European Studies Program

Course Offerings
Winter Quarter, 2012

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 Romanticism

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: October 2011
European Survey Course (ES)

HIST 250     TTh 12:30-2:20               Naar, D.
5 Credits ES
Introduction to Jewish Cultural History
Introductory orientation to the settings in which Jews have marked out for themselves distinctive identities as a people, a culture, and as a religious community. Examines Jewish cultural history as a production of Jewish identity that is always produced in conversation with others in the non-Jewish world. Offered jointly with SISJE 250.

POL S 310     MW 9:00-10:20       Di Stefano, C.
5 Credits     TTh Quiz sections ES
The Western Tradition of Political Thought, Modern
This course will provide a selective survey of modern (not to be confused with contemporary) political theory, including primary source works of Karl Marx, Alexandra Kollontai, John Stuart Mill, W.E.B. Du Bois, Max Weber, and Friedrich Nietzsche. Special attention will be given to each theorist’s unique and enduring attempt to analyze the modern Western experience. Key themes include: diverse meanings and assessments of modernity; narratives of modernity and its non-modern “others”; the relationship between modernity and modern emancipatory movements; the relationship between modernity and colonialism; the impact of modernity on intimate relationships; the question of historical progress (i.e., are modern people better off than their pre-modern predecessors and non-Western contemporaries?); the declining role of religion, tradition, and communities in modern societies; modernity as experienced by disenfranchised populations; modernity as myth; intimations of postmodernity.

Required Core Course

SIS 201     MWF 12:30-1:20    Lucero, J.
5 Credits     TTh Quiz Sections Req.
Making of the 21st Century
There are two main themes of this course. The first is the making and un-making of global orders. Over the course of the last hundred years (or so), there have been numerous attempts to impose economic, political, military, and cultural frameworks in the name of various ideals like peace, security, democracy, and development. Many of those attempts have led to disastrous consequences. This course will explore many of those varying efforts and pay particular attention to the work that has gone into the connections and conflicts between “First” and “Third” World projects. The second theme concerns the interplay between structures and actors in various processes of international political economy. On both global and local levels, the old observation of Karl Marx remains largely true: people make their own history, but they do not make it under conditions of their own choosing. We will examine both how global forces structure the decisions of elite and popular sectors, as well as how political actors negotiate, contest, and transform global forces.

EURO 302    MWF 10:30-11:20    Wilke, S.
5 Credits Req.
European Romanticism
This course offers an introduction to the literature, culture, philosophy, and arts of the period of European Romanticism (around 1800) and its effects on contemporary popular culture. Romanticism as a movement is a reaction to the Industrial Revolution and the political challenges of the French Revolution and its aftermaths. Some define it as a reaction to the rationalization of nature. Instead of scientific rational explanations of natural phenomena, their aesthetic experience and sublimity is emphasized highlighting nature as a place for the picturesque as well as the horrific. Romantic poets loved to experiment with mixing literary genres and the arts, they explored former periods, particularly the Middle Ages, revitalized folk and fairy tales, imagined themselves in far away,
frequently exotic and orientalized places, studied the natural forms of their environment such as rocks and trees, wandered about in the woods singing songs, philosophized about nature, language, and subjectivity, got together with friends in salons, and formed intellectual circles. Women formed strong relationships with other women and took to the pen. All in all, it was a time of social and artistic experimentation and imagining the self in new and exciting environments. We will research and recreate this time period inside and outside of class in a variety of interactive formats including lecture, class discussion, team debates, presentation of team projects, blogs, etc. Students are expected to attend each class period with all assignments completed by the beginning of class and ready to engage in and do online research about the topic of the day. Students will contribute individual entries to our blog, be part of a team that works together throughout the quarter, communicate with each other outside of class, complete assignments, and be expected to be active interlocutors in class discussion. Course offered jointly with GERMAN 390.

Senior Seminar

EURO 494 D    MW 3:30-5:20    Sjavik, J.
5 Credits

Senior Seminar: Hamsun Modernism
Reading and discussion of significant novels by Knut Hamsun, whose oeuvre is considered in the context of works by other European modernist writers. Offered jointly with SCAND 482.

EURO 494E    MW 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.

EURO 494 F    TTh 2:30-4:20    Kozuchowski, A.
5 Credits

Phantom of Intelligentsia: Russia and Poland
We will discuss intelligentsia as a social group: its historical origins, social composition, styles of life, ideological involvements and relations with other social groups. We will focus on the 19th - 20th century Russia and Poland, but will also seek for analogies/comparisons in Western Europe.

EURO 494 G    T 2:30-5:20    Cirtautas, A.
5 Credits

Old Europe and New Europe: Challenge of Integration
From the imposition of communist rule to the Revolutions of 1989 and the transition to liberal capitalism, the countries of Eastern Europe have undergone tremendous political, social and economic changes since WWII. Not surprisingly, these processes have been the subject of multiple histories and social science works that have, for the most part, documented the transformations from the top down, examining changes in regimes and institutions. While not neglecting the broader institutional context, this course will, however, focus on how these changes
have affected the individuals involved. By reading memoirs, eyewitness narratives and anthropology works, we will gain insight into both the ordinary routines and the extraordinary events that have continuously shaped and re-shaped modern east European political development from the bottom up. Such a perspective should enable an ‘empathic understanding’ of the challenges east Europeans have faced; an understanding that often gets lost or obscured by the tendency to study this part of Europe more in terms of over-arching “-isms” (e.g., nationalism, communism, post-communism) than in terms of distinct states and individual lives.

Electives

ANTHROPOLOGY

ANTH 425 TTh 1:30-3:20
5 Credits
Bilaniuk, L.

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 SISRE 425.

ARCHITECTURE

ARCH 457 TTh 10:30-11:50
3 Credits
Clausen, M.

Twentieth-Century Architecture
Architecture in the twentieth century, mainly in Europe and the United States. Traces roots of Modernism in Europe in the 1920s, its demise (largely in the United States) in the 1960s and recent trends such as Post-Modernism and Deconstructivism. Recommended: some background in the art, architecture, or history of the period. Offered jointly with ART H 491.

ART HISTORY

ART H 309 D MWF 12:30-1:50
5 Credits
Wieczorek, M.

Topics of Art History: Post Impressionism Serat, Cezanne, Van Gogh, Gaugin

ART H 380 MWF 11:00-2:20
5 Credits
Wieczorek, M.

Nineteenth- and Twentieth-Century Art
Arts and architecture of Europe and America from Romanticism to the present.

ART H 484 TTh 12:30-1:50
5 Credits
Failing, P.

Topics in Modern Art : New Art in Western Europe, 1945-1990
Approach to art of the nineteenth and twentieth centuries through particular themes, genres, contexts, or other issues. Focus varies from year to year. Recommended: some background in the art or history of the period.

ART H 491  
TTh 10:30-11:50  
Clausen, M.  
3 Credits  
**Twentieth-Century Architecture**  
*Offered jointly with ARCH 457. See ARCH 457 for course description.*

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**COMPARATIVE HISTORY OF IDEAS**

CHID 205  
MTWThF 12:30-1:20  
Searle, L.  
5 Credits  
**Method, Imagination, and Inquiry**  
The course pursues an intensive and demanding series of readings in Western intellectual and cultural history, with primary texts drawn from philosophy, literature, and the history and philosophy of science. The sequence of readings is precisely ordered, where problems that arise in one text are pursued and elaborated in the text or texts which follow. The title of the course reflects its organizing premise: that the primary focus of Western intellectual culture is sustained inquiry, in which method and imagination are constantly intertwined. In many ways, this course is offered as a fundamental introduction to authors and ideas that have shaped Western thought and culture. It is designed to open pathways to study in many other programs and departments, and its intent is to involve you directly with the examination of fundamental conceptions that are implicated in virtually everything else you think. *Offered jointly with ENGL 205.*

CHID 270  
MWF 11:30-12:20  
Block, R.  
5 Credits  
**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?

CHID 309  
MW 2:30-4:20  
Olivera, J.  
5 Credits  
**Marx and the Marxian Tradition in Western Thought: The Foundations of Modern Cultural Criticism**  
Critically examines the formation of modern Western culture, politics, and society through an historical analysis of the work of Karl Marx and the thinkers, artists, and activists who assimilated and transformed Marxian concepts from the late 19th century to the present. *Offered jointly with HIST 309.*

CHID 498 B  
MWF 11:30-12:20  
Gray, R.  
5 Credits  
**Freud and the Literary Imagination**  
This course examines the central psychological theories developed by Sigmund Freud and their application to
prominent literary texts from the early decades of the twentieth century. 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. Jointly offered with C LIT 396 B.

**COMPARATIVE LITERATURE**

C LIT 315 B  
5 Credits  
**French Film**

C LIT 396 B  
5 Credits  
**Freud and the Literary Imagination**  
Jointly offered with CHID 498 B. See CHID 498 B for course description.

C LIT 431  
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. Interested in popular music? How about the top of the pops from the 16th and 19th centuries in Britain, Scandinavia, and Appalachia and the Ozarks? This is the music that took all of Europe by storm with its captivating melodies and alternately tragic or hilarious lyrics. This is the music that lies at the roots of Bluegrass.

**ENGLISH**

ENGL 205  
5 Credits  
**Method, Imagination, and Inquiry**  
Offered jointly with CHID 205. See CHID 205 for course description.

ENGL 212  
5 Credits  
**Literature, 1700-1900**  
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. In this class, we will begin to track the development of the eighteenth and nineteenth-century British novel. Our orienting point of analysis will be the role of women, both as authors and protagonists, in the rise of the novel. While most of our time will be devoted to close readings of the novels, we will also discuss each novel in relationship to an excerpt from a representational critical work that attempts to establish the novel’s significance and location in the history of the British novel, attempting to tease out each critical work’s successes and shortcomings in defining the British novel.

ENGL 213  
5 Credits  
**Modern and Postmodern Literature**  
This course explores U.S. and British literary modernism and postmodernism as responses to distinct historical, political, social, and cultural contexts of the 20th century. The period witnessed two world wars and the concomitant development of military technology that brought destruction on an unprecedented scale of economic
depression, the refinement of mass production methods; continuing migration from rural to urban areas; civil and womens rights movements; the development or proliferation of transportation, communication, entertainment and computer technologies; and the effects of globalization. Modern and postmodern literature reflects as well as shapes human perception of these phenomena. As we examine novels and poems of the era, we will focus on how artists experimented with language and form to represent the altered sense of space, time, and the self engendered by modernity and postmodernity. We will also pay attention to literary interrogations into the nature of narrative, history and memory.

ENGL 225 MTWTh 9:30-10:20 Martin, C.
Credits 5
Shakespeare: Reading Shakespeare’s Fools, Jesters and Clowns
Introduces Shakespeare’s career as dramatist, with study of representative comedies, tragedies, romances, and history plays.

ENGL 324 MW 12:30-2:20 Streitberger, W.
Credits 5
Shakespeare After 1603
Shakespeare’s career as dramatist after 1603. Study of comedies, tragedies, and romances.

ENGL 328 TTh 1:30-3:20 Crimmins, J.
5 Credits
English Literature: Later Eighteenth Century
Classic age of English prose. Essays, biography, and criticism by Samuel Johnson, Oliver Goldsmith, and others; comedies by Goldsmith and Richard Brinsley Sheridan; fiction by Henry Fielding and others; poetry by a variety of writers.

ENGL 329 MW 9:30-11:20 Lockwood, T.
5 Credits
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. Two novels, but they are monsters: Samuel Richardson’s Clarissa (1747-8) and Henry Fielding’s Tom Jones (1749). These are the foundational texts of the modern English novel. Clarissa is an intense, harrowing tragedy of seduction, while Tom Jones is a panoramic comedy of social experience. One is inward and deeply personal; the other is expansively outward-looking and very funny. Both are brilliant masterpieces which set the terms and direction of fiction for the next 200 years. We will read them closely, and this is where you come in. Tom Jones is quite long, but Clarissa is massive--1500 closely printed pages. They make an amazing reading experience but BE WARNED--it will be very challenging, and if you can’t keep up the reading pace (about 250 pages/week), with close attention, you will end up having to drop or fail. But it’s great stuff!

ENGL 330 TTh 10:30-12:20 Laporte, C.
5 Credits
English Literature: Romantic Age
This course will serve as a general introduction to Romanticism in British literature between 1765 and 1830. It will focus on two particular literary responses to the Enlightenment: the emergence of Gothic fiction and the Romantic cult of Nature. Please expect to read four novels as well as healthy amounts of poetry and nonfiction prose.

ENGL 331 MW 2:30-4:20 Modiano, R.
5 Credits
Romantic Poetry I
Blake, Wordsworth, Coleridge, and their contemporaries.

ENGL 333 TTh 9:30-11:20 Lee, J.
5 Credits
English Novel: Early and Middle Nineteenth Century
Studies in the novel in one of its classic phases. Authors include Austen, the Brontes, Dickens, Thackeray.

ENGL 335 TTh 9:30-11:20 Butwin, J.
5 Credits
English Literature: The 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 337 MW 12:30-2:20 Patel, T.
5 Credits
The Modern Novel
The novel on both sides of the Atlantic in the first half of the twentieth century. Includes such writers as Joyce, Woolf, Lawrence, Stein, Hemingway, Faulkner, and others.

ENGL 340 TTh 11:30-1:20 Popov, N.
5 Credits
Modern Anglo-Irish Literature
Principal writers in English of the modern Irish literary movement -- Yeats, Joyce, Synge, Gregory, and O’Casey among them -- with attention to traditions of Irish culture and history.

GERMANICS

GERMAN 322 TTh 1:30-2:50 Ames, E.
Credits 5
Introduction to German Cultural Studies
Exploring Visual Culture This course asks how and why visual media have become so central to modern German culture. In it, we will explore various key forms, including sculpture, photography, architecture, film, and museum display. We will also consider the representational tension between word and image. Readings will provide historical as well as contemporary perspectives on specific topics--namely, power, knowledge, memory, and identity. Our primary way of understanding the world is now visual, and not textual. So, the goal of this course is to give students a set of critical tools for analyzing and understanding visual culture in the German context and beyond.

GERMAN 390 A MWF 10:30-11:20 Wilke, S.
5 Credits
Germainic Studies in English : European Romanticism
Course offered jointly with EURO 302. See Required Courses for course description.

GERMAN 390 B MWF 11:30-12:20 Gray, R.
5 Credits
Germainic Studies in English : Freud and the Literary Imagination
This course examines a set of 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.

GERMAN 422 MWF 11:30-12:20 Bansleben, M.
Credits 5
Studies in Nineteenth-Century Literature and Culture
Rotating special topics in literature and culture of the nineteenth century, such as particular movements, authors, genres, themes, or problems.

GERMAN 452 MTWThF 11:30-12:20 Voyles, J.
5 Credits
History of the German Language
Offered in English, German 452 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.

HISTORY

ANCIENT & 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 SCAN 370.

HSTAM 403 MWTh 10:30-11:50 Thomas, C.
5 Credits HE, PM
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. This course explores these developments from 404 BCE to the conquest of the remains of Alexander’s empire by the Romans in 30 BCE.
HISTORY

HIST 250     TTh 12:30-2:20             Naar, D.
5 Credits

Introduction to Jewish Cultural History
In the United States, Jews are often viewed as a religious group. Throughout their history, however, Jews have also developed distinct Jewish cultures with religious practices and beliefs constituting only one component. This class will explore various expressions of Jewish culture including biblical, Hellenistic, Judeo-Arabic, Sephardic, Ashkenazic, Eastern European, American and Israeli. As we analyze Jewish cultures across time and space, we will discuss how Jews both adopted the cultural assumptions of their neighbors and adapted these traditions to preserve a distinct identity. Offered jointly with SISJE 250.

HIST 309     MW 2:30-10:20          Olivera, J.
5 Credits

Marx and Nietzsche: The Assault on Bourgeois-Christian Civilization
Offered jointly with CHID 309. See CHID 309 for course description.

HIST 312     MW 1:30-2:50               Werrett, S.
5 Credits     F Quiz sections

Science in Civilization: Science in Modern Society
This is a general introduction to the history of the sciences from 1650-1850, with an emphasis on the seventeenth and eighteenth centuries. The course will explore key developments in astronomy, physics, natural history, and chemistry during this period, considering key figures such as Kepler, Galileo, Newton, Franklin, Priestley and Lavoisier. Lectures will follow developments chronologically, but will stress important themes such as the history of natural magic; instruments and experiments; gender in science; science and imperialism; science and the public; and science and industrialization. Throughout, attention will also be given to the rich cultural and historical contexts within which the modern sciences emerged.

MODERN EUROPEAN HISTORY

HSTEU 290     TTh 9:30-11:20          Bailkin, J.
5 Credits     F Quiz Sections

Postwar: 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. We will discuss readings by authors such as Primo Levi, Winston Churchill, Frantz Fanon, Bobby Sands, Slavenka Drakulic, and Hanif Kureishi. We will also analyze films such as Germany Year Zero, Triumph of the Will, London Can Take It, The Battle of Algiers, Goodbye Lenin, Dirty Pretty Things, No Man’s Land, and Inglourious Basterds.

HSTEU 361     MW 1:30-3:20            Schmidt, B.
5 Credits     PM
Spain and its Golden Age, 1469-1700
This course explores the history and culture of Spain and its empire during the early modern period. By the sixteenth century, Hapsburg Spain had emerged as Europe’s unrivaled superpower, with an empire stretching from Madrid to Havana and allies answering from Vienna to the Philippines. Yet, following a century of meteoric economic growth and spectacular cultural production—including literary experimentation, artistic innovation, and religious reformation—Spain entered a period of perceived “decline” and stagnation. How the small Iberian kingdom of Castile rose to such prominent heights and then receded just as dramatically from the European stage will be surveyed through an examination of the political, social, and above all cultural history of Spain in its Golden Age. We will engage especially with the great literature of the Siglo de Oro and the art of the Spanish Renaissance.

HSTEU 364     TTh 11:30-1:20   Klapaki, N.
5 Credits

Modern Greece: 1821 to the Present
Politics and society of Greece from War of Independence to the present. Emergence and development of the Greek state; Greece in the world wars; civil war and post-war politics; military dictatorship; transition to democracy; recent developments. 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. 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, recent developments. No prior study of Greece assumed. Offered jointly with EURO 364.

HSTEU 376     MTWThF 10:30-11:20    Behlmer, G.
5 Credits

Modern Irish History
More than 400 years before the Arab-Israeli conflict began, there was an “Irish Problem.” This course will examine the tangled roots of conflict in Ireland—conflict that has pitted the Irish against the English and, at the same time, Irish people of one cultural tradition against Irish people of another. History 376 will emphasize the role of historical myth in shaping present political realities. The contours of the Irish past over the last three centuries will be treated, with special attention given to the origins of today’s fragile truce between “Orange” and “Green” in Northern Ireland.

HSTEU 380     MTWTh 12:30-1:20   Leiren,T.
5 Credits PM

History of Scandinavia to 1720
This course provides a historical overview of Scandinavia from the end of the Viking Age to the period of the Enlightenment (approx. AD 1050 - AD 1720). The course examines major political, social, and economic developments in Denmark, Norway, Sweden, Iceland, and Finland from the Christian Middle Ages through the Lutheran Reformation. Among other topics, this course looks at the rise of the development of the Scandinavian nation states, Scandinavia’s relations with Europe, the Lutheran Reformation, Sweden’s growth to a Great Power, and Scandinavian experiments in absolutist government. Jointly offered with SCAN 380.

HSTEU 401     TTh 1:30-3:20   O’Neil, M.
5 Credits PM

The Italian Renaissance
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 422 TTh 11:30-1:20 Jonas, R.
5 Credits PM

**The French Revolution and Napoleon: 1789-1815**
At its core, this course is about the French Revolution from the twilight of the old regime to the defeat of Napoléon and the restoration of the monarchy. However, the Revolution’s impact extended well beyond Europe. It prompted slave revolt in the Caribbean, weakened the hold of Europe on Latin America, and shook the status quo in North Africa and the Middle East. Students will learn how the Revolution of 1789 destabilized the European old regime and opened the era of modern politics. By the time the Revolution was over, the inertia that had favored the rule of kings and queens from Madrid to Moscow had been destroyed, public opinion was a recognized force, human rights had become a legitimate goal, and terror as a political tool had new advocates. Lecture topics will include: the invention of public opinion in the 18th century; the Revolution and the Catholic Church; revolutionary evangelism; the king’s trial and execution; the guillotine and modern justice; counter revolution and resistance to the Revolution; the Terror and terrorism in historical perspective; the status of women in a fraternal revolution; music and political culture; the Revolution and the world’s first successful slave revolt (Haiti); the Napoleonic armies and the spread of the Revolution from the Caribbean to Cairo; Napoléonic warfare (strategy and tactics in the age of mass politics); revolutionary culture and iconography; the Revolution and the city of Paris; the Revolution in film; the Revolution today.

**JACKSON SCHOOL OF INTERNATIONAL STUDIES**

**EUROPEAN STUDIES**

EURO 302 MWF 10:30-11:20 Wilke, S.
5 Credits

**The Politics and Cultures of Europe : European Romanticisn**
Course offered jointly with GERMAN 390 A. See Required Courses for course description.

EURO 344 MTWTh 10:30-11:20 Smidchens, G.
5 Credits

**The Baltic States and Scandinavia**
This course will survey the history of the Baltic Sea regions from the Viking Age to the present, with particular attention to the East Baltic (Estonia, Latvia and Lithuania). Class discussion will include critical analysis of primary documents. Offered jointly with SCAND 344.

EURO 345 MTWTh 10:30-11:20 Smidchens, G.
5 Credits

**Baltic Cultures**
This course gives a broad introduction to the cultures of the Estonians, Latvians, and Lithuanians. Baltic literature, music, art and film will be studied in their historical context, exploring the relation between people and culture in the Baltic States. Offered jointly with SCAND 345.

EURO 364 TTh 11:30-1:20 Klapaki, N.
5 Credits

**Modern Greek History: Regaining Independence and Identity**
Offered jointly with HSTEU 364. See HSTEU 364 for course description.

EURO 445 MW 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 482
MW 3:30-5:20
Sjavik, J.
5 Credits
Knut Hamsun and Early European Modernism
Offered jointly with SCAND 482. See Senior Seminars for course description.

EURO 490 A
to be arranged
Panagiotides, H.
Credits 5
Special Topics : Continuation of Third Year Modern Greek

EURO 490 E
MW 1:30-3:20
Ingebritsen, C.
5 Credits
Special Topics : Euro Capitalism

EURO 490 G
MWF 11:30-12:20
Gray, R.
5 Credits
Th Quiz sections
Special Topics : Freud and the Literary Imagination
This course examines the central psychological theories developed by Sigmund Freud and their application to prominent literary texts from the early decades of the twentieth century. 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.

COMPARATIVE RELIGION
RELIG 415
TTh 2:30-4:20
Pianko, N.
5 Credits
Modern Jewish Thought
What is Judaism? Is it a religion, a nation, an ethnicity? These are the questions we will explore through the lens of modern Jewish thinkers. The class will provide opportunities to delve into the changing meaning of Judaism, and more generally, the transformation of identity in the modern period. Although the course is listed as a 400 level course, there are no prerequisites and students of all backgrounds are welcome to participate.

JEWISH STUDIES
SISJE 250
TTh 12:30-2:20
Naar, D.
ES
Introduction to Jewish Cultural History
Offered jointly with HIST 250. See European survey courses for course a description.

RUSSIAN, EASTERN EUROPEAN AND CENTRAL ASIA STUDIES
SISRE 424     MW 1:30-3:20               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 425     TTh 1:30-3:20               Bilaniuk, L.
5 Credits    RE

**Anthropology of the Post-Soviet States**
*Offered jointly with ANTH 425. See ANTH 425 for course description.*

**PHILOSOPHY**

PHIL 320     TTh 11:30-1:20               Weller, C.
5 Credits    HE, PM

**Ancient Philosophy**
Survey of Ancient Greek Philosophy from the Pre-Socratics through Aristotle. Metaphysics, theory of knowledge, theory of mind, ethics, and political theory will be covered.

PHIL 322     TTh 1:30-3:20               Baker, A.
5 Credits    PM

**Modern Philosophy**
A detailed survey of 17th and 18th century philosophy, focusing mainly on issues in metaphysics and epistemology. While some mention will be made of other figures, the discussion will focus heavily on the following seven philosophers: Descartes, Spinoza, and Leibniz (the Continental Rationalists); Locke, Berkeley, and Hume (the British Empiricists); and Kant. We will read substantial excerpts from the writings of each of these authors, attempting both to understand and to critically assess their main ideas and arguments. Two mid-term exams, a final exam, and some homework/quizzes.

PHIL 422     MWF 11:30-1:20               Peeters, J.
5 Credits    PM

**Studies in Continental Rationalism**
This course will comprise an investigation of the central themes found in the major continental Rationalists (Descartes, Malebranche, Spinoza, and Leibniz). We will focus on the following themes: skepticism, bodies, minds, and causation.

PHIL 433     WF 2:00-3:20               Roberts, J.
5 Credits    HE, PM

**Philosophy of Aristotle**
This course will use Aristotle’s Politics as an entry to his broader philosophical thought. Although we will mainly talk about the Ethics and the Politics we will thus also dip into (at least) the Physics, De Anima, the Rhetoric and the Poetics. Students will be asked to write two papers and take a final exam. Prerequisite: One of the 300-level ancient philosophy courses.

**POLITICAL SCIENCE**

Pol S 310     MW 9:00-10:20pm               Di Stefano, S.
5 Credit     ES

**The Western Tradition of Political Thought, Modern**
*See European Survey Courses for course description.*
ROMANCE LANGUAGES AND LITERATURE

FRENCH

FRENCH 305     TTh 9:30-11:20     Collins, D.
5 Credits        PM
**Survey of French Literature: 1600-1789**
Emphasis on literary movements and texts in relation to cultural background.

FRENCH 378     MW 9:30-11:20     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.

FRENCH 435     TTh 11:30-1:20    Collins, D.
5 Credits
**Topics Non-Fiction : 19th Century Nonfiction prose**
Content varies.

FRENCH 470     TTh 1:30-3:20     Watts, R.
5 Credits
**Cinema**
Major films and figures of French cinema from the beginnings to the present.

ITALIAN

ITAL 403     MW 2:30-4:20     Gaylard, S.
5 Credits        PM
**Modern Italian Readings II**
Readings in Italian Sei/Settecento, covering the periods of Baroque and Enlightenment literature.

ITAL 465     MW 12:30-2:20     Taradel, R.
5 Credits
**Contemporary Italian Narrative**
Critical reading of selected modern exponents of the short story and novel.

SPANISH

SPAN 449     TTh 10:30-12:20    Gilbert, D.
5 Credits
**Spanish Drama and Play Production**

SCANDINAVIAN LANGUAGES AND LITERATURE

DANISH

DANISH 311     MW 12:30-2:20    Ohrbeck, D.
5 Credits
**Topics in Danish Literature and Culture**
Selected topics in modern Danish literature and culture, such as women’s literature, Danish identity and the European Union, contemporary drama and film, or children’s literature.

### FINNISH

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<tr>
<th>Course</th>
<th>Title</th>
<th>Schedule</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>FINN 310</td>
<td>Topics in Finnish</td>
<td>MTWThF 9:30-10:20</td>
<td>Elg, A.</td>
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<tr>
<td></td>
<td>Topics related to Finnish literature, life, and civilization.</td>
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### SCANDINAVIAN

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<tr>
<td>SCAND 151</td>
<td>Finnish Literary and Cultural History</td>
<td>TTh 10:30-11:20</td>
<td>Nestingen, A.</td>
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<td></td>
<td>A survey of Finnish literature and cultural history during the 19th and 20 centuries. Authors studied include Lonnrot, Snellmann, Kivi, Sodergran, Linna, Haavikko, and Kaurismaki.</td>
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<tr>
<td>SCAND 335</td>
<td>Scandinavian Children’s Literature</td>
<td>MW 2:00-3:50</td>
<td>Gavel Adams, A.</td>
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<td></td>
<td>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.</td>
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<td>SCAND 344</td>
<td>The Baltic States and Scandinavia</td>
<td>MTWTh 10:30-11:20</td>
<td>Smdichens, G.</td>
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<tr>
<td>SCAND 370</td>
<td>The Vikings</td>
<td>MTWTh 10:30-11:20</td>
<td>Leiren, T.</td>
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<td>Jointly offered with HSTAM 370. See HSTAM 370 for course description.</td>
<td>PM</td>
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<tr>
<td>SCAND 380</td>
<td>History of Scandinavia to 1720</td>
<td>MTWTh 12:30-1:20</td>
<td>Leiren, T.</td>
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<td>Jointly offered with HSTEU 380. See HSTEU 380 for course description.</td>
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Jointly offered with EURO 482. See Senior Seminars for course description.

SCAND 490A  
1-5 Credits  
Special Topics : Euro Capitalism  

**SLAVIC LANGUAGES AND LITERATURE**

**POLISH**

POLISH 420  
TTh 2:30-4:20  
5 Credits  
Polish Literature in English: Polish Culture and Society 1944-1989 as reflected in Film  
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  
5 Credits  
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.

**SLAVIC**

SLAV 423  
MW 2:30-4:20  
5 Credits  
East European Film  
Survey of major East European film makers. Compares East European and Western production of those directors who worked partially in the West, e.g., Polanski, Forman, Holland, Makavejev. Topics include film in socialist versus market economy, politics, gender, sexuality.

**SOCIOLOGY**

SOC 316  
MWF 10:30-11:20  
5 Credits  
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.