It seeks to introduce students to a variety of conceptual, epistemic, experiential, experimental, and methodological approaches that JHU faculty members have used to produce interdisciplinary knowledge. Students will have the opportunity to hear directly from these faculty members, read their work, and discuss the processes and methodological choices they made—or chose not to make—in their interdisciplinary work. By revisiting old questions and raising new ones from an interdisciplinary perspective, this seminar will help incoming graduate students in the humanities develop a deeper appreciation for interdisciplinary scholarship and gain insight into the professional opportunities that can arise from proactively embracing approaches that span multiple disciplines. The students will also have opportunities to collaborate with each other throughout the year.

**English****AS.060.396. Anticolonial Thought. 3 Credits.**

This course looks at the traditions of anticolonial thought from the early twentieth century to the present day. Comparing movements for national liberation, realignment, and literary self-determination from across the Americas and around the world, we consider the shifting claims of empires and the colonial subjects, anticolonial frameworks, and decolonial movements that sought to contest these formations. We'll focus largely on the Americas and the Caribbean, where the British, French, Spanish, Portuguese, and American empires all competed, but we'll also consider these movements in their worldwide adventure, a "global" perspective that accounts for how processes of decolonization were understood in Ireland, India, China, and elsewhere. Our focus will often be on manifestoes and essays in which anticolonial writers outlined their literary and political programs, but we'll also look at a few poems, stories, and films. From Lenin and DuBois's calls to think about the relationship between racial capitalism and imperialism to Getino and Solanas's revolutionary cinema protesting American neocolonialism, how have the claims of anticolonial political thought found their expression?

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.060.608. The Humanities in Ruins. 3 Credits.**

This graduate seminar will examine the long history, dating back to the eighteenth century, of reflection on the nature of the modern university and the place of the humanities within it. With a focus on the much-discussed "crisis" of the contemporary humanities, it will examine the emergence and evolution of the humanistic disciplines. Have the humanities in the academy always been in crisis? What could this possibly mean and what does it imply about how we practice the humanities today?

Distribution Area: Humanities

Writing Intensive

**AS.060.632. Conjugalality and Early Modern Imaginaries. 3 Credits.**

This course considers the 'conjugal imaginary' in early modern European religious, scientific, economic, and political thought. Readings in early modern literature (More, Erasmus, Shakespeare, Milton, Cavendish, Behn, Locke, Astell) as well as theorists of family, feminism, and sexuality (Engels, Foucault, Cooper, Butler, Lowe, Kottman, Federici, Wynter). Topics include: the 'sexual contract' and patriarchy; the 'private' as opposed to the 'public' sphere; the disciplining of the body; the establishment of racialized and gendered categories of humans; the definition of labor as production or reproduction; coercion and consent; the new anthropological logics regarding the global (in cross-confessional intimacies or with partners outside Europe); and the new sciences of population and economies of resource management that shaped the emergent colonial logics. We will ask how early modern sexual regimes of consigning the family and sexuality to the intimate and economic spheres shape the meaning of politics in the period 1500-1700.

Distribution Area: Humanities

Writing Intensive

**AS.060.697. Enchantment and Inquiry. 3 Credits.**

This course explores texts from the 19th and 20th centuries that query the distinction between magical, occult, and supernatural discourses and scientific and rational inquiry. Modernism has often been seen to usher in a new and thoroughly disenchanted literature. But this view overlooks texts from across the wider period that challenge the boundaries between 'official' and 'heterodox' knowledges. Ranging across genres including experimental literatures, life writing, ghost stories and folk tales this course explores how and why writers such as H.G. Wells, Vernon Lee, Zora Neale Hurston, H.D., Shirley Jackson, R.K. Narayan, and J.M. Coetzee imagine the re-enchantment of the world.

Distribution Area: Humanities

Writing Intensive

**First Year Seminars****AS.001.110. FYS: How We Read. 3 Credits.**

How does reading work as a cognitive process? How do acts of reading differ across cultures, technologies, and time? Why are reading practices and proficiencies a cultural obsession? How are we conditioned to read "a life" in auto/biographical accounts? This First-Year Seminar considers these questions through texts, museum visits, and hands-on engagement with book cultures.

**AS.001.112. FYS: Story, Song, Food, And Film - A Thousand Years Of Jewish Culture. 3 Credits.**

Most Jews in America today are descendants of Ashkenazi Jews from Central and Eastern Europe. This First-Year Seminar will introduce students to the thousand-year history and culture of Ashkenazi Jews through their vernacular, Yiddish. How did Ashkenazi Jews maintain a distinct identity, even while borrowing cultural forms from their non-Jewish neighbors? How did Jews in the modern period challenge tradition and create new forms of Jewish identity? How did Eastern European immigrants adapt to life in America? In addition to studying a wide range of texts—including fiction, poetry, memoir, song, and film—students will learn how to read the Yiddish alphabet, and will explore food culture by preparing Ashkenazi Jewish dishes. No prior knowledge of Yiddish is necessary for this course.

Distribution Area: Humanities

**AS.001.123. FYS: Wired to Read: the Science and the Art. 3 Credits.**

Trying to make sense of words I have written. But how do we do we do it? How do mere shapes and lines on the page suddenly begin to mean something? Is our brain wired for reading? Apart from our eyes, are other parts of the body involved? When did humans start to write and read? These are the kinds of questions we'll pursue. This First-Year Seminar will explore two distinctive perspectives: one literary, the other is scientific. We'll divide our attention between the study of chapters and articles that present scientific findings about how we read and a practical exploration of a novel. Literary works tax our brains in multiple ways and our example will show why and how. Maylis de Kerangal's medical fiction *The Heart* will serve as our case study. The book and scenes from its adaptation for the screen will enable us to experience the power of fiction as it transports us into an enhanced reality made of images and words. We'll see how written words are able to redirect our attention in ways that make us more perceptive about a "real" world of human interactions. Slowed down and staged in the book, the life-stories, fateful accidents, and heroic gestures that make up a medical universe can paradoxically bring us closer the life and death decisions that begin in the ER.

Distribution Area: Humanities

**AS.001.125. FYS: Matchmaker, Matchmaker! Love, Marriage, and Modern Jewish Identity. 3 Credits.**

Should children accept the match their parents make for them, or at least choose a partner their parents approve of? Is marriage a pillar of traditional society, or a passport to new ways of thinking and being? How do questions of love and marriage help us to understand changes in Jewish life and identity in the modern period? In this First-Year Seminar, we will examine these questions in a broad range of stories, plays, and films spanning Europe and America, including the American movie *Fiddler on the Roof* and the stories on which it is based by Yiddish writer Sholem Aleichem.

Distribution Area: Humanities

**AS.001.138. FYS: Soccer in Brazil: Opium of the Masses. 3 Credits.**

Did you know that we can explain various aspects of Brazil and Brazilian society such as race, politics and national identity through studying its national sport? Futebol offers a unique perspective on politics, race and citizenship in Brazil. This First-Year Seminar seeks to understand Brazilian culture through the historic national pastime of futebol. In addition to the main textbooks chosen for the seminar, by reading a variety of texts from newspapers, academic journals, fiction and film, students will be able to find their own approach to understanding the phenomenon of futebol within the social and political traditions of Brazil.

**Prerequisite(s):** Students who have already taken AS.211.294 are not eligible to take AS.001.138.

Distribution Area: Humanities

**AS.001.143. FYS: Poets, Physicists, Philosophers, and the Ultimate Nature of Reality. 3 Credits.**

In this First-Year Seminar we will explore the long and mostly untold story behind the most revolutionary discoveries of modern physics—quantum mechanics and relativity—a story written, astonishingly, in the languages of poetry, fiction, and philosophy. Shuttling between twentieth-century Germany and Argentina by way of eighteenth-century Prussia, with stopovers in Plato's Greece and Dante's Italy, we will pursue the age-old riddle of how the human mind interacts with the physical world; tangle with theologians as they ponder the nature of free will; interrogate cosmologists as they attempt to grasp the shape the universe; and, finally, explore the implications of these profound problems for our understanding of reality today.

Distribution Area: Humanities

**AS.001.144. FYS: Literary Multilingualism. 3 Credits.**

What does it mean to live and to write in more than one language? This is a particularly charged question in today's globalized world. In this First-Year Seminar, we will explore texts and films produced by multilingual writers and directors, who reflect on the experiences of the multilingual subject; their concerns range from the turmoil of living between identities and cultures, to the playful experience of daily life and existence opened up through thinking and working in multiple languages. Main questions will include: In what ways do languages influence how writers write? How does the presence of multiple languages in a text structure a reading experience and for whom? How do texts by multilingual writers destabilize conceptions of national literature? While some texts we will read were originally composed in English, the majority were written by multilingual writers in other languages. Finally, therefore, we will address what it means to read translated into English texts that were, in some sense, already produced "in translation."

Distribution Area: Humanities

**AS.001.170. FYS: Vive la Différence? The Love-Hate Relationship Between France and the USA. 3 Credits.**

What do French views on culture, society, and politics tell us about ourselves? France is frequently misunderstood and criticized in US media, yet books and articles touting various aspects of a "French" lifestyle are bestsellers. French media, for its part, commonly engages in US-bashing, yet the popularity and influence of American culture there are undeniable. Why have many prominent Black American writers sought refuge in France, while many French intellectuals have chosen to bring their academic work to American universities, including The Johns Hopkins University? A cross-cultural examination will allow this First-Year Seminar to bring to light many aspects of the complex relationship between these two countries that are historical allies yet oftentimes rivals. We will explore and discuss food, language, cinema, diplomacy, and health, as well as conceptions of friendship, family, identity, and social justice. Course includes a meal at a French restaurant, a museum visit, film screening, and guest speakers.

**AS.001.204. FYS: French Identities: Race, Gender, Religion, and Sexual Orientation in Contemporary France. 3 Credits.**

How should a just society come to terms with persistent inequalities? France, the country of liberty, equality and fraternity, that offered sanctuary from US racism to such figures as James Baldwin, Richard Wright, and Miles Davis and legalized same-sex marriages two years before the US did, is now deeply divided. This First-Year Seminar explores the tensions and contradictions between the universalist and color-blind ideals of the French republic and the realities of discrimination in contemporary French society. Topics studied include the status of the concept of race in political discourse; the law forbidding signs of religious belief in the public schools and responses to it; how American initiatives like Black Lives Matter, #metoo and critical gender studies have both sparked French activism and political movements and generated a powerful backlash; and what Americans can learn about how to fight injustice—and how not to—from the French. We will look at a wide variety of texts, including writings by activists, historians, and journalists, along with sociologies of the police and young adult novels, and will listen to popular French music and watch a number of contemporary French films.

Distribution Area: Humanities

**AS.001.208. FYS: Imagining War. 3 Credits.**

"Napalm, son. Nothing else in the world smells like that. I love the smell of napalm in the morning." (Lieutenant Colonel Bill Kilgore, *Apocalypse Now*). These iconic words, uttered in an iconic film inspired by an iconic novel, invite us to think of the smell of war as a pleasurable experience, indeed, a joy. But what about the mere joy of watching a film, listening to music, viewing a painting or reading a poem about war? In this First-Year Seminar, we will ask ourselves what is the place of war in our cultural imagination? What attracts us to the "heart of darkness" and how and why does popular culture make this violent experience aesthetically pleasurable? We will cover various media, such as films, television shows, visual art, music and literature from various countries in an attempt to answer these questions and others. The seminar eschews a chronological approach organized around major historical wars in favor of a conceptual framework. As we will see, the creative impulse extends far beyond the representation of historical and particular events reaching deep into the realms of memory and trauma, hate and love, heroism and fear, cruelty and empathy. We will discuss the author/ filmmaker/ artist's perspectives and methods and will engage in questions of ethics and moral choices in relation to the cultural artifacts we examine. Our main focus will be modern representations of war, but we will also discuss earlier periods and cultures for the sake of comparison. For projects, students will have the option to choose their topics, works, media and format (analytical paper, creative writing, a short documentary, creative film or a short podcast).

Distribution Area: Humanities

**AS.001.209. FYS: Feminism and Media. 3 Credits.**

What is feminism and what does it have to do with media culture? This question will be investigated in reference to such historical movements as the suffrage movement and current movements such as #metoo. We will also highlight the extent to which media technology might intrinsically help feminism, as could be argued with film animation and science fiction writing; or, rather, cases in which technologies hinder feminism, as when the pressures of social media negatively impact the social development of young women, particularly affecting the vulnerability of the female body.

Distribution Area: Humanities

**AS.001.263. FYS: The Utopian Imagination. 3 Credits.**

How have we imagined utopic societies in the past and how do we do so now? What are the paradoxes and contradictions involved in imagining social alternatives? This First-Year Seminar examines modes of thought and imagination concerned with alternative, often future, worlds. We will consider classic and contemporary works of utopian (and dystopian) literature alongside instances of utopian thinking as manifested in philosophy, socioeconomic and political theory, art, architecture, and historical and current events. Through class discussions and brief writing assignments, collaborative projects, film screenings, and guest visits, we will engage a variety of themes including the relationship between technology and work, social hierarchy, the nature of history, and the character of social imagination. Texts may include works by Octavia Butler, Philip K. Dick, Thomas More, Samuel Butler, Ernst Bloch, Herbert Marcuse, Walter Benjamin, Le Corbusier, Marge Piercy, Ursula Le Guin, and W.E.B. Du Bois, Samuel Delany, and Margaret Cavendish.

**History****AS.100.233. History of Modern Germany. 3 Credits.**

There is more to Germany than beer, BMWs, and Bayern Munich. We explore politics, culture, economics and society to understand Germany and its role within Europe and the world from the 18th century, through imperialism, WWI and WWII, the Cold War to German unification, the 'Refugee Crisis', the rise of the AfD, and EU politics today.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.270. Europe since 1945. 3 Credits.**

This class focuses on Europe from the end of World War II until today. We will discuss topics such as the bipolar world order, the creation of the European welfare state, Europe's volatile relations with the US and the Soviet Union/ Russia, decolonization, 1989 and neoliberalism, racism, and the emergence of the European Union. Expect to spend 25% of class time in group work, where we discuss the assigned academic literature, movies, documentaries, textual and visual primary sources.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.497. From Baltimore to Belgrade: 1968 in Global and Local Perspective. 3 Credits.**

The sixties were a polarizing decade of unrest, revolutions, and fundamental change across Europe and the US. We will discuss 1968 through the lens of Baltimore and national case studies, and contextualize it within the Cold War and decolonization. We'll speak with eyewitnesses, work with archivists, high school students, and community partners in the city!

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.602. The French Revolution. 3 Credits.**

This course will engage the rich historiography of the French Revolution. We will focus on recent scholarship to examine such themes as: the nature of revolution and popular activism; violence & trauma; constitutionalism; citizenship, democracy, and social rights; the revolution after Thermidor and why the republic collapsed.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.682. Introductory Topics in Computation for Scholarship in the Humanities. 3 Credits.**

The first half of this seminar course consists of non-mathematical introductions to, and discussions of, the fundamental motivations, vocabulary, and methods behind computational techniques of particular use for humanistic research. The second half combines selected readings chosen to address specific questions raised by these discussions with hands-on application to students' research goals. Each participant will lead discussion for one of the selected readings relevant to their interests.

Distribution Area: Humanities, Social and Behavioral Sciences

**History of Art****AS.010.431. Obsessed with the Past: the Art and Architecture of Medieval Rome. 3 Credits.**

In antiquity, Rome became the capital of an empire, its growing status reflected in its sophisticated urban planning, its architecture, and the arts. While an abundance of studies explores the revival of this glorious past in the Renaissance, this seminar discusses various ways of the reception of antiquity during the medieval period. We address the practice of using spolia in medieval architecture, the appropriation of ancient pagan buildings for the performance of Christian cult practices, the continuation of making (cult)images and their veneration, the meaning and specific visuality of Latin script (paleography and epigraphy) in later medieval art. We discuss the revival and systematic study of ancient knowledge (f. ex. medicine, astronomy, and the liberal arts), in complex allegorical murals.

As we aim to reconstruct the art and architecture of medieval Rome, this course discusses ideas and concepts behind different forms of re-building and picturing the past, as they intersect with the self-referential character of a city that is obsessed with its own history.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.010.432. Therapies of Art and Literature from Antiquity to Early Modern Europe. 3 Credits.**

This seminar examines the myriad ways artists and writers geared their work toward the therapeutic healing of mind, body, and soul, and the role images and texts could play in programs of individual and collective transformation. Taking as our point of departure the ancient tradition of spiritual exercises and inner dialogue, Petrarch's therapy of the passions, and the revival of consolatory letters, we will consider how the Christian artist could invest their work with medicinal, magical, sacramental, or spiritual efficacies, and even take on the mantle of a "physician of souls." Intersections with the histories of medicine and religion will lead us to the ways natural medicine and the thaumaturgical practices associated with pilgrimage could be transposed into the arena of spiritual therapy. Featured authors include Cicero, Marcus Aurelius, Augustine of Hippo, Boethius, Petrarch, Michel Foucault, Pierre Hadot, and Alain de Botton; artists include Hieronymus Bosch, Albrecht Dürer, Matthias Grünewald, and many others.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

Writing Intensive



**AS.010.472. Pictura/Scriptura: Visual and Literary Culture 1400-1600. 3 Credits.**

The seminar explores common ground between literary and art historical scholarship on Early Modern Europe and beyond; it seeks to further conversation between art historical and literary critical methodologies as well as media theory, and is designed to appeal to students of literature and of art history. Seeking to move beyond the mid-20th century discourses of iconology, it will re-consider the potential of Aby Warburg's psychological and anthropological approach to the trans-cultural and trans-historical migration of symbols, and its implications for a "global Renaissance." We will focus on antiquarian scholarship with its considerations of visual and material evidence, ekphrasis and the picturing functions of language, inscription and the legibility of images, the printed book as sylloge and "collection," the dynamic interrelation of writing and drawing, Renaissance controversies about theater and epic and their implication in debates about art. In addition to Warburg and more recent writing on Warburg and the Renaissance, readings will be drawn from an array of interdisciplinary inquiry in Classics, Medieval and East Asian fields.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

**AS.010.615. Therapies of Art and Literature from Antiquity to Early Modern Europe. 3 Credits.**

This seminar examines the myriad ways artists and writers geared their work toward the therapeutic healing of mind, body, and soul, and the role images and texts could play in programs of individual and collective transformation. Taking as our point of departure the ancient tradition of spiritual exercises and inner dialogue, Petrarch's therapy of the passions, and the revival of consolatory letters, we will consider how the Christian artist could invest their work with medicinal, magical, sacramental, or spiritual efficacies, and even take on the mantle of a "physician of souls." Intersections with the histories of medicine and religion will lead us to the ways natural medicine and the thaumaturgical practices associated with pilgrimage could be transposed into the arena of spiritual therapy. Featured authors include Cicero, Marcus Aurelius, Augustine of Hippo, Boethius, Petrarch, Michel Foucault, Pierre Hadot, and Alain de Botton; artists include Hieronymus Bosch, Albrecht Dürer, Matthias Grünewald, and many others.

Distribution Area: Humanities

Writing Intensive

**AS.010.669. Duchamp Effects: From the Ready-Made to Being Given. 3 Credits.**

Painter and provocateur, quitter-of-art and player-of-chess, Marcel Duchamp aka Rose Sélavy has long been recognized for redefining what counts as a work of art. His most prodigious legacy are the ready-mades of the 1910s, everyday objects – from bottle rack to urinal – that he nominated as art and signed. The influence of this gesture on pop art, conceptual art, minimalism, and happenings has since been called "the Duchamp effect." But what happens for the history of art when the logic of cause and effect is undone? Duchamp too was interested in this question. His last work, *Étant donnés* (1946-1966), was made in complete secrecy in the very decades that inaugurated the clichés of his reception. Unveiled at the Philadelphia Museum of Art in 1969, the year after his death, *Étant donnés* seems to repudiate all that the ready-mades had come to stand for – and, at the same time, to register the effects of diverse postwar practices on Duchamp's understanding of art. This seminar takes *Étant donnés* as point of departure for studying the long and multidirectional history of modernism. Artists under discussion include: Joseph Beuys, Scott Burton, Vaginal Davis, Richard Hamilton, Eva Hesse, Yayoi Kusama, Senga Nengudi, Dieter Roth, Alina Szapocznikow, Hannah Wilke. Readings span Duchamp's writings and reception, the historiography of the avant-garde and modernism, aesthetics and affect theory, feminist and queer thought. The seminar will include at least one group excursion to visit the Arensberg Collection in the Philadelphia Museum of Art.

Distribution Area: Humanities

Writing Intensive

**AS.010.672. Pictura/Scriptura: Visual and Literary Culture 1400-1600. 3 Credits.**

The seminar explores common ground between literary and art historical scholarship on Early Modern Europe and beyond; it seeks to further conversation between art historical and literary critical methodologies as well as media theory, and is designed to appeal to students of literature and of art history. Seeking to move beyond the mid-20th century discourses of iconology, it will re-consider the potential of Aby Warburg's psychological and anthropological approach to the trans-cultural and trans-historical migration of symbols, and its implications for a "global Renaissance." We will focus on antiquarian scholarship with its considerations of visual and material evidence, ekphrasis and the picturing functions of language, inscription and the legibility of images, the printed book as sylloge and "collection," the dynamic interrelation of writing and drawing, Renaissance controversies about theater and epic and their implication in debates about art. In addition to Warburg and more recent writing on Warburg and the Renaissance, readings will be drawn from an array of interdisciplinary inquiry in Classics, Medieval and East Asian fields.

Distribution Area: Humanities

## Interdepartmental

### AS.360.133. Freshman Seminar: Great Books at Hopkins. 3 Credits.

Students attend lectures by an interdepartmental group of Hopkins faculty and meet for discussion in smaller seminar groups; each of these seminars is led by one of the course faculty. In lectures, panels, multimedia presentations, and curatorial sessions among the University's rare book holdings, we will explore some of the greatest works of the literary and philosophical traditions in Europe and the Americas. Close reading and intensive writing instruction are hallmarks of this course; authors for Fall 2020 include Homer, Plato, Dante, John Donne, George Herbert, Christina Rossetti, Mary Shelley, Frederick Nietzsche, Isaac Bashevis Singer, Frederick Douglass.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

Writing Intensive

### AS.360.207. Great Books and Conversations. 3 Credits.

Great Books and Conversations" engages students across all disciplines in critical reading of and writing on foundational texts of the Western tradition (and beyond), from Homer's *The Odyssey* to Dante's *Inferno*, Machiavelli's *The Prince*, Douglass' *Narrative of the Life of Frederick Douglass*, Virginia Woolf's *A Room of One's Own*, and others. The course encompasses lectures by JHU professors and guest speakers, group discussions, and an introduction to the library's exceptional collection of rare books. Guided by a team of Humanities professors from different departments, students will learn how to read closely, analyze, and converse on great literature. This course fulfills three foundational abilities: (1) Writing and Communication; (3) Culture and Aesthetics; and (5) Ethics and Foundations.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

### AS.360.304. Introduction to Computational Humanities. 3 Credits.

This course introduces students and researchers from humanities disciplines to ideas and practices from the computational sciences. The course aims to provide the understanding needed for self-sufficient exploration and well-informed criticism of how computational methods relate to traditional scholarship. The semester begins with a history of computational research, then covers three major aspects of computational inquiry for the humanities: 1) representing primary sources, domains, and scholarly knowledge, 2) interacting with such representations via basic computer programming, and 3) introducing data-driven machine learning ("AI") to complement existing humanistic practices. Lectures and labs will also cover specific methods that immediately assist the scholar with practical tasks, such as regular expressions for pattern-based information retrieval and topic modeling for unsupervised primary source exploration. No prior experience with computation or programming is needed, and the course is particularly suited for advanced undergraduate and graduate students pursuing applied research in the humanities.

AS Foundational Abilities: Science and Data (FA2)

### AS.360.305. Introduction to Computational Methods for the Humanities. 3 Credits.

This course introduces basic computational techniques in the context of empirical humanistic scholarship. Topics covered include the command-line, basic Python programming, and experimental design. While illustrative examples are drawn from humanistic domains, the primary focus is on methods: those with specific domains in mind should be aware that such applied research is welcome and exciting, but will largely be their responsibility beyond the confines of the course. Students will come away with tangible understanding of how to cast simple humanistic questions as empirical hypotheses, ground and test these hypotheses computationally, and justify the choices made while doing so. No previous programming experience is required.

AS Foundational Abilities: Science and Data (FA2), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

### AS.360.306. Computational Intelligence for the Humanities. 3 Credits.

This course introduces substantial machine learning methods of particular relevance to humanistic scholarship. Areas covered include standard models for classification, regression, and topic modeling, before turning to the array of open-source pretrained deep neural models, and the common mechanisms for employing them. Students are expected to have a level of programming experience equivalent to that gained from AS.360.304, Gateway Computing, AS.250.205, or Harvard's CS50 for Python. Students will come away with an understanding of the strengths and weaknesses of different machine learning models, the ability to discuss them in relation to human intelligence and to make informed decisions of when and how to employ them, and an array of related technical knowledge.

AS Foundational Abilities: Science and Data (FA2), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

### AS.360.605. Introduction to Computational Methods for the Humanities. 3 Credits.

This course introduces basic computational techniques in the context of empirical humanistic scholarship. Topics covered include the command-line, basic Python programming, and experimental design. While illustrative examples are drawn from humanistic domains, the primary focus is on methods: those with specific domains in mind should be aware that such applied research is welcome and exciting, but will largely be their responsibility beyond the confines of the course. Students will come away with tangible understanding of how to cast simple humanistic questions as empirical hypotheses, ground and test these hypotheses computationally, and justify the choices made while doing so. No previous programming experience is required.

### AS.360.606. Computational Intelligence for the Humanities. 3 Credits.

This course introduces substantial machine learning methods of particular relevance to humanistic scholarship. Areas covered include standard models for classification, regression, and topic modeling, before turning to the array of open-source pretrained deep neural models, and the common mechanisms for employing them. Students are expected to have a level of programming experience equivalent to that gained from AS.360.304, Gateway Computing, AS.250.205, or Harvard's CS50 for Python. Students will come away with an understanding of the strengths and weaknesses of different machine learning models, the ability to discuss them in relation to human intelligence and to make informed decisions of when and how to employ them, and an array of related technical knowledge.

**AS.360.623. Latin America in a Globalizing World. 3 Credits.**

An interdisciplinary seminar on Latin America's role in wider cultural, economic, and political processes, from both historical and contemporary perspectives. Please see class search for semester topic description. Distribution Area: Humanities, Social and Behavioral Sciences

**Latin American, Caribbean, and Latinx Studies****AS.361.100. Introduction to Latin American, Caribbean, and Latinx Studies. 3 Credits.**

An interdisciplinary introduction to the ways of life of Latin American, Caribbean, and Latinx peoples, their origins, historical legacies, and current cultural expressions. This course assumes no prior knowledge and incorporates the insights of several disciplines including anthropology, history, political science, economics, cultural studies, literary criticism, and ethnomusicology. The course seeks to comprehend the region from multiple perspectives and to provide a broad conceptual overview.

**Prerequisite(s):** Students who have taken AS.361.130 are not eligible to take AS.361.100.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.361.200. Popular Music in Latin America: Dissent, Resistance, Transformation. 3 Credits.**

Popular music is central to Latin American cultural practices. From Carmen Miranda to Bad Bunny, from Carlos Gardel to Karol G, this course examines the works of numerous performers and songwriters who have defined the Latin American songbook, elevating it to one of the most sophisticated art forms in the Americas. We will explore a vast range of musical genres that constitute the diverse soundscape of Latin American popular music, from Argentine Tango and Brazilian Samba to Colombian Salsa, Dominican Dembow, and Son Cubano. Our exploration will encompass its Afro-diasporic, Indigenous, and European origins, the impact of the cultural industry, and its intersections with the region's social and political history. We will delve into the stories behind the songs, reflecting on their instrumental roles in shaping identity, citizenship, sensibility, political dissent, and resistance. Through listening sessions, critical and theoretical texts, and open discussions, participants will enhance their understanding of the musical and artistic forces that have shaped Latin American history and culture.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.361.300. Documentary Cinema in Latin America: Memory, Politics, Poetics. 3 Credits.**

How can films create and reframe historical narratives? How do films convey collective histories, such as the struggle to defend the rights of nature in the Amazon rainforest, the post-revolutionary racialization of Afro-Cuban farmworkers in the outskirts of La Habana, or the bloody 1973 coup d'état in Chile? How can experimental aesthetics settle with a population struggling with hunger in Brazil? This seminar delves into the documentary mode within Latin American cinema, exploring the intricate relationship between personal and collective memories, politics, and the poetics of filmmaking. Despite being broadly defined by a commitment to concepts like "fact" and "reality," documentaries blur the distinction between fictional and non-fictional narratives. Documentaries denounce, interpret, and construct the telling of historical events; they also investigate, reflect, and reenact autobiographical accounts. Our course takes a multidisciplinary approach, analyzing several films as both works of art and historical documents, that is, works that recount the region's social, aesthetic, political, and economic realities. We will examine various topics, including memory, identity, politics, ethics, aesthetics, nature, human and more-than-human rights, and social justice, by analyzing productions from countries such as Argentina, Brazil, Chile, Colombia, Cuba, México, and more. We'll draw from various fields and disciplines, including film and media studies, performance studies, philosophy, anthropology, and memory studies. This course presents an exceptional opportunity to expand our knowledge and understanding of Latin America by analyzing some of the most thought-provoking films ever made.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**Music****AS.376.405. Opera Fever in the Nineteenth Century. 3 Credits.**

It is a common idea that, at its best, Italian opera can induce all manner of sensations in us and even remind us of what it means to be human. It can be hard, however, to articulate what enables it to do so. In this course we consider a cluster of operas by Rossini, Donizetti, Verdi, and Puccini for which there was incredible demand in the 1800s and examine the concrete musical and textual features that allowed them to animate their characters and—in theory—structure the sentiments of their audiences. With attention to the realities of Italians in the 1800s we ask what it felt like to consume these works—in the street, at home or at the opera—and for whom. What lessons did audiences absorb, and why? For whom did these works resonate and whom did these exclude? While conceived with Italian audiences in mind, these operas soon became some of the foremost artworks to circulate around the world in the 1800s, from Buenos Aires to Calcutta to Paris. Thus, with these same questions in focus, across the second half of the course we start to articulate how, via this circulation, Italian opera contributed to what has been termed the "transformation of the world" in the nineteenth-century. No language or music prerequisites.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.376.428. Mozart Operas. 3 Credits.**

Wolfgang Amadeus Mozart wrote his first opera in 1767 at the age of 11. By the time of his death at age 35, he had written 22 full-length operas. Many of these operas are still performed today in opera houses around the world. In this course, we will discuss the enduring popularity of these works. We will discover how these operas were created, delving into the many important collaborations Mozart had with singers, librettists, impresarios, and patrons. We will analyze the words and music of the operas and how they combine to create three-dimensional characters for which his operas are known, such as the melancholy but determined Countess in *The Marriage of Figaro*, or the cowardly but loyal Papageno in *The Magic Flute*. Cultural norms have shifted dramatically between Mozart's time and ours, and we will examine how Mozart's operas have been received from their premieres through to today. We will think about how the operas have been translated, adapted, and circulated to different audiences in different eras and locations. Finally, we will reflect on our position as modern audience members, watching recent productions of the operas which reinterpret the works in alternative settings or times and studying the ways in which opera companies promote Mozart's works.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**Program in Museums and Society****AS.389.155. The History of "Fake News" from The Flood to The Apocalypse. 3 Credits.**

A sweeping historical engagement with fakes, lies, and forgeries from the ancient world to the digital age, explored through JHU's Bibliotheca Fictiva collection of rare books and manuscripts—the largest research collection on this subject in the world. Topics include ancient papyri, biblical apocrypha, medieval manuscript forgeries, archaeological and textual forgeries of the Renaissance, false travelogues of the Age of Exploration, pecuniary forgery in the 19th century, art forgery, and the advent of "fake news" in the digital era.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.389.165. Hands on History: Material Cultures of Knowledge from Antiquity to the Digital Age. 3 Credits.**

This hands-on course deals entirely with JHU's collections of rare books and manuscripts as a springboard to build skills in the close visual and physical examination of rare books and manuscripts. You will investigate the technological and aesthetic transformation of textual artifacts from ancient papyri to Gutenberg imprints to digital surrogates, and contribute to the accumulation of historical clues about their meaning and significance as material cultural objects. You will learn what goes into curating and conserving book and manuscript collections today, and how to evaluate the quality and significance of collections. Materials/topics will include ancient Babylonian cuneiform and Egyptian papyri; medieval illuminated manuscripts; incunabula; Renaissance illustrated books of the Scientific Revolution and Spanish Golden Age; cheap print and unique ephemera; early books by and about women; forgeries; and "digital humanities" initiatives at JHU. Students will make regular visits to the Special Collections Reading Room in the BLC throughout the semester.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**AS.389.325. Women of the Book: Female Miracle Workers, Mystics, and Material Culture, 1450-1800. 3 Credits.**

From psycho-spiritual autobiographers to mystical bi-locating nuns, convent crèche-keepers to choristers of sacred music, from rock-star-status mystics to the hidden careers of women printers, engravers, and miracle-makers, this course will explore the remarkable intellectual, cultural, and imaginative contributions of women who found refuge, agency, and power within alternative lives.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

Writing Intensive

**Study of Women, Gender, & Sexuality****AS.363.341. Making Modern Gender. 3 Credits.**

Gender as we know it is not timeless. Today, gender roles and the assumption that there are only two genders are contested and debated. With the binary gender system thus perhaps nearing its end, we might wonder if it had a beginning. In fact, the idea that there are two sexes and that they not only assume different roles in society but also exhibit different character traits, has emerged historically around 1800. Early German Romanticism played a seminal role in the making of modern gender and modern sexuality. For the first time, woman was considered not a lesser version of man, but a different being with a value of her own. The idea of gender complementation emerged, and this idea, in turn, imposed heterosexuality more forcefully than ever. In this course, we will trace the history of anatomy and explore the role of literature and the other arts in the making and unmaking of gender.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

For current faculty and contact information go to <https://krieger.jhu.edu/modern-languages-literatures/people/>