The College of Letters (COL) is a three-year interdisciplinary major for the study of European literature, history, and philosophy, from antiquity to the present. During these three years, students participate as a cohort in a series of five colloquia in which they read and discuss (in English) major literary, philosophical, and historical texts and concepts drawn from the three disciplinary fields, and also from monotheistic religious traditions. Majors are invited to think critically about texts in relation to their contexts and influences—both European and non-European—and in relation to the disciplines that shape and are shaped by those texts. Majors also become proficient in a foreign language and study abroad to deepen their knowledge of another culture. As a unique college within the University, the COL has its own library and workspace where students can study together, attend talks, and meet informally with their professors, whose offices surround the library.

**FACULTY**

Charles Barber  
BA, Harvard University; MFA, Columbia University  
Associate Professor of the Practice in Letters

Joseph J. Fitzpatrick  
BA, Harvard University; PHD, Duke University  
Assistant Professor of the Practice in Letters; Assistant Professor of the Practice, Russian, East European, and Eurasian Studies

Tushar Irani  
BA, Colgate University; PHD, Northwestern University  
Associate Professor of Letters; Associate Professor of Philosophy

Ethan Kleinberg  
BA, University of California, Berkeley; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Class of 1958 Distinguished Professor; Professor of History; Professor of Letters; Editor-in-Chief, History and Theory

Typhaine Leservot  
BA, University of Caen; MA, University of North Carolina at Chapel Hill; PHD, University of North Carolina at Chapel Hill  
Associate Professor of French; Associate Professor of Letters; Co-Coordinator, African Studies

Gabrielle Piedad Ponce-Hegenauer  
BA, University of Illinois Urbana; MFA, Johns Hopkins University; PHD, Johns Hopkins University  
Assistant Professor of Letters; Assistant Professor, Feminist, Gender, and Sexuality Studies

Daniel Smyth  
BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago  
Assistant Professor of Letters; Assistant Professor, German Studies; Assistant Professor, Philosophy

Jesse Wayne Torgerson  
BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley  
Assistant Professor of Letters; Assistant Professor, Medieval Studies; Assistant Professor, History

Khachig Tölölyan  
BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University  
Professor of English; Professor of Letters; Editor, Diaspora; Professor, German Studies

Kari Weil  
BA, Cornell University; MA, Princeton University; PHD, Princeton University  
University Professor of Letters; University Professor, College of the Environment; University Professor, Environmental Studies; University Professor, Feminist, Gender, and Sexuality Studies; Co-Coordinator, Animal Studies

**AFFILIATED FACULTY**

Ulrich Plass  
MA, University of Michigan; PHD, New York University  
Professor of German Studies; Chair, College of Letters; Professor, Letters

**VISITING FACULTY**

Ryan Fics  
BA, University of Manitoba; MA, University of Manitoba; PHD, Emory University  
Visiting Assistant Professor of Letters

**EMERITI**

Howard I. Needler  
BA, Oxford University; BS, Yale University; MA, Oxford University; PHD, Columbia University  
Professor of Letters, Emeritus

Laurie Nussdorfer  
BA, Yale University; MA, Princeton University; MSC, London School of Economics and Political Science; PHD, Princeton University  
Professor of History, Emerita; Professor of Letters, Emerita

Paul Schwaber  
BA, Wesleyan University; MA, University of California, Berkeley; PHD, Columbia University  
Professor of Letters, Emeritus

**DEPARTMENTAL ADVISING EXPERTS**

- Tushar Irani; Typhaine Leservot; Ethan Kleinberg; Ulrich Plass; Gabrielle Piedad Ponce-Hegenauer, Khachig Tölölyan; Jesse Torgerson; Kari Weil

- Undergraduate College of Letters Major (catalog.wesleyan.edu/departments/col/ugrd-col/)

**COL101F Truth and Lies in Crime Writing (FYS)**

This course will explore a range of crime fiction and nonfiction, from literary classics to genre-based texts. Readings will include Dostoevsky’s ‘Crime and Punishment,’ Edgar Allan Poe, Raymond Chandler, and P.D. James, and nonfiction works such as ‘In Cold Blood,’ Robert Kolker’s ‘Lost Girls,’ and Charles Barber’s ‘Citizen Outlaw.’ A theme of the class will be the duplicitous and elusive nature of truth and objectivity in both the journalistic and fictional accounts. Students will have the opportunity to write a short piece of crime fiction or narrative nonfiction, in addition to analytical papers.  
Offering: Host
COL108F Language (FYS)
This course, beyond providing an introduction to the science of linguistics, is designed to give students in their first year an awareness of the importance of language in everyday life and of the range of its uses and abuses as a cultural and class marker, vehicle of knowledge, and instrument of power. It is an objective of this course that students who complete it should be better prepared than they were before for the sensitive and exacting study not only of literature but of whatever specialized studies they subsequently undertake. Topics to be considered include whether language is a cultural artifact that is learned or is instinctual; the varieties of languages; language as expression of culture; linguistic imperialism; problems of translation; the distinction between speech and writing; stenolanguage, metalanguage, and poetic language; metaphor and symbol; and semiotics.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL110 What Does Art Mean? Studies in Aesthetics and Cultural Relevance
Humans have felt compelled to make what we now call ‘art’ for millennia; clearly, the drive to create and express is a pressing one in our species. Can we define that drive? The title of this course encompasses multiple questions. What do we mean when we say ‘art,’ and is there a way to legitimately wield or deny that designation? Does that designation have universal meaning? Is there an inherent exclusion, or exclusivity, within it? Also, what is art communicating? Is there a common thread or purpose to what we call art? Can there ever be a ‘right’ answer to that question? Or, put another way, if art means one particular thing, does it then cease to be art? Several thinkers in several disciplines, from art history and practice to philosophy to sociology to religion to feminist thought, have weighed in on this question; we will read and analyze some of their arguments and, because this is a writing course, students will have the chance to formulate their own. We will also visit the Davison Art Center, the Yale Art Gallery, and other locations where art can be viewed, experienced, and discussed firsthand.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL112F The European Novel from Cervantes to Calvino (FYS)
This course provides an introductory survey that tracks the development of the European novel through its major periods—from its origins in DON QUIXOTE to the rise of the novel in 18th-century Britain to romanticism, realism, and modernism.

We will focus on texts that had tremendous impact (and long afterlives) throughout Europe, that inspired responses and imitations in many different languages, and that provided European intellectual culture with archetypal characters and plots through which problems of history, politics, and philosophy were articulated—Voltaire’s naïf and Dostoevsky’s nihilist; Defoe’s heroic bourgeois individualist and Kafka’s victim of modern bureaucratic rationality. The readings will also introduce students to some of the European novel’s important subgenres (e.g., romance, gothic, grotesque, the philosophical novel) and important narrative forms (e.g., epistolary novel, unreliable narration, free indirect discourse).

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL115 How to Read a Literary Text
This course will introduce students to the practice of close reading and to the formal study of literary texts. Working with selections of poetry and prose (including texts that have been translated from languages other than English), students will learn to analyze and make arguments according to the disciplinary methods of literary studies.

Primary readings will include texts from a wide range of historical periods, national literatures, and cultural contexts. Secondary readings will include exemplary works of literary criticism and theoretical writings on critical method. In addition to performing close readings of the primary texts, we will discuss theoretical problems of genre, author, closure, and ambiguity, along with the limitations of formal analysis and the text/context binary.

The governing purpose of this course is to teach students to perform in the written genre of literary close reading as it is practiced in a college essay. The writing assignments, which will include revisions and workshop, will be treated as an integral part of our course of study.

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

COL117 Writing Love: Myth-Making and Experience in the Literature of Amour
What does it mean to experience love? How do we write about it? What beliefs about love do we hold most dear? What stories or myths do we use to inscribe the inexpressible? This course investigates several myths, literary works, and philosophical treatises that attempt to represent, understand, explain, and immortalize the experience of love. From contemporary pop lyrics to Renaissance love poetry and Romanticism, we will look at the ways in which social, personal, and metaphysical experiences of love are illustrated and reimagined in the art of verbal language and literary representation. Beginning with 21st-century pop records like those of Adele, we will rediscover the tradition of love that has come down to us. This course is taught in translation and focused on close readings and discussions of the assigned texts. Students will be given the opportunity to write analytically and creatively in response to the assigned readings.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL119F Narrating Pandemics (FYS)
With COVID-19 bringing a combination of stressful social isolation and unusual amounts of free time, people have been turning to representations of pandemics in fiction and film both as a kind of ironic escapism and as a potential source of comfort and insight into present conditions.

This course will look closely at some of these fictional representations, especially from the genre of speculative fiction, to get a sense of how pandemics are narrated and of what aspects of our social world are illuminated by this narrating. While we will look briefly at the history of pandemics from the Black Death through the 20th-century developments in virology, immunology, and epidemiology, our primary focus will be on more recent texts—ones responding to the AIDS crisis of the 1980s, along with ones inspired by more recent outbreaks of Ebola, avian flu, H1N1, etc. The selection of texts will not attempt to give a representative overview of the genre, but rather a set of starting points for
thinking about narrative form and representational strategies in relation to the depiction of pandemics.

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

COL120 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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: RL&L122
Prereq: None

COL121F Writing About Social Issues (FYS)
This FYS course will involve close reading of classic journalistic books on complex social issues and opportunities for students to write their own articles on topics of current and political concerns of interest to them. Texts will include William Finnegan's COLD NEW WORLD, Charles Barber's CITIZEN OUTLAW, Bryan Stevenson's JUST MERCY, Rebecca Skloot's THE IMMORTAL LIFE OF HENRIETTA LACKS, Barbara Ehrenreich's NICKEL AND DIMED, and Jennifer Gonnerman's reporting in 'The New Yorker.' The distinction and tensions between advocacy and ‘objective’ reporting will be an ongoing point of discussion in the course.

Students will produce three feature-style pieces based on their own original research and reporting.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL

COL123 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, friendship, religion, family and class structures, and divorce.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123, FGSS123, M DST125
Prereq: None

COL123F 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123F, FGSS123F, MDST125F, W LIT249F
Prereq: None

COL125F Staging America: Modern American Drama (FYS)
Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what’s at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL175F, AMST125F, AMFAM152F, FGSS175F, THEA172F
Prereq: None

COL129 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: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL175F, AMST125F, AMFAM152F, FGSS175F, THEA172F
Prereq: None

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123, FGSS123, M DST125
Prereq: None

COL123F 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: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123F, FGSS123F, MDST125F, W LIT249F
Prereq: None

COL125F Staging America: Modern American Drama (FYS)
Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what’s at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL175F, AMST125F, AMFAM152F, FGSS175F, THEA172F
Prereq: None

COL129 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: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL175F, AMST125F, AMFAM152F, FGSS175F, THEA172F
Prereq: None
COL130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: "The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, 'the question of the animal.' Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of 'the animal' to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: Host
Grading: Cr/U
Gen Ed Area: HA-COL
Credits: 1.00
Prereq: None

COL138F Masculinities (FYS)
This course offers an interdisciplinary approach to the study of masculinities, focusing on the difficulty of disentangling the (social-)scientific questions of what men are (and how they come to be that way) from the interpretive question of what masculinity means. We will survey a range of perspectives from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, anthropology, feminist studies, and queer theory that describe and attempt to account for masculinities. In order to understand how these scholarly accounts might fit together to form a more comprehensive interpretive framework, we will also be engaging in critical analysis of examples from contemporary television and film that will help us to understand the role that representation plays in our cultural constructions of masculinity.
Offering: Host
Grading: Cr/U
Gen Ed Area: HA-COL
Credits: 1.00
Prereq: None

COL150F Great Books Unbound: Self and Other (FYS)
Where, how, and why do we draw the boundaries of self and other? In this course, we will discover, analyze, and debate how texts from antiquity to the present have generated and questioned ideas of me and you, us and them: from Shakespeare's tale of love's language ('Romeo and Juliet'), to Plato's exploration of love's meaning ('Symposium'), to the Egyptian retelling of the legend of Alexander the Great (the 'Alexander Romance'), and to Camus' portrait of community in crisis ('The Plague').

This course equips students to unbind influential texts from their traditional readings through the College of Letters' collaborative and interdisciplinary approach. This course combines small FYS discussion sections with weekly mini-lectures by three professors from different disciplines (philosophy, literature, history), and occasional writing workshops. Designed as a gateway course to any of the core humanities disciplines, Great Books Unbound is not a prerequisite for a College of Letters major, but students considering the major are strongly encouraged to enroll.
Offering: Host
Grading: Cr/U

This course will discuss eleven novels, exploring changes in the styles, concerns, and attitudes of fiction from World War II to the present. The first half of the course addresses the hegemony of certain forms and issues in novels written primarily by white male authors between 1945 and 1965. The second half is devoted to diverse novels that represent some of the literary, social and political forces that have led to the heterogeneity of the contemporary American novel. The course will explicitly address ways of reading and interpreting.
Offering: Host
Grading: A-F
Gen Ed Area: HA-ENGL
Credits: 1.00
Prereq: None

COL189 Introduction to History: History of the Present
In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.
Offering: Crosslisting
Grading: OPT
Gen Ed Area: SBS-HIST
Credits: 1.00
Prereq: None

COL201 Writing Nonfiction
In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL202 Poetry and Politics: Pound, Arendt, Lowell
By focusing on the connections among two poets and a political philosopher, this seminar will explore the problematic relationship between art and political life. Robert Lowell sought Ezra Pound as a poetic mentor; Lowell and Hannah Arendt were friends; and all three became embroiled in controversies over the relationship between morality and aesthetics after World War II. The course will ask to what extent poetry can be politically destructive and morally culpable and, conversely, consider whether the writing of poetry can be a redemptive act. Writing assignments will encourage students to focus their discussions of political and aesthetic theory through close readings and to relate ideas to poetry through close readings.

The class will read selections from Pound's CANTOS, including the PISAN CANTOS (1948), giving careful consideration both to his poetic theory and to his
attraction to fascism. Our discussion of Pound will conclude with a sustained study of the debates that erupted when the fascist Pound was awarded the 1949 Bollingen Prize for poetry. We will then focus on Arendt’s critique of fascism and totalitarianism and her belief that writing, or storytelling, can be morally and politically redemptive. Readings from Arendt will range from THE ORIGINS OF TOTALITARIANISM (1950) to ‘Thinking and Moral Considerations’ (1984; posthumously published). We will read EICHMANN IN JERUSALEM (1963) in its entirety and consider it as both a treatise in political theory and as a historical narrative. By revisiting the controversy that greeted its publication, we will again take a public debate as a case study that allows us to consider the relation of art and morality. Finally, we will discuss Lowell’s poetry as a possible example of the kind of storytelling Arendt endorses, reading LIFE STUDIES (1959) and much of NOTEBOOK (1970). At the same time, we will explore Lowell’s admiration for Pound (he was on the committee that awarded Pound the Bollingen prize) and ask to what extent his poetry adequately responds to the dilemmas posed by Pound’s example.

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

**COL204 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere**

England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere— for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing Understandings of literature available in it).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL206
Prereq: None

**COL207 The Political Animal**

In this seminar we will read a series of texts that depict the human being in its capacity as political animal. We will consider what kind of beast is created when a mass of people get together. How do you distinguish between the needs of the individual and the needs of the community? What happens when these needs conflict? We will also ask what qualities are demanded of the individual by the community—bravado? Wisdom? Unscrupulousness? Particular attention will be given to moments when the individual attempts to win the community’s respect or sway its opinions. How do you influence the public? Does the best person always make the best leader? The course will cover a long chronological range of works, from classical tragedy to the 20th-century novel. It will also address a variety of political situations, communities, and actors: battles and elections; utopias and dystopias; heroes, demagogues, and outcasts.

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

**COL208 The Art and Science of Social Engagement**

This course will focus on methods and approaches to engaging traditionally underrepresented groups in the social and political process. The instructor will draw on his work conducting federally funded studies on social and political engagement with historically marginalized populations—individuals living in poverty, those diagnosed with mental illness, and those with histories of incarceration—which have shown increased well-being and enhanced civic participation. A particular focus will be on the transformation of the narrative identities of individuals from ‘outsiders’ to participants, in the genres of memoir, biography, and poetry, as well as sociological studies. The course will contrast formal ‘evidence-based’ approaches of social engagement with stories of individual inspiration and transformation.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: AMST268
Prereq: None

**COL214 The Modern and the Postmodern**

In this course we will examine how the idea of ‘the modern’ develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas—philosophy, novels, music, painting, and photography—and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-HIST
Identical With: HIST214, CHUM214
Prereq: None

**COL217 Love and Loss in Medieval and Early Modern French Literature and Culture**

The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FREN222, MDST220
Prereq: None

**COL219 Modern Spain: Literature, Painting, and the Arts in Their Historical Context**

In this course, we study the so-called ‘masterpieces’ of modern and contemporary Spanish literature, painting, and film (18th century to the present). The works chosen represent the major literary and cultural movements of the past three centuries: the Enlightenment, Romanticism, realism, and naturalism, the generations of 98 and 27, the avant-garde, neorealism, and postmodernism. As masterpieces, they have achieved canonical status through either the influence they have come to exercise over successive generations or their popular reception at the time of their production. In our close analysis of these works, we will interrogate the processes and conditions of canonicity. We will emphasize the relationship between cultural production and historical context, seeking to draw analogies at all times between the short stories, novels, poems,
plays, paintings, and movies under consideration and the social, political, and economic milieu from which they emerged.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN250
Prereq: None

COL220 Modern Christian Thought
This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through liberation, feminist, evangelical, process, and eco-theologies. How do the ways people think about God reflect, support, or interrupt the ways they think about the human subject? And what sorts of ethics, communities, and political decisions do these models underwrite?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RELIG
Identical With: RELI220
Prereq: None

COL224 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L224, ITAL224, MDST223
Prereq: None

COL225 20th-Century Franco-Caribbean Literature and the Search for Identity
This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L224, ITAL224, MDST223
Prereq: None

COL226 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America
This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN232, LAST232
Prereq: None

COL227 Life Writing: Writing About the Self and from Experience
This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styrone, Mary Karr, Donna Tartt, James Joyce, and many others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: WRCT227, ENGL228
Prereq: None

COL228 Virtue and Vice in History, Literature, and Philosophy
Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: CHUM228, PHIL112, HIST140
Prereq: None

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History
This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the 'national' epic EL CID (12th-13th century); the bawdy and highly theatrical prose dialogue known as LA CELESTINA (1499); the anonymous LAZARILLO (1554), the first picaresque novel; and Maria de Zayas' proto-feminist novella THE WAGES OF VICE (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw
on literature and history to imagine the world of chivalry and crusade in the medieval Spain of ‘the three religions of the book’ (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN230, MDST228
Prereq: None

COL231 Orientalism: Spain and Africa
Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said’s seminal essay, ORIENTALISM, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European Romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain’s military invasion into Morocco in the late 19th and early 20th centuries. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain’s Islamic heritage, the result, perhaps, of 20th-century modernization and, most recently, of Spain’s full integration, after Franco’s death, into Europe’s military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN264
Prereq: None

COL233 Tales of Transcendental Homelessness: Journey, Adventure, and the Foreigner Before the Novel
‘Happy are those ages when the starry sky is the map of all possible paths. The world is wide and yet it is like a home,’ wrote Georg Lukács in his 1916 Theory of the Novel. How do the conditions of linguistic, cultural, metaphysical, and material homelessness occasion the ways in which identity is lexically structured and recast? This course examines the role that travel, new encounters, playing the foreigner, greeting the visitor, and sojourning through multicultural landscapes played in the growth of imaginative literature during the European Renaissance. In addition to a focus on early modern rise of novelistic storytelling in Boccaccio, de Navarre, Colonna, Montalvo, Montemayor, Cervantes, Basho, Voltaire, Sterne, and anonymous authors, readings will include selections from Ancient Greek, Latin, and Medieval forms of novelistic prose. We will conclude with a contemporary piece of journalistic storytelling—Fractured Lands (August 14, 2016)—a full-length narrative account of life in the Middle East following the Arab Spring. Through a discussion of the ways in which previously observed narrative forms are employed to recast international news within the context of a national newspaper we will engage our study of narrative structure with several contemporary problematics involved in the representation of life outside the United States. Throughout this course we will engage with Lukács’s sense of our own modern transcendental homelessness and examine how the historical conditions of various cultures gave rise to the invention and transmutation of aesthetic forms. Special attention will be paid to the ways in which characters and authors navigate literary (and self-) representation in the absence of a set linguistic home.

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

COL234 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 poetics 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 the 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: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L226, ITAL226, RELI218, MDST226
Prereq: None

COL236 Don Quixote: How to Read the Ultimate Novel
No novel is more celebrated than ‘Don Quixote,’ albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and ‘life’ or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for ‘the real world’ is often as nutty as the hero himself.
We will read, discuss, and write about ‘Don Quixote’ in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L236, MDST236, WLIT247
Prereq: None

COL237 Introduction to the Hebrew Bible (Old Testament)
This course approaches the Hebrew Bible within its historical context while considering its literary, philosophical, and artistic legacy. Students will be exposed to the main historical strands of biblical criticism, while also engaging with the challenges of interpreting the Bible as modern readers: How and when did the Hebrew Bible come to be, and what relevance might it hold for us today? By beginning at the beginning and proceeding systematically through the Hebrew Bible, students will hone their skills as readers and interpreters of the Bible as a canon. Students will consider questions of the texts’ function, universality, and authority, and will be encouraged to explore the wide range of biblical interpretations in literature, music, and the fine arts from antiquity to the present day.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RELI
Identical With: RELI201, MDST203, CJST244, WLIT281
Prereq: None

COL238 Animal Theories/Human Fictions
The question of ‘the animal’ has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of ‘the animal’ intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Haraway.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: FGS5239, ENGL252
Prereq: None

COL240 The Birth of Modern Art, 1750-1900
This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. The story of modern art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of experience, and in which collective ideals gave way to expanded individual freedoms. Themes we will explore in this class include the advent of a public sphere for art-making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution; history painting; the persistence of classical ideals and their relationship to modern subjects and experience; the new focus on sensation and the rise of landscape painting; the decline of narrative in painting in favor of form and surface; the relationship between modern art and academic practice; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience; the fragmentation of the visual arts into fine and applied arts and attempts at the end of the century to reunify them.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA240, RL&L240
Prereq: None

COL241 Sophomore Colloquium 1: Antiquity
This is the first of the five multidisciplinary colloquia required of all COL majors. It must be taken during the first semester of the major’s sophomore year. The topic is antiquity, and the course covers major texts of the Greek and Roman/Latin traditions, along with selections from the Hebrew Bible and the New Testament.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-COL
Prereq: None

COL242 Sophomore Colloquium 2: The Middle Ages
Beginning with the COL class of 2023, this is the second of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major’s sophomore year. The topic is the medieval period, and the course covers the literature, philosophy, and history of roughly a millennium, from 500 CE to 1475 CE.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-COL
Prereq: COL241

COL243 Junior Colloquium 1: The Middle Ages
For the COL class of 2022, this is the second of the five multidisciplinary colloquia required and must be taken in the first semester of their junior year. The topic is the medieval period, and the course covers the literature, philosophy, and history of roughly a millennium, from 500 CE to 1475 CE.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-COL
Prereq: None

COL244 Junior Colloquium 2: The Early Modern Period
For the COL class of 2023, this is the third of the five multidisciplinary colloquia required and must be taken in the second semester of their junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475-1800.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL245 Senior Colloquium 1: The 19th Century
This is the fourth of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major’s senior year. The subject matters covered include literature, history, and philosophy in the 19th century, which in this context, can extend from 1789 to 1900.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-COL
Prereq: None

COL246 Senior Colloquium 2: The 20th and 21st Century
This is the fifth and final of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's senior year. It includes texts from the literature, history, and philosophy of the 20th and 21st century, extending from 1900 to 2020.
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL247 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this 'fall'—one of the most persistent stories in history—using the very texts in which it was first articulated. We will work with selections from a range of authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others—to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: CCIV118, HIST247
Prereq: None

COL249 Narrative and Ideology
When ballads were popular songs that told stories, Andrew Fletcher (1655–1716) emphasized the importance of controlling dominant narratives: ‘If a man were permitted to make all the ballads, he need not care who should make the laws of a nation.’ Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People make stories, and the consumption of those stories, in turn, ‘makes’ people, helping to construct individual subjectivity and collective discourse. How do narratives function as the vehicles for both overt and covert ideologies? How do stories change as they become such vehicles, and how do ideologies change when they are embedded in stories? This course pursues these questions through the analysis of the narrative structure of post-1980 American films, supplemental by reading some film theory. It combines short lectures (mainly in the first few weeks) with much discussion.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL247
Prereq: None

COL250 The Renaissance Woman
This course takes seriously the socio-economic, cultural, religious and aesthetic restrictions placed on early modern women, and the ways in which early modern women exercised considerable authorial agency in the aesthetic-fashioning of literary tropes and forms of thought. Often reforming, reinventing, revising and re-imagining literary, scientific, and philosophical outlooks, these women fostered and created forms of resistance, subversion and cultural influence from within and without their historically specific cultural norms. This course recovers works that were frequently written out of the study of the Renaissance during the eighteenth, nineteenth and twentieth centuries in order to grapple with the imaginative, scientific and philosophical voices of women writing under the constraints of their time.
Offering: Host

Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL251 Kafka: Literature, Law, and Power
Elias Canetti claimed that among all writers, Kafka was ‘the greatest expert on power.’ In this course we will focus on Kafka’s narratives of power relations. We will read and discuss Kafka’s sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka’s depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST251
Prereq: None

COL252 Writing Love: Articulations of Passion, Genres of Intimacy
What is love? How do we understand the amorous? How do we write the erotic? Is the passionate necessarily opposed to the intimate? Can the prosaic be poetic? This course investigates literary works that depict, problematize, immortalize, and give expression to the varied and nuanced forms of erotic love in human relationships. We will examine and employ the art of verbal language in articulations of passion and genres of intimacy found in philosophical discourse, lyric verse, epistolary exchanges, prose fiction, and dramaturgical and cinematic representations. By working through a liminal space between the sensible and the intelligible, desire and devotion, ineffability and fidelity, absence and presence, mortality and immortality, we will posit and discuss the perennial question: What is love?

Students will be given the opportunity to write analytically and creativity in response to the assigned readings.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Prereq: None

COL253 Existentialism
This course is an introduction to 20th-century French existentialism. ‘Existentialism’ is both a philosophical tradition and a term that is central to the intellectual history of Western thought. The term was explicitly adopted as a self-description by Jean-Paul Sartre and was widely disseminated both by his own literary and philosophical contributions and those of his associates—notably Simone de Beauvoir, Maurice Merleau-Ponty, and Albert Camus. Existentialism became identified with a cultural movement that flourished in Europe in the 1940s and ’50s. It also resonated widely with anti-colonial thinkers across the globe. Thus, through the work of Frantz Fanon, Richard Wright, and Sartre’s own intellectual engagement with colonialism and oppression, we will also explore the ways in which existentialism gradually became an intellectual and political tool for contestation against racism and European imperialism.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL256
Prereq: None
COL254 Folly & Enlightenment: Madness Before and After the Mind/Body Split
This course examines a variety of ways in which madness has been conceptualized in the history of literature, philosophy, and medicine. Through close readings of classical, early modern, and modern works we will consider forms of human disquiet which have been framed as amorous rapture, poetic furor, the wisdom of folly, visionary experience, satanic subversion, apotheosis, and enlightenment. We will reconsider Foucault’s observation that madness is contingent on society by exploring the ways in which perceivably mad characters interact with the limits of their social restrictions and the boundaries of consciousness in order to reveal truths and manifest new outcomes. Special attention will be paid to relationship between insanity and intellect. What is madness? What does it reveal to us about ourselves and our worlds? How does the history of madness inform our understanding of contemporary discourse in mental health and psychic well-being? In addition to the primary texts listed below, readings will be supplemented with brief excerpts from Hippocrates, Galen, Cicero, Ficino, Huarte de San Juan, Bruno, Freud, Jung, Laing, Foucault and Deleuze.

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

COL255 The Invention of Fiction: Giovanni Boccaccio’s Decameron
In this course we read and discuss Giovanni Boccaccio’s Decameron (ca. 1353), a collection of 100 short stories traded by an ‘honest brigade’ of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the Decameron as both a product and an interpretation of the world Boccaccio inhabited. We examine the Decameron’s tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many Boccaccio’s tales and the tension between ‘high’ and ‘low’ culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book’s adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate Boccaccio’s remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL235, MDST245
Prereq: None

COL256 The Emergence of World Literature(s)
In the past four decades, the traditional study of national territories, their cultures, and literatures has been supplemented and challenged by concepts and phenomena such as the transnational, the diasporic, the global, and the cosmopolitan, as well as by new curricular categories such as world history, world politics, and world literature. This course will focus on world literature and will examine literary, historical, and theoretical texts to ask what is at stake in this new area. Topics will include, but are not limited to, the networks along which narratives circulate; the aesthetic and other standards that regulate the selection of plots and themes that appeal to the cultural gatekeepers; the politics of continued domination, subordination, and cultural imperialism; inclusion and exclusion; and margins, peripheries, and centers. There is as yet no single accepted theory, no consensus history, and no established canon or geography of world literature—all are evolving as literary scholars attempt to weave together elements of comparative and postcolonial literatures with the above-mentioned concepts into a new object of readerly experience and critical knowledge. We will use literary and theoretical texts to explore how world literature is being created.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-COL
Identical With: ENGL256
Prereq: None

COL257 Remembering Selves: Forces and Forms of Autobiography
The Delphic Oracle commands ‘know thyself,’ and perhaps in response, authors have felt compelled to confess, condemn, forget, and remember past selves in an effort to narrate and so envision who they are in the present. This course will look at a range of autobiographical works from The Confessions of Saint Augustine to contemporary graphic memoirs. We will ask how memory works to conserve, construct, or distance past selves; how bodies delimit selves; and how selves are conceived in and through our relations with others and with our worlds (material, social, and historical).

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

COL258 The Word for World is Information: Ideologies of Language in Science Fiction & Film
By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL260
Prereq: None

COL259 The Human Condition: Arendt, Nietzsche, Marx
‘God is dead,’ the philosopher Friedrich Nietzsche wrote at the close of the 19th century, ‘and we have killed him!’ Nietzsche presents these words as being proclaimed by ‘a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly.’ Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt’s magisterial ‘The Human Condition’ (1958), in which she presents the history of how in the Western philosophical tradition the active life (the vita activa, as distinguished from the vita contemplativa, the life of the mind) has been conceptualized. Drawing on Nietzsche’s genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins
to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the ‘metabolism between humans and nature’ (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt’s comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern ‘life and labor philosophers’ and foremost representatives of philosophical ‘naturalism,’ and we will first examine Nietzsche’s account of the devolution of European morality to nihilism and his critique of Western metaphysics as a ‘life-denying’ death-cult, and will then, in the final third of the semester, investigate Marx’s attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessary by the capitalist ‘law of value’) of human labor into an abstract power of domination over humans and, eventually, the whole planet.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: GRST288
Prereq: None

COL261 Castles of Cards: Italian Romance Epic Storytelling Lab
Celebrated authors of 20th-century Italian literature such as Italo Calvino and Gianni Celati have included in their works several features of Renaissance romance epic, from the importance of orality and the idea of sharing stories with a community of listeners to multi-threaded narratives and a playful attitude to the world of storytelling. The current popularity of fantasy literature and TV series puts us in an ideal position for the study of the chivalric romance and for an exploration of the continuities and the differences between past and present literary forms. In this course we focus on canonical and less canonical texts of the Italian Renaissance epic and their modern rewritings. After a multimedia investigation of Andrea da Barberino’s ‘Guerrin Meschino,’ Luigi Pulci’s ‘Morgante,’ Boiardo’s ‘Innamoramento de Orlando,’ Ariosto’s ‘Orlando Furioso,’ and Tasso’s ‘Gerusalemme liberata’ along with their rewritings by authors such as Bufalino, Nori, Celati, Calvino, and Giuliani, we will take inspiration from Calvino’s ‘Il castello dei destini incrociati’ to transform the classroom into a storytelling lab. The same deck of tarot cards that Calvino used for his book will help us to take part in a role-playing game and create a collaborative story that will gradually unfold throughout the semester. The class aims both at studying the Italian romance epic in order to recontextualize it creatively and also at using this collaborative rewriting as an interpretive tool to explore Renaissance literature from within.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: ITAL260
Prereq: ITAL112

COL262 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, RULE252, WLIT252
Prereq: None

COL264 Critical Theory: From Karl Marx to Angela Davis
According to the Frankfurt School philosopher Max Horkheimer’s 1937 essay ‘Traditional and Critical Theory,’ Critical Theory aims at dislodging traditional theory’s reliance on the assumption that to theorize means to categorize and explain facts from a trans-historically fixed position. Instead, Critical Theory wants to uncover the formative socio-economic processes of exploitation, struggle, and domination that underpin both the objective appearance of reality and our subjective ability to become conscious of them. In doing so, it not only wants to critique the very foundations of society and subjectivity but also wants to ignite a utopian imagination. Although Critical Theory draws on the concepts of the Western philosophical tradition (in particular on Kant and Hegel), it views them as being tainted by the ‘irrational totality’ of bourgeois society that structurally blocks the realization of genuine freedom, equality, and liberation from fear. Hence, Critical Theory is concerned not only with the critique of specific social ills but also with the abolition of their systemic causal conditions. For this reason, it is by design a practical and activist mode of theory, as exemplified by an insight Herbert Marcuse attributes to Angela Davis: ‘the philosophical idea, unless it was a lie, must be translated into reality.’

In this seminar, we will do three things: 1) Retrace the genesis of Critical Theory from Marx’s appropriation of Hegel’s dialectical method to Lukács’s theory of reification; 2) Explore the Frankfurt School’s ambition to establish Critical Theory as an encompassing, multi-disciplinary research program addressing the pathologies of capitalism from the interlocking perspectives of social and economic theory, psychoanalysis, empirical social research, aesthetics, and ethics; 3) Examine how contemporary heirs to the tradition of Critical Theory such as Angela Davis, Sianne Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST, SBS-GRST
Identical With: GRST254
Prereq: None

COL266 History and Limits of Aesthetic Theory
This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be ‘beautiful’ or otherwise ‘successful,’ how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we ‘enjoy’ tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both
respond to the specificities of their own epoch and situate themselves relative to
the artistic and aesthetic traditions of their predecessors. Readings will include
texts by Aristotle, Hume, Kant, Lessing, and Hegel.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL267
Prereq: None

**COL269 Modern Aesthetic Theory**

As a philosophical discipline, aesthetic theory initially coalesced around a cluster
of related issues concerning the nature of beauty and the norms governing
its production, appreciation, and authoritative assessment. Beginning in the
nineteenth century, however, both art and aesthetics undergo a conspicuous
yet enigmatic shift, signaled by (among other things) Hegel's declaration that
"art, in its highest vocation, is and remains for us a thing of the past." Rather
suddenly, classical accounts of beauty, genius, aesthetic experience, and
critical taste are beset by anxieties about the autonomy and significance of
aesthetic praxis in human life and, subsequently, by a series of challenges to the
tenability of traditional aesthetic categories—author, text, tradition, meaning
and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to
track these conceptual shifts and to interrogate the rationale behind them. (This
course complements, but does not presuppose COL 266: History and Limits of
Aesthetic Theory.)

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: PHIL269
Prereq: None

**COL270 Modernist City-Texts**

Since the 19th century, the city has been both a privileged and a problematic
object of representation for narrative realism: privileged because urban spaces
have increasingly been seen as shaping or producing the very social relations
and individual experiences that realism wants to describe; problematic because the
city itself, as a coherent totality that might explain those relations and
experiences, is too vast, heterogeneous, and complex to be represented through the
traditional techniques of realism.

This course will approach the problems and possibilities of the city for realism
through a close reading of two large, ambitious texts that attempt to represent
the city as a totality: James Joyce’s novel ULYSSES (1922) and David Simon’s
television series THE WIRE (2002-2008). We will be particularly concerned
with two techniques, pioneered by Joyce, for representing the city: stream of
consciousness, which creates a tour of the city from the perspective of a single,
immobile flâneur; and montage, which creates a map of the city by juxtaposing
various cross-sections of social life or various institutions central to the city’s
functioning.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL272
Prereq: None

**COL271 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain**

In this course, we will analyze how Gypsies and flamenco are associated, in
fact and in fiction, and how and why they have emerged into the limelight of
Spanish national cultural discourses. Although they represent discrete realities—
not all Gypsies identify with flamenco and not all flamenco artists are Gypsies—
correlations between the two have nonetheless been exploited by the media
and by artists as an often unwanted emblem of Spanishness. The tensions
surrounding this practice seem related to an undisputed fact of Spanish cultural
history: Flamenco is unique within European culture; with a population of nearly
one million, Gypsies are Spain’s dominant minority; yet recognition of the artistic
value of the former and acceptance and assimilation of the latter have been
slow to congeal within Spanish society. Our practical aim will be to analyze
these important aspects of Spanish culture in their historical context. We will
study how the connection between Gypsies and flamenco has emerged; we will
evaluate the extent to which it is valid; and we will attempt to assess what seems
to be at stake in the struggles between those who promote and those who resist
this connection as distinctive of Spanish national culture. In doing so, we seek to
foster a deeper understanding of the importance of the Roma community within
the framework of European and Spanish culture and a deeper appreciation for
flamenco as a unique form of cultural expression. On the theoretical plane, we
seek to understand how music, dance, literature, cinema, performance, and art
can give expression to ethnicity; how cultural hegemones emerge; and what
role artists play in supporting or contesting those hegemones. In general, this
course is designed to help students develop critical skills of cultural analysis while
increasing their proficiency in Spanish.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN257
Prereq: None

**COL272 Exoticism: Imaginary Geographies in 18th- and 19th-Century French
Literature**

This course will consider the fascination with the exotic—with foreign landscapes,
customs, and culture—in 18th- and 19th-century French fiction and, to a lesser
extent, poetry. Discussions will focus on the representation of foreignness and
the construction of the exotic woman, as well as on the status of the European
gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand,
Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FREN372
Prereq: None

**COL274 Outsiders in European Literature**

Modern literature is replete with protagonists who represent a position or
identity that is outside an accepted mainstream; they are different, peculiar
and/or attractive, and potentially dangerous. This course will focus on the
experience of being or being made into such an outsider, or other, and on the
moral, cultural, racial, gendered, sexual, or national norms or boundaries such an
outsider establishes for the inside. Reading both fiction and theory, we will ask
how the terms of inside and outside are culturally and historically constructed
as we also look for proposals for dealing with outsiders and their otherwise.
Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir,
Duras.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL264
Prereq: None

**COL278 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: Eloi’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:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** HA-COL  
**Identical With:** RL&L278  
**Prereq:** None

**COL279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact**

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.

**Offering:** Crosslisting  
**Grading:** Cr/U  
**Credits:** 1.00  
**Gen Ed Area:** HA-GRST  
**Identical With:** GRST279, GELT279  
**Prereq:** None

**COL279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)**

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.

**Offering:** Crosslisting  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** HA-GRST  
**Identical With:** GRST279F, GELT279F  
**Prereq:** None

**COL280 Work: Its History and Future**

In this course, we will explore one of the fundamental concerns of human existence: ‘the creation of man through human labor,’ as Karl Marx once put it. Marx’s interest in self-creation through work and the possibility of overcoming all forms of alienated work is arguably at the heart of what we imagine living well means today. For many of us, an idle life without work has become unthinkable. We live to work and we work to live. Yet while we have become ever more immersed in intimate forms of immaterial labor (keeping in touch with clients at all times, collaborating via digital platforms no matter where we are, tackling our jobs with ceaseless enthusiasm and creativity), waged labor has diminished and might now be thought of as a rare good. Soon the work of truck drivers will be replaced by self-driving vehicles, and the bulk of industrial production will be designated to robots. Automation and artificial intelligence will increasingly restructure intellectual labor, like that of lawyers, accountants, and data analysts, as well. What may once have been the dream of a liberated life is now motivating a feeling of dystopian dread: Fear of losing one’s job, of being replaceable, is an all too common feeling. The jobs that remain are demanding but often monotonous. Moreover, deindustrialization in Western countries has created real misery in what used to be the core zones of global wealth accumulation—a development that right-wing populists in the United States and in Europe have been eagerly exploiting to advance protectionist and racist politics.

Against the social backdrop of precarious employment, stagnant wages, deindustrialization, the rapid expansion of vast unemployed and underemployed surplus populations, looming ecological disaster, and, crucially, the financialization of a structurally unstable global economy that seems to have exhausted its capacity for substantial growth in productivity, the future of work must be interrogated with renewed urgency. In addition to reading past and present theories of work, including some essential selections from Karl Marx and critical theory (e.g., Lukács, Adorno, Benjamin, Krakauer), Hannah Arendt’s response to Marx in her distinction between labor and work, as well as recent academic work by feminists, affect theorists, and crisis theorists (e.g., Federici, Berlant, La Berge, Weeks, Clover), we will examine narratives and representations of work in films by Fritz Lang, Charlie Chaplin, Laurent Cantet, and Alexander Kluge, and literary texts by Brecht, Kafka, Dickens, Twain, Melville, Steinbeck, and Vonnegut. These thinkers and artists will give us a foundation for understanding the radical historical changes in the meaning of work in the past 200 years as well as its uncertain status in our immediate future.

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

**COL281 Histories of Race: Science and Slavery in an Age of Enlightenment**

The concept of race was first ‘invented’ during the 18th century by anatomists, natural historians, and, ultimately, the century’s classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this ‘proto-raciology,’ the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of ‘blackness’ organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept ... and an ongoing problem that affects all of us in the present.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-RLAN  
**Identical With:** FREN275
Prereq: None

COL283 The Rationalist Tradition in Early Modern European Philosophy
This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital ‘R’) is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore various of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: PHIL254
Prereq: None

COL285 The Essay from Page to Web Page
We will begin by familiarizing ourselves with canonical examples (ranging from the 18th century to the first two decades of the 21st century) of the two largest categories of the heterogeneous essay genre: the personal, meditative, expressive essay on the one hand and the public, satirical, argumentative-critical, journalistic essay forms on the other. We will then investigate - by both reading and writing - how essayistic prose has been reshaped, even transformed, in the digital era. Both the enduring aspects of the essay and those that change from print to pixel will be our objects of investigation. One month into the semester, students will begin research on the web, identifying and sharing both shorter online posts and long-form descriptive, analytical and polemical writings they will argue for as significant. Concurrently, they will begin to compose original work in the emergent genres and forms of digital prose, in both short postings and longer pieces ranging from the descriptive to the intellectual and polemical, such as reviews and political and cultural critiques. The course will explore how form and content alter together, as cultures think about, criticize, theorize, and reshape themselves in new media. We will analyze the new norms and conventions of reading and writing that emerge in this process to develop an understanding of how we skim, read, absorb and experience the digital writing that now constitutes much of the public sphere.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL

COL286 French Cinema: An Introduction
This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be, What makes French cinema ‘French’?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FREN280
Prereq: None

COL287 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 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 paramour, 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: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Identical With: CGST290, GRST330, PHIL253
Prereq: None

COL290 Nietzsche - Science, Psychology, Genealogy
This course offers an intermediate survey of Friedrich Nietzsche’s mature philosophical writings. Nietzsche’s thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions—does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche’s reflections on the impact of modern science (especially the advent of Newton’s mechanical physics and Darwin’s evolutionary biology) on our conceptions of value and meaning in human life.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: PHIL252, GRST290
Prereq: None

COL291 Forward, Without Forgetting: The GDR in Literature and Film
In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, and it developed its own, equally rich, literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this ‘other’ Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. The course also explores phenomena like the ‘Ostalgie’ and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günter de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.
COL292 Reason and Its Limits
This course offers a close study of Immanuel Kant’s magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason’s ability to offer substantive insights into necessary truths. Kant’s ‘critique’ aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, ‘transcendental idealism,’ holds that ‘reason has insight only into what it produces after its own plan’ (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness—but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST302
Prereq: GRST213

COL299 Freud
This course offers a close, critical study of Freud’s psychoanalytic writings through the major phases of his career. We will be attending to individual texts, ongoing issues, the cogency of his theoretical formulations, the reasons for his revisions and the range of his relevance.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST261
Prereq: None

COL303 Matter, Community, Environment
In recent years, it has become increasingly difficult to consider human communities without also considering questions of ‘nature’ or ‘environment.’ Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no ‘nature’ or ‘society’—only the anthropocene; and, drawing from the former two positions, object-oriented ontology conceives of ideas (such as ‘community’ or ‘society’) as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on ‘us’ as humans in the first place but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM305, ENGL302, SISP303
Prereq: None

COL306 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts—many of which staged physical violence—not only reflected but also actively participated in the debates surrounding the ‘troubles civils.’ In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on
why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM320, FGSS319

Prereq: None

COL320 Modern Intellectual History in Global Perspectives
Recently, postcolonial critics have urged historians to reconsider the emergence of ideas central to European intellectual history—including reason, society, and human rights—as part of a global process. In this course, we will explore intellectual history in dialogue with the non-West. Topics include the Enlightenment, romanticism, nationalism, modernity, and postmodernity. Discussions will address how these movements took shape through a series of cross-cultural exchanges and exclusions.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM320, FGSS319

Prereq: None

COL324 Interpreting the ‘New World’: France and the Early Modern Americas
The impact and long-lasting effects of the ‘discovery’ of the ‘New World’ on Europeans cannot be overstated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and
encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians’ points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators’, cosmographers’, cartographers’, and intellectuals’ interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: HIST216
Prereq: None

COL327 Cervantes
Cervantes is known chiefly for DON QUIXOTE, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. DON QUIXOTE also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes’ art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literal tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of serious business of humor, make-believe, and play, the novel is at once a literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes’ art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literal tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about DON QUIXOTE, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN236, MDST254
Prereq: None

COL328 History and Theory
This seminar will explore the contemporary theory and philosophy of history, giving special attention to the publications of ‘History and Theory,’ the academic journal owned and edited by Wesleyan University faculty for the past 60 years. We might discuss such topics as the nature of historical truth; history as a science, with laws, and as an art, with style; the nature of historical time; gender history; agency and causation; history of the emotions; of animals, and history’s moral imperatives; as well as the ramifications of the postmodern turn. We will give special attention to recent arguments about the theory of history and the nature of the past.

Key figures are likely to include Walter Benjamin, R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, Reinhart Koselleck and Gabrielle Spiegel.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST338
Prereq: None

COL332 European Intellectual History since the Renaissance
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST216
Prereq: None

COL332L European Intellectual History since the Renaissance- Service Learning
This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST216L
Prereq: None

COL334 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 themes. 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.

For further information visit the course web site at: https://span301.site.wesleyan.edu/

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RLBL301, SPAN301, FILM301
Prereq: None

COL335 Sophist, Statesman, Philosopher: Plato’s Later Metaphysics and Politics
How is it possible to speak falsely? Plato connects this question with a puzzle he inherits from the great pre-Socratic philosopher Parmenides: to speak falsely is to speak about what is not; but in speaking about what is not, we ascribe being somehow to not-being, which sounds like a contradiction. This seminar will focus on the metaphysical, epistemological, and political issues generated by Parmenides’s puzzle and explore Plato’s solution to them in two of his later-period works: the Sophist and the Statesman. In the process, we will see how Plato rethinks his theory of forms in these dialogues, how he learns to let go of Socrates, how a sophist should be distinguished from a philosopher, and how all of this is relevant to politics and the art of ruling.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: CHUM331, PHIL306
Prereq: None
COL336 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL356
Prereq: None

COL338 Utter Nonsense: Modernist Experiments with Meaning
In 'The Use of Poetry and The Use of Criticism' (1933) T.S. Eliot wrote, ‘The chief use of the “meaning” of a poem, in the ordinary sense, may be […] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog.’
To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pilage the house for things of value.
This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) 'meaning' Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.
As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts—ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL346
Prereq: None

COL339 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, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: Crosslisting
Grading: OPT

COL341 Plato's Republic
This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logics of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.
Readings will likely include scholarly works by Norbert Wiener, Benjamin Lee Whorf, Roman Jakobson, Noam Chomsky, Warren Weaver, and others alongside science fiction texts by George Orwell, Damon Knight, Samuel Delaney, Ursula K. Le Guin, Suzette Haden Elgin, Neal Stephenson, Koji Suzuki, and Ted Chiang (with special attention to television and film adaptations).
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL295, CCIV393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340
Prereq: None

COL342 The Word for World is Information: Ideologies of Language in Science Fiction & Film
By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out—sometimes in strangely warped or oversimplified forms—into popular culture.
This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logics of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.
Readings will likely include scholarly works by Norbert Wiener, Benjamin Lee Whorf, Roman Jakobson, Noam Chomsky, Warren Weaver, and others alongside science fiction texts by George Orwell, Damon Knight, Samuel Delaney, Ursula K. Le Guin, Suzette Haden Elgin, Neal Stephenson, Koji Suzuki, and Ted Chiang (with special attention to television and film adaptations).
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL295, CCIV393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340
Prereq: None

COL338 Utter Nonsense: Modernist Experiments with Meaning
In 'The Use of Poetry and The Use of Criticism' (1933) T.S. Eliot wrote, ‘The chief use of the “meaning” of a poem, in the ordinary sense, may be […] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog.’
To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pilage the house for things of value.
This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) 'meaning' Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.
As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts—ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: ENGL346
Prereq: None

COL339 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, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: Crosslisting
Grading: OPT
This seminar investigates a unique ‘age of empires’ in the wider Mediterranean world—the ninth century—during which imperializing political revolutions inspired intense cultural production among the Byzantines in Constantinople, the Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these ‘renaissances,’ we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return, specifically of Greek, Roman, and Persian imperial traditions. The course uses a workshop environment that relies on collaboration and independent research; students will apply skills of analysis, creative thinking, and persuasive communication to presentations and a (in-translation) source-based research project.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: CHUM315, HIST327
Prereq: None

**COL348 Cybernetics and Ghosts: Narrative Machines and Posthumanist Fiction**

Within certain texts that have been canonized under the various rubrics of postmodernist, posthumanist, and cyber fiction, there is a yearning to either discover or banish what in the mid-20th century was quaintly referred to as the ‘ghost in the machine.’ On the one hand, these texts offer a model of literature and of narrative as machine: produced algorithmically (e.g. via combinatorial recursion) or through the application of some experimental constraint, conceit, or gimmick, they seem to be functioning according to a program or plan rather than relating the events of a human life. Against or within this formal framing, these novels find themselves having to account for their human characters (and readers) in one of two ways: either by mechanizing them (in their motivations, their behaviors, and even their narrative desires) or by appealing ultimately to some sort of spirit, inspiration, or even ghost.

This course will examine the ways that several of these texts attempt to make sense—simultaneously—of mechanist models of the human (particularly derived from cybernetics) and of their own seemingly inorganic—and even alienating—narrative forms.

Primary texts will include novels and stories by Georges Perec, Jorge Luis Borges, Alain Robbe-Grillet, Italo Calvino, Vladimir Nabokov, John Barth, Julio Cortázar, Gabriel García Márquez, Mark Danielewski.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL

Prereq: None

**COL349 Modernism and the Total Work of Art**

The term ‘total work of art’ refers to the German concept of the Gesamtkunstwerk, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this 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 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: OPT
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA339, GRST239, GELT239, RL&L339
Prereq: None

**COL350 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena**

Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena—a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire—to finally break into this most gendered of genres? And, how has Anna Komnena’s accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with ‘The Alexiad’ through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: MDST350, HIST328
Prereq: None

**COL351 Catching Glimpses: Kantian Approaches to Perceptual Experience**

The scientific revolution in Early Modern Europe exploded the venerable Aristotelian world of enduring finite substances and middle-sized dry goods into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Material objects not only harbored a hitherto unsuspected microscopic substructure, but were in fact divisible without end—pluralities of pluralities without any underlying unities. More astonishing still, this new metaphysical picture of infinitary flux was soon given a precise mathematical description in the infinitesimal calculus and proved immensely successful in accounting for empirical phenomena.

One casualty of this monumental shift was the traditional object of human sense perception—Aristotle’s signet ring that would press its enduring contours into the receptive wax of the human sensorium. If there are no ultimate substances out there waiting to impress their forms upon our minds, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to reconcile the fleetingness and flux of impressions with the impression of endurance and stability?

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM339, GRST249, PHIL302, SISP339
Prereq: None

**COL353 Writing between Cultures: German Literature and Film by Authors of Foreign Descent**

This seminar will introduce students to both literary texts and films by immigrants or descendants of immigrants, all of whom write in German, whether as their first or second language. Among the topics we will explore are homesickness, interactions with bureaucracy, use of and perspectives on...
language, questions of citizenship and identity, assimilation and integration, cultural misunderstandings, and encounters with bigotry and xenophobia. We will discuss works by Yoko Tawada, Aras Ören, Rafik Schami, Emine Sevgi Özdamar, Vladimir Kaminer, Vladimir Vertlieb, Saša Stanišić, and others as we consider what properties make their works part of the canon of German literature, or not. Films by Fatih Akin and Yasemin Samdereli are also included in this course.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST335
Prereq: GRST213

COL359 Philosophical Classics I: Ancient Western Philosophy

This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL201, CCIV217
Prereq: None

COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant

Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' MEDITATIONS, Locke's ESSAY CONCERNING HUMAN UNDERSTANDING, Hume's ESSAY CONCERNING HUMAN UNDERSTANDING, and Kant's CRITIQUE OF PURE REASON.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL202
Prereq: None

COL363 (Un)Popular Performances/Performances (Im)Populaires

In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular 'study abroad destination' for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragocomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 'season' are preserved in his personal papers in the National Library of Scotland.

This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM363, FREN363
Prereq: None

COL390 Romanticism-Realism-Modernism

In the study of German literature (and art), the terms romanticism, realism, and modernism designate a span of time extending from the 'Age of Goethe' to the mid-20th century literary cultures of West Germany, East Germany, Austria, and Switzerland. In this seminar, we want to take a closer look at representative examples for each of the three categories: What kind of subject matters are prevalent in each respective period, what narrative, dramatic, and poetic devices and forms are typically employed? What distinguishes these periods from one another, how useful are these distinctions? What, finally, is the purpose of such periodizing of literature?

The purpose of this seminar is twofold: 1. It is intended to provide a historical overview of German literature by engaging with representative romanticist, realist, and modernist works of prose, drama, and lyric; 2. It is designed to critically probe the concepts of romanticism, realism, and modernism: How useful are these categories in making us understand the evolution of fiction, authorship and readership, literary subjectivity, or narrative form? What are some pitfalls of using these categories?

All readings, papers, and discussions will be in German.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST390
Prereq: GRST213

COL391 Diderot

In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well-known atheist of his generation. We will then move onto his famous 74,000 lines article Encyclopédie, a book that not only dragged sacrilege and freethinking out into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the ‘dictionnaire’ for possible publication.) In the second half of the semester, we will also study the writer’s freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, ‘La Religieuse’, is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, ‘Jacques le Fataliste’, is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.

Offering: Crosslisting
Grading: A-F
Offering:

the tutor. Only enrolled in through the Honors Coordinator.

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with

COL408 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

COL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

COL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

COL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

COL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

COL419 Student Forum
Offering: Host
Grading: Cr/U

COL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the
chair of a department or program.
Offering: Host
Grading: Cr/U

COL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: Cr/U

COL466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

COL491 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

COL492 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

Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FREN391
Prereq: None

COL392 Empire, Memory, Translation: A Seminar on the Rings of Saturn
In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald’s travelogue ‘The Rings of Saturn’ (‘Die Ringe des Saturn’), a work we will read in both its German original and its congenial English translation. Sebald’s genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist’s wandering through the de-industrializing landscape of England’s Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald’s first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory’s attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.

All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves. This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-GRST
Identical With: GRST342
Prereq: None

COL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

COL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

COL403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

COL404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

COL407 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

COL408 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

COL409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

COL410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U

COL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

COL412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

COL419 Student Forum
Offering: Host
Grading: Cr/U

COL420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the
chair of a department or program.
Offering: Host
Grading: Cr/U

COL465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: Cr/U

COL466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

COL491 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

COL492 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