European Studies
Course Descriptions
Winter 2011

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

Course Offerings
Winter Quarter, 2011

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

Required Core Courses
SIS 201- Making of the 21st Century
EURO 302 - European Enlightenment

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

Updated: November 2010
European Survey Course (ES)

POL S 310  TTh 9:00-10:20 (time change pending)  Miller, G.
5 Credits  WF Quiz Sections  ES

**The Western Tradition of Political Thought, Modern**

This course is focusing on material from the eighteenth through twentieth centuries, from Rousseau through Lenin. *Continuation of POL S 308 and POL S 309.*

RELIG 301  MW 2:30-4:20  Wellman, J.
5 Credits  ES

**Religious Thought in the Middle Ages**

The purpose of this course is to introduce students to the main currents in modern Western religious thought. The course begins with a discussion of Greek philosophical antecedents to medieval thought. We then turn to critical figures in the middle ages including Augustine, Aquinas and William of Ockham. This provides a basis for understanding the thought of the Reformers, especially Martin Luther and John Calvin. We then move into the modern period with the study of Immanuel Kant and the turn toward ethics as the basis of religion. As a response to the Enlightenment’s focus on the subject we will examine the Jewish philosopher Martin Buber, and his engagement with existential thought and the reality of the “other.” In the contemporary period we will read the post-liberal Protestant theology of George Lindbeck as an exemplar of the cultural linguistic mode of post-modernism. The course will end with an examination of the recent conversations between religion and science as the unlikely conclusion to the Enlightenment’s fundamental rejection of religion as a valid mode of rational inquiry. *Recommended RELIG 201.*

Required Core Course

SIS 201  MWF 11:30-12:20  Lucero, J.
5 Credits  TTh Quiz Sections  Req.

**Making of the 21st Century**

SIS 201 is intended to prepare students to think critically about the world and formulate their own ideas about important international issues. The course covers the major events and trends of the twentieth century, including the world wars and the Cold War, decolonization, democratization, and approaches to economic development; and current issues that stem from twentieth-century processes, such as globalization, failed states, the “war on terror,” and changes in the international distribution of power.

EURO 302  MWF 12:30-1:20  Behler, D.
5 Credits  Req.

**European Enlightenment**

This course will investigate some of the main currents of philosophical, literary, cultural, and political thought of the 18th century that came to be known as the European Enlightenment. Issues of individual freedom, citizenship, human rights and duties, as well as race, gender, and class structure enter into the picture, in a mix of optimism and idealism, rationality and equality, counterbalanced by limitations of reason and reassessments of human possibilities, eventually leading to revolution and romanticism. We will read texts that develop new ideas about the human condition by authors such as Voltaire, Rousseau, Locke, Hume, Godwin, the French Encyclopedists (Diderot, d’Alembert, e.g.), Kant, Wollstonecraft, Lessing, Mendelssohn, as well as Jefferson and Paine. But we will also analyze plays and stories that mirror the fissures of reason and potential pitfalls of political, religious, and social structures, such as Mozart’s The Magic Flute, Goethe’s The Sufferings of Young Werther, Mary Shelley’s Frankenstein, Kleist’s Betrothal in Santo Domingo, and Büchner’s The Death of Danton. Analyzing some premises of the American and French Revolutions, we will conclude with a critique of enlightenment ideals and the notions of progress and perfectibility as well as insights about the limits of enlightenment and the French Revolution. Some films will also be utilized in the course. *Course offered jointly with GERMAN 390.*
Senior Seminar

EURO 494B     MW 12:30-2:20     Turnovsky, M.
5 Credits
Senior Seminar: Economy of the European Union
This course focuses on the economic aspects of the European Union. The historical and institutional backgrounds are surveyed briefly in order to understand the special nature of the EU as an economic entity. Then the integration and trade issues are presented; the evolution from a customs union to a single market and the trade relations with the rest of the world and specially with the US (negotiations through the WTO etc.). Next the international finance aspects are investigated, including the various efforts toward monetary integration: from the “snake” to the EMS and eventually a monetary union with a single currency, the Euro, and the European Central Bank. A number of specific issues are also raised: the common agricultural policy, unemployment, etc. Prerequisite: ECON 200 and ECON 201.

EURO 494D     MW 3:30-5:20     Svajik, J.
5 Credits
Senior Seminar: Kierkegaard and Decadence in European Literature
Reading and discussion of core texts by Soren Kierkegaard, as well as a consideration of the relationship between Kierkegaardian thought and the literary practice of various writers of Scandinavian and European decadence. Offered jointly with SCAND 480.

EURO 494E     TTh 1:30-3:20     Stecher Hansen, M.
5 Credits
Senior Seminar: War and Occupation in Northern Europe
This course focuses on literary representations and personal narratives dealing with World War II in the Nordic and Baltic countries. During WWII most of Northern Europe was occupied by foreign powers. Norway and Denmark by Nazi Germany, whereas the Baltic States were occupied -- during different periods -- by both the Soviet Union and Nazi Germany. Only Sweden claimed neutrality and remained autonomous, while Finland (in alliance with Nazi Germany) escaped annexation by waging war against the Soviet Union. The course surveys these national destinies and explores the experiences of individuals during the War by means of fiction, memoirs, and other personal narratives. In general, we will examine the relationship between history and fiction. In particular, we will investigate the memoir and personal narrative as a source of historical knowledge. The course will also consider forms of “resistance” and “passive resistance” in occupied Scandinavian countries and how resistance is represented in the literature about the period. By juxtaposing historical events with literary and personal narratives dealing with WWII, we will be able to pinpoint the ideological perspectives in these texts.

Electives

ARCHITECTURE

ARCH 459     TTh 10:30-11:50     Clausen, M.
3 Credits
Architecture since 1945
Theories and forms in architecture from the end of World War II to present. Includes new wave Japanese architects, recent Native-American developments, and non-Western as well as Western trends. Offered jointly with ART H 493.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART H 250</td>
<td>TThF 1:30-2:50</td>
<td>Taradel, R.</td>
</tr>
<tr>
<td></td>
<td>F Quiz Sections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>Rome</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART H 373</td>
<td>MWF 10:30-11:50</td>
<td>Lingo, E.</td>
</tr>
<tr>
<td></td>
<td>5 Credits</td>
<td>PM</td>
</tr>
<tr>
<td><strong>Southern Baroque Art</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART H 381</td>
<td>MWF 9:30-10:20</td>
<td>Rice, K.</td>
</tr>
<tr>
<td></td>
<td>5 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>Art Since WWII</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART H 484</td>
<td>MW 9:00-10:20</td>
<td>Wieczorek, M.</td>
</tr>
<tr>
<td></td>
<td>5 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>Pioneers of Abstract Painting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART H 493</td>
<td>TTh 10:30-11:50</td>
<td>Clausen, M.</td>
</tr>
<tr>
<td></td>
<td>3 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>Architecture since 1945</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHID 270</td>
<td>MWF 2:30-4:20</td>
<td>Block, R.</td>
</tr>
<tr>
<td></td>
<td>5 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>COMPARATIVE HISTORY OF IDEAS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**German Jewish Writers: Enlightenment to Auschwitz**

What does it mean to seek equal status as a citizen when the primary marker of one’s identity, that of being Jewish, is indicative of a dream to return to Zion? How does one demand of the other, the Jew, that (s)he become German when the very notion of “Germanness” is vague, uncertain, and forever changing? These are the primary questions that will structure our discussions during the term. We will also be interested in the tragic trajectory that proposed solutions to these problems assumed. In other words, we will seek to understand why
for Jews the eventual solution to their predicament in Germany was to abandon dreams of assimilation and
argue for the birth of a Jewish state. Conversely, we will examine how religious anti-Semitism led to racial
anti-Semitism and finally to genocidal anti-Semitism. That is, how for Germans the solution to the “Jewish
problem” became a final one: the extermination of all Jews from the globe. The course will also pursue a second
trajectory, namely, the messianic in Jewish thought. How does the coming of the messiah or the fact that he has
not yet arrived affect the disposition Jews assume toward their own lives? How do they read history? How do
they conceive of truth when truth is not yet revealed save through ritual law? And finally, what does revolution
have to do with the Jewish notion of messianism? 

Offered jointly with SISJE 295, GERMAN 295 and C LIT 396.

CHID A 498                    T 11:30-12:50
5 Credits

Vienna 1900 in English

This course focuses on the modernist movement that erupted in Vienna in the last days of the Austro-Hungarian
Empire, from 1890 to 1914. This is a distinctly interdisciplinary course that examines the struggle to find new
approaches in literature, music, architecture, painting and design. Particular emphasis is placed on the works of
Robert Musil, Arthur Schnitzler, Adolf Loos, Gustav Klimt, Arnold Schoenberg and Sigmund Freud. The course
is conducted as a combination of lecture and small-group discussion supported by videos, films, slides and music.
Class is conducted in English. 

Offered jointly with GERMAN 351 and HSTEU 490.

COMPARATIVE LITERATURE

C LIT 396                    MWF 12:30-1:20
5 Credits

German Jewish Writers: Enlightenment to Auschwitz

Offered jointly with CHID 270, GERMAN 295 and SISJE 295A. See CHID 270 for course description.

C LIT 397 B                   MTWTh 1:30-3:20
5 Credits

European Auterist Cinema

C LIT 431                   TTh 3:30-5:20
5 Credits

The Northern European Ballad

Integrative study of the Northern European Ballad, with an emphasis on texts, performance, context, history,
theory, genre classification, and interpretive approaches.

C LIT 397 C                   TTh 1:30-2:50
5 Credits

Werner Herzog and Documentary Cinema

Jointly offered with GERMAN 371.

C LIT 496 A                   MWF 1:30-2:50
5 Credits

History of Modern Greek Literature: 19th and 20th C.

Offered jointly with C LIT 496. For course description see EURO 490 E.
ECONOMICS

ECON 475     MW 12:30-2:20     Turnovsky, M.  
5 Credits                   EU  
Economics of the European Union  
This course focuses on the economic aspects of the European Union. The historical and institutional backgrounds are surveyed briefly in order to understand the special nature of the EU as an economic entity. Then the integration and trade issues are presented; the evolution from a customs union to a single market and the trade relations with the rest of the world and specially with the US (negotiations through the WTO etc.). Next the international finance aspects are investigated, including the various efforts toward monetary integration: from the “snake” to the EMS and eventually a monetary union with a single currency, the Euro, and the European Central Bank. A number of specific issues are also raised: the common agricultural policy, unemployment, etc. Prerequisite: 2.0 in ECON 301.

ENGLISH

ENGL 212     MW 10:30-12:20     Laporte, P.  
5 Credits                   PM  
Literature of Enlightenment and Revolution  
This course 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 A     MTWTh 9:30-10:20     Holmberg, D.  
5 Credits  
The Transient, the Fleeting, the Contingent: The Idea of Modernity in Twentieth Century Literature  
This course introduces twentieth-century literature and contemporary literature, focusing on representative works that illustrate literary and intellectual developments since 1900. In the latter half of the nineteenth century French poet Charles Baudelaire famously wrote that “modernity is the transient, the fleeting, the contingent.” We are, over a hundred years later, still living in “modernity,” but how does our understanding of modernity in the twenty-first century differ from its meaning in the nineteenth? Or does it? And how can literature helps us understand the experience of living in these different “modernities”? This course is designed as an introduction to modern and postmodern literature of the twentieth-century, focusing on representative works that illustrate literary and intellectual developments since 1900. The century that separates us from Baudelaire was a time of significant and rapid change, a century of political, cultural, technological, and social upheaval and revolution. The focus of our class will be the vast and at times bewildering array of artistic responses to the conditions of modernity, of living in “modern times.” We will be considering both the conditions of modernity—such as consumption, alienation, fragmentation, etc.—as well as the different kinds of artistic responses to these conditions—stream of consciousness narration, pastiche, metafictions, etc.—as a way understanding the idea of modernity in and through twentieth century literature. Instead of moving chronologically through our texts, we will be reading pairings of modernist and postmodernist authors in order to get a better sense of the variety of responses to modernity throughout the century. This will be a challenging course, with difficult and complex texts as well as an intense reading pace. We will also be reading and engaging with some controversial topics. Our authors will likely include T.S. Eliot, Virginia Woolf, Thomas Pynchon, Angela Carter, Don DeLillo, Djuna Barnes, Ishmael Reed, Gertrude Stein, Sherwood Anderson, Jean Toomer, Jorge Luis Borges, James Joyce, Marianne Moore, Allen Ginsberg, Ernest Hemingway, John Barth, and David Lynch. Short stories, poetry, and secondary material will be available through a course pack.

ENGL 213 B     TTh 10:30-12:20     Kaplan, S.  
Credits 5
Modern and Postmodern Literature
This course will introduce you to literary modernism and give you the opportunity to read some of its most famous texts, such as A Portrait of the Artist as a Young Man, To the Lighthouse, and The Waste Land. The class will consider the history of modernist writing and its relationship to the major social, technological, and cultural changes of the early twentieth century. One particular emphasis of the class will be on the role of art and the artist in modern life; another will be on how the content and structure of many modernist texts reveal anxiety over emerging new attitudes towards sexuality and gender roles. The reading list includes difficult poems, novels and short stories that are well known for their complexity, daring and innovation. You may find that you will need to read some of them more than once in order to grasp their multi-layered structures of meaning.

ENGL 225  MTWTh 9:30-10:20  Magnusson, D.
5 Credits  PM
Shakespeare
Introduces Shakespeare’s career as dramatist, with study of representative comedies, tragedies, romances, and history plays.

ENGL 315  MW 9:30-11:20  Staten, H.
Credits 5
Literary Modernism
Various modern authors, from Wordsworth to the present, in relation to such major thinkers as Kant, Hegel, Darwin, Marx, Nietzsche, Bergson, and Wittgenstein, who have helped create the context and the content of modern literature. Recommended ENGL 230 or one 300-level course in 19th or 20th century literature.

ENGL 324  TTh 10:30-12:20  Streitberger, W.
5 Credits  PM
Shakespeare after 1603
Shakespeare’s career as dramatist after 1603. Study of comedies, tragedies, and romances.

ENGL 332  MW 12:30-2:20  Modiano, R.
5 Credits
Romantic Poetry II
Readings of Byron, Keats, Shelley, and their contemporaries.

ENGL 334  MW 12:30-2:20  Butwin, J.
5 Credits
English Novel: Later Nineteenth Century
Studies in the novel as it passes from a classic format to formats more experimental. Authors include George Eliot, Thomas Hardy, Joseph Conrad, and others.

ENGL 336  TTh 10:30-12:20  James, E.
5 Credits
English Literature: The Early Modern Period
Experiments in fiction and poetry. Novels by Joyce, Woolf, Lawrence, and others; poetry by Eliot and Yeats and others.

ENGL 337  MW 12:30-2:20  Burstein, J.
5 Credits
The Modern Novel
This course asks what it is to be modern as well as what it means for the novel as a genre to be modern. It does so by looking at one of the oldest institutions, that of adultery, roughly from the 1910s through the early 1940s.
The choice of focusing on an institution is deliberate, for as we will learn modernism and the modern is in many ways a mix of tradition and if not revolution then renewal, crisis, or some sense of change. Our texts will take up the issues of sexual relations, marriage, what it is to know, or not to know (or what it is to know you do not know), and with that the issue of character presentation (do all characters have an inner life?), and a relation to one’s “past” or one’s culture’s past and with that history. The course will stress close reading, narrative techniques, literary styles, and thematic analysis; and proceed as a mix of discussion and lecture, with the emphasis on the former. (Warning: this class is about what is happening in the novels and critical analysis is our approach; personal experiences will not find their place in our discussions.) There will be a series of response papers, formal papers, and possibly quizzes. Authors are likely to include Jean Rhys, Ford Madox Ford, Anita Loos, D. H. Lawrence, Evelyn Waugh, and Mary McCarthy.

GERMANICs

GERMAN 295
5 Credits
German Jewish Writers: Enlightenment to Auschwitz
Offered jointly with SISJE 295, C LIT 396, CHID 270. See CHID 270 for course description.

GERMAN 351
5 Credits
Introduction to German Literary Studies
Readings from eighteenth- to twentieth-century literature. This course is designed to introduce students to various literary genres of the German tradition (lyric, prose, and drama) using examples from the eighteenth to the twentieth century. Students learn to apply the techniques of analyzing poetry, prose and drama to a meaningful interpretation of the individual texts. The primary language of instruction is German. Recommended GERMAN 203.

GERMAN 371
5 Credits
Vienna 1900 in English
Course offered jointly with CHID 498 A and HSTEU 490. See CHID 498 for course description.

GERMAN 390
5 Credits
European Enlightenment
This course will investigate some of the main currents of philosophical, literary, cultural, and political thought of the 18th century that came to be known as the European Enlightenment. Issues of individual freedom, citizenship, human rights and duties, as well as race, gender, and class structure enter into the picture, in a mix of optimism and idealism, rationality and equality, counterbalanced by limitations of reason and reassessments of human possibilities, eventually leading to revolution and romanticism. We will read texts that develop new ideas about the human condition by authors such as Voltaire, Rousseau, Locke, Hume, Godwin, the French Encyclopedists (Diderot, d’Alembert, e.g.), Kant, Wollstonecraft, Lessing, Mendelssohn, as well as Jefferson and Paine. But we will also analyze plays and stories that mirror the fissures of reason and potential pitfalls of political, religious, and social structures, such as Mozart’s The Magic Flute, Goethe’s The Sufferings of Young Werther, Mary Shelley’s Frankenstein, Kleist’s Betrothal in Santo Domingo, and Büchner’s The Death of Danton. Analyzing
some premises of the American and French Revolutions, we will conclude with a critique of enlightenment ideals and the notions of progress and perfectibility as well as insights about the limits of enlightenment and the French Revolution. Some films will also be utilized in the course. *Course offered jointly with EURO 302.*

**GERMAN 422**

*Studies in Nineteenth-Century Literature and Culture*

This course will examine various manifestations of literary “realism” as they occur in German-language literature from the 1830s through to the final decades of the nineteenth century. We will concentrate not only on the ways in which the methods and manners of realistic portrayal change throughout the century, but also on how the actual objects that warrant literary representation (e.g. politics, social institutions, human beings as representatives of specific social classes, “everyday” life, etc.) vary at different historical junctures. We will treat diverse literary-historical epochs (such as the “Vormärz,” Poetic Realism, and Naturalism) as distinct approaches to “realistic” representation. Among the authors treated will be Heinrich Heine, Georg Büchner, Adalbert Stifter, Gottfried Keller, Theodor Storm, and Gerhart Hauptmann, among others. Short philosophical and aesthetic essays by major figures of the period (Kant, Hegel, Marx, among others) will supplement and provide background for the readings in literature.

**GERMAN 452**

*History of the German Language*

This course traces the history of the German language from early Germanic to the present (also for graduate students.) Offered in English. This course is an introduction to historical linguistics in general and to the history of German in particular. The class is meant to provide a survey of the most significant phonological, morphological, and syntactic developments, in the history of the German language. We begin with a consideration of the Indo-European languages, proceed from there to Germanic and from Germanic into German. *Recommended: LING 200 and GERMAN 203. Offered jointly with LING 415.*

**HISTORY**

**ANCIENT & MEDIEVAL HISTORY**

**HSTAM 370**

*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 SCAN 370.*

**HIST 312**

*Science in Civilization: Science in Modern Society*

This class will focus on three major topics in the history of modern European science, all subjects of interpretive contention, with emphasis on both command of a working narrative and the critical skills involved in reinterpreting it. Those periods are: the Scientific Revolution of the early modern period, the production of natural knowledge in the Enlightenment, and the definition, establishment and professionalization of science in the nineteenth century, with examination of the idea of scientific discipline. We will deal with developments in the sciences of
astronomy, mechanics, electricity and magnetism, geology and terrestrial science more generally, and natural history, including the creation and acceptance of Darwin’s theories. Most attention will be paid to history of Britain, France, Germany, and the United States.

MODERN EUROPEAN HISTORY

HSTEU 250      TTh 1:30-2:50    Ruggero, T.
5 Credits     F Quiz sections

Rome

Offered jointly with ART H 250/ITAL 250. See ART H 250 for course description.

HSTEU 274      TTh 12:30-2:20    Bailkin, J.
5 Credits     F Quiz Sections

Twentieth Century Europe

This course explores the history of twentieth-century Europe through film. The twentieth century, as the historian Eric Hobsbawm has said, was an “age of extremes.” This course serves as an introduction to this turbulent age, exploring themes in European history from the 1890s to the 1990s. We will survey the histories of world war, the rise and fall of fascism and communism, postwar migrations, the Cold War and decolonization, and the making of the European Community. Through our discussions of particular moments in the recent European past, we will consider broader questions of citizenship and identity in modern political life.

Our discussions will be unified by our methodological focus on the social and political function of film, from Soviet Russia to Nazi Germany. This course is therefore intended to provide an opportunity for students to explore the diverse historical uses of film – and to sharpen their own skills of visual analysis – along with an overview of major themes in 20th-century Europe. Films will include Jean Renoir’s Grand Illusion, Sergei Eisenstein’s Ten Days that Shook the World, Leni Riefenstahl’s Triumph of the Will, Michael Verhoeven’s The Nasty Girl, Gillo Pontecorvo’s The Battle of Algiers, Billy Wilder’s One, Two, Three, Richard Lester’s Hard Day’s Night, and Matthieu Kassovitz’s Hate. Readings will include Robert Graves’ Goodbye to All That, Art Spiegelman’s Maus II, Heda Kovaly’s Under a Cruel Star, and Frantz Fanon’s A Dying Colonialism. This is a “W” course, which meets the university’s standards for writing credit.

HSTEU 334      TTh 9:30-11:20    Thum, G.
5 Credits

Germany 1871-1989

Society and politics from Germany’s first unification to its reunification; domestic and foreign policy; political, economic, social, and cultural developments; high emphasis on German society’s self-perception and on the variety of interpretations of this period’s history. Offered: by different “schools” of historians.

HSTEU 364      TTh 10:30-12:20    Thomas, C.
5 Credits

Modern Greece: 1821 to the Present

This course explores the history of Modern Greece from its status in the Ottoman Empire through its successful revolution from that Empire to the Present. Issues will provide the focus of developments: 1. creation of a territorial state; 2. the role of outside powers; 3. building an infrastructure; 4. Monarch vs. participatory government; 5. regionalism vs. centralization. Student learning goals 1. understanding of the tools of research; 2. ability to question existing evidence, 3. knowledge of the basic chronology; 4. appreciation of the pattern of international developments and realization of relation to other contemporary cultures; 5. sense of importance of the past, long history of Greece; 6. gaining an understanding of modern Greek identity. Offered jointly with EURO 364.

HSTEU 376      MTWThF 10:30-11:20    Behlmer, G.
5 Credits
Modern Irish History
The independent city states of the 14th to 16th centuries provided the social and political context for the emergence of the unique culture of Renaissance Italy. This course will begin with the rise of the communes, focusing especially on Florence, Rome and Venice, with some attention to other cities such as Milan, Mantua and Urbino. Political, social and family structures will be studied in some detail, along with art and literature, including humanist and vernacular writings. Central parts of the course are dedicated to 1) Florence, rise of the Medici, the Republic of 1494-1512, the political thought of Niccolo Machiavelli; and 2) the Renaissance in Papal Rome, ending with the devastating Sack of Rome in 1527.

HSTEU 454     MTWTh  12:30-1:20  Smidchens, G.
5 Credits

Baltic History
Overview of the history of the area occupied by the Baltic countries of Latvia, Lithuania, and Estonia. Emphasizes their emergence as modern European nation-states. Era from World War I to present treated in depth, including the historical role and present situation of non-Baltic peoples, particularly Russians. Students will explore uses of personal documents (memoirs, letters, and oral history interviews) in historical research. Offered jointly with SCAND 454.

HSTEU 490     T  11:30-12:50  Tilghman, H.
5 Credits

Vienna 1900 in English
Jointly offered with CHID 498 and GERMAN 351. See CHID 498 A for course description.

JACKSON SCHOOL OF INTERNATIONAL STUDIES

EUROPEAN STUDIES

EURO 302     MWF 12:30-1:20  Behler, D.
5 Credits  Req.
European Enlightenment
Course offered jointly with GERMAN 390. See GERMAN 390 for course description.

EURO 364     TTh 10:30-12:20  Thomas, C.
5 Credits
Modern Greece: 1821 to the Present
Offered jointly with HSTEU 364. See HSTEU 364 for course description.

EURO 445     TTh 1:30-3:20  Stecher Hansen, M.
5 Credits
War and Occupation in Northern Europe: History, Fiction, and Memoir
During World War II the Nordic region was clenched between two mighty belligerent powers: the Soviet Union and Nazi Germany. As Finland resisted Soviet aggression from the East, Denmark and Norway suffered military occupation by Nazi Germany. Neutral Sweden avoided the war and occupation by making considerable concessions to the Axis. Juxtaposing the “Eastern” pressure on Finland and the Baltic states with the “Western” pressure on Norway and Denmark, this course explores the wartime fates of Nordic nations by means of testimonies and literature produced by ordinary citizens, resistance fighters, war victims, and fiction writers. Students will read historical scholarship alongside literary texts and memoirs in order to identify ideological, national, and personal perspectives in the narratives. In particular, the course focuses on the political implications and literary
representations of “collaboration” and “resistance” during the war. Offered jointly with SCAND 445.

EURO 480  
5 Credits  
Kierkegaard and Decadence in European Literature  
Reading and discussion of core texts by Soren Kierkegaard, as well as a consideration of the relationship between Kierkegaardian thought and the literary practice of various writers of Scandinavian and European decadence. Offered jointly with SCAND 480.

EURO 490 A  
5 Credits  
Continuation of Third Year Modern Greek

EURO 490 E  
5 Credits  
History of Modern Greek Literature, 19th-20th C.  
Modern Greek literature does not constitute a minor or peripheral literature but an integral part of modern European literature, occupying a unique position in it due to its connection with the exceptionally long and rich Hellenic tradition. This class tells the fascinating story of Modern Greek literature, placing it in the context of modern European literature, and highlighting its links with the Hellenic continuum. Some of the questions to be addressed in this class are the following. 1. When does Modern Greek literature properly begin, which are its main genres, and its relation to the major movements of modern European literature? 2. Which authors make up the canon of Modern Greek literature, and which of them won the Nobel Prize for Literature? In what ways was the canon of Modern Greek Literature questioned, so as to also include women writers and other marginalized voices? 3. What is the impact of ancient Greek myth and ritual on Modern Greek literature? Selected literary and non-literary texts, and also visual material, such as films and photographs, will be employed in the class in order to answer the above questions and to tell the story of Modern Greek literature graphically and plainly. Offered jointly with C LIT 496.

EURO 490 F  
5 Credits  
Nationalism and Ethnicity in Post-communist Europe  
The first section of the course will review the basic social science approaches to the study of Eastern Europe - with a focus on how these approaches explain nationalism + ethnic mobilization in the region’s political development; the second will then focus on recent scholarship on post-communism (again with specific attention to the role of nationalism/ethnicity both in undermining communism and in the emergence of post-communist regimes); the final section will be devoted to specific case studies. Students will, thereby, be introduced to both the general literature on Eastern Europe and to the specific themes and issues associated with nationalism and the mobilization of ethnicity. Overall, this course should appeal to those interested in the range of post-communist outcomes when it comes to the mobilization of nationalism/ethnicity -- from the Baltics to the Balkans; from the new member states of the EU to the frozen conflict zones of the post-Soviet Caucasus countries. Why, for example, have some countries been able to avoid ethnic conflict while others have succumbed to it? What are the prospects for democratic development once ethnic mobilization has taken root in a region? What are the implications of post-accession nationalist-populist political party development in the new EU memberstates? How has globalization interacted with identity formation dynamics? In short, while it is easy to conclude that the region is somehow perennially doomed to ethnic expressions of national identity, this may well be too simplistic a conclusion based on a lack of understanding of the very complex and differentiated processes at work. We will, therefore, seek a more nuanced understanding of post-communist national identity formation processes, combined with an empirically grounded appreciation of how these processes have played out in specific settings and cases.
RUSSIAN, EAST EUROPEAN AND CENTRAL ASIAN STUDIES

SISRE 424     TTh 11:30-1:20     Jones, C.
5 Credits    RE

**Security Affairs of Russia and Eurasia**
Surveys history of Soviet military and Soviet empire from 1917 to 1985, breakup of the USSR during 1985 to 1991, and the emergence of new security issues among those Eurasian states that formally constituted the national components of the USSR and its communist military allies.

SISRE 424     TTh 1:30-3:20     Bilaniuk, L.
5 Credits    RE

**Anthropology of the Post-Soviet States**
Students will learn anthropological perspectives on Soviet and post-Soviet life from readings of studies based on ethnographic fieldwork. We will explore what “Sovietness” was, how it was experienced in everyday life, and the particularities of post-Sovietness in comparative cross-cultural perspective. We will examine how politics impinged on people’s sense of culture, language, and identity; the role of economics in interpersonal relations and social power; how history has been variously reinterpreted and used to define and justify the present. We will examine how people experience and participate in the construction of social divisions such as class, gender, language, and ethnicity, and how these have been transformed with the formation and demise of the Soviet system. *Offered jointly with ANTH 425.*

SISRE 490 A     TTh  2:30-4:20     Lysak
5 Credits    RE

**Polish Culture and Society 1945-1989**

PHILOSOPHY

PHIL 322     MWF 2:00-3:20     Goodnick, E.
5 Credits

**Modern Philosophy**
Examination of metaphysical and epistemological problems from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

POLITICAL SCIENCE

POL S 326     TTh 11:30-1:20     Ingebritsen, C.
5 Credits    EU

**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*
ROMANCE LANGUAGES AND LITERATURE

FRENCH

FRENCH 305     MW 9:30-11:20     Mackenzie, L.
5 Credits

Survey of French Literature: 1600-1789
Survey of French literature in the so-called “classical” and “Enlightenment” periods. We will learn the basics of social and political change in France during this time, and read sample texts as products of and as reactions to the processes of history. We will also work on composition skills in French. Course conducted in French.

FRENCH 378     TTh 11:30-1:30     Watts, R.
5 Credits

The Making of Contemporary France
Study of the historical origins and subsequent development of contemporary problems and characteristics of French government and politics, economy, and society. Course conducted in English, reading in French. Prerequisite: FRENCH 203.

ITALIAN

ITAL 250     MW 1:30-2:50     Taradel, R.
5 Credits

Rome
In English. Offered jointly with ART H 250/HSTEU 250. See ART H for course description.

ITAL 405     MW 2:30-4:20     Mazzola, C.
5 Credits

Modern Italian Readings I
Readings covering the work of major Italian twentieth-century authors. Prerequisite ITAL 302.

SPANISH

SPAN 352     TTh 1:30-2:50     Diaz, M.
3 Credits

Fiction
Generic study of Spanish fiction. Prerequisite: SPAN 301, SPAN 310, or SPAN 314.

SPAN 449     TTh 10:30-12:20     Gilbert, D.
5 Credits

Spanish Drama and Play Production
Prerequisite: either SPAN 303, SPAN 316, or SPAN 330.

SPAN 462     TTh 1:30-3:20     Gilbert, P.
Credits 5

Topics in Spanish Cultural Studies
Examines Spanish society and its cultural production. Major movements in the development of Spanish society and intellectual life as reflected in music, the visual arts, literature, etc. Specific topics vary. Class information may change.
DANISH

DANISH 310     MW 12:30-2:20     Stecher Hansen, M.
5 Credits

**Topics in Danish Prose**
Focuses on the fairy tale and story, with selections by Bicher, H.C. Andersen, Bang, Blixen, and others.

FINNISH

FINN 310     MTWThF 9:30-10:20     Elg, A.
5 Credits

**Topics in Finnish**
Topics related to Finnish literature, life, and civilization.

NORWEGIAN

NORW 312     MW 12:30-2:20     Leiren, T.
5 Credits

**Topics in Norwegian Literature and Culture**
Topics related to Norwegian literature, life, and civilization. *Recommended: NORW 20. Jointly offered with SCAN 490 A.*

SCANDINAVIAN

SCAND 150     MW 12:30-2:20     Sjavik, J.
5 Credits

**Norwegian Literary and Cultural History**
A survey of Norwegian literary and cultural history from the Vikings to the present. Authors read include Bjornson, Ibsen, Hamsun, and Roølvaag.

SCAND 326     TTh 11:30-1:20     Ingebritsen, C.
5 Credits

**Scandinavia in World Affairs**
*Offered jointly with POL S 326. See POL S 326 for course description.*

SCAND 335     MW 1:30-3:20     Gavel Adams, A.
5 Credits

**Scandinavian Children’s Literature**
The history, forms, and themes of Scandinavian children’s literature from H. C. Andersen to the present. Exploration of the dominant concerns of authors, adult and non-adult audiences, and the uses to which juvenile and adolescent literature are put. Film adaptations and Scandinavian-American materials included.

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

**The Vikings**
*Jointly offered with HSTAM 370. See HSTAM 370 for course description.*

SCAND 454     TTh 1:30-3:20     Stecher Hansen, M.
5 Credits
Senior Seminar: War and Occupation in Northern Europe
Jointly offered with EURO 494. See EURO 494 for course description.

SCAND 454  MTWTh 12:30-1:20  Smidchens, G.
5 Credits

Baltic History
Jointly offered with HSTEU 454. See HSTTEU for course description.

SCAND 480  MW 3:30-5:20  Sjavik, J.
5 Credits

Kierkegaard and Decadence in European Literature
Jointly offered with EURO 480. See EURO 480 for course description.

SCAND 490A  TTh 12:30-2:20  Leisen, T.
1-5 Credits

Special Topics
Jointly offered with NORW 312. See NORW 312 for course description.

SWEDISH

SWED 302  TTh 12:30-2:20  Dubois, I.
5 Credits

The Swedish Novel
Selected works by novelists of the nineteenth and twentieth centuries. Recommended: SWED 203

SLAVIC LANGUAGES AND LITERATURE

POLISH

POLISH 420  TTh 2:30-4:20

Polish Literature in English
Representative prose works by leading twentieth-century Polish writers. Polish literature’s critique of modern European civilization. The relation of historical memory, collective victimization, and the utopian imagination in Polish literature to political power and national survival.

RUSSIAN

RUSS 322  MWTh 10:30-11:20  Henry, B.
5 Credits  T Quiz Sections  RE

Russian Literature and Culture: 1790-1900
Literature as an element in Russian culture. Art, architecture, music, and philosophy also treated. Periods covered include the age of Peter the Great, romanticism, realism, and impressionism.

SOCIOLOGY

SOC 316  TTh 3:30-5:20  Kiser, E.
5 Credits  F Quiz Sections

Introduction to Sociological Theory
Introduction to sociological theory. Includes classical theorists Adam Smith, Karl Marx, Emile Durkheim, and Max Weber and their influence on contemporary theoretical debate.