FRENCH-ITALIAN-Spanish in Translation (FIST)

FIST122 Muslims, Jews, and Christians: Getting Along in Medieval Spain
For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is often full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being.
This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why convivencia ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multiconfessional society.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL120
Prereq: None

FIST123 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL123, MDST125, FGSS123
Prereq: None

FIST126 El Greco to Picasso: Modern Art's Passion for Golden Age Spain
This course examines the life and afterlife of the Spanish artists of the Golden Age, whose achievements reached unprecedented heights in the 17th century. Centuries later, their works took on new roles as artists of other times and cultures found their own inspiration in works of the past: Manet copied Velázquez, Picasso copied El Greco, and (famously on "Project Runway") Christian Soriano copied Murillo. What allowed these complex works to resonate so strongly in another era? Is such influence automatically a sign of success? And why have the works of Francisco Goya inspired more filmmakers than any other artist? Students will be introduced to the reading of visual art for stylistic, historical, and political content and develop a critical understanding of art and society in Golden Age Spain, as well as insights into the role of art as a cultural currency.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ARHA126
Prereq: None

FIST127 Catholicism and Ideology in the Hispanic World
Catholicism has played a number of roles in the cultural politics of the Hispanic world, appearing as a place of national being, resistance, and conservatism. In this course, we will read a number of texts from different periods and national contexts with a view to understanding how writers and intellectuals from Spain, Latin America, and the U.S. engage with Catholicism and the historical conditions under which they do so.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LAST
Identical With: LAST127, RELI127
Prereq: None

FIST129 Writing the French Revolution
"Liberty, equality, and fraternity" was the slogan of the French Revolution and features three concepts of enduring interest. In this seminar we will explore the French Revolution and its antecedents—and what these can mean for us today. In the process we will delve into a number of ways of thinking and modes of representation: historical thinking, of course, but we will also get a sense of the origins of sociology and political science, the power of scientific thinking, and differences between literary and visual representation (especially films). This course will also serve as a writing workshop emphasizing the nuts and bolts of good writing and experimenting with such rhetorical modes as argument, personal narrative, persuasion, and fiction-writing.
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL129
Prereq: None

FIST148F Responding to Political Turmoil (FYS)
"What just happened? What's going to happen? What do we do now?" Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions—including the creation of the U.S.; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil's military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo—to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold 
Conversations with members of our campus community who have experienced various forms of authoritarianism. The course is both academic and project-based: as we gain perspective through academic readings and assignments on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and intended to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

FIST176 Days and Knights of the Round Table
This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: MDST235
Prereq: None

FIST201 Crossing Identities & Borders: Processing Study Abroad
This course is designed to give students who have studied abroad through the medium of a language other than English the opportunity to process their experience by reflecting on its meaning in terms of their own personal and intellectual trajectory. Students will meet as a group once a week to discuss a reading of common interest. The second weekly meeting or workshop will be held in break-out sessions in the target language, during which time students will discuss the capstone project that this course will allow them to develop: a written essay, a digital narrative, an art installation, or a performance. The workshops are designed so that students may support each other in the pursuit of their personal goals regarding a project that reflects the broadest and deepest meaning of an immersive linguistic and intercultural experience abroad. Assessment is based on the following criteria: industry and initiative; the ability to work independently; willingness to contribute actively to a collective, project-based learning experience; and the final project. Readings will address topics such as identity, culture and mobility. Students will work to develop a collective bibliography with classmates as well as a specific bibliography that accords with their personal interests and objectives.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: CGST201
Prereq: None

FIST220 France Since 1870
This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. We will survey the history of 145 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and decolonization, and styles of leadership. Times of emergency and crisis will also command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; and the early years of the Fifth Republic, 1958-1969.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST220
Prereq: None

FIST221 The Pedagogy of Second Language Teaching and Learning
This course offers a foundation for second language (L2) acquisition in the classroom and teaching approaches. Specifically:

- characteristics of L2 learning
- an understanding of the most commonly used L2 methodologies and strategies
- basic know-how for analyzing and creating materials for language learning/teaching
- L2 teaching as a profession

Classes and readings will be in English, given that the tutorial combines students of French and Spanish. However, the development of students’ target language (TL) is also considered a priority in the course, supported by looking at authentic and pedagogical materials, creating pedagogical materials of their own, and by using the language in class during volunteering hours.

This course is intended for students who, being FREN, HISP, or RMST majors or advanced learners in French or Spanish, may be considering a career in education, and who commit to volunteering at the Middletown public schools while taking this course (at the very least). There is a volunteering commitment of 2 hours/week minimum during the semester. Students must take this course concurrently with a FREN or SPAN course numbered 215 or above.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Prereq: None

FIST224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance
In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolo Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL224, MDST223, COL224
Prereq: None
FIST226 The Cosmos of Dante's Comedy
This course provides an in-depth introduction to Dante Alighieri’s 14th-century masterpiece as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante’s encyclopedic poem in relation to the culture and history of Medieval Europe. Major topics include: representations of the afterlife; the soul’s relation to the divine; concepts of modernity and antiquity in the Middle Ages; notions of authorship and authority during the 13th and 14th centuries; vernacular poetry and the medieval genre system; the culture and materiality of manuscripts in the Middle Ages; gender and genre in Dante and the 12th- to 14th-century lyric; intertextuality and imitation; classical and medieval language theory; the role of the classics in the Middle Ages; Dante’s concepts of governance; myth and theology in Dante’s Christian poetics; and the reception to Dante’s work from the 14th-century to present. The course combines a close analysis of Dante’s literary strategies with exercises in critical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: M DST226, RELI218, COL234, ITAL226
Prereq: None

FIST227 Desire, Deception, Disenchantment: Five French Novels in Translation and on Screen
This course aims to study five French novels from the 17th to the 20th centuries in translation, alongside and against their respective cinematic adaptations. We will begin with Lafayette’s The Princess of Cleves (1678), one of the Western world’s first psychological novels, and then move on to Choderlos de Laclos’ epistolary novel Dangerous Liaisons (1782). We will then read Gustave Flaubert’s Madame Bovary (1856), Albert Camus’ The Stranger (1942), and Marguerite Duras’ The Lover (1984). Films will include: Jean Delannoy’s 1961 adaptation of Lafayette’s novel, Christophe Honoré’s The Beautiful Person (2008), a modern-day adaptation of the story, and Rémy Sauder’s 2011 documentary on how the novel is being used in a French school in Marseille; three adaptations of Laclos’ novel: Roger Vadim’s cutting-edge Les Liaisons dangereuses 1960, Miloš Forman’s 1989 Valmont, and Stephen Frears’ 1998 acclaimed Dangerous Liaisons; three adaptations of Madame Bovary: Vincent Minnelli’s film (1949), Claude Chabrol’s adaptation from 1991 starring Isabelle Huppert, and Sophie Barthes’ version (2014); Luchino Visconti’s adaptation of Camus’ The Stranger (Lo straniero, 1967); and Jean-Jacques Annaud’s The Lover (1992). These novels and their adaptations will allow us to think about notions of canon formation; genre and narrative; the uses of history in fiction; censorship, controversy, and crime; gender, class, race, and (post)colonialism; translation; and how these texts have been and continue to be read, used, adapted, and transformed from their time of publication up to the present day.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

FIST228 The Absurdity of Modernity: The Meaning of Life on the Modern Stage
The inescapable horror of two bloody world wars in the 20th century gave rise to numerous artistic movements that questioned the validity of science and the discourse of reason and logic to help human beings to make sense of our world. Among these were dadaism, surrealism, and the theater of the absurd. Confronted with the perceived failure of the promise of science, theater practitioners took to staging life unfettered by logic, reason, order, or meaning. How do we act if we think that life has no meaning? Without the scientific method to guide us, what happens to our understanding of how the world around us works and where we fit in? Where do hopelessness and despair lead us as a species? Can we somehow find meaning in an apparently meaningless existence? In this course, we will examine how dramatists in Europe and Latin America have staged these existential conundrums that threaten to undermine centuries of social and scientific “progress.” All class work is in English.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: THEA228
Prereq: None

FIST229 Political Turmoil
“What just happened? What’s going to happen? What do we do now?” Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions—the creation of the US; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil’s military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo, among others—to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The goal of the course is ultimately project-based: as we gain perspective on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and destined to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-RLAN
Prereq: None

FIST230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s
In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of “the children of Marx and Coca-Cola.” This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.
Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-CGST
Identical With: CGST230
Prereq: None

FIST232 Obscure Enigma of Desire
This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly
meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: MDST232
Prereq: None

FIST233 Modern Italy on the Silver Screen: 1960–2015
This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini’s La dolce vita, Pasolini’s Mamma Roma, De Sica’s Matrimonio all’italiana, Leone’s Il buono, il brutto, il cattivo, Argento’s Suspiria, Moretti’s Caro diario, Oppezet’s Saturno contro, and Giordana’s Quando sei nato non puoi più nasconderti. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL233
Prereq: None

FIST235 The Spanish Inquisition
Few institutions are as notorious as the Spanish Inquisition. Reviled in literature (most famously by Dostoyevsky in his Brothers Karamazov) and lampooned in popular culture (by Monty Python, among others), the Spanish Inquisition remains a potent symbol of both religious fanaticism and ecclesiastical power run amok. In this seminar, we will consider the history and legacy of the Spanish Inquisition, which existed for 356 years (1478–1834) and operated in both Spain and Spain's colonies overseas. We will examine not only the historical record itself (e.g., transcripts of actual trials, individual case studies) but also various depictions of the Inquisition found in imaginative media (art, literature, and film). Our subject, then, will be the Spanish Inquisition both real and imagined. Why did this institution arise? How did it survive for as long as it did? And does the legend of the Spanish Inquisition match its history?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: COL230, ARHA241, GRST241
Prereq: None

FIST241 Introduction to European Avant-Garde, 1880–1940
This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: COL240, ARHA240
Prereq: None

FIST244 European Architecture and Urbanism, 1750-1910
This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs,
and replaced by film, television, and whatever forms of new media might
literary forms, it is repeatedly consigned, dismissively, to an earlier moment.
The realist novel has a strangely ambivalent legacy. On the one hand, like other
FIST278 European Realist Novels
Prereq: None
Identical With: ARHA244
Prereq: None
FIST250 Integrative Learning Project 1: Reflecting About the Liberal Arts
The Integrative Learning Project is a .50 credit course that allows students to
learn to describe in a coherent and engaging narrative the various academic and
non-academic activities, projects, and experiences that have been important
for them while in college and to practice doing so for a variety of audiences
(e.g. employers, graduate schools, etc.). Participants should be students who
are interested in crafting a narrative about their personal and intellectual
development, and who want to be able to talk about what skills they have
cultivated during their time at Wesleyan and what they still want to learn.

All sophomores, juniors and seniors are welcome in this course. This course
requires a willingness to discuss one’s strengths, achievements, weaknesses,
and failures. Students will not only engage in reflection about their skills and
experiences, but will also have the opportunity to design an online portfolio in
WordPress, the world’s most popular content management software, and test
the portfolio with different audiences by employing user experience design (UX)
principles and research methodologies. Students can take this course more than
once, but only once per academic year.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Prereq: None
FIST254 Breaking the Waves: The Japanese and French New Wave Cinemas and
Their Legacy
While the French and Japanese New Wave(s) existed as largely
contemporaneous cinematic movements, rarely are they discussed together,
instilling the impression of two parallel streams, never to converge or intersect.
This course hopes to serve as an intervention into this perceived divide through
close readings of these groundbreaking cinematic works and an examination of
their revolutionary content in the interest of articulating shared philosophical
concerns. In many cases, New Wave filmmakers worked as writers and critics
before producing films themselves, a fact that speaks to the intensely theoretical
nature of their cinema. This course will therefore examine critical writings
published in the space of Cahiers du Cinema, Film Art, and other journals as a
means of better understanding the thought process that underlies these films.
How do these films figure as a response to that of the previous generation
and how did they hope to revolutionize cinematic praxis? What was their
relationship to political activism and the events of 1968? Finally, we will consider
the legacy of these cinemas: What is the prevailing influence of the New Wave
on Hollywood and global cinema? What aspects of the movement have been
retained and what has been lost along the way?

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS254
Prereq: None
FIST278 European Realist Novels
The realist novel has a strangely ambivalent legacy. On the one hand, like other
literary forms, it is repeatedly consigned, dismissively, to an earlier moment
in literary history: surpassed by modernism, reimagined by postmodernism,
and replaced by film, television, and whatever forms of new media might
presently emerge. Yet it has also clearly endured—in the popular imagination as
well as in the academy—as a pervasive norm, continually setting the standard
against which popular narratives may be judged to be successful and (more
importantly) serious. Reading these novels, then, does not just teach about an
important period in literary history (though it does that, too); it gives us a better
understanding of what we continue to expect from the fictional stories that claim
to represent the world around us.

We will spend the first six weeks on an overview of the influential tradition of
French realism, reading representative texts by Stendhal, Balzac, and Zola. In
the second half of the semester, we will delve into two longer novels that have
often been regarded as exemplary (even paradigmatic) works of realist fiction:
Eliot’s Middlemarch and Tolstoy’s Anna Karenina. While the emphasis will be on
the novels themselves—what they do and how they work—we will also read a
small selection of secondary texts (variously critical, historical, and theoretical)
on realism, narrative, and the novel as genre.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL278
Prereq: None
FIST290 Reading Theories
In this survey of theories that have shaped the reading of literature and the
analysis of culture, emphasis is on key concepts—language, identity, subjectivity,
gender, power, and knowledge—and on key figures and schools such as Marx,
Frend, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault,

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: CEAS340, CCIV393, GRST231, RUSS340, REES340, RULE340,
ENGL295, COL339
Prereq: None
FIST299 African History and Art
This course traces the art and cultural history of selected West African societies
from the 12th century to the early 20th century. Each week we will focus on a
single work of art, as that work illuminates social and cultural history. The objects
will include royal bronze sculpture from the Kingdom of Benin (16th century);
a carved ivory vessel from Guineé or Sierra Leone (16th century); a horned
initiation mask made of woven fiber from Senegal (19th century); and a map of
the Sahara made in Spain by a Jewish artist in 1375. Each object sheds light on
the history, religion, and culture of the region from which it comes.

The trans-Saharan trade was crucial to both North and West Africa. From
Morocco came the Muslim religion, as well as Islamic architecture. In 1445
Portuguese mariners arrived on the Atlantic coast of West Africa. From that
time on, West Africa has been part of a global economy. Already by 1500, the
growth of Creole Euro-African communities is reflected in artwork.

"Art" is best understood in the specific historical context and the culture in which
it develops. To us, removed in space and in time from these African societies,
ariculture, sculpture, and ritual performance help to illuminate the lives of
the people we are studying. Ultimately, we will consider such questions as, Does
African art exist? What is "African art"? Who defines art—Africans or Westerners?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA299, AFAM299
approaches to totality in the modern era, this course focuses on modernist desire to recover and renew the public function of art. While there exist many upheaval and revolution. Understood as the intention to reunite the arts into Gesamtkunstwerk, which took on new urgency in the 19th century amid social The term “total work of art” refers to the German concept of the FIST339 Modernism and the Total Work of Art

Prereq: None

Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: MDST302

Offering: Host
Grading: A-F

FIST301 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematic. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: COL334, SPAN301, FILM301

Prereq: None

FIST325 Race and the Enlightenment: A Historical and Philosophical Enquiry

It was during the Enlightenment Era (c. 1760-1800) that scientific reasoning, a belief in progress, and new claims on personal and political liberty swept away a tenacious medieval worldview. It was also during this era, however, that the notion of race crystallized in European and North American thought. Today, we still live with implications of this major shift, be it in classification schemes, anatomical prejudices, or ethnographical myths. This is particularly true for Africans or people of African descent. This class will bring some the Enlightenment’s most prominent thinkers into dialogue with the emergency of ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner’s works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in Impressionist painting and German Expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: GELT239, GRST239, ARHA339, COL349

Prereq: None

FIST340 Performing Brazil: The Postdictatorship Generation

This course takes as its point of departure a close and critical reading of modernist Oswald de Andrade’s “Cannibalist Manifesto” (1928) and the writings of artists working during and after the dictatorship years. As the semester progresses, the course will examine postdictatorship works in film, music, literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance recordings. Discussions will focus on the relationship between Brazil’s postcolonial condition and political history, including the country’s current artistic production and sense of national identity.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: LAST340, THEA340

Prereq: None

FIST350 Integrative Learning Project 2: Senior Capstone

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

This course is intended for seniors who wish to document and reflect about their work in a single “capstone” experience. This course requires a willingness to discuss one’s strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world’s most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can only take this course once.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Prereq: None

The course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner’s ideas and compositions that made the idea of the synthesis of the arts a central focus.
FIST377 Comparative French Revolutions
This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST377
Prereq: None

FIST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FIST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FIST407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

FIST408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

FIST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

FIST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

FIST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FIST491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT