FRIES CENTER FOR GLOBAL STUDIES

MISSION
The Fries Center for Global Studies is committed to helping all members of the Wesleyan community achieve the knowledge, language skills, and sensitivity each person will need in order to exercise effective and responsible citizenship in an increasingly interdependent world.

VISION
Our emphasis on intercultural communication, experience, and knowledge reflects the value we place on adaptability, compassion, and cultural self-awareness with respect to the world beyond our borders. These qualities and practices put Wesleyan’s liberal arts program at the forefront of global education and are the hallmark of responsible global citizenship.

GOALS & STRATEGIES
The Fries Center for Global Studies pursues its goals by drawing on resources at hand: the Wesleyan curriculum, faculty, student body, and staff; the Office of Study Abroad; Fellowships; Language and Intercultural Learning; and Language Resources and Technology. Our strategies are designed specifically to:

- Identify and expand opportunities for students and faculty wishing to pursue a global perspective in the field of their choice;
- Offer the support needed for each department, program, center, and college to develop global perspectives in accordance with its own aims and in partnership with other academic units;
- Provide a forum for inquiry and debate concerning the pedagogies and administrative strategies best suited to the cultural demands of the contemporary world;
- Help students transcend disciplines while coordinating their curricular, cocurricular, and extracurricular experiences in accordance with the demands of a global education;
- Increase the mobility of the Wesleyan student body and faculty in support of a more vibrant cross-cultural debate and in accordance with the needs and goals of each academic unit;
- Increase the vibrancy of global discussions on campus through facilitating visits to campus by key scholars, artists, and activists;
- Promote relevant partnerships with peer institutions in the United States and with targeted institutions abroad;
- Promote collaborative teaching and research across disciplinary and cultural boundaries;
- Develop curricular opportunities that will allow students to develop a global education tailored to their needs and aspirations.

FACULTY
Abderrahman Aissa
BA, University of Colorado Boulder; MA, University of Colorado Boulder
Adjunct Assistant Professor in Arabic

H.M FazaleHaq
MA, University Of New Mexico; PHD, University Of New Mexico
Assistant Professor of the Practice in Hindi/Urdu

AFFILIATED FACULTY
Naho Maruta
MA, University of Wisconsin at Madison
Assistant Professor of the Practice in East Asian Studies; Assistant Professor of the Practice, Fries Center for Global Studies

Camilla Zamboni
MA, Ohio State University
Adjunct Assistant Professor in Italian; Italian Section Head; Assistant Professor of the Practice in Italian; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, Fries Center for Global Studies

ARABIC

ARAB101 Elementary Arabic I
This course is a first-year elementary I course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic letters and their sounds, write and create basic words and sentences, and be able to converse basic dialogues comfortably in the target language. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: Host
Grading: Amp Graded
Credits: 1.50
Gen Ed Area: HA-LANG
Prereq: None

ARAB102 Elementary Arabic II
This course is a second-semester course in modern standard Arabic (MSA) that will continue to stress the basic skills of reading, writing, speaking, and listening. The course will focus on speaking as an effective way of learning (speak it to learn it). Students will continue to learn MSA grammar, write and create paragraphs, and begin to converse comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: HA-LANG
Prereq: ARAB101

ARAB201 Intermediate Arabic I
This course is a second-year, lower intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will continue to be familiarized with aspects of contemporary life and culture in the Arab world. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: Host
Grading: Amp Graded
Credits: 1.00
**ARAB202 Intermediate Arabic II**
The course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts on familiar or concrete topics, as well as newspaper articles and storybooks. Culture will continue to be integrated in the classroom. The class will be conducted primarily in Arabic.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: ARAB101 AND ARAB102

**ARAB301 Advanced Arabic I**
This first semester of third-year Arabic will continue to emphasize the four skills in language learning: reading, writing, speaking, and listening. In addition to the Kalila Wa Dimna fables, students will also read children’s stories, literature, and media articles from the Arab world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: None

**ARAB311 Introduction to Colloquial Levantine Arabic I**
This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing non-native speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect is derived from standard Arabic, this course will help build students’ knowledge of basic Arabic vocabulary.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: ARAB201

**ARAB380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)**
This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation—namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from newspapers, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: CGST380
Prereq: None

**ARAB401 Individual Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**ARAB402 Individual Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**CENTER FOR GLOBAL STUDIES**

**CGST121 Contemporary Social Issues, Leadership, and Scholarship**
The overarching purpose for this course is for you to reflect on how your identity (who you say you are) motivates the actions you take now, which, in turn, shape your long-term goals and commitments. This course is particularly applicable to future national and international fellowship applicants, as almost every scholarship foundation asks similar questions (in one form or another): Who are you? What are you proposing to do? In what way are you the most qualified candidate? Why is this work important?

This course will incorporate best practices for writing personal statements and include theories and best practice for this specific writing style as well as a wide array of perspectives to supplement self-reflection, personal development, and skill building.

Offering: Crosslisting
Grading: A-F
Credits: 0.25
Gen Ed Area: HA-ENGL
Identical With: ENGL131B
Prereq: None

**CGST131B Writing About Places: Africa**
This course is one in a series called ‘writing about places’ that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/confontations as portrayed by both outsiders and insiders, residents and visitors, colonizers and colonized—and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL131B
Prereq: None

**CGST132 Writing Medicine and the Doctor-Writer**
In this course students read a range of works across a variety of literary traditions, mainly by writers who were also medical practitioners (including Chekhov, Bulgakov, Lu Xun, William Carlos Williams, and Che Guevara), but also non-doctors who write compellingly about medically related subjects (Camus in THE PLAGUE, Tracy Kidder on Paul Farmer, and Anne Fadiman on cultural clashes).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL132
Prereq: None
CGST136 Writing for Fellowships
National fellowships are prestigious, competitive awards that enable the recipient to pursue graduate study, a research project, or travel abroad. While fellowship winners experience great personal growth and gain credentials that aid future success, preparing the application itself helps students clarify their goals and learn how to present themselves to an unfamiliar audience, such as future employers. In this course students will learn about various fellowship opportunities, identify steps toward building a strong candidacy, and create a portfolio of compelling application materials. To inspire creative thinking, we will read short writings in various genres; authors may include Octavia Butler, Jose Antonio Vargas, Ruth Bader Ginsburg, N.K. Jemisin, Ursula Le Guin, and Ocean Vuong. We will then craft personal statements and other fellowship materials, taking them through a rigorous writing process with multiple revisions. By completing the course students will grow as writers and gain skills that can also be used in writing grants and seeking a job.
Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: None
Prereq: None

CGST201 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: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: RL&L201
Prereq: None

CGST202 Preparing to Study Abroad: Culture and Language
This course is designed to facilitate students’ preparations to study abroad during the following term. Through exploration of intercultural and language learning theories, intercultural communication strategies, and theories about culture, students will build a foundation for their learning and achieving their individual goals during the semester abroad. The course is open to those who are studying abroad in English as well as those who are studying a language. The course is graded at the end of the term, but ungraded check-ins during the study abroad experience are required for the credit to be awarded.
Offering: Host
Grading: Amp Graded
Credits: 0.50
Gen Ed Area: SBS-CGST
Prereq: None

CGST203 Returning from Study Abroad: Integrating Your Experience
This course will facilitate returning students’ integration of the study abroad experience into their academic and personal lives. Through guided activities, readings, and weekly writing assignments, students will reflect on the many facets of the study abroad experience and how they relate to identity, academic interests, and future plans, including fellowship applications and career opportunities abroad.
Offering: Host
Grading: Amp Graded
Credits: 1.00
Gen Ed Area: SBS-CGST

CGST205 Introduction to Global Engagement
This team-taught seminar introduces students to the ideas and practices central to strengthening one’s intercultural competence, in part through a critically informed approach to globalization. The course views ‘cultures’ as porous, fluid, internally contested, and often overlapping—and yet still as vital realities shaping the lived experiences of all people. Building intercultural competence requires not just acquiring new knowledge but also practicing the skills and honing the attitudes that are needed to interact effectively and appropriately on a basis of informed, mutual respect. This course is a core requirement of the Global Engagement Minor (GEM); students will begin to work with the eportfolio that they will use over their time in GEM to track, reflect on, and synthesize the various experiences making up the minor.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Prereq: None

CGST208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)
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 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 wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Identical With: ARHA208
Prereq: None

CGST210 Language and Thought: Introduction to Linguistics
What makes human language unique? This course is an introduction to the study of human language and its underlying properties. Much of our linguistic competence lies below the level of conscious awareness, and linguists seek to uncover the subconscious principles and parameters that govern our knowledge of language. This course first explores the core theoretical areas of linguistics: phonology (sound structure), morphology (word structure), syntax (sentence structure), and semantics (meaning). Then, we will explore such topics as the workings of language use, language variation, and first- and second-language acquisition.
Offering: Host
Grading: A-F
Credits: 0.25
CGST212 Language and Politics: Making and Unmaking of Nations
This course explores the key topics at the intersection of language and politics, including language choice, linguistic correctness, (self-)censorship and hate speech, the performance of ethnic and national identity in language, gender politics and ‘powerful’ language, rhetoric and propaganda, and changing conceptions of written language, driven in part by technological advances. One of the examples of such topics is ‘Tweet Politics’ or ‘Incivility on the Web’ around the globe. This course consists of three modules. In the first two modules the above-mentioned topics will be discussed in general, while in the last module we will see how preferences in language policies and politics played a significant role in ‘making and unmaking of nations’ in different parts of the world, from South Asia to East Asia to North America.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CGST
Prereq: None

CGST213F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)
This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT135F
Prereq: None

CGST220 Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning (CLAC.50)
In the past two decades, crowdfunding and renewed interest in games (board games, role-playing games, digital games, and instructional games) have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, including second-language acquisition. In an effort to explore how a game-informed pedagogy can work in Italian language and culture classrooms and to highlight analog gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of Game-Based Learning (GBL) applied to second-language acquisition, as well as present a selection of classroom projects informed by its principles.

‘Italian Gaming Lab’ is designed as a project-based Italian language laboratory that will focus on why and how analog games can be effective tools for language learning; examples will include board games and role-playing games. Participants will discuss the application of gaming principles to second-language/L2 acquisition and either adapt existing games for language learning or create brand new educational games. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning.

The course will be conducted in Italian, and games will be created in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-RLAN
Identical With: ITAL220
Prereq: ITAL102

CGST221 Food in Japanese Media (CLAC.25)
This 0.25 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to anyone with Japanese-language ability, from beginners to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-CEAS
Identical With: CEAS211
Prereq: None

CGST227 Writing Short Fiction in Spanish
This course will introduce students to the fundamentals of writing short fiction in Spanish. It will enhance their command of Spanish and their skills as effective writers through the examination and discussion of many aspects of the craft of fiction writing, which will inform students’ own writing and development of their personal style. We will examine essential features of fiction (methods of constructing narrative tension, climax, ambiguity, character, dialogue, and structure), as well as various fictional styles through our discussion of the writing of our peers and a study of the texts of a number of contemporary Latin American and Latinx writers working in a genre that has been crucial to the region’s intellectual production.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN227
Prereq: SPAN221

CGST230 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: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-CGST
Identical With: RL&L230
Prereq: None
CGST231 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on ‘love.’ We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate ‘western’ beliefs on love and marriage, that is, ‘all you need is love,’ over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: Crosslisting
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-CLAS
Identical With: LAT230
Prereq: LAT102

CGST245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)
This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course 'Not Just Neorealism: Italian Cinema, its History, and Politics' (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan’s Program in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-RLAN
Identical With: ITAL245
Prereq: ITAL221

CGST250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled 'Death and Afterlife in Egypt and Greece' that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence—archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as ‘readers’ of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.
Offering: Crosslisting
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-CLAS
Identical With: GRK250
Prereq: GRK102

CGST251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student’s language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: CHIN351, PHIL251
Prereq: None

CGST255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)
This course will serve as an introduction to the more recent history and culture of Korea; South Korea’s rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.
CGST260 Reading Mencius in Chinese (CLAC.50)
This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: KREA255
Prereq: None

CGST262 Korean Music from Shamanism to Television (CLAC.50)
This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly moving in many directions with contemporary life and influence from Western culture.

Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking ‘Hermit Kingdom,’ Korea has now entered into instant global communications with the production of more individual music in various styles.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: PHIL260
Prereq: None

CGST265 History of Spanish Cinema for Spanish Speakers (CLAC.50)
Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish.

This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: https://span301.site.wesleyan.edu/. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-RLAN
Identical With: SPAN265
Prereq: None

CGST273 Tatort - Window into Germany (CLAC.50)
Few television shows have become anchored in German cultural discourse as firmly as 'Tatort,' a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekilli, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-GRST
Identical With: GRST273
Prereq: GRST212

CGST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)
This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi 'New Order.' We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizonal Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors—such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramount, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception—notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 'Nietzsche - Science, Psychology, Genealogy,' though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Identical With: GRK291
Prereq: None

CGST290 Nietzsche als Versucher (CLAC.50)
The term ‘Versucher’ combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes ‘Versucher’ as ‘the not-undangerous name [he] dares to bestow’ on the ‘philosophers of the future’—a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CLAS
Identical With: GRK291
Prereq: None

CGST302 Narrating China: Chinese Lab (CLAC.50)
This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students’ preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about whether your language background is sufficient for the course, please contact the instructor.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-CEAS
Identical With: CHIN302
Prereq: None

CGST303 Ukraine and Its Environment
International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective requires more than learning from printed literature—it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-ENV5
Identical With: ENVS303
Prereq: ENVS197 OR E&ES199
CGST320 La cultura y la historia de la España islámica (CLAC.50)
This course will be taught in Spanish, and spans a timeline between 711 and 1492, i.e., from the date of the conquest/invasion of Iberia by Muslim troops to the fall of Granada and the expulsion of Muslims and Jews from Spain. Before starting discussion of the course material, students will be introduced to Arabic sound and script, as well as some common vocabulary and lexical concepts shared between Spanish and Arabic. This makes sense because Muslim culture and the Arabic language were present in Iberia for the better part of 800 years.

We will discuss not only the main events that took place during the Muslim occupation of parts of Iberia but also the cultural legacy Muslims and Jews left behind in the peninsula after they were expelled in 1492, especially in the realms of art, science, language, architecture, and le savoir-vivre. We will look at the different theories put forth by scholars about the conquest/invasion of the peninsula, in regard to the ease and speed with which the peninsula was overrun by Muslims. We will examine the hereafter and the consequences of the expulsion of Muslims and Jews from the Iberian peninsula as well as the neighboring territories. Finally, we will make a jump to the 21st century and try to connect some dots by looking at the current situation in and around the Strait of Gibraltar, particularly the influx of illegal immigrants from North Africa and sub-Saharan countries, and the ensuing issues.

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

CGST330 Reading Tolstoy in Russian (CLAC .50)
In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-REES
Identical With: RUSS330, REES330
Prereq: None

CGST352 The Communist Experience in the Soviet Union (CLAC.50)
Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-HIST
Identical With: HIST352, REES352
Prereq: None

CGST380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)
This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation—namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CGST
Identical With: ARAB380
Prereq: None

CGST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

CGST413 From Black and White to Colors: Israeli Cinema (CLAC1.00)
This Hebrew course will be linked to the film course, taught in English, entitled CJST 249: From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented. This course is targeted towards heritage Hebrew speakers and students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. In addition, students will be required to attend all the screenings in the Ring Family Wesleyan University Israeli Film Festival and to meet with native guest speakers during Lunch & Learn meetings. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. This course may be repeated for credit.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: CJST413, HEBR413
Prereq: None

CGST492 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

HINDI-URDU LANGUAGE

HIUR101 Introduction to Hindi-Urdu Language and Culture I
This course is an introduction to the modern standard form of Hindi-Urdu, the most widely spoken language in South Asia, with its manifestation in deeply rooted cultural contexts. Students are introduced to both writing systems: the Devanagari script of Hindi and the Nastaliq script of Urdu. The basic grammatical structures are presented and reinforced, and students are also exposed to the cultural and historical context in which Hindi-Urdu has existed over several centuries. The course also draws from the modern medium of film (in particular recent Bollywood songs) to reinforce structures and vocabulary.

The goal of this course is to provide students with a solid foundation in Hindi-Urdu grammar and vocabulary, as well as the cultural awareness and practical experience necessary for basic, yet accurate and appropriate, communication in spoken and written Hindi-Urdu. This course is designed to develop students’ ability in the four skills of language learning. Students will learn to confidently navigate a range of common social and ‘survival’ situations in Hindi-Urdu target cultures. Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.

Core objectives include: the development of communicative and interactional abilities in Hindi-Urdu on familiar topics related to daily activities; the
HIUR202 Introduction to Hindi-Urdu Language and Culture II
This course is a continuation of Introduction to Hindi-Urdu Language and Culture I. It offers a balanced treatment of speaking, listening comprehension, reading, writing skills, and desi culture. Through scaffolding techniques, students will reach their potential zone of proximal development (ZPD), which is Novice-High, from their current ZPD, which is Novice-Mid.

At the end of the course, students will be able to communicate short, culturally appropriate messages on highly predictable, everyday topics that affect them directly. They will be able to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Students will get level-appropriate knowledge of the target culture, which is an essential ingredient of the course. All the material and activities will be presented through contextualized material. Students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. They will be able to understand words and phrases from simple questions, statements, and high-frequency commands.

Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.

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

HIUR201 Intermediate Hindi-Urdu Language and Culture I
This course is a continuation of Introduction to Hindi-Urdu Language and Culture II, which emphasizes written expression and texts in both Perso-Arabic and Devanagari script systems and familiarity with cultures of the South Asian diaspora. The goal of this course is to provide students with an opportunity to build upon their knowledge of the Hindi-Urdu language and culture and bring them up to the intermediate low/mid-level in all four skills: reading, writing, listening, and speaking.

At the end of this course, students will be able to successfully handle a limited number of uncomplicated communicative tasks in straightforward social situations. Students will be able to produce some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. Students will also be able to ask a few appropriate questions, creating and writing statements and formulating questions based on familiar material.

As listeners, students will be able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. They will develop accurate comprehension with highly familiar and predictable topics. Intermediate-mid listeners may get some meaning from oral texts typically understood by advanced-level listeners.

As readers, students will be able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

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

HIUR492 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

WORLD LITERATURE

WLT208 The Empire Writes Back: Readings in Postcolonial Literature
This course is organized around some central concerns of postcolonial thought and considers works by both colonial and postcolonial writers, theorists, and filmmakers. Topics of discussion include the role of literature and culture in processes of colonization, decolonization, and neocolonization; relationships between oral, written, and visual cultures; and connections between physical conquest and literary authority. Case studies are drawn from Algeria, the
Caribbean, India, Indonesia, Nigeria, Pakistan, Senegal, the United States, and Zimbabwe.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL239
Prereq: None

WLIT221 Place and Space in Literary Hangzhou
The city of Hangzhou is unique in the Chinese cultural imagination. As a former dynastic capital, Hangzhou is saturated with the intrigues of China's turbulent political and social history. But the city is also famous as a literary and cultural center—a prime leisure location along the Grand Canal; the site of the famous West Lake (just as famously compared to the mythically beautiful Xi Shi); and the setting for numerous poems, short stories, and dramas.

This seminar explores the literary culture situated in and around Hangzhou, considering topics such as food, folklore, and tourism, in addition to the city's depiction in poems, short stories, and dramas. Our aim is to explore how the Chinese cultural imagination about Hangzhou—part of a broader imagining of the southern region of Jiangnan ('South of the Long River')—is built through these many layers of texts, histories, and spaces. With Hangzhou as our geographical focus, we consider materials from a range of genres (poems, short stories, dramas, folktales, historical anecdotes) and time periods (Song to late Qing, with reference to the present as well). We consider how the image of Hangzhou is built up throughout time, and how the literary culture in and of Hangzhou is interwoven with the 'real' experience of the city as a space/place.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS282
Prereq: None

WLIT222 Theater/Drama Traditions of China and Japan
This seminar offers a window into Chinese and Japanese drama and theater traditions from their beginnings to the 20th century. We engage issues of dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including Chinese dramatic genres of zaju and chuanqi; Chinese performance styles of Beijing opera and Kunqu; and Japanese dramatic genres and performance practices of noh, kyogen, kabuki, and puppet theater. Throughout the course, we engage closely with dramatic texts as literature, giving detailed thematic readings to some canonical and non-canonical plays. We also consider how dramatic writing and theatrical performance relate to broader trends in sociopolitical history and literary history, exploring how dramatic texts and theatrical performance embody a multivalent and multisensory space that is unique among creative enterprises. We deal with both the actor and the text, and consider how each are conditioned by modern and premodern contexts. No prerequisites are required, although some prior knowledge of China or Japan is helpful.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS243, THEA243
Prereq: None

WLIT223 Narrating China: Introduction to 20th- and 21st-Century Chinese Literature
This survey course introduces students to major literary movements in 20th- and 21st-century China through selective works by representative authors. It has two major aims: (1) It invites students to explore how individual authors—at different historical moments and in different social positions—have responded to historical changes that radically unsettled their senses of self and nation and also how their literary expressions may reveal the shifting subjectivity of modern China and Chineseness. (2) At the same time, it introduces students to the academic discipline of literary criticism, develops or deepens students' critical close reading and textual analysis, and invites them to discover the joy and reward of plunging into a reading experience and coming out with interpretations of their own making.

While the course does attend to important historical flash points unique to Chinese history, it also explores literary themes that resonate globally, beyond the context of modern China. Varying slightly by semester, these themes could include the relation between politics and literature, revolution and revolutionary arts, alternative modernities, writerly authority and the individual self, gendered authorship, memory and trauma, ethnic governance and resistance, class divisions, ecological damages, labor migration, etc. This course assumes no prior knowledge of China or Chinese language, and all texts will be taught using English translations.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS202
Prereq: None

WLIT224 Traditional China: Eco-civilization and Its Discontents
This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty circa 1450. This is a period when China invented and reshaped its cultural identity by moving into new frontiers and creatively incorporating foreign ideas with indigenous practices. It is also a period when the natural environment was drastically transformed by agrarian civilizations and nomadic neighbors.

The course places concepts of sustainability in the center of the history of traditional China. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore how power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the imperial period. Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs? How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice?
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST223, CEAS223, ENVS223
Prereq: None

WLIT225 From Tea to Connecticut Rolls: Defining Japanese Culture Through Food
This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
WLIT240F Reading Stories: Great Short Works from Gogol to Petrushkevskaya (FYS)

This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work being discussed. These discussions, along with work on building logical arguments, recognizing propaganda and disinformation, and polishing grammar and style, will inform students’ own writing (four 5-page papers). We will read works from the 19th century to the late 20th century that include Tolstoy’s novels of faith, adultery, and facing death; Gogol’s surreal comedies and urbanistic fantasies; Chekhov’s subtle psychological tales; Bunin’s reflections from exile on a lost Russia; Bulgakov’s sketches of life as a country doctor; and Petrushkevskaya’s modern stories of the tortured lives of women in the late Soviet period.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS240F, REES240F, RULE240F
Prereq: None

WLIT241 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel

The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin’s elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS241, REES241, RULE241
Prereq: None

WLIT242 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

Nikolai Gogol (1809-1852), hailed as one of Russia’s greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol’s satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol’s interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol’s reception by modern Russian and Western writers and critics. The course is conducted in English.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS242, REES242, RULE242
Prereq: None

WLIT243 Speak, Memory: The Russian Memoir

Memoirs offer a chance for individuals to make sense of their relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS220, REES220, RULE220
Prereq: None

WLIT244 Dostoevsky

Dostoevsky is widely recognized as one of the world’s greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky’s major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS244, REES244, RULE244
Prereq: None

WLIT245F Otherness & Belonging (FYS)

One of the many haunting utterances of Fyodor Dostoevsky’s most famous antihero, the Underground Man, is ‘I am alone, I thought, and they are everyone.’ Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and ‘enemies of the state’ - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: REES245F, RULE245F, RUSS245F
Prereq: None

WLIT246 The Soviet Century

This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings
and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries.

The Soviet project raises fundamental questions about political systems, economics, and human nature—questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR’s trajectory from pariah nation after World War II to global superpower following World War II, we will move beyond the clichéd view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin.

In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovskiy, Akhmatova, Platonov, Pasternak, Tsveeava, Berggoelts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L245
Prereq: None

WLIT248 Not Just Neorealism: Italian Cinema, its History and Politics
This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the ‘exquisite’ examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined. Please see additional comments below.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L248
Prereq: None

WLIT249F Love, Sex, and Marriage in Renaissance Europe (FYS)
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, friendship, religion, family and class structures, and divorce.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123F, COL123F, FGSS123F, MDST125F
Prereq: None

WLIT252 Tolstoy
During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia’s primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy’s best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy’s writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.
For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy’s works (CGST 330).

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: RUSS252, REES252, COL262, RULE252
Prereq: None

**WLIT255 Introduction to Russian and Soviet Cinema**

This course provides an introduction to the history and poetics of Soviet and Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-REES
Identical With: REES233, RULE233, RUSS233, FILM333
Prereq: None

**WLIT256 After Communism: Animals, Avatars, Hybrids**

During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities—all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-REES
Identical With: RUSS223, REES223, RULE223
Prereq: None

**WLIT257 Performing Russian Culture: From Peter the Great to the Russian Revolution**

This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of ‘Russianness.’ The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RELI
Identical With: RELI201, MDST203, CJST244, COL237
Prereq: None

**WLIT321 The Legacy of World War II in Postwar Japan**

In 1956, the Japanese Economic Planning Agency famously declared, ‘The ‘postwar’ is over.’ Indeed, by that time, the national economy had made a remarkable recovery since the end of World War II. Others place the end of the postwar with Emperor Hirohito’s death in 1989. The new Reiwa era might be another marker. Still, was the postwar truly over for Japan? This seminar aims to tackle this dilemma of the postwar and assess how the war and the American occupation are remembered by the Japanese, and how they continue to reverberate politically and culturally, nearly 70 years after Japan regained its independence.
WLIT325 Native Matters: Materiality in Indigenous Literatures Across the Pacific

This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality.

The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.

WLIT341 Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde

The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an 'off-modern' path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: RUSS321, REES321, GRST221, RULE321
Prereq: None