European Studies
Course Descriptions
Fall 2013

NOTE: For complete information and advising, please contact Student Services, 111 Thomson Hall.
European Studies Program

Course Offerings
Fall Quarter, 2013

The information below is intended to be helpful in choosing courses. Because the instructor may further develop his/her plans for this course, its characteristics are subject to change without notice. In most cases, the official course syllabus will be distributed on the first day of class.

Major Requirement Codes
PM = Fulfills pre-modern course requirement
ES = Fulfills modern European survey course requirement

Codes for Options within the Major
EU = Courses listed under Certificate in European Union Studies
HE = Courses required for Hellenic Studies
RE = Russia and East European Track
**Required Course**

JSIS A 301  
MWF 10:30-11:20  
5 Credits  
ThF Quiz Sections  
Lang, S.

**Europe Today**

This lecture class will introduce you to the cultural, political, and economic challenges that Europe faces today. We will explore aspects of history, politics, the economy, and society and social life, in order to grasp the dynamics of this continent since WWII, its integration path, and the challenges it faces in the 21st century. Relying on the expertise of University of Washington faculty from several disciplines, the course will also introduce you to different methods and approaches to studying Europe. Weekly guest lectures by invited faculty and outside experts are, therefore, a core part of Euro 301. Moreover, with this multidisciplinary approach we would like to encourage specialization in European Studies. Special emphasis will be placed on the politics of European integration and the capacities of the EU to cope with multiple simultaneous challenges in the economic, political, social, and foreign policy realms. Topics that we will address include: How do European institutions work? Is there a European identity? How does Europe handle migration? Has the fiscal and banking crisis of 2008 onwards altered the future of European integration? Is the EU a model for multilevel governance beyond state borders?

**European Survey**

HSTEU 303  
TTh 10:30-12:20  
5 Credits  
Quiz  
Jonas, R.

**Contemporary European History Since 1815: Political, social, economic, and cultural history from the fall of Napoleon to the Present.**

The course is organized around key themes, concepts, and events in the history of Europe since the French Revolution of 1789. These include: the French Revolution, the Napoleonic Wars, Romanticism, competition for European hegemony, European expansion, Russian Revolution, fascism, feminism, liberalism, socialism, nationalism, theories of empire, the European city, occupation, collaboration, liberation, the European Union, Europe in the Cold War, Europe in a post-European age.

**Senior Seminars**

JSIS A 494 A  
MW 1:30-2:50  
5 Credits  
EU  
Lang, S.

**Citizenship and Gender in the Global North**

Citizenship is gendered. Gender arrangements in Europe and in the United States are a key dimension of political participation, economic performance, civic engagement, and family life. Persisting gender inequalities on both continents are a challenge that governments, businesses, and families address in different ways and with different priorities. Investigating gendered citizenship means assessing, among other things, the distribution of economic and political resources, of public and political voice, and of care work in Europe and the US.

This course introduces students to multiple approaches to gender equality, ranging from the liberal citizenship discourse and its policies in the United States to social democratic citizenship in Scandinavia and republican citizenship in France. We will assess current states of inequalities and different measures to counteract them. Moreover, we will ask how the EU has influenced gender policies in its member states and whether Central and East European Countries have adjusted to Western gender norms after 1989.
Theoretical Perspectives on European Integration

The European Union (EU) is both the most advanced project of supranational integration in the world and a unique political system that blends features of an international organization and the nation-state. Its evolution represents a fascinating example of international cooperation and institution-building at the supranational level but also transforms institutions, styles of policy-making and processes of political competition and democratic legitimation in its Member States. The study of European integration therefore invites important theoretical questions in three directions: First, in terms of empirical conceptualization, we need models to understand the functioning of the EU and ways of comparing it to other political systems. Is the EU comparable to federal nation-states or is it a unique polity sui generis? Second, in terms of theoretical explanation, the EU continues to present interesting puzzles concerning the conditions leading to the evolution of political and economic integration, and the explanation of its limitations and contingencies. What factors have led to the extension from initially 6 to 27 Member States and the establishment of institutions such as monetary union or the directly elected European Parliament, and will the EU continue to grow into a European super-state? Third, the increased contentiousness of European policies drastically demonstrated through protests and emerging discontent in the context of the current Euro crisis show the need of critically assessing the state and future of the EU’s public justification, legitimation, and potential democratization. Are there ways to correct the current tendency towards technocratic problem-solving and bargaining behind closed doors as demonstrated during the management of the European debt crisis, and what are concepts for a more democratic future of the EU? Against the background of these questions, the course will introduce you into the classical approaches towards the theoretical study of the EU as well as more recent and innovative perspectives. In this sense, we will study the most relevant theories of European integration, move on to governance and comparative politics approaches and deal with some of the most recent theoretical debates, including the analysis of the EU as empire, deliberative approaches and theories of justification and politicization, the study of Europeanization, and theoretical approaches towards the study of the EU as an international actor. Throughout the course, we will combine the study of theoretical approaches with the analysis of case studies and the discussion of current developments taking place in the context of EU politics.
Electives
ANTHROPOLOGY

ANTH 469 A  TTh 1:30-3:20  Perez, M.
5 Credits
Special Studies: "Memory and Violence"
Violence has been a significant force in the creation of the modern world. Whether in the formation of colonial states in the Americas, the post-colonial nations of Asia and Africa, or post-war Europe, wide-scale violence and mass killings have left an indelible mark on the peoples and places of the world. Understanding how the victims and perpetrators of historical abuses and atrocities remember the past is paramount for determining the possibility of justice and a more peaceful future. This course will examine the relationship between violence and memory and its significance for community formation, historical meaning, and peace and reconciliation. How do people address, commemorate, and/or repress traumatic memories of mass violence and suffering? What is the relationship between violence and memory and how does it suggest the possibility of peace and justice? Looking at historical and contemporary cases of mass violence and the production and representation of collective memory, it will consider how communities and nations confront, interpret, and recover (and fail to recover) from past traumas.

ANTH 469 B  TTh 2:30-4:20  Aluiz, J.
5 Credits
Disability in Russian Culture
Offered jointly with C Lit 496 A.

ART HISTORY

ART H 290  MWF 10:00-11:20  Clausen, M.
5 Credits
History of Architecture
Introduction to the history of architecture across a broad range of cultural contexts. The course will give an introduction to the history of architecture from the beginnings of urban settlement to the present day.

ART H 373  MWF 12:30-1:50  Lingo, E.
5 Credits
Southern Baroque Art
Art of Italy and Spain, circa 1590 to circa 1710. This course is designed to introduce participants to key movements, themes and strategies utilized by Western artists since c. 1940, as well as some of the ways these practices have been framed by art criticism. Although the course offers an overview of the period covered, unlike traditional survey classes, at points this class will be more narrowly focused through topical investigations of specific artists or themes. Through a series of challenging readings we will generate discussion around many critical issues that have been addressed in the cultural sphere over the last 60 years. These include: the politics of abstraction, the role of the body, representation as a semiotic problem, gender and sexuality, authorship and reception, etc. Though slide-based lectures will anchor the course, because discussion is integral, class participation is not only required but also vital to the success of the class as well as your grade.
ART H 381  
MWF 8:30-9:50  
Rice, K.  
5 Credits  
**Art Since WW II**

This course is designed to introduce participants to key movements, themes and strategies utilized by Western artists since c. 1940, as well as some of the ways these practices have been framed by art criticism. Although the course offers an overview of the period covered, unlike traditional survey classes, at points this class will be more narrowly focused through topical investigations of specific artists or themes. Through a series of challenging readings we will generate discussion around many critical issues that have been addressed in the cultural sphere over the last 60 years. These include: the politics of abstraction, the role of the body, representation as a semiotic problem, gender and sexuality, authorship and reception, etc. Though slide-based lectures will anchor the course, because discussion is integral, class participation is not only required but also vital to the success of the class as well as your grade.

ART H 442  
MWF 9:30-10:20  
Topper, K.  
3 Credits  
**Greek Painting**

This course offers an introduction to Greek painting from the Archaic to Hellenistic periods. We will focus primarily on painted vases, considering monumental painting where evidence allows. We will consider topics such as the stylistic development, trade, and economic value of painted vases, but our primary focus will be the questions raised by the imagery: What is represented? What do the images tell us about ancient life and thought? How do the images relate to other forms of representation—in the visual arts, in literature, and in the theater? *Offered jointly with CL AR 442.*

**CLASSICAL ARCHAEOLOGY**

CL AR 442  
MWF 9:30-10:20  
Topper, K.  
3 Credits  
**Greek Painting**

This course offers an introduction to Greek painting from the Archaic to Hellenistic periods. We will focus primarily on painted vases, considering monumental painting where evidence allows. We will consider topics such as the stylistic development, trade, and economic value of painted vases, but our primary focus will be the questions raised by the imagery: What is represented? What do the images tell us about ancient life and thought? How do the images relate to other forms of representation—in the visual arts, in literature, and in the theater?

CLAS 210  
MWF 10:30-11:20  
Bondell, R.  
5 Credits  
**Greek and Roman Classics in English**

This team-taught course offers three lectures per week showcasing the interests of the entire faculty of the Department of Classics, with continuity provided by two discussion section meetings per week led by senior teaching assistants from our PhD program.

CLAS 324  
MTWThF 11:30-12:20  
Stroup, S.  
5 Credits  
**Greek and Roman Athletics**

Surveys Greek and Roman athletic festivals and events; the place of athletes and sports in ancient politics, economy, religion, art, and literature; and the relationship between ancient athletic spectacle and its modern heirs.
Greek and Roman Mythology
Principal myths found in classical and later literature.

COMPARATIVE HISTORY OF IDEAS

CHID 270 A  
5 Credits  
MW 1:30-2:50  
Th 1:30-2:20  
Quiz:  
T 1:30-2:20; Th 12:30-1:20  
Boynton, P.

Special Topics: Science, Magic and the Passage to Modernity
We examine how human experience/perception of the physical world has been interpreted in four historical periods: Classical Antiquity, Hellenism, the late Renaissance, and the early Twentieth Century to discover our modern way of knowing the world of matter and energy and its inherent limitations and boundaries. Through these four historical periods we pursue the philosophical response to two natural phenomena that were eventually seen as closely related: 1) terrestrial gravitation, and 2) the visible aspects of motion in the heavens. Studying the history of approaches to interpreting these basic observations of nature provides insight to how we have come to our current perception of the natural world. Discover surprising foundational connections between the intellectual structure of modern science and a number of seemingly peripheral issues: Pre-Socratic concerns regarding the distinction between belief and knowledge, Hellenism's retreat from reason, late medieval Scholasticism, Renaissance magic, Newton's towering but schizophrenic intellect, and Einstein's surprisingly Pythagorean vision.

CHID 309  
TTh 10:30-12:20  
Toews, J.

Marx and the Marxian Tradition in Western Thought: The Foundations of Modern Cultural Criticism I
A consideration of critical issues in the formation of modern Western culture and society through an historical analysis of the texts of Karl Marx and his 20th century disciples in Europe and America. The class will focus on the relationship between texts and historical contexts of the writings of Marx and various individual Marxists a schools of Marxists that appropriated and transformed his theories in the century after his death. How can a historical reconstruction of the situation within which Marx and Marxists wrote and acted help us to grasp the specific relevance their thought might have for the way we think now? We hope to conjure up their voices from the past so they can enter into our conversations in the present. 

CHID 498 C  
5 Credits  
MWF 11:30-12:20  
Quiz Section 11:30-12:20  
Gray, R.

Germanic Studies in English: Freud and the Literary Imagination
Examines central themes that emerge from Sigmund Freud's theories of the dream, the nature of literary creativity, the operation of the human psyche, and the substance of human culture. We will take as our starting point the hypothesis that Freud conceives the psyche as a kind of writing machine, an “author” that produces fictional narratives that share many properties with the prose fiction generated by creative writers. For this reason, our focus throughout the quarter will be restricted to prose narratives. The course will concentrate on literature produced in the wake of Freud's theories, that is, on texts that consciously or unconsciously develop Freudian ideas. The class is structured around a set of themes that will be developed on the basis of paired readings: in each case we will examine a text or excerpt from Freud's psychological works in conjunction with the reading of a literary text that exemplifies the issue or issues highlighted in Freud's theory. Literary works treated include writings by Franz Kafka, Thomas Mann, Arthur Schnitzler, Robert Musil, Ingeborg Bachmann, and others. Offered jointly with CHID 498G / C. LIT. 396B/ ENGL 363B/ EURO 490/ GERMAN 390 A.
COMPARATIVE LITERATURE

C LIT 230  MTWTh 11:30-12:20  Smidchens, G.
5 Credit

**Introduction to Folklore Studies**

Folklore (traditional stories, beliefs, songs, and customs) is a rich source for understanding people and their worldviews. This course will survey several genres of folklore and study the people who maintain those folklore traditions. A variety of theories and methods applied in folklore studies during the past two centuries will be introduced in readings and lectures. Offered jointly with SCAND 230.

C LIT 315 A  M 2:30-4:20+  Mazzola, C.
5 Credits

**National Cinemas: Italian Cinema**

This course focuses on the effects on Italian cinema of the spread of commercial television in Italy in the mid-seventies. Since the beginning (1954), Italian television had been primarily an educational tool in the hands of the State. Programming was primarily focused on elevating the masses from a level of ignorance and disinformation, almost unknown in other parts of Europe (in post war Italy, illiteracy was still a huge problem, especially in large areas of the South). Daily television shows included TV news, documentaries, drama and classical concerts. The only forms of entertainment were the weekly feature movie and quiz show. There were no commercial interruptions during the shows and commercials were actually grouped altogether in a ten minute special evening interruption. Everything changed in 1975 when a number of privately owned channels were allowed to broadcast at a local level. These channels were proposing programs that focused only on entertainment (sports, movies, soap operas, quiz shows, etc.) and consequently both RAI, the state owned television, and cinema had to start facing the aggressive competition of these new channels. We will analyze the work of two film-makers (Gianni Amelio and Fernan Ozpetek) who grew up in the new cultural environment of the ‘70’s and analyze whether their movies have been influenced by narration that commercial television imposed on audiences through soap operas, TV movies and TV series. The concurrent NICE film festival in November at SIFF will allow us to screen some very recent (2010-2011) movies by first-time directors. Attendance to the festival is mandatory.

C LIT 315 B  MTWTh 1:30-3:20  Cooper, T.
5 Credits

**National Cinema: French Cinema**

Taught in English and films have English subtitles. M is screening day and the second film for each week will be streamed online. Francophone Cinemas explores the designation 'Francophone' as it relates to French national belonging among populations outside France, particularly Quebec and West African French-speaking nations within and outside Quebec. How have questions and crises of belonging been negotiated through film and visual production in spaces where to be included in French citizenship is as much a matter of race, class, generational heritage or gender as it is the fact of growing up speaking the French language as a first language? Two films per week streamed online and active lecture and discussion twice per week to explore the ways colonial nations have both disavowed and aligned themselves with their French heritage in the name of arriving at their distinct versions of Francophone national identities.

C LIT 315 C  TTh 11:30-1:20  Nestingen, A.
5 Credits

**National Cinema: Scandinavian Cinema**

A survey of the cinema of four Nordic countries: Denmark, Finland, Norway, Sweden. The course examines silent cinema, studio productions, the art film, as well as contemporary cinema through the films of the region's best-known filmmakers, including Victor Sjöström, Carl Th. Dreyer, Ingmar Bergman, Lars von Trier, Aki Kaurismäki,
and others. One film will be screened each week followed by lecture and discussion during the second class meeting. Offered jointly with SCAND 360.

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<td>C LIT 396 B</td>
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**Germanic Studies in English: Freud and the Literary Imagination.**

See CHID 498 G for course description.

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<td>C LIT 397 B</td>
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**Sergei Eisenstein in Moscow and Hollywood**
The course is devoted to the films of Sergei Eisenstein, one of the most influential movie directors of the 20th century. The films will include Battleship Potemkin, October, Alexander Nevsky and Ivan the Terrible. The course will focus on his film-making experience in Moscow and Hollywood and will also feature his autobiographical and scholarly writings. Offered jointly with Russian 223.

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<td>C LIT 496 B</td>
<td>TTh 9:30-11:20</td>
<td>Klapaki, N.</td>
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**Special Topics: Western Travelers to Greece**
Today we travel to exotic places in order to encounter a culture different than ours and to experience another way of life. In the nineteenth century Western travelers would go to Greece for the same reasons, namely in order to encounter a distant, 'exotic' place of the intriguing Orient, which had fired their curiosity, or to have a first-hand experience of the land of the Olympian gods that had captured their imagination. Other travelers visited Greece to study its antiquities, while the more adventurous ones, such as Lord Byron, went there in order to participate in the Greek War of Independence. And, some traveled to Greece simply because they were fascinated by its history, its ambiguous geographical position between East and West, and its liminal position between past and present. This course focuses on the perceptions and representations of Greece by nineteenth and twentieth-century Western travelers, and it explores their impact on modern Greek history and the construction of modern Greek identity. The course maps out the nineteenth and twentieth-century travel writing on Greece by focusing on major as well as minor voices, it examines its relation with the discourses of Hellenism and orientalism, and places it in the contexts of colonialism and imperialism. It also explores the role of gender in travel writing, by focusing on travel texts written by women, who offer a representation of Greece and its inhabitants different than that sketched by male travelers. Students will get the opportunity to study key texts and themes in nineteenth-century travel literature alongside major topics in Modern Greek History. Also, they get the chance to strengthen their writing and analytical skills by writing papers in which they will critically engage with primary and secondary written sources. Offered jointly with JSIS 488b.

**DRAMA**

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<td>DRAMA 416</td>
<td>WF 9:00-11:20</td>
<td>Gates, S.</td>
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**History of Western Dress**
This survey class covers the principal styles worn in Western Europe from Archaic Greece, 800 B.C., to World War I. Emphasis is on developing recognition of the line, color, silhouette, etc., for each era, and the research resources available. Slides and videotapes are used extensively to help develop a sense of the period as well as an understanding of detail s of dress. While primarily a lecture class, there are opportunities for class discussion. Stress is given to material useful to theatre artists. Each student is required to complete two research projects and two hour-long exams during the quarter; a third hour-long exam is given during exam week. Offered Spring quarter. Prerequisite: 302, or permission of instructor.
ENGLISH

ENGL 212
MW 10:30-11:20
Lockwood, T.
5 Credits

Literature 1700-1900
Introduces eighteenth- and nineteenth-century literature, focusing on representative works that illustrate literary and intellectual developments of the period. Topics include: exploration, empire, colonialism, slavery, revolution, and nation-building.

ENGL 213
TTh 10:30-12:20
Gillis-Bridges, K.
5 Credits

Modern to Post Modern Literature Introduces twentieth-century literature and contemporary literature, focusing on representative works that illustrate literary and intellectual developments since 1900.

ENGL 225
M 10:30-12:20
Moore, C.
5 Credits
Quiz W 10:30-12:20
PM

Shakespeare
Introduces Shakespeare's career as dramatist, with study of representative comedies, tragedies, romances, and history plays.

ENGL 329
TTh 11:30-1:20
Shields, D.
5 Credits
PM

Rise of the English Novel
Study of the development of this major and popular modern literary form in the eighteenth century. Readings of the best of the novelists who founded the form, and some minor ones, from Defoe to Fielding, Richardson, and Sterne, early Austen, and the gothic and other writers.

ENGL 333
MW 1:30 – 3:20
Lockwood, T.
5 Credits

English Novel: Early & Middle 19th Century
This course covers the English novel at one of the most brilliant moments of its history. We will read four or five classic examples from this period, including Pride and Prejudice, Jane Eyre, Wuthering Heights, and Great Expectations. Students should develop a detailed critical knowledge of these texts through close reading, along with some understanding of their place in the broader development of the novel, and a picture of the social and cultural background. The emphasis will be on mastery of the material for appreciation and enjoyment. The reading load is fairly substantial--plan on about 200 pages per week--and you won't be able to do well in the course at all unless you are reading carefully and keeping up, both. On the cheerier side, this is great reading.

ENGL 334 A
TTh 11:30-1:20
Butwin, J.
5 Credits

English Novel Later 19th Century: Eccentricity and British Fiction
The middle of the 19th century was the first period of human history when a modern, industrial economy would permit all people to live in the same house, light the same gas lamp, wear the same clothing, read the same newspapers and novels, think the same thoughts and behave exactly like their neighbors. When John Stuart Mill wrote his celebrated essay On Liberty in 1859 he was troubled more by this massive conformity than by the restrictions of the antiquated monarchies or the possibilities of modern dictatorship. Public Opinion was more dangerous, according to Mill, than Secret Police. We will begin our study of non-conformity in British fiction during the second half of the 19th century with a careful reading of Mill, On Liberty (1859) and the Subjection of Women (1869) followed by several very popular short novels by Lewis Carroll (Alice in Wonderland, R. L. Stevenson (Dr Jekyll & Mr Hyde) and Arthur Conan Doyle (Study in Scarlet), one play by Oscar Wilde (Importance of Being
Earnest), and one gloomy masterpiece by Thomas Hardy (Jude the Obscure). Each in its way will take us to the periphery of late Victorian England at the peak of its industrial and imperial power.

**ENGL 335**
MW 12:30-2:20
5 Credits
**Age of Victoria**
Literature in an era of revolution that also sought continuity, when culture faced redefinition as mass culture and found in the process new demands and creative energies, new material and forms, and transformations of old ones. Readings range from works of Tennyson, Browning, Arnold, Shaw, to Dickens, Eliot, Hardy.

**ENGL 342 A**
TTh 2:30-4:20
5 Credits
**Contemporary Novel**
Recent efforts to change the shape and direction of the novel by such writers as Murdoch, Barth, Hawkes, Fowles, and Atwood.

**ENGL 343 A**
MW 10:30-12:20
5 Credits
**Contemporary Poetry**
This course will offer an introduction to contemporary American poetry. It will begin by looking at figures whose experiments 1975-2000 are a prelude to subsequent developments: John Ashbery, Jorie Graham, and a couple Language Poets (Rae Armantrout, Lyn Hejinian, Susan Howe, and Michael Palmer). Afterwards, we will read a selection of some of the most prominent poets of the twenty-first century, among them Mary Jo Bang, Peter Gizzi, Brenda Hillman, Nathaniel Mackey, Harryette Mullen, D.A. Powell, Donald Revell, Reginald Shepherd, Juliana Spahr, Elizabeth Willis, C.D. Wright, and John Yau. In addition, we will look at samples of avant-garde writing and work by a few emergent figures.

**ENGL 363 B**
MWF 11:30-12:20
5 Credits
**Germanic Studies in English: Freud and the Literary Imagination**
Offered jointly with CHID 498G, C Lit 396B and EURO 490. See CHID 498F for course description.

**GENDER, WOMEN, AND SEXUALITY STUDIES**

**GWSS 429**
MW 1:30-3:20
5 Credits
**Scandinavian Women Writers in English Translation**
Offered jointly with SCAND 429. See SCAND 429 for description.

**GEOGRAPHY**

**GEOG 344**
TTh 11:30-11:20
5 Credits
**Migration in Global Economics**
Analyzes the relationship between human mobility in the late 20th century and changes in the global economy. Allows the student to gain familiarity with scholarly research on international migration from a diversity of approaches and methods. Offered with JSIS B 344.

**GEOG 375**
MW 1:30-3:20
5 Credits
Geopolitics

Geopolitics is the practice of separating 'our' space from 'theirs'. It is the practice of envisioning and representing global space in a way that reflects particular strategic interests – though these interests are not always overtly stated. Cultural and economic differences can then be governed, tamed, contained or conquered by powerful states. This course draws mostly from critical geopolitics literature that deconstructs spatial representations of these strategic interests, revealing their cartographic constructions and erasures and the material violences they produce. We will take a historical overview of some of the dominant geopolitical imaginations of the last 200 years, including colonial representations of 'the Orient', Nazi propaganda maps, the bipolar world of the Cold War discourse, and the current US-led 'war on terror'. We will also explore the ties and tensions between contemporary geopolitics and neoliberal globalization.

Offered jointly with JSIS B 375.

Resource Use and Management in Russia and the Former Soviet Republics

Focuses on geographic and historical background of the natural resource base of Russia and the former soviet republics. Includes geographic and historical perspectives on Soviet natural resource use and management in theory and practice. Covers the implications of the breakup of the USSR for natural resource use and management.

GERMANICS

GERMAN 311

Introduction to German Literary Studies

Introduction to major critical concepts and basic methodological issues of literary studies. Diverse reading strategies plus special emphasis on analytical writing about literature. Readings from eighteenth- to twentieth-century literature.

GERMAN 390

Germanic Studies in English: Freud and the Literary Imagination

Examines central themes that emerge from Sigmund Freud’s theories of the dream, the nature of literary creativity, the operation of the human psyche, and the substance of human culture. We will take as our starting point the hypothesis that Freud conceives the psyche as a kind of writing machine, an “author” that produces fictional narratives that share many properties with the prose fiction generated by creative writers. For this reason, our focus throughout the quarter will be restricted to prose narratives. The course will concentrate on literature produced in the wake of Freud’s theories, that is, on texts that consciously or unconsciously develop Freudian ideas. The class is structured around a set of themes that will be developed on the basis of paired readings: in each case we will examine a text or excerpt from Freud’s psychological works in conjunction with the reading of a literary text that exemplifies the issue or issues highlighted in Freud’s theory. Literary works treated include writings by Franz Kafka, Thomas Mann, Arthur Schnitzler, Robert Musil, Ingeborg Bachmann, and others. Offered jointly with CHID 498G/Comp. Lit. 396B/ENGL 363B. See CHID 498G for course description.

GERMAN 421

Studies in Eighteenth-Century Literature and Culture: Dramatic Turns: 18th Century German Theatre

Rotating special topics in literature and culture of the eighteenth century, such as particular movements, authors, genres, themes, or problems.
ANCIENT AND MEDIEVAL HISTORY

HSTAM 370  MTWTh 10:30-11:20  Leiren, T.
5 Credits  PM

The Vikings
This is a lecture/discussion course which looks at the history of Scandinavia and its people in the "viking age" (approx. AD 750-AD 1100). Through the use of the literary and archeological record, we examine the culture and society out of which the Viking raiders arose, their impact and influence on contemporary medieval Europe and their enduring legacy.
Offered jointly with SCAND 370.

HSTAM 403  TTh 11:30-1:20  Thomas, C.
5 Credits  HE

Alexander the Great and the Hellenistic Age
Greeks of the “Golden Age” exhausted themselves in perpetual warfare, regularly with one another. This proclivity culminated in a 27 year civil war lasting from 431 to 404 BCE. Although the established way of life continued, the early fourth century saw a repetition of the on-going warfare against one another. Apart from weakening their own civilization, this century saw the consolidation of a kingdom in the north scorned by Greeks as barbarian. The chaos in Greece was an excellent opportunity for Philip II of Macedon to extend his influence; at the time of his death, the kingdom stretched from the Adriatic to the Black Sea and from the Balkans through the Greek mainland. His son, Alexander III, continued the expansion through the Persian Empire into India thus uniting the Ancient Near East with Macedon and Greece. The way of life changed dramatically for the Greeks whose democratic participation in their small states was replaced by control by a powerful monarch. The change is marked by the designation of the culture as Hellenistic as Greek-like rather than Hellenic or Greek.

HISTORY

HIST 309  TTh 10:30-12:20  Toews, J.
5 Credits  Sections F 10:30-11:20
Cross listed with CHID 309. See CHID 309 for course description.

MODERN EUROPEAN HISTORY

HSTEU 276  TTh 10:30-12:20  Bailkin, J.
5 Credits  Quiz F 9:30, 10:30, 11:30

Postwar Europe: European History and Film after 1945
How did Europeans attempt to come to terms with the aftermath and legacy of the Second World War? As they sought to rebuild their cities, laws, empires, economies, and social relations in the wake of the war, the place of Europe in the world seemed ever more fragile. In this course, we will explore efforts to reconstruct Europe and European identity after 1945, as well as assessing the successes and failures of these efforts. We will address the themes of poverty and affluence, postwar justice, Americanization, the expansion and collapse of communism, decolonization, migration, and ongoing ethnic tensions that threatened new forms of warfare. Throughout this tumultuous period, film offered a powerful way for Europeans to rethink their identity. We will focus on films that illustrate how Europe tried to memorialize (and forget) the wartime past, and what arguments Europeans made about how they might build a new future. The course thus provides students with an opportunity to explore the historical uses of film, and to sharpen their skills of visual analysis, along with an overview of key themes in post-1945 European history.

HSTEU 364  TTh 1:30-3:20  Klapaki, N.
Modern Greece: 1821 to the Present

The class traces the most significant events that shaped Modern Greek history and society from 1821 to the present, and it shows how they impacted the construction of Modern Greek identity. The class draws on interdisciplinary methodologies and it places Modern Greek history within the context of nationalism and of globalization. Topics include: Greek national consciousness, Greek War of Independence, emergence of the Greek nation-state, 'Megali Idea', Greece in the world wars, Greek Civil War and post-war politics, military dictatorship and transition to democracy, Greece's entry to the European Union, the Greek debt crisis. Offered jointly with JSIS A 364.

HESTEU 440  MW 1:30-3:20  Young, G.

5 Credits  HE

History of Communism

Have you ever wondered why (nominally) communist regimes emerged and became influential political forces in the twentieth century? Have you ever been puzzled by why those same regimes--especially the USSR and Communist China--proved to be so vulnerable? Do you want to understand the legacies for the 21st century and beyond of the quest to build a truly communist society, and of the collapse of communist regimes and their empires? These are some of the questions that this course will address. Focus will be on the origins of communist ideologies, practices of communist rule (including political rituals and ceremonies), conflict between communist regimes, dismantlement of communist systems, and communist legacies. Offered jointly with JSIS B 440.

HESTEU 451  TTh 4:30-6:50  Felak, J.

5 Credits  RE

East-Central Europe Since 1342

The history of the lands and peoples of East Central Europe (present day Poland, Czech Republic, Hungary, and Slovakia) from the Middle Ages up to World War I.

HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES

INTERNATIONAL STUDIES (CORE)

JSIS 488 A  MW 3:30-5:20  LaRue, D.

5 Credits  EU

Special Topics: European Union Simulation

This exciting course, sponsored by the European Union Center of Excellence and the Department of political science, is a mix of theory and practical content, focused on the current, real-world policy issues and internal diplomacy of the European Union. We will look at the roles of large and small countries in policy formation, negotiation, and how countries and other stakeholders work to ensure that final policy outcomes reflect their preferences and concerns. The course begins with background and theoretical information on the European Union, policy-making, and diplomacy, and ends with a series of simulated European Union Summit meetings, where teams of students will represent EU countries in an extended negotiation over a series of policy issues. The instructor, Dean LaRue, is a former US Foreign Service Officer and International Manager for Amazon.com. Offered jointly with POL S 447.

JSIS B  MW 1:30-3:20  Hannah, J.

5 Credits  GL only

Geopolitics

Geopolitics is the practice of separating 'our' space from 'theirs'. It is the practice of envisioning and representing global space in a way that reflects particular strategic interests – though these interests are not always overtly stated. Cultural and economic differences can then be governed, tamed, contained or conquered by powerful states. This course draws mostly from critical geopolitics literature that deconstructs spatial representations of these strategic
interests, revealing their cartographic constructions and erasures and the material violences they produce. We will take a historical overview of some of the dominant geopolitical imaginations of the last 200 years, including colonial representations of ‘the Orient’, Nazi propaganda maps, the bipolar world of the Cold War discourse, and the current US-led ‘war on terror’. We will also explore the ties and tensions between contemporary geopolitics and neoliberal globalization. Offered jointly with GEOG 375.

JSIS 488 B  
5 Credits  
TTh 9:30-11:20  
Klapaki, N.  
Special Topics: Western Travelers to Greece  
Offered jointly with C LIT. See C LIT 496 B for course descriptions.

JSIS 488 C  
5 Credits  
TTh 9:30-11:20  
Wendler, F.  
Special topics: Politics of the EU  
After six decades of political integration, the European Union (EU) has fundamentally changed the government and politics of its Member States. As the competences of the EU have grown to include a common currency, a joint foreign policy and Union citizenship, political decision-making in the nation-state has been transformed into a new form of European multi-level governance that evolves through the interaction of domestic and supranational institutions and decision-making procedures. From a political science perspective, the EU therefore represents a unique process of polity construction beyond the nation-state that raises questions of empirical description, theoretical explanation, and critical normative evaluation: What were the factors that gave rise to the process of European integration, and why has it continued to expand from initially 6 to 27 Member States? Can we compare processes of political representation, decision-making and legitimization in the EU to those in the nation-state? How well does the involvement of citizens through elections to the European Parliament, referenda, and the introduction of citizen initiatives work? And as the contentiousness of European policies has visibly grown particularly through the Eurozone crisis, are there proposals to connect the EU more to public debates and citizens and render its decision-making more democratic? Against the background of these questions, the course will introduce you into the institutions, decision-making procedures and main policies of the EU. Apart from exploring the political system of the EU, we will study some of the main theoretical approaches and concepts used for the analysis of the EU and address some of the conceptual and normative questions outlined above. An emphasis will be laid on questions of political conflict, public debate, and perspectives of politicization and democratization. Offered jointly with POL S 448.

JSIS 488 E  
5 Credits  
MWF 11:30-12:20  
Gray, R.  
Freud & the Literary Imagination

JSIS 488 F  
5 Credits  
TTh 3:30-5:20  
Cirtautas, A.  
Special topics: Securing Europe  
This course will focus on the regional security challenges, broadly conceived, that Europe, in various multilateral configurations (EU, NATO, OSCE), has been coping with since the end of the Cold War. These challenges have recently become especially acute in the face of the upheavals in North Africa, declining democratization in Eastern Europe, and the rise of competing regional powers (Turkey and Russia). At the same time, economic crises have dominated the agenda of European leaders and limited their capacity to respond to changing geopolitical conditions. Consequently, the post-Cold War vision of an “unipolar multilateral European order” centered on the EU and NATO as stabilization and democratization promoting organizations has become increasingly untenable even as such policies are as essential as ever to enhance the long term security of Europe and its neighbors in Wider Europe and North Africa. Ultimately, even the most specific Western security concerns (e.g., trafficking, counter-terrorism, energy security, cyber security, food security, urban security) are best addressed within the context of broader programs designed to promote human security. If Europe cannot deliver the requisite policies, the danger
of chronic disorder looms large. *Offered jointly with Pol S 403.*

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<td>JSIS 488 G</td>
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<td>Pangiotides, H.</td>
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<td>JSIS 489</td>
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<td><strong>Central Asia Through the Eyes of Travelers</strong></td>
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**EUROPEAN STUDIES**

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<td>JSIS A 360</td>
<td>TTh 1:30-3:20</td>
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<td>Raneda-Cuartero, I.</td>
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| **Contemporary Spain**  
Social, political, and cultural developments in Spain since the end of the Franco dictatorship in 1975. Extensive use of Spanish Web sites. Prerequisite: SPAN 302 which may be taken concurrently. Offered: jointly with SPAN 360. *Offered with SPAN 360.* |
| JSIS A 364  | TTh 1:30-3:20 |            | Klapaki, N.  | HE      |
|             |         |            |              |         |       |
| **Greece 1821-Present**  
*Offered jointly with HSTEU 364. See HSTEU 364 for course description.* |
| JSIS A 430  | TTh 11:30-1:30 |            | Jones, C.    | RE      |
|             |         |            |              |         |       |
| **Security Issues**  
| JSIS C 111  | MTWThF 1:30-2:20 |            | Panagiotides, H. |         |
|             |         |            |              |         |       |
| **Elementary Modern Greek** |
| JSIS C 211  | MTWThF 2:30-3:20 |            | Panagiotides, H. |         |
|             |         |            |              |         |       |
| **Second Year Modern Greek** |

**INTERNATIONAL STUDIES (GLOBAL/EURO)**

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<td>JSIS B 324</td>
<td>TTh 1:30-3:20</td>
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<td>Friedman, K.</td>
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| **Immigration**  
Introduces key theoretical debates in international migration. Examines immigrants' political, economic, religious, and social integration into host societies, and continued ties to homelands. Experiences of voluntary and involuntary immigrants, authorized and irregular immigrants, of the second generation, and of incorporation into America and Europe. Lecture and small group discussions, exams, choice of service learning assignment or research paper. Course success depends on excellent reading, writing, and critical analysis skills. |

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JSIS B 344/GEOG 344  TTh 11:30-11:20  Staff
5 Credits  GL only
Migration in Global Economics
Offered with GEOG 344. See GEOG 344 for course description.

JSIS B 375  MW 1:30-3:20  Hannah, J.
5 Credits  GL only
Geopolitics
Offered jointly with GEOG 375. See GEOG 375 for course description.

JSIS B 424  WTh 3:30-5:20  Jones, C./Graham, J.
5 Credits
International Law/Arms Control
Evolution of nuclear security policies in three systems: US alliance system; regional security zones; global treaties on WMD and related international inspection agencies. Also: nuclear weapons policies of Israel, India, Pakistan and North Korea; historical evolution of US nuclear weapons in US alliance systems; security concepts of nuclear outliers (Israel, India, Pakistan, North Korea); relationship of nuclear weapons technology to the technology of peaceful civilian nuclear power. Students will read texts, then write responses and interpretative essays. Course provides background for more advanced courses in arms control and verification; nuclear energy issues and international non-proliferation safeguards; national security systems for export controls; negotiation simulations for security issues. Offered jointly with JSIS 524 A.

JSIS B 440  MW 1:30-3:20  Young, G.
History of Communism
Offered jointly with HSTEU 440. See HSTEU 440 for course description.

JSIS C 201  TTh 1:30-3:20  Wellman, J.
5 Credits
Quiz F 8:30-9:20; 10:30-11:20; 1:30-2:20
Introduction to Religions: Western Traditions
History of religions, concentrating on religious traditions that have developed west of the Indus. Primary attention to the Semitic religions (Judaism, Christianity, Islam) and to their ancient world background with emphasis on basic conceptual and symbolic structures.

COMPARATIVE RELIGION & JEWISH STUDIES

JSIS C 201  TTh 1:30-3:20  Wellman, J.
5 Credits
Quiz F 1:30-3:20, 10:30, 8:30, 12:30, 1:9:30
Introduction to World Religions: Western Traditions
History of religions, concentrating on religious traditions that have developed west of the Indus. Primary attention to the Semitic religions (Judaism, Christianity, Islam) and to their ancient world background with emphasis on basic conceptual and symbolic structures.

PHILOSOPHY

PHIL 322  MWF 9:00-10:20  Staff
5 Credits
Modern Philosophy
Examination of metaphysical and epistemological problems from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.
History of Ancient Ethics
This course will trace the development of ancient Greek ethics from the time of the sophists through the post-Aristotelian Stoics, concentrating on issues such as: the nature of virtue, the roles of reason and of the emotions in virtue, and the relation between virtue and happiness. There will be two short papers, a midterm and a final exam. This course is suitable for non-majors, but at least one previous course in philosophy is very highly recommended. Meets VLPA or I&S requirements. "W" course.

Studies in Continental Rationalism
Gottfried Wilhelm Leibniz (1646-1716) was a polymath. He was a diplomat, scientist, theologian, engineer, mathematician, and philosopher. Like his predecessors, Descartes and Spinoza, Leibniz was a rationalist and a system builder. The problem is that he never really wrote a single philosophical treatise that could be considered his defining work. Rather, he wrote a series of shorter pieces that reflect his changing views and sometimes even conflict with one another. In this course we will try to proceed through the labyrinth of Leibniz's writings in a systematic way. We will attempt to reconstruct his system but at the same time recognize that the overall nature and details of the system changed over time. We will begin with the problem of theodicy and the principle of sufficient reason, and then proceed through the main elements of his metaphysics-from monads to bodies to the principle of pre-established harmony to God and then to the idea of the best of all possible worlds-and conclude with a brief discussion of his moral and political philosophy. The course will be a mix of lecture and discussion. The readings will be mostly primary texts, supplemented by some secondary readings. Students will be asked to answer and turn in weekly reading questions, to write two short papers over the quarter, and to take a final, in-class exam. A term paper will be required for graduate students and optional for undergraduates with instructor permission.

Philosophy of Aristotle
A survey of Aristotle's major treatises including but not limited to The Categories, Physics, De Anima, Metaphysics, Nicomachean Ethics. In addition to working through the ostensible topics of the treatises we will track Aristotle's use of the form/matter distinction and the doctrine of focal meaning.

POLITICAL SCIENCE

The Western Tradition of Political Thought, Pre-Modern
Continuation of POL S 308, treating materials from the fifteenth through eighteenth centuries, Machiavelli through Rousseau.

Scandinavia in World Affairs
This course examines the post-war foreign, economic, security and environmental policies of the Scandinavian countries. The readings focus on the central institutions, policies and values of Northern European states. Students are encouraged to compare and contrast how the Nordic states have responded to three important international challenges to these societies during the post-war period: the emergence of a bipolar security system; the deepening and widening of European integration; and a new era of multilateralism. The course combines prominent theoretical approaches in the political science literature with the contributions of area studies specialists. Previous coursework
in political science is recommended, but not required. *Offered: jointly with SCAND 326.*

**POL S 403**

TTh 3:30-5:20

5 Credits

Cirtautas, A.

EU

**Advanced Seminar in International Relations: Securing Europe**

*Jointly offered with JSIS 488 F. See JSIS 488 F for course description.*

**POL S 447**

MW 3:30-5:20

5 Credits

LaRue, D.

EU

**Advanced Seminar in Comparative Politics: European Union Simulation**

*Jointly offered with JSIS 488 A. See JSIS 488 A for course description.*

**POL S 448**

TTh 9:30-11:20

5 Credits

**Politics of the European Union**

*Jointly offered with JSIS 488 C. See JSIS 488 C for course description.*

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**ROMANCELANGUAGES AND LITERATURE**

**FRENCH**

**FRENCH 250**

TTh 9-10:20; F 2:30-4:20

Quiz F 9:30-10:20; 10:30-11:20

5 Credits

Mackenzie, L.

**History of French Cinema in English**

This course will look at how French cinema since the 1940s has engaged the idea of Europe as a political, cultural and economic union. As the European Union has gathered more economic and political weight, member nations have sought to strike a balance between the desire to preserve their specific histories, cultures, languages, and products, and the need to come together with other nations and identify as something else besides: as Europeans. French cinema is a fascinating site to explore the tensions inherent in this dialectic. It has often engaged the idea of Europe, whether in art films where the Union becomes a shadowy psychological metaphor (Bleu), or in more popular recent films which explore a generation-X fantasy of a European melting-pot (L'Auberge espagnole). The course will consider the creation and perpetuation of national stereotypes, French and other; the perceived differences between Western and 'Eastern' European values; the idea that French specificity is threatened by Europe; the generational differences in attitudes towards Europe; the effect of war on creating national and European identities. Analysis of specific films and secondary articles will be framed by more general, timely discussions about contemporary issues in the press, such as Sarkozy's expulsion of the Rom people from France (which raises the question of how the French state self-defines in opposition to an 'Other' from within Europe), debates about immigration from France's former colonies, the 20th anniversary of the fall of the Berlin Wall, and the ongoing policing of the wall at Ceuta.

**FRENCH 376**

MW 11:30-1:20

5 Credits

Turnovsky, G.

**Culture, Politics, and Society in France from the Religious Wars to Revolutions**

Studies the development of intellectual, literary, and artistic cultures in the context of the profound political and social evolutions of the Renaissance through the early nineteenth century in France. Taught in English.

**FRENCH 414**

MW 3:30-5:20

5 Credits

Turnovsky, G.

PM

**French Literature of the Eighteenth Century: Enlightenment**

Eighteenth century literature, with emphasis on the development of the Enlightenment ideology.
ITALIAN

ITAL 366 M 2:30-4:20; W 2:30-4:50 Mazzola, C.
5-15 Credits

Italian Society in Film and Literature
This course will discuss the most creative period of Italian cinema, what is commonly known as Neorealism. We will first focus on the historical background that stimulated the making of movies like Ossessione and Open City. We will then analyze the major cinematic characteristics of Neorealism: from editing to cinematography, from acting to camera movement. Particular emphasis will also be given to the narrative structure of these movies. In the second part of this course we will analyse the influence of Neorealism on directors not usually associated with this label. We will screen some of the early movies by Fellini, Bertolucci and Fellini and discuss their connection to Neorealism. Offered with C LIT 315 B.

SPANISH

SPAN 306 MW 11:30-12:50 Mercer, L.
3 Credits
Survey of Spanish Literature: 1681 to the Present

SPAN 352 MWF 10:30-11:20 Raftery, A.
3 Credits

Fiction
Generic study of Spanish fiction. The course will focus on the short story genre and will include readings by authors from Spain and Latin America, including Borges, Cortázar and Elena Poniatowska. It will also include a selection by earlier authors. The course will provide close readings of the texts in the context of their particular period and cultural movement.

SPAN 360 TTh 1:30-3:20 Raneda-Cuartero, I.
5 Credits

Contemporary Spain
The course is designed to provide students with the opportunity to develop and improve their knowledge of Spanish within the context of contemporary Spain. The course will focus on Modern Spain. It will begin with a brief introduction to the Spanish Civil War, the Francoist dictatorship and its consequences. It will be followed by a review of the vast changes that have taken place in Spain since the death of Franco in 1975, the arrival of King Juan Carlos I to the throne, and the transition to democracy. The Constitution of 1978 and the country’s new political regimes will also be examined. It will take a broad view of the country by covering aspects of daily life, recent history, social, economic and political changes, modern and popular culture, and the new role of Spain in the international community. Internet use will be an integral part of this course; familiarity with this medium is essential. Course conducted in Spanish.

SPAN 441 TTh 1:30-3:20 Gilbert, D.
5 Credits

Spanish Drama: 1600-1635
Spanish theatre of the seventeenth century, with emphasis on Lope de Vega.

SCANDINAVIAN LANGUAGES AND LITERATURE
**DANISH**

DANISH 312  
TTh 12:30-2:20  
Ohrbeck, D.  

5 - max 15 Credits  

**Topics in the Danish Novel**  
Focuses on selected novels from the nineteenth and twentieth centuries by figures such as J.P. Jacobsen, Herman Bang, J.V. Jensen, Hans Kirk, Scherfig and Ditlevsen.

**FINNISH**

FINN 310  
MW 12:30-2:20  
Hamalainen, T.  

5 - max 15 Credits  

**Topics in Finnish Language and Culture**  

**NORWEGIAN**

NORW 310  
MTWTh 12:30-1:20  
Hamalainen, T.  

5 Credits  

**The Norwegian Short Story**  

**SCANDINAVIAN**

SCAND 100  
TTh 1:30-3:20  
Jenner, Lars  

5 Credits  

**Introduction to Scandinavian Culture**  
The Scandinavian experience from the Viking Age to the present day; the background for contemporary Scandinavian democracy, with major emphasis on the cultural, political, and religious development of the Scandinavian countries.

SCAND 230  
MTWTh 11:30-12:20  
Smidchens, G.  

5 Credits  

**Introduction to Folklore**  
Offered: jointly with C LIT 230. See C LIT 230 for course description.

SCAND 232  
MTWTh 9:30-10:20  
Stecher, M.  

5 Credits  

**Hans Christian Andersen and the Fairy Tale Tradition**  
This course concerns fairy tales and how we find meaning in them. We begin with a study of a few of the classic or most widely known tales in Western culture, such as The Little Red Riding Hood, Hansel and Gretel, Snow White, and Cinderella. These texts will be studied closely in order to demonstrate various ways that scholars have interpreted and given meaning to fairy tales. We will discuss the many possible approaches to dissecting and offering a diagnosis of a fairy tale. Origins and authorship of the genre (literary fairy tales) will be investigated, especially the relationship between the variants of tales attributed to Charles Perrault and the Grimm Brothers. With these tools, we then move to a close study of some of Hans Christian Andersen’s greatest masterpieces, such as “The Little Mermaid”, “The Snow Queen,” “The Ugly Duckling,” and others. We will study his tales in the context of Romantic aesthetics, literary themes, social issues, as well as in the framework of Andersen’s own life, in order to discover how these texts reflect specific cultural, literary historical and personal circumstances as well as universal concerns.
SCAND 326  TTh 9:00-10:20  Ingebritsen, C.
5 Credits
Scandinavia in World Affairs
Offered jointly with POL S 326. See POL S 326 for course description.

SCAND 360  TTh 11:30-1:20  Nestingen, A.
3-5 Credits
Scandinavian Cinema
Offered jointly with C LIT 315. See C LIT 315 for course description.

SCAND 367  TTh 1:30-3:20  Dubois, I.
5 Credits
Sexuality in Scandinavia: Myth and Reality
In this course you are exposed to literary works (novels and plays), critical articles, socio-political writings, films and guest lecturers in order for you to gain an in depth understanding of how the Scandinavian societies have perceived human sexualities since the late 19th century. The compiled reader includes texts from the Moral Debate in the 1880s to documents on trafficking of women and children today in order to highlight the development from mainstream ideologies in the past to the progressive humanitarian ideals of today. We will naturally also compare situations in Scandinavia with those in the American society.

SCAND 370  MTWTh 10:30-11:20  Leiren, T.
5 Credits
The Vikings
Offered jointly with HSTAM 370. See HSTAM 370 for course description.

SCAND 427  MW 1:30-3:20  Gavel Adams, A-C.
5 Credits
Scandinavian Women Writers in English Translation
Offered jointly with GWSS 429. See GWSS 429 for course description.

SCAND 490  MW 1:30-3:20  Smidchens, G.
1-5 Credits
Special Topics
This course explores the history of singing traditions in the Baltic. We aim to reconstruct a historical and cultural context for the “Singing Revolution,” the nonviolent movement for the independence of Estonia, Latvia and Lithuania, 1988-1991. How can singing play a role in politics, and is singing necessary to human existence? - these are questions we'll address.

SLAVIC LANGUAGES AND LITERATURE

RUSSIAN

RUSS 120 A  MW 10:30-12:20  Diment, G.
5 Credits
Literary and Cultural History: Crime Fiction
Introduces important trends and movements in Russian literary and cultural history. Offered in English.

RUSS 120 B  MW 2:30-4:20  West, J.
5 Credits.
Literary and Cultural History
This course examines the ways in which Russia’s search for a national identity from the late 18th century to the Early 20th has been reflected in, and sometimes conducted through, philosophy, literature and the arts. The course will involve discussion of the concepts underlying the complex and not always clearly understood idea of “National identity.” Offered in English.

**RUSS 223/423**  
MWF 12:30-2:20  
Diment, G.  
5 Credits  
Special topics in cinema studies: Sergei Eisenstein in Moscow and Hollywood  
Offered jointly with C LIT 397. See C LIT 397 for course description.

**RUSS 420 B**  
TTh 12:30-2:20  
West, J.  
5 Credits  
Topics in Literature and Culture  
Third Rome, Venice of the North: Russia’s complex relationship with the West.

**SLAVIC**

**SLAV 223**  
MW 3:30-5:20  
Crnkovic, G.  
5 Credits  
From the early experimental films of the 1950s that are still being studied in film schools all over the world, such as a famous Two Men and a Wardrobe (1958)--which Roman Polanski directed as a second-year-student--to the 2002 The Pianist, a winner of the Academy Award for the Best Director, and his newest The Ghost Writer (2010) and Carnage (2011), the films of Roman Polanski have attracted a world-wide audience and made Polanski himself one of the most well-known and best regarded contemporary directors. This course will explore Polanski’s remarkable and cosmopolitan oeuvre which by now spans more than five decades. We will focus on Polanski’s most successful films, starting with his experimental Polish shorts, proceeding onto his highly acclaimed English productions such as Repulsion, his Hollywood classics like Rosemary’s Baby and Chinatown, his post-Hollywood multi-national productions which include films such as The Tenant and Frantic, his 1990s Bitter Moon and Death and the Maiden, his acclaimed The Pianist, and his most recent films. The course will look into how Polanski’s movies adopt a number of different genres and different aesthetic approaches to deal with some of Polanski’s recurrent themes, such as solitude, victimization, the separation from the society, and the idiosyncratic worldview of an isolated individual.

**UKRANIAN**

**UKR 420**  
MW 2:30-4:20  
Rewakowicz, M.  
5 Credits  
Literature, Film and Culture in Ukraine  
Representative prose works by leading Ukrainian authors. Shows originality of Ukrainian literature through acquaintance with the peculiar historical and political situation of Ukraine. Offered in English.

**SOCIOLOGY**

**SOC 316**  
MW 10:30-11:50  
Kiser, E.  
5 Credits  
Quiz F 8:30-9:20; 9:30-10:20; 10:30-11:20; 11:30-12:20; 12:30-1:20  
Introduction to Sociological Theory  
Includes classical theorists Adam Smith, Karl Marx, Emile Durkheim, and Max Weber and their influence on contemporary theoretical debate.