Romance Languages and Literatures

Department Website: http://rll.uchicago.edu

Listhosts: Spanish and HLBS: rll-spundergrad@lists.uchicago.edu; Italian: rll-itundergrad@lists.uchicago.edu (rll-itundergrad@uchicago.edu); French and Francophone Studies: rll-frundergrad@uchicago.edu (frundergrad@uchicago.edu)

Programs of Study

The Department of Romance Languages and Literatures (RLLT) offers several programs of study leading to the BA degree in French, Italian, or Spanish literature and culture; or in some combination, which may include Catalan, Portuguese, Basque, Haitian Creole (Kreyòl), or non-Romance languages of the Iberian Peninsula, the Caribbean, and Latin America. The BA programs are designed to give students knowledge of the literature and culture of their area of concentration, as well as to develop their linguistic competence in one or more of the Romance languages.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

Courses in the major may not be counted toward general education requirements. For courses that are not taken as part of a University of Chicago study abroad program, students must petition for elective credit from the College before requesting departmental credit. Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses may require consent of the instructor. In addition to the courses offered in this catalog, please check the UChicago Summer Session website (https://summer.uchicago.edu/) for courses that may be offered each summer.

Degree Program in French and Francophone Studies

Program Requirements

Students who elect the major program must contact the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with the French undergraduate adviser. Students must submit to the College Advising office an approval form for the major program signed by the French undergraduate adviser by the end of Spring Quarter of their third year.

The major program in French consists of ten courses beyond FREN 20300 Language, History, and Culture III. One course must be FREN 20500 Writing in French or FREN 20501 Critical Perspectives on French and Francophone Cultures. The remaining courses should be upper-level courses in or related to French, and determined according to the student's interests and with approval from the French Undergraduate Adviser.

All students must take at least one departmental course at the introductory level. Introductory-level courses (as designated in the course title or description) are designed as "gateway" courses that provide foundations for the major and are suitable for students who have just completed the advanced language requirement. All students must also take at least two courses that include pre-nineteenth-century material.

The program offers a number of introductory, bilingual, and cross-listed literature/cultural courses that are open to students before FREN 20500 Writing in French or FREN 20501 Critical Perspectives on French and Francophone Cultures that can count toward the major. Please ask the undergraduate adviser for details.

Students have the flexibility to explore their own interests while developing in-depth knowledge of the language, literature, society, and culture of the Francophone world. The department offers a wide range of courses in language, literature, theater, visual arts, cinema, and music. Departmental courses allow students to gain advanced proficiency in speaking, reading, and writing French and to understand the historical, social, and cultural complexity of France and the Francophone world. Students are encouraged to discuss their course selections with the French undergraduate adviser.

All students must take a majority of their courses in the department but are encouraged to explore appropriate course offerings in History, Political Science, Sociology, Art History, Cinema and Media Studies, Music, and Theater and Performance Studies and seek approval from the French undergraduate adviser to include non-RLLT courses in their major.

Study Abroad

Students are encouraged to participate in the College's study abroad programs in France. Many of these programs confer major or minor credit, including the courses in the summer Advanced French program. The three civilization courses in the French-language European Civilization in Paris program can be used for credit in the French major or minor, assuming a student is not using these courses to fulfill the general education civilization studies requirement. The three courses from the Autumn Quarter African Civilizations in Paris program or the three courses from the Winter Quarter Cinema and Media Studies program in Paris can be used for credit (if they are not being used to meet the general education requirements in civilization studies or the arts). The three courses from the Winter Quarter Middle Eastern Civilizations program in Morocco or the three

courses from the Winter Quarter African Civilization program in Dakar can also be used for credit if they are not being used to meet the general education requirements in civilization studies or the arts. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu (http://study-abroad.uchicago.edu/).

Students may also petition for credit for other courses taken at the University of Chicago Center in Paris, depending on the course content, or for courses taken at other institutions (for instance, at French universities as part of the year-long study abroad program), subject to College procedures and departmental approval. Up to four courses taken at other institutions can be counted toward the major with the approval of the French undergraduate adviser.

Grading

French majors must receive quality grades in all required courses. Non-majors may take departmental courses for Pass/Fail grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students who wish to complete a BA paper are required to register for FREN 29900 BA Paper Preparation: French or FREN 29901 Academic Research and Writing in Winter Quarter, unless they are completing a double BA and are enrolled in the BA Paper Preparation course offered by the department of their other honors major. Students seeking honors may count either of these courses towards their course requirements; they must be taken for a quality grade. The BA paper typically is a research paper with a minimum of 15–20 pages, as agreed upon with the BA adviser, and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. Students must also obtain the approval of both program chairs on a form available from the College adviser, to be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major Program in French and Francophone Studies

One of the following advanced language courses:		100
FREN 20500	Writing in French	
FREN 20501	Critical Perspectives on French and Francophone Cultures	
Nine courses in advanced language, literature, or culture (FREN 20601 or above) *		900
BA paper (if the student wishes to qualify for honors) **		
Total Units		1000

* This must include at least one introductory-level course and at least two courses which include pre-nineteenth-century material. While the majority of courses must be taken in the department, up to three courses may be taken outside the department and up to four courses may be taken at other institutions. Courses must include a French language component. FREN 23333 Reading French for Research Purposes can be counted on a case-by-case basis and with approval from the French undergraduate adviser. Courses in KREY may be considered upon consulation with the French undergraduate adviser.

** Students writing a BA honors paper may include FREN 29900 BA Paper Preparation: French or FREN 29901 Academic Research and Writing as one of their literature and culture courses.

Sample Program: Major in French and Francophone Studies

FREN 20500	Writing in French	100
FREN 20601	Expression orale et phonétique	100
KREY 21600	Francophone Caribbean Culture and Society: Art, Music, and Cinema	100
FREN 22203	The Literary Avant-Garde	100
FREN 23444	Voyages littéraires, XXe-XXIe siècles (introductory-level course)	100
FREN 24100	Nature and the Natural in the Middle Ages	100
FREN 25000	Molière: Comedy, Power and Subversion (pre-19th century course)	100
FREN 25505	Grandes voix féminines des Lettres africaines	100
FREN 25910	Racine (pre-19th century course)	100
FREN 29901	Academic Research and Writing	100

BA Paper (if the student wishes to qualify for honors)	
Total Units	1000

Minor Program in French and Francophone Studies

Students who elect the minor program must contact the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students are strongly encouraged to build their own program in consultation with the undergraduate adviser. Students must submit to the College Advising office the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form signed by the French undergraduate adviser.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors, and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in French in order to receive credit.

The minor program in French and Francophone Studies requires a total of six courses beyond the second-year language sequence (FREN 20100-20200-20300 French Language, History, and Culture I-II-III). One course must be FREN 20500 Writing in French or FREN 20501 Critical Perspectives on French and Francophone Cultures. The remaining courses must consist of five courses in advanced language (20601 and above), literature, society, and culture, including at least one introductory-level course in French. At least one of the courses (at any level) must include pre-nineteenth-century material. With approval from the French undergraduate adviser, one course may be taken outside the department and up to two courses may be taken at other institutions (for instance, at French universities as part of the year-long study abroad program). The program offers a number of introductory, bilingual, and cross-listed literature/cultural courses that are open to students before FREN 20500 Writing in French or FREN 20501 Critical Perspectives on French and Francophone Cultures and that can count toward the minor. Please ask the undergraduate adviser for details.

Summary of Requirements: Minor in French and Francophone Studies

One of the following advanced language courses:		100
FREN 20500	Writing in French	
FREN 20501	Critical Perspectives on French and Francophone Cultures	
Five courses in French language (20601 and above*), literature, culture, and society, including at least one introductory-level course in French and at least one including pre-nineteenth-century material. Students may receive credit for one course taken outside the department, in consultation with the undergraduate adviser. With approval from the undergraduate adviser, up to two courses may be taken at other institutions.		500
Total Units		600

* FREN 23333 Reading French for Research Purposes can be counted on a case-by-case basis and with approval from the French undergraduate adviser. Courses in KREY may be considered upon consultation with the French undergraduate adviser.

Sample Program: Minor in French and Francophone Studies

FREN 20501	Critical Perspectives on French and Francophone Cultures	100
FREN 21601	Francophone Caribbean Culture and Society: Art, Music, and Cinema	100
FREN 22555	Pardon My French: Popular Expression in France	100
FREN 25910	Racine (pre-19th century course)	100
FREN 26003	Introduction à l'autobiographie (introductory-level course)	100
FREN 28410	Ecrire le "Printemps arabe" au Maghreb : témoignages et perspectives littéraires	100
Total Units		600

Minor Program in Kreyòl and Haitian Studies

Students who elect the minor program must contact the French undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students are strongly encouraged to build their own program in consultation with the undergraduate adviser. Students must submit to the College Advising office the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form signed by the French undergraduate adviser.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade.

The minor program in Kreyòl and Haitian Studies requires a total of six courses beyond the second-year language sequence. One course must be KREY 20400 Ekspresyon ekri: Kreyòl lakay soti Ayiti rive nan dyaspora a (Written Expression: Authentic Kreyòl from Haiti to the Diaspora). The remaining five courses should be upper-level language, culture or literature courses that pertain to Francophone Caribbean Culture, Haitian Culture and Society, or Creolophone Communities. At least one of the five courses must be an advanced language course taught in Kreyòl (KREY 21100 Lang, Sosyete ak Kilti Ayisyèn I or KREY 21200 Lang, Sosyete ak Kilti Ayisyèn II). Other courses may be taken outside of the department, or an independent study could be considered for the minor upon approval by the French undergraduate adviser and the Kreyòl language program coordinator. Please ask the undergraduate adviser and the language program coordinator for details.

Summary of Requirements: Minor in Kreyòl and Haitian Studies

KREY 20400	Ekspresyon ekri: Kreyòl lakay soti Ayiti rive nan dyaspora a (Written Expression: Authentic Kreyòl from Haiti to the Diaspora)	100
One of the following:		100
KREY 21100	Lang, Sosyete ak Kilti Ayisyèn I (Haitian Language, Society, and Culture I)	
KREY 21200	Lang, Sosyete ak Kilti Ayisyèn II (Haitian Language, Society, and Culture II)	
Four upper-level language, culture or literature courses that pertain to Francophone Caribbean Culture, Haitian Culture and Society, or Creolophone Communities. Other courses may be taken outside of the department, or an independent study could be considered upon the approval of the French undergraduate adviser and the Kreyòl language program coordinator.		400
Total Units		600

Sample Program: Minor in Kreyòl and Haitian Studies

KREY 20400	Ekspresyon ekri: Kreyòl lakay soti Ayiti rive nan dyaspora a (Written Expression: Authentic Kreyòl from Haiti to the Diaspora)	100
KREY 21100	Lang, Sosyete ak Kilti Ayisyèn I (Haitian Language, Society, and Culture I)	100
KREY 29300	Language Identity and Power in French-Creolophone Contexts	100
FREN 24555	Ecological Explorations of the Francophone World	100
LING 24960	Creole Genesis and Genetic Linguistics	100
SPAN 26780	Caribbean Music, Performance, and Popular Culture in the Age of Precarity: 1990 to the Present	100
Total Units		600

Degree Program in Italian Studies

Program Requirements

Students who elect the major program must meet with the Italian undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with the undergraduate adviser. Students must submit to the College Advising office an approval form for the major program signed by the Italian undergraduate adviser by the end of Spring Quarter of their third year.

The program in Italian consists of ten courses beginning at ITAL 20300 Language, History, and Culture III, and is aimed at developing a broad knowledge of the field through the close study of major works and the critical techniques appropriate to their interpretation. The nine remaining courses should be upper-level courses in or related to Italian. Any of these courses may be courses beginning at ITAL 20300 Language, History, and Culture III. Four of these nine courses may be on Italian cultural topics taken outside of the department with approval from the Italian undergraduate adviser.

Study Abroad

Students are encouraged to participate in the College's study abroad program in Italy. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu (http://study-abroad.uchicago.edu).

Grading

Italian majors must receive quality grades in all required courses. Non-majors may take departmental courses for Pass/Fail grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of the fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students who wish to complete a BA paper are required to register for ITAL 29900 BA Paper Preparation: Italian in Winter Quarter, unless they are completing a double BA and are enrolled in the BA Paper Preparation course offered by the department of their other honors major. Students seeking honors may count it towards their course requirements; it must be taken for a quality grade. The BA paper typically is a research paper with a minimum of 15–20 pages, as agreed upon with the BA adviser, and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. Students must also obtain the approval of both program chairs on a form available from the College adviser, to be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major in Italian Studies

ITAL 20300	Language, History, and Culture III	100
Nine upper-level courses in or related to Italian [*]		900
BA paper (if the student wishes to qualify for honors) [**]		
Total Units		1000

* Any of the nine may be courses in advanced Italian language beyond ITAL 20300. Up to four of the nine may be courses on Italian cultural topics taken outside of the department with approval from the Italian undergraduate adviser.

** Students writing a BA honors paper may include ITAL 29900 BA Paper Preparation: Italian as one of their upper-level courses.

Minor Program in Italian Studies

Students who elect the minor program must meet with the Italian undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students are strongly encouraged to build their own program in consultation with the Italian undergraduate adviser. Students must submit to the College Advising office the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form signed by the Italian undergraduate adviser.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors, and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in Italian in order to receive credit.

The minor in Italian requires a total of six courses beginning at ITAL 20300 Language, History, and Culture III. One of the six courses must be ITAL 20300 Language, History, and Culture III. The five remaining courses in the minor will be upper-level courses in Italian. Any of these may be courses in advanced Italian language beyond ITAL 20300 Language, History, and Culture III. Up to three courses may be on Italian cultural topics taken outside of the department, with approval from the Italian undergraduate adviser.

Summary of Requirements: Minor in Italian Studies

ITAL 20300	Language, History, and Culture III	100
Five upper-level Italian courses [*]		500
Total Units		600

* Any of these may be courses in advanced Italian language beyond ITAL 20300. Up to three of these courses may be on Italian cultural topics taken outside of the department, with approval from the Italian undergraduate adviser.

Undergraduate Programs in Hispanic and Luso-Brazilian Studies (HLBS)

The major and minor programs in Spanish, Portuguese, and Catalan prepare students to succeed in a multilingual and multicultural world. Students will be provided with the knowledge and critical skills necessary to understand and engage with the vastly diverse societies and cultural histories of Iberia and Latin America, while also learning how to read and analyze texts with rigor and insight, write carefully and with well-supported arguments, and refine their written and oral expression.

Interdisciplinary Study

Students may choose from a wide range of courses in Iberian and Latin American languages, literatures, and cultures—including Basque, Catalan, Portuguese, and Spanish—and courses taught by visiting faculty from abroad. Some of our students concentrate on more than one language, in several adaptable combinations. Our students are often double majors who bring to the classroom a multiplicity of perspectives that enrich our interdisciplinary approach to the study of language, literature, and culture. Moreover, many of our majors and

minors take cross-listed courses that focus on cinema and media studies, art history, Latino studies, music, and Latin American history, among others.

Study Abroad

Students are encouraged to participate in the College's study abroad programs in Mexico or Spain. The three civilization courses in the Spanish-language Civilization in the Western Mediterranean program in Barcelona can be used for credit in the Spanish major or minor, if these courses are not used to fulfill the general education civilization studies requirement. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu (http://study-abroad.uchicago.edu).

Program Requirements

Students who elect the major program must meet with the HLBS undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to choose their track and build their own program in consultation with the HLBS undergraduate adviser. Students must submit to the College Advising office an approval form for the major program signed by the HLBS adviser by the end of Spring Quarter of their third year.

Degree Program in Spanish Language, Literature, and Culture

The program in Spanish consists of ten courses beyond second-year language, and is aimed at developing an academic command of the language as well as a broad knowledge of the field of Spanish and Spanish-American literatures and cultures through the close study of major works and the critical techniques appropriate to their interpretation. These courses must include two to four advanced language courses. Students must also take three to four survey courses in the history of the literature (SPAN 21705 Iberian Literatures and Cultures: Medieval and Early Modern, SPAN 21805 Iberian Literatures and Cultures: Modern and Contemporary, SPAN 21905 Latin American Literatures and Cultures: Colonial and 19th-Century, or SPAN 22005 Latin American Literatures and Cultures: 20th and 21st Centuries, which may be taken in any order), plus three to six additional courses in literature and culture. In courses not taught in Spanish, students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in Spanish in order to receive credit.

Grading

HLBS majors must receive quality grades in all required courses. Non-majors may take departmental courses for Pass/Fail grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only students who wish to be considered for honors are required to write a BA paper.**

Students who wish to complete a BA paper in Spanish are required to register for SPAN 29900 BA Paper Preparation: Spanish in Winter Quarter, unless they are completing a double BA and are enrolled in the BA Paper Preparation course offered by the department of their other honors major. Students seeking honors may count this course towards their course requirements; it must be taken for a quality grade. The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major in Spanish Language, Literature, and Culture

A total of ten courses from the following:		1000
Two to four advanced language courses (SPAN 20401 or above) [*]		
Three to four survey courses:		
SPAN 21705	Iberian Literatures and Cultures: Medieval and Early Modern	
SPAN 21805	Iberian Literatures and Cultures: Modern and Contemporary	
SPAN 21905	Latin American Literatures and Cultures: Colonial and 19th-Century	
SPAN 22005	Latin American Literatures and Cultures: 20th and 21st Centuries	
Three to six additional SPAN literature and culture courses		
BA paper (if the student wishes to qualify for honors) [**]		
Total Units		1000

* SPAN 23333 can be counted on a case-by-case basis and with approval from the HLBS undergraduate adviser.

** Students writing a BA honors paper may include SPAN 29900 BA Paper Preparation: Spanish as one of their literature and culture courses.

Degree Program in Latin American and Iberian Languages, Literatures, and Cultures

The program in Latin American and Iberian Languages, Literatures, and Cultures (i.e., in more than one HLBS literature) consists of ten courses and is aimed at developing an academic command of at least one Latin American and/or Iberian language, and at least a basic knowledge of a second language, as well as a broad knowledge of the field through the close study of major works and the critical techniques appropriate for their interpretation. These courses must include two to four advanced language courses, with at least one in each of the languages selected by the student. Students must also take six to eight additional courses in the respective Iberian and/or Latin American literatures and cultures (with at least three of the ten courses in the second Latin American or Iberian language). In courses not taught in the target language, students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in that language in order to receive credit.

Summary of Requirements: Major in Latin American and Iberian Languages, Literatures, and Cultures

A total of ten courses from the following: *	1000
Two to four language courses: at least one advanced language course in one HLBS language (Basque, Catalan, Portuguese, or Spanish) and the completion of at least the first-year language sequence (or equivalent) in a second Latin American or Iberian language	
Six to eight additional courses in Latin American and/or Iberian languages, literatures, and cultures	
BA paper (if the student wishes to qualify for honors) **	
Total Units	1000

* At least three of the 10 courses have to be in a second Latin American or Iberian language.

** Students writing a BA honors paper may include CATA 29900 BA Paper Preparation: Catalan, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature and culture courses.

Sample Program for: Major in Latin American and Iberian Languages, Literatures, and Cultures

Two to four language courses: at least one advanced language course in one HLBS language (Basque, Catalan, Portuguese, or Spanish) and the completion of at least the first-year language sequence (or equivalent) in a second Latin American or Iberian language		200-400
CATA 21100	Llengua, societat i cultura I	
PORT 20600	Composição e Conversação Avançada	
SPAN 20402	Curso de redacción académica para hablantes nativos	
SPAN 20602	Discurso académico para hablantes nativos	
Six to eight additional courses in Latin American and/or Iberian languages, literatures, and cultures		600-800
PORT 24110	Ecocritical Perspectives in Latin American Literature and Film	
PORT 25000	The Amazon: Literature, Culture, Environment	
PORT 27300	Brazilian Culture: Race, Gender, Environment	
SPAN 21705	Iberian Literatures and Cultures: Medieval and Early Modern	
SPAN 21310	Golden Age Poetry. Theory and Practice of Lyric Reading	
SPAN 29117	Theater and Performance in Latin America	
SPAN 29900	BA Paper Preparation: Spanish	
BA paper		
Total Units		1000

Minor Programs in Catalan, Portuguese, or Spanish

Students who elect the minor program in Catalan, Portuguese, or Spanish must meet with the HLBS undergraduate adviser before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students are strongly encouraged to build their own program in consultation with the HLBS adviser. Students must submit to the College Advising office the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form signed by the appropriate HLBS adviser.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors, and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality

grade. Students must complete a substantial part of the course work (e.g., readings, writing, LxC sessions) in the appropriate language in order to receive credit.

Catalan

The minor in Catalan requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (CATA 21100 Llengua, societat i cultura I or CATA 21200 Llengua, societat i cultura II). The balance must consist of four to five literature and culture courses.

Summary of Requirements: Minor in Catalan

A total of six courses from the following:		600
One or two advanced language courses:		
CATA 21100	Llengua, societat i cultura I	
CATA 21200	Llengua, societat i cultura II	
Four to five additional courses in Catalan literature and culture		
Total Units		600

Portuguese

The minor in Portuguese requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (above 20100). The balance must consist of four to five literature and culture courses.

Summary of Requirements: Minor in Portuguese

A total of six courses from the following:		600
One or two advanced language courses:		
PORT 20500	Culturas do Mundo Lusófono	
PORT 20600	Composição e Conversação Avançada	
PORT 21500	Lingua, Sociedade, e Cultura	
Four or five additional courses in Luso-Brazilian literature and culture		
Total Units		600

Spanish

The minor in Spanish requires a total of six courses beyond second-year language. One or two courses must be advanced language courses (20401 or above). The balance must consist of four to five literature and culture courses, including at least two in the survey sequence.

Summary of Requirements: Minor in Spanish

A total of six courses from the following:		600
One or two advanced language courses (SPAN 20401 or above)		
Four to five courses from the following:		
Two or three survey courses:		
SPAN 21705	Iberian Literatures and Cultures: Medieval and Early Modern	
SPAN 21805	Iberian Literatures and Cultures: Modern and Contemporary	
SPAN 21905	Latin American Literatures and Cultures: Colonial and 19th-Century	
SPAN 22005	Latin American Literatures and Cultures: 20th and 21st Centuries	
Two or three additional Spanish literature and culture courses		
Total Units		600

Degree Programs in Romance Languages, Literatures, and Cultures (Multiple Languages)

This major is designed to accommodate the needs and interests of students who would like to broaden their linguistic, literary, and cultural experience beyond the scope of monolingual programs. Romance languages have never existed in isolation and, now more than ever, we live in a globalized society that traverses linguistic borders. This major prepares students to flourish in an increasingly multicultural and multilingual world. In addition, movements of migration and territorial expansion make the domain of Romance languages one of porous borders. The BA program in Romance languages therefore also welcomes students to study additional languages (Basque, Creole, Quechua).

The major program in Romance Languages, Literatures, and Cultures consists of ten courses beyond the second-year language sequences. Linguistic competence in at least two Romance languages, non-Romance languages of the Iberian Peninsula, or languages of the Caribbean or Latin America, is assumed.

Students who elect a major program in Romance Languages, Literatures, and Cultures are strongly encouraged to meet with the Director of Undergraduate Studies (DUS) before the end of Spring Quarter of their third year to declare their intention to complete the major and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with relevant RLLT undergraduate advisers. An approval form for the major program, signed by the DUS, must be submitted to College Advising by the end of Spring Quarter of the third year.

Grading

RLLT majors must receive quality grades in all required courses. Non-majors may take departmental courses for Pass/Fail grading with consent of instructor. However, all language courses must be taken for a quality grade.

Honors

To qualify for honors, students must have an overall GPA of 3.25 or higher and an average GPA of 3.5 or higher in the major. They must also submit a completed BA paper to their adviser no later than Friday of the fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. **Only RLLT students who wish to be considered for honors are required to write a BA paper.**

Students should select a faculty supervisor for the BA paper early in Autumn Quarter of their fourth year. During Autumn or Winter Quarter they are required to register for CATA 29900 BA Paper Preparation: Catalan, ITAL 29900 BA Paper Preparation: Italian, FREN 29900 BA Paper Preparation: French, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish with the faculty member chosen to direct the writing of the BA paper, unless they are completing a double BA and are enrolled in the BA Paper Preparation course offered by the department of their other honors major. Students writing a BA paper in French are strongly encouraged to take FREN 29901 Academic Research and Writing, if this course is offered, in lieu of FREN 29900 BA Paper Preparation: French. Students seeking honors may count one of these courses towards their course requirements; **it must be taken for a quality grade.** The BA paper typically is a research paper with a minimum of twenty pages and a bibliography written in the language of specialization. It should engage with sources and scholarship from one or multiple fields and literatures.

Students must seek permission from their BA paper adviser to use a single paper or project to meet both the major requirements of Romance Languages and Literatures and those of another department or program. A significant and logical section of the BA paper must be written in the appropriate Romance language in consultation with the student's BA paper adviser. Students must also obtain the approval of both program chairs on a form available from the College adviser. The form must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements: Major in Romance Languages, Literatures, and Cultures (Multiple Languages)

A total of ten courses from the following:	1000
Two to four advanced language courses in at least two Romance languages (Basque*, Catalan, French, Haitian Creole (Kreyòl), Italian, Portuguese, or Spanish)	
Six to eight additional courses in Romance literatures and cultures, with at least two courses in two different Romance languages	
BA paper (if the student wishes to qualify for honors) **	
Total Units	1000

* BASQ 29700 Readings in Special Topics or other advanced language Basque course if available

** Students writing a BA honors paper may include CATA 29900 BA Paper Preparation: Catalan, FREN 29900 BA Paper Preparation: French, FREN 29901 Academic Research and Writing, ITAL 29900 BA Paper Preparation: Italian, PORT 29900 BA Paper Preparation: Portuguese, or SPAN 29900 BA Paper Preparation: Spanish as one of their literature courses.

Sample Program for Major in Romance Languages, Literatures, and Cultures (Multiple Languages)

Two to four advanced language courses in at least two Romance languages:		200-400
ITAL 20300	Language, History, and Culture III	
ITAL 20650	Italian Comics: Language, Culture, and Translation	
PORT 20600	Composição e Conversação Avançada	
PORT 21500	Lingua, Sociedade, e Cultura	
Six to eight additional courses in Romance literatures and cultures, with at least two courses in two different Romance languages:		600-800
ITAL 23000	Machiavelli and Machiavellism	
ITAL 23410	Reading and Practice of the Short Story	
ITAL 24930	Italy and the Bomb	

PORT 24110	Ecocritical Perspectives in Latin American Literature and Film	
PORT 25000	The Amazon: Literature, Culture, Environment	
PORT 27300	Brazilian Culture: Race, Gender, Environment	
BA paper		
Total Units		1000

Minor Program in Romance Languages, Literatures, and Cultures (Multiple Languages)

This minor is designed to accommodate the needs and interests of students who would like to broaden their linguistic, literary, and cultural experience beyond the scope of monolingual programs. Romance languages have never existed in isolation and, now more than ever, we live in a globalized society that traverses linguistic borders. This minor prepares students to flourish in an increasingly multicultural and multilingual world. In addition, movements of migration and territorial expansion make the domain of Romance languages one of porous borders.

The minor program in Romance Languages, Literatures, and Cultures consists of six courses beyond the second-year language sequences. It is designed to accommodate the needs and interests of students who would like to broaden their linguistic and literary experience. Linguistic competence in at least two Romance languages is assumed.

Students who elect this minor program are strongly encouraged to meet with the Director of Undergraduate Studies (DUS) before the end of Spring Quarter of their third year to declare their intention to complete the minor and to complete the required paperwork. Students are strongly encouraged to build their own program in consultation with each relevant RLLT undergraduate adviser. Students must submit to College Advising the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form signed by the DUS by the end of Spring Quarter of their third year.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors, and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade. Students must complete a substantial part of the course work (e.g., readings, writing) in the target language in order to receive credit.

Students must take at least one advanced language course in each relevant language. The rest of the minor is designed in consultation with the undergraduate adviser/s.

Summary of Requirements: Minor in Romance Languages, Literatures, and Cultures

A total of six courses from the following:		600
At least two advanced language courses (one per relevant language):		
BASQ 29700	Readings in Special Topics	
CATA 21100	Llengua, societat i cultura I	
CATA 21200	Llengua, societat i cultura II	
FREN 20500	Writing in French	
or FREN 20501	Critical Perspectives on French and Francophone Cultures	
FREN 20601	Expression orale et phonétique	
FREN 20602	Expression orale : Décrire l'art moderne et contemporain en français	
ITAL 20300	Language, History, and Culture III	
ITAL 20600	Cinema italiano: lingua e cultura	
ITAL 20650	Italian Comics: Language, Culture, and Translation	
ITAL 20670	Italian Popular Culture: Music, Media, and Society	
KREY 12201	Kreyòl for Speakers of Romance Languages I	
KREY 29300	Language Identity and Power in French-Creolophone Contexts	
PORT 20500	Culturas do Mundo Lusófono	
PORT 20600	Composição e Conversação Avançada	
PORT 21500	Lingua, Sociedade, e Cultura	
SPAN 20401 or above		
Remaining courses may be selected in consultation with the relevant undergraduate advisers		
Total Units		600

Sample Program 1: Minor in Romance Languages, Literatures, and Cultures (Catalan and Spanish)

Six courses, with at least one advanced language course per relevant language:		600
CATA 21100	Llengua, societat i cultura I	

CATA 23500	Alone in the Mountains: Tales of Freedom and Violence in Contemporary Catalan Literature	
CATA 29700	Readings in Special Topics	
SPAN 20401	Advanced Spanish: Language, Culture and Society I	
SPAN 21905	Latin American Literatures and Cultures: Colonial and 19th-Century	
SPAN 24110	Ecocritical Perspectives in Latin American Literature and Film	
Total Units		600

Sample Program 2: Minor in Romance Languages, Literatures, and Cultures (Catalan, French, Italian, and Portuguese)

Six courses, with at least one advanced language course per relevant language:		600
CATA 21100	Llengua, societat i cultura I	
FREN 20500	Writing in French	
FREN 20601	Expression orale et phonétique	
ITAL 20300	Language, History, and Culture III	
ITAL 20650	Italian Comics: Language, Culture, and Translation	
PORT 20600	Composição e Conversação Avançada	
Total Units		600

Basque Courses

Language

Must be taken for a quality grade. No auditors are permitted.

BASQ 12000-12100-12200. Elementary Basque I-II-III.
Elementary Basque I-II-III

BASQ 12000. Elementary Basque I. 100 Units.
First of the three basic-language sequence in Basque language. It provides students with a solid foundation in the basic patterns of spoken and written Basque (e.g., grammar, vocabulary, sociolinguistic norms) and emphasizes all four skills: speaking, listening, writing, and reading. This course is intended for students with no previous exposure to Basque and for those who need an in-depth review of the patterns of the language.
Instructor(s): Ariane Echenique Calleja Terms Offered: Autumn

BASQ 12100. Elementary Basque II. 100 Units.
Second segment of the first-year course sequence in Basque language. It provides students with a solid foundation in the basic patterns of spoken and written Basque (e.g., grammar, vocabulary, sociolinguistic norms) and emphasizes all four skills: speaking, listening, writing, and reading.
Instructor(s): Ariane Echenique Terms Offered: Winter
Prerequisite(s): BASQ 12000 or consent of instructor.

BASQ 12200. Elementary Basque III. 100 Units.
Third and final segment of the basic-language Basque sequence. It provides students with a solid foundation in the basic patterns of spoken and written Basque (e.g., grammar, vocabulary, sociolinguistic norms) and emphasizes all four skills: speaking, listening, writing, and reading.
Instructor(s): Ariane Echenique Terms Offered: Spring
Prerequisite(s): BASQ 12100 or consent of instructor.

Literature and Culture

BASQ 21100. Basque Culture and Society. 100 Units.
Straddling the border of southern France and northern Spain, the Basque Country is the home of a complex national community without a state -but with a language that is unrelated to any other in the world and is perhaps the most remarkable feature of their cultural identity. Through the analysis of a wide variety of texts and artifacts, this course will give students the the background to navigate through different dimensions of Basque culture (traditions, gastronomy, music, the language) as well as the history that has marked the development of Basque society (including the so-called Basque Conflict).
Instructor(s): Ariane Echenique Terms Offered: Winter
Equivalent Course(s): SPAN 21101, GLST 21100

BASQ 24700. Introduction to Basque Culture. 100 Units.
Straddling the border of southern France and northern Spain, the land of the Basques has long been home to a people who had no country of their own but have always viewed themselves as a nation. No one has ever been able to find their roots, and their peculiar language is not related to any other in the world, but they have managed to keep their mysterious identity alive, even if many other civilizations tried to blot it out. The aim of this course is to create real situations that will enable the students to learn the meaning of Basque culture. It will be a guided tour throughout Basque history and society. Students will learn about the mysterious origins of the language; they will visit the most beautiful places of the Basque country; they will get to know and appreciate

Basque traditions, gastronomy, music . . . and most importantly, they will be able to compare and contrast their own cultures and share their ideas during the lessons, creating an enriching atmosphere full of entertaining activities, such as listening to music, reading legends and tales, watching documentaries, and much more.
Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 24701, GLST 24700

BASQ 24710. Spanish Cinema-Basque Cinema. 100 Units.
This course explores Basque cinema from its beginnings to our days while also reviewing Spanish cinema from a Basque point of view. Among other topics, the course will explore the nationalist imaginary and its influence in film, the centrality of gender (and motherly) representations in Basque cinema, Basque films' recent tendency to become Spanish blockbusters outselling Hollywood, and allusions to the Basque Country in Spanish cinema.
Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 24716, CMLT 23810

BASQ 24730. The Revitalization of the Basque Language. 100 Units.
In the last 30 years, the Basque language has seen an increase in the number of speakers, especially among younger groups. The implementation of several language and cultural policies, along with a transformation in the educational system, has been key to this development. In this course we will explore these revitalizing practices used in the Basque Country by analyzing the sociolinguistic situation of Basque language from the transition to democracy in the late 1970s to the present.
Instructor(s): Ariane Echenique Terms Offered: Spring
Equivalent Course(s): SPAN 24730, LING 24730

BASQ 29700. Readings in Special Topics. 100 Units.
This course is a study of advanced language or directed readings in special topics not covered by courses offered as part of the program in Basque. Subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Prerequisite(s): BASQ 12200, depending upon the requirements of the program for which credit is sought.
Note(s): Students are required to submit the College Reading and Research Course Form.

Catalan Courses

Language

Must be taken for a quality grade. No auditors are permitted.

CATA 12200-12300. Catalan for Speakers of Romance Languages I-II.
Catalan for Speakers of Romance Languages

CATA 12200. Catalan for Speakers of Romance Languages I. 100 Units.
This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this introductory course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages. Students with a placement of 20100 or higher in any of the other Romance Languages are eligible to take CATA 12200 for completion of the College Language Competency Requirement.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Although familiarity with a Romance language is strongly recommended, students with no prior knowledge of a Romance language are also welcome.

CATA 12300. Catalan for Speakers of Romance Languages II. 100 Units.
This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this intermediate-level course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages. This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 12200.
Instructor(s): Bel Olid Terms Offered: Winter
Prerequisite(s): CATA 12200 or consent of instructor.

CATA 21100. Llengua, societat i cultura I. 100 Units.
This advanced-level course will focus on speaking and writing skills through the study of a wide variety of contemporary texts and audiovisual materials. It will provide students with a better understanding of contemporary Catalan society. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates. This course satisfies language competency.
Instructor(s): Staff Terms Offered: Not offered this academic year
Prerequisite(s): CATA 11200, CATA 12300 or consent of instructor

CATA 21200. Llengua, societat i cultura II. 100 Units.
This advanced-level course will focus on speaking and writing skills through a wide variety of texts and audiovisual materials. We will study a wide range of Catalan cultural manifestations (e.g., visual arts, music, gastronomy). Students will also review advanced grammatical structures, write a number of essays, and participate in multiple class debates. This course satisfies language competency.
Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): CATA 21100 or consent of instructor

CATA 23333. Reading Catalan for Research Purposes. 100 Units.
This fast-paced course prepares students to read and do research using texts in Catalan. Students will work on grammar, vocabulary and reading skills, and they will also get introduced to some translation strategies. Part of the texts students will work on will be academic texts in their respective areas of research. This course may fulfill the graduate language requirement in some departments.
Terms Offered: Not offered this academic year
Prerequisite(s): Familiarity with a Romance language is highly recommended.
Equivalent Course(s): CATA 33333

Literature and Culture

CATA 21500. Introduction to Contemporary Catalonia. 100 Units.
This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, the folkloric calendar, cinema, gastronomy) as well as its current political situation and the role that emigration and immigration play in the constitution of the Catalan identity. Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standarization of Catalan. A couple of sessions will be devoted to acquiring a "survival Catalan."
Instructor(s): Staff Terms Offered: Not offered this academic year

CATA 21600. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.
Instructor(s): Staff Terms Offered: Autumn Spring
Equivalent Course(s): SPAN 21610, GLST 21601

CATA 21660. Beyond Gaudí: Barcelona's Narratives in Art, Lit, and Cinema. 100 Units.
In this course we will embark on a virtual journey through the streets and hidden corners of contemporary Barcelona, treating the city itself as a living museum and a dynamic text. Using art, cinema, literature, and even street art as our guides, we will explore how Barcelona's urban landscape has become a canvas for cultural expression in the 21st century. Moving beyond the monumental works of the past, we will focus on the city as it has been reimagined since the 1992 Olympic Games. We will ask: How do modern artists, writers, and filmmakers map the soul of this metropolis? How is the city's identity negotiated in its public spaces, from the tourist-filled Gothic Quarter to the post-industrial workshops of Poblenou? Each week, we will "visit" a different neighborhood or explore a theme, using cultural works as our lens to understand the tensions between tradition and globalization, the impact of tourism, the voices of its diverse communities, and the politics of urban space in a cultural exploration of the living, breathing city of today.
Instructor(s): Bel Olid Terms Offered: Winter
Equivalent Course(s): SPAN 21660

CATA 21950. Dark Stairways of Desire": Lusting beyond the Norm in Contemporary Catalan Literature. 100 Units.
Although we can find a significant number of authors exploring queer desire and identities throughout the history of Catalan Literature (from lesbian scenes in Joanot Martorell's "Tirant lo blanc" to expanding gender identities in Maria Aurèlia Capmany's "Quim/Quima"), more recent Catalan Literature is blooming with queerness and non-normative lust. This course will give an overview of contemporary Catalan works influenced by feminist and queer debates from the seventies on. Beginning with renowned poet Maria Mercè Marçal's only novel, "The Passion According to Rennée Vivien," winner of several of the most prestigious literary awards for Catalan Literature, we will go on to discover 21st-century works by Eva Baltasar and Anna Punsoda. We will also read poems, short stories and excerpts from authors such as Maria Sevilla, Mireia Calafell, Raquel Santanera, Sebastià Portell, Sil Bel and Ian Bermúdez, among others.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 21950, GLST 21950, GNSE 23150

CATA 22350. Speaking Truth to Power in Medieval and Early Modern Iberia. 100 Units.
In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked though class discussion.
Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 32350, PORT 32350, SPAN 22350, MDVL 22350, CATA 32350, PORT 22350

CATA 23500. Alone in the Mountains: Tales of Freedom and Violence in Contemporary Catalan Literature. 100 Units.
From witches to "goges" ("water women"), Catalan folklore shows a tradition of women living on their own in the mountains, liberated from societal conventions. These women are portrayed as fascinating yet threatening figures. This ancient imagery has permeated contemporary literature, manifested in novels that depict women who remove themselves from "civilization" to inhabit rural areas of Catalunya, seeking freedom and having to confront at the same time societal norms, abusive partners or even their own personal demons. The mountains, far from ideal and peaceful, are an untamed and often brutal space in which human lives hold no greater value than those of goats, mushrooms, rivers. In this course we shall engage with four novels authored by women: "Solitude (1904) by Victor Català, "Stone in a Landslide" (1984) by Maria Barbal, "When I Sing Mountains Dance" (2019) by Irene Solà, and "Alone" (2021) by Carlota Gurt. Through the analysis of these literary works, we aim to delve into Catalan culture and explore its literary archetypes, while establishing significant connections among these texts and their place in modern and contemporary literature.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): GLST 23500, GNSE 23157, SPAN 23501

CATA 24550. Memory, Identity, and Conflict: The Civil War in Catalan Literature. 100 Units.
This course offers an exploration of the Spanish Civil War through Catalan literature, focusing on how writers have described pivotal historical periods and their impact on individual and collective identity. Through the close reading and analysis of foundational works, we will examine the enduring legacies of war, the repression of the postwar era, and the complex, often gendered, construction of memory. We will read iconic novels by authors who experienced the civil war, such as Mercè Rodoreda's La plaça del Diamant (The Time of the Doves), Joaquim Amat-Piniella's K.L. Reich, and Joan Sales' Incerta glòria (Uncertain Glory). In contrast, more recent works like Irene Solà's Et vaig donar ulls i vas mirar les tenebres (I Gave You Eyes and You Looked into Darkness), will take us on a journey into a rural world where myth, history, and matrilineal narratives intertwine, offering fresh perspectives on the transmission of memory and the agency of women within historical and folkloric landscapes. The course will also feature a selection of short stories by figures such as Caterina Albert (Víctor Català), Salvador Espriu and Mercè Rodoreda. Throughout the course, we will reflect on the role of literature as a form of testimony, a space for mourning, and a tool for understanding the present by amplifying the often-silenced voices and experiences of the past, with a keen focus on how gender shapes these narratives.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): GNSE 24551, SPAN 24551

CATA 25605. Inquisiciones. 100 Units.
The Inquisition was, if not the most important juridical and religious institution of premodern Iberia, certainly the most emblematic. In truth, there was not one Inquisition, but many. Without them, terms such as heresy, conversion, or auto-da-fé would not have the currency they do today. These terms are best understood as tools for the disciplining of religious communities and the controlling of the circulation of ideas. This is a class designed to help students understand the Inquisition as a complex historical phenomenon that left a rich archive where anthropological research and theological debate were made to coexist.
Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 25605, CATA 35605, SPAN 35605

CATA 29700. Readings in Special Topics. 100 Units.
This course involves directed readings in special topics not covered by courses offered as part of the program in Catalan. Subjects treated and work to be completed for this course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Prerequisite(s): CATA 10300 or 20200, depending upon the requirements of the program for which credit is sought
Note(s): Students are required to submit the College Reading and Research Course Form.

CATA 29900. BA Paper Preparation: Catalan. 100 Units.
In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.
Prerequisite(s): Consent of undergraduate adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

French Courses

Language

Must be taken for a quality grade. No auditors are permitted.

FREN 10100-10200-10300. Beginning Elementary French I-II-III.
This three-quarter sequence is intended for beginning and beginning/intermediate students of French. It aims to build a foundation for communicative proficiency through meaningful, task-based engagement with authentic cultural content drawn from diverse French and Francophone contexts. Although the three courses constitute a sequence, each level includes sufficient review and recycling to allow students to enter at the appropriate level based on placement exam results. Completion of the final segment of this sequence fulfills the College's language

competence requirement. Note: There are no textbooks to buy for this sequence, as it relies entirely on Open Educational Resources (OER) specifically adapted for our program.

FREN 10100. Beginning Elementary French I. 100 Units.
This course is intended for students with no prior knowledge of French as well as those seeking an in-depth review of the basics. As the first course in a three-quarter sequence, it introduces students to communicative proficiency through guided tasks grounded in authentic cultural content. The course emphasizes functional proficiency, with a particular attention to present-tense constructions, and engages students across all three modes of communication (interpretive, interpersonal, and presentational). Sustained engagement with French and Francophone content fosters cultural awareness and encourages intercultural reflection.
Terms Offered: Autumn Spring Winter. There are no textbooks to buy for this course, as it relies entirely on Open Educational Resources (OER) specifically adapted for our program.
Prerequisite(s): For students with no prior French, or placement into FREN 10100

FREN 10200. Beginning Elementary French II. 100 Units.
This course is the second in a three-quarter sequence and builds on the foundations established in FREN 10100. It expands students' communicative proficiency through increasingly complex, task-based engagement with authentic cultural content. The course emphasizes functional proficiency, with attention to present- and past-time frames, and engages students across all three modes of communication (interpretive, interpersonal, and presentational). Sustained engagement with French and Francophone content deepens cultural awareness and encourages ongoing intercultural reflection.
Terms Offered: Autumn Spring Winter. There are no textbooks to buy for this course, as it relies entirely on Open Educational Resources (OER) specifically adapted for our program.
Prerequisite(s): FREN 10100 or placement into FREN 10200

FREN 10300. Beginning Elementary French III. 100 Units.
This course is the final course in the three-quarter beginning sequence and builds on the work completed in FREN 10200. It further develops students' communicative proficiency through sustained, task-based engagement with authentic cultural content. The course emphasizes functional proficiency across present, past, and future time frames and engages students across all three modes of communication (interpretive, interpersonal, and presentational). Continued engagement with French and Francophone content fosters cultural awareness and supports deeper intercultural reflection. Successful completion of FREN 10300 fulfills the College's language competence requirement.
Terms Offered: Autumn Spring Winter. There are no textbooks to buy for this course, as it relies entirely on Open Educational Resources (OER) specifically adapted for our program.
Prerequisite(s): FREN 10200, FREN 12001, FREN 14100 or placement into FREN 10300

FREN 10402. Heritage French : Developing Foundational Skills. 100 Units.
This course is designed to build on heritage learners' skills to prepare them for success in subsequent French courses. Skill areas include in-depth practice in reading and writing, along with review and expansion of targeted grammar structures, and development of precision in vocabulary. While the primary focus is improving reading and writing-ranging from informal communication to formal academic essays-students' oral and listening skills will also be addressed. Throughout the quarter, students will complete a project based on interviews with family members to gain a deeper understanding of their own heritage and a broader perspective of the Francophone world.
Terms Offered: Autumn. This course satisfies the College Language Competency Requirement. Open only to French Heritage Speakers or with instructor consent. No auditors permitted. If course is full, or total enrollment is less than enrollment limit & you can't register, attend on 1st day. Registered students who don't attend on 1st day may lose spot.
Prerequisite(s): FREN 10200, 10300, or placement. For any questions regarding placement, contact Isabelle Faton (isabellefaton@uchicaog.edu)

FREN 12001-12002-12003. Intensive French I-II-III.
This intensive, three-quarter sequence is intended for beginning and beginning/intermediate students of French who wish to progress at an accelerated pace. It aims to build a foundation for communicative proficiency through meaningful, task-based engagement with authentic cultural content drawn from diverse French and Francophone contexts. Although the three courses constitute a sequence, each level includes sufficient review and recycling to allow students to enter at the appropriate point based on prior coursework or placement exam results. Students may also exit the sequence after any course and continue in the appropriate course in the Elementary or Intermediate French track. Completion of the final segment of the sequence fulfills the College's language competence requirement and prepares students to enroll in third-year French courses. Each course carries 200 units and corresponds in workload to two standard courses.

FREN 12001. Intensive French I. 200 Units.
FREN 12001, the first course in the sequence, covers the equivalent of FREN 10100 and 10200.
Terms Offered: Autumn. Course is 200 units and corresponds in workload to taking two courses. There are no textbooks to purchase for this course, as instruction relies entirely on Open Educational Resources (OER) specifically adapted for the program
Prerequisite(s): For students with no prior French, or placement in FREN 10100.

FREN 12002. Intensive French II. 200 Units.
FREN 12002, the second course in the sequence, covers the equivalent of FREN 10300 and 20100.
Terms Offered: Winter
Prerequisite(s): FREN 10200, 12001, 14100, or placement into FREN 10300.

FREN 12003. Intensive French III. 200 Units.
FREN 12003, the third course in the sequence, covers the equivalent of FREN 20200 and 20300.
Terms Offered: Spring. Course is 200 units and corresponds in workload to taking two courses.
Prerequisite(s): FREN 12002, 14500, 20100, or placement in FREN 20200.

FREN 13333. Reading French for Research Purposes Prerequisite Course. 100 Units.
This course is designed for students without prior experience or training in French who wish to take FREN 33333, Reading French for Research Purposes. In this course, students learn the basics of French grammar and syntax, some basic French vocabulary, and they also begin to learn some of the reading strategies they will need to be successful in FREN 33333. The prerequisite for FREN 33333 is either one year of college-level French language instruction or the equivalent, or successful completion of FREN 13333
Terms Offered: Autumn Spring
Prerequisite(s): For students with no prior French, or placement into FREN 10100.

FREN 14100. French for Romance Language Speakers. 100 Units.
This course helps students quickly gain skills in spoken and written French by building on their prior working knowledge of another Romance language (Catalan, Italian, Portuguese or Spanish). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of French. This class covers content from FREN 10100 and 10200.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): 20100 in another Romance language or consent of instructor. Intended for students with no prior French.

FREN 14300. Phonétique et prononciation. 100 Units.
French sounds nothing like how it's written - until you know the code. Hone your accent and learn the sounds of French in this production-focused course for post-103 students. We will discuss and practice rhythm and intonation patterns as well as individual sounds, and introduce the underlying linguistic concepts that inform them. Towards the end of the course, we will explore varieties of French from around the world and the phonetic features that make them distinct. FREN 14300 satisfies Language Competency.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): FREN 10300, 12002 or placement into FREN 20100, 20200, or 20300.
Note(s): Taught in (accessible) French.

FREN 14500. French for Global Studies and Economics. 100 Units.
Designed as an alternative to FREN 20100 for students in Business Economics, Global Studies and related fields of study, this four-skills course meets the grammatical objectives of FREN 20100 while equipping students with the basic communication skills and cultural awareness necessary in the areas of international exchange and economics. Through exposure to a wide range of material-including essays, newspaper and journal articles, film reviews, professional writing practices-and interactive exercises including discussions, in-class activities, and group projects in simulated professional situations, students will acquire the linguistic skills and sociocultural knowledge required for engagement in international exchange and business economics as well as to participate in larger debates in the Francophone context.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): FREN 10300 or placement in FREN 20100.
Equivalent Course(s): GLST 24501

FREN 20100-20200-20300. French Language, History, and Culture I-II-III.
The goal of the intermediate French sequence is to progress students from intermediate-low to intermediate-high proficiency, practicing language tasks and functions such as narrating, describing, and hypothesizing; expressing and defending one's opinion; and discussing and debating ideas. By engaging with original cultural texts and media representing every corner of the Francophone world, students expand their ability to communicate in increasingly sophisticated ways across all three modes (interpersonal, interpretive, and presentational). Contemporary and relevant materials provide students with opportunities to personalize their learning, deepen their intercultural understanding, and develop more advanced skills and strategies in speaking, writing, listening, and reading.

FREN 20100. Language, History, and Culture I. 100 Units.
This first course in the intermediate French sequence begins to progress students from intermediate-low to intermediate-high proficiency, practicing language tasks and functions such as narrating, describing, and hypothesizing; expressing and defending one's opinion; and discussing and debating ideas. By engaging with original cultural texts and media representing every corner of the Francophone world, students expand their ability to communicate in increasingly sophisticated ways across all three modes (interpersonal, interpretive, and presentational). Contemporary and relevant materials provide students with opportunities to personalize their learning, deepen their intercultural understanding, and develop more advanced skills

and strategies in speaking, writing, listening, and reading. In FREN 20100, course themes include family origins and migrations; traditions and storytelling; language contact and variation; and the performing arts.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): FREN 10123, 10300 or placement into FREN 20100.

FREN 20200. Language, History, and Culture II. 100 Units.
This second course in the intermediate French sequence continues to progress students towards intermediate-high proficiency, practicing language tasks and functions such as narrating, describing, and hypothesizing; expressing and defending one's opinion; and discussing and debating ideas. By engaging with original cultural texts and media representing every corner of the Francophone world, students expand their ability to communicate in increasingly sophisticated ways across all three modes (interpersonal, interpretive, and presentational). Contemporary and relevant materials provide students with opportunities to personalize their learning, deepen their intercultural understanding, and develop more advanced skills and strategies in speaking, writing, listening, and reading. In FREN 20200, course themes include digital literacy and online activism; media and public health; ecological phenomena; and social engagement.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): FREN 12002, 20100, or placement into FREN 20200

FREN 20300. Language, History, and Culture III. 100 Units.
This third and final course in the intermediate French sequence further progresses students towards intermediate-high proficiency, practicing language tasks and functions such as narrating, describing, and hypothesizing; expressing and defending one's opinion; and discussing and debating ideas. By engaging with original cultural texts and media representing every corner of the Francophone world, students expand their ability to communicate in increasingly sophisticated ways across all three modes (interpersonal, interpretive, and presentational). Contemporary and relevant materials provide students with opportunities to personalize their learning, deepen their intercultural understanding, and develop more advanced skills and strategies in speaking, writing, listening, and reading. In FREN 20300, course themes include political and citizen values; urban planning; agriculture and nutrition; and notions of beauty.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): FREN 20200 or placement into FREN 20300.

FREN 20500. Writing in French. 100 Units.
The main goal of this course is to help students acquire advanced grammatical knowledge of the French language and develop their writing skills. This course is strongly recommended for all students who intend to take courses in which writing essays in French is required: French literature classes on campus, the Autumn Paris Civilization program, or the academic yearlong program in Paris. It is also strongly recommended for students who wish to take the advanced proficiency exam in French.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): FREN 12003 or 20300, or placement into FREN 20500

FREN 20501. Critical Perspectives on French and Francophone Cultures. 100 Units.
This course examines writing as a privileged space for reflection, critique, and creativity. By analyzing, questioning, and reinterpreting key cultural works in French--including films, prose fiction, poetry, bande dessinées, manifestos, or cultural criticism--, the course invites students to deepen their thinking and develop critical perspectives on French and Francophone cultures through a range of writing practices, including reflection journals, short reviews, critical commentaries, analytic essays, creative (re)writing, and translation.
Terms Offered: Spring Winter. This course is strongly recommended for all students who intend to take courses in which writing essays in French is required: French literature classes on campus, the Autumn Paris Civilization program, or the academic yearlong program in Paris. It is also strongly recommended for students who wish to take the advanced proficiency exam.
Prerequisite(s): FREN 12003 or 20300, or placement into FREN 20500

FREN 20601. Expression orale et phonétique. 100 Units.
This course focuses on developing the tools necessary for advanced oral proficiency in an academic context. Through active class participation involving a number of class presentations, students practice a variety of discourse styles (e.g., debates, lectures, seminars, interviews). Special attention is given to pronunciation as a key component of effective oral communication.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): FREN 12003, 20300, or placement into FREN 20500.

FREN 20602. Expression orale : Décrire l'art moderne et contemporain en français. 100 Units.
This course explores major contemporary French and francophone artists, art forms and art works. Students will acquire basic linguistic and analytical skills to apprehend visual arts, graphic novels, movies and theatrical performance in French. They will work on individual and group art and academic assignments.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): FREN 12003, 20300, or placement into FREN 20500.
Note(s): Taught in French. A screening and a museum field trip are required.

FREN 20604. Expression orale : Parler du monde francophone contemporain. 100 Units.
This course focuses on developing advanced oral proficiency skills in French in the context of contemporary cultural, social and political issues in the Francophone world. As Francophonie is a multifaceted concept that can be approached from various perspectives-institutional, linguistic, geopolitical, cultural, and literary-the course will start with a look at what Francophonie is and means in such places as the Caribbean, Europe, Francophone Africa, and North America. Students will read articles, watch and listen to films, reports, and interviews, engage in discussions and debates, conduct interviews, and carry out projects and presentations on themes of their own choosing within this framework.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): FREN 20300, FREN 12003, or placement into FREN 20500

FREN 23333. Reading French for Research Purposes. 100 Units.
Reading French for Research Purposes prepares students to read and do research using scholarly texts in French. Students will build on their fundamental knowledge of French grammar and the most common vocabulary terms used in scholarly writing, while developing reading comprehension skills and working intensively with academic texts in their areas of research specialty. Students who perform well in FREN 33333/23333 will be able to synthesize key points, arguments and evidence in scholarly texts into their own research. The course also includes practice of skills necessary to pass the Academic Reading Comprehension Assessment (ARCA) in French, administered by the Office for Language Assessment (OLA). Undergraduate students have the option of taking the ARCA, or completing a final assignment in which they identify, cite, and describe the relevance of multiple French secondary texts in their discipline or to a specific project. Note: this course can be counted on a case-by-case basis and with approval from the French Undergraduate Adviser.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PQ for 23333: FREN 10300 or 13333, placement into FREN 20100, or instructor consent. PQ for 33333: FREN 10300 or 13333, placement into FREN 20100, or the equivalent of one year college-level introductory French.
Equivalent Course(s): FREN 33333

Literature and Culture

All literature classes are conducted in French unless otherwise indicated. Students who are taking a course for credit toward the French major or minor do all work in French. With prior consent of instructor, non-majors may write in English.

FREN 21500. Stylistique et analyse littéraire. 100 Units.
This course focuses on linguistic and literary problems of textual analysis. It examines literary and stylistic techniques in poetry and prose with concentration on the explication de texte method of literary study.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20400 or 20500, plus at least one French literature course
Equivalent Course(s): FREN 31500

FREN 21503. Approches à l'analyse littéraire. 100 Units.
Dans ce cours nous aborderons des techniques d'analyse littéraire des textes en vers et en prose. En outre, nous nous pencherons sur des écrits métatextuels-ceux qui traitent des aspects formels des ouvrages littéraires, de leur utilité morale et/ou politique, du rapport entre la littérature et la vie dite réelle. La production littéraire est non seulement une activiteé culturelle, intellectuelle, politique, éthique, et aesthétique, mais aussi l'objet d'une reflexion soutenue au cours des siècles.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or consent of instructor.
Equivalent Course(s): FREN 31503

FREN 21505. Lire les littératures francophones : éléments d'analyse littéraire. 100 Units.
Ce cours est une initiation aux méthodes et aux techniques d'analyse littéraire. En travaillant sur des textes en vers et en prose issus des littératures francophones du Maghreb, de l'Afrique sub-saharienne et du Moyen-Orient, on apprendra à analyser les formes littéraires, les figures de sens, les procédés esthétiques et stylistiques, les structures et les voix narratives ainsi que les choix syntaxiques et lexicaux. On travaillera également sur des textes théoriques et critiques qui nous permettront d'approfondir nos lectures et de saisir les enjeux littéraires, culturels et intellectuels qui sous-tendent la création littéraire francophone.
Instructor(s): Khalid Lyamlahy Terms Offered: Autumn
Prerequisite(s): FREN 20500, 20501 or consent of instructor. Taught in French.
Equivalent Course(s): FREN 31505

FREN 21506. Approches à l'analyse littéraire: questionner les classiques. 100 Units.
Ce cours est une initiation aux techniques et méthodes de l'analyse littéraire, prenant le parti de lire, commenter, et questionner des œuvres et textes considérés comme « classiques » en France et dans le monde francophone. On apprendra à analyser les formes littéraires, les figures de style, les procédés esthétiques et stylistiques, les structures et les voix narratives ainsi que les choix syntaxiques et lexicaux. Le cours s'appuiera sur la critique littéraire, avec des auteur·e·s et textes choisi·e·s afin de continuer à interroger la validité de la notion de classique. Qui sont les nouveaux classiques ? Nous ne limiterons pas cette question au contemporain, ou à sa dimension géographique, et remonterons la chronologie linéaire afin de considérer les œuvres qui ont été écartées.

Instructor(s): Pauline Goul Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500, 20503 or consent of instructor.
Equivalent Course(s): FREN 31506

FREN 21601. Francophone Caribbean Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of the contemporary Francophone Caribbean. Students will study a wide range of its cultural manifestations (performing arts like music and dance, literature, cinema, architecture and other visual arts, gastronomy). Attention is also paid to such sociolinguistic issues as the coexistence of French and Kreyòl, and the standardization of Kreyòl.
Instructor(s): Gerdine Ulysse Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): KREY 21600, LACS 21600, GLST 21600

FREN 21700. Le Roman de la Rose. 100 Units.
The "Roman de la Rose" (mid-13th century), a sprawling, encyclopedic summa composed by two separate authors, was arguably the single most influential vernacular text of the Middle Ages. Whether they hated or admired it, subsequent writers could not escape the long shadow cast by this magisterial œuvre. And, as Kate Soper's recent opera adaptation of the "Rose" demonstrates, this labyrinthine work remains a source of creative inspiration. In this course we will read the "Rose" together. Each student will choose a critical lens (e.g. gender and sexuality, animal and/or ecocritical studies, ethics and philosophy, reception studies, manuscript studies, text & image, etc.) to structure their engagement with the text, and together we will collaborate to chart a rich and diverse set of interpretive paths through this complex work.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Prerequisite(s): For French majors/minors, FREN 20500, 20503 or a previous literature course taught in French.
Equivalent Course(s): GNSE 27300, GNSE 37300, MDVL 21700, FNDL 21700, FREN 31700

FREN 21703. Introduction à la littérature française I. 100 Units.
This course is a historical overview of French literature of the Middle Ages, the sixteenth and the seventeenth centuries, with close readings and discussions of representative works of this period. Authors may include La Chanson de Roland, Christine de Pizan, Rabelais, Ronsard, Montaigne, Pascal, Racine, Molière, La Fontaine, and Mme de La Fayette.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20400 or 20500, or consent of instructor

FREN 21704. Introduction a la litterature francaise du XXe siecle. 100 Units.
This course includes close readings and discussions of major literary and dramatic works by twentieth-century authors (e.g., Apollinaire, Gide, Proust, Colette, Aragon, Camus, Beckett, Duras). Topics might include surrealism, absurdism, existentialism, gender and sexual identity, social upheaval, the post-modern condition, and the rise of cinema.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500

FREN 21740. Introduction à la poésie française du XXe siècle. 100 Units.
Ce cours donnera un aperçu des grands courants poétiques du XXe siècle-de l' "esprit nouveau" d'Apollinaire à la "littéralité" revendiquée par certains poètes contemporains-à travers la lecture et l'analyse de poèmes choisis dans des œuvres poétiques majeures. Nous examinerons notamment les transformations du lyrisme, l'évolution de la métrique et du vers libre, le poème en prose, les expérimentations visuelles et sonores, et les rapports entre la poésie et l'histoire. Parmi les poètes étudiés figurent Apollinaire, Reverdy, Éluard, Ponge, Char, Chedid, Métail, Roubaud, Bancquart, and Albiach.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or consent of instructor.

FREN 22203. The Literary Avant-Garde. 100 Units.
This course surveys the history and aesthetics of French avant-garde groups and tendencies in the twentieth century, from Dada and surrealism to the Nouveau Roman and Oulipo. While our focus will be on literary texts, we will also consider theoretical perspectives on the avant-garde and explore connections and contacts between literature and the other arts. Authors studied include Apollinaire, Artaud, Breton, Robbe-Grillet, Sarraute, and Perec.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 and one other literature course taught in French.
Equivalent Course(s): FREN 32203

FREN 22227. Ecological Reading: Nonhuman Others in Modern and Contemporary French Literature. 100 Units.
It is an obstinately closed world. And yet we can open it," writes Ponge in "The Oyster." This course proposes to rediscover some 20th and 21st century French classics by authors including Annie Ernaux, Georges Perec, Francis Ponge, Nathalie Sarraute, and Boris Vian, through the nonhuman others that inhabit their works. We will practice literature in an ecological field in which we cultivate strategies for living with, and even living as and in, other forms of life. We will develop new modes for textual analysis and composition that integrate ecological thought, for instance by experimenting with creative ways in which literature runs on networks of

metabolisms, and conjures up hybrid bodies. We'll learn to read the signs of how nonhuman others "secrete," "decompose," and "digest" literary works - often through us, their intermediate hosts. How does a poem co-evolve with figs, mollusks, or pebbles? Who composes the texture of a suburban supermarket? And what if our words are themselves living beings, even parasites?
Instructor(s): Yuting Cai Terms Offered: Autumn
Prerequisite(s): Taught in English. Students seeking credit for FREN major/minor will complete readings/writing in French.

FREN 22300. Introduction to French Poetry. 100 Units.
Poetry articulates the expression of life and the news of the world; its forms can celebrate and critique, while teaching us about the language we use every day. This class explores the long history of poetry in France: readings include Louise Labé, Victor Hugo, Charles Baudelaire, and Guillaume Apollinaire. Students will practice different ways of engaging with poetry, such as close reading, translation, pastiche, and performance.
Instructor(s): Léon Pradeau Terms Offered: Spring
Prerequisite(s): FREN 20300. Taught in French. This is an introductory-level course.

FREN 22555. Pardon My French: Popular Expression in France. 100 Units.
Our journey takes us into the less formal dimensions of the French language, and starts with the history of the vernacular. Taking colloquial French as the object of our study, we examine its contrasts with standard French, and the prerogatives of the Académie française (the state-sanctioned institution that governs formal French). We consider how different aspects of French society, culture, and literature are tied to linguistic questions. Is French slang merely a product of youth culture? How does it represent the distinction or fracture between Paris and the provinces, between urban and rural spaces? We then explore newer, inclusive forms of communication, especially as used and adopted on social media and blogs. Readings offer a panorama of the various spaces and voices that use and create colloquial French, from Rabelais to the blog Boloss des Belles Lettres, and to films like "Bienvenue chez les Ch'tis" and "Les Visiteurs." Topics include écriture inclusive, the Académie française, regionalism, humor, puns, youth culture, and slang.
Instructor(s): Pauline Goul Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20300.

FREN 22827. Immersive Performance and Social Justice. 100 Units.
TBD
Instructor(s): Lou Gargouri Terms Offered: Autumn

FREN 22910. Medieval Beasts. 100 Units.
From fables to bestiaries, in the margins of medieval manuscripts and at the center of animal narratives, animals abound in medieval literature. Transformations from human to animal form (or vice versa), friendships between animals and humans, the anthropomorphization of animals, invite us to interrogate the relationship between animals and humans, and to put into question the boundary (if indeed one can be defined) between the two. In this course we will read a variety of medieval texts as well as modern critical theory in order to gain a better understanding of the textual, narrative, hermeneutic, and ethical roles that animals play in medieval literature, and in our contemporary critical posture vis à vis the natural world.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Prerequisite(s): Reading knowledge of French.
Equivalent Course(s): MDVL 22910, FREN 32910

FREN 23003. Introduction: Voix féminines dans la littérature française. 100 Units.
Ce cours nous permettra de réintégrer au canon de la littérature française des ouvrages parfois négligés, tout en prenant connaissance des principaux mouvements littéraires, culturels, et politiques auxquels ces textes appartiennent.
Instructor(s): D. Delogu Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20300
Equivalent Course(s): GNSE 23003

FREN 23127. Writing the Family: Stories and Secrets in French and Francophone Literature. 100 Units.
This course takes inspiration from the success and popularity of family stories in contemporary French literature (from the mid-1980's to the present), and will explore some of the most iconic examples of such works by writers including Annie Ernaux, Maryse Condé, and Emmanuel Carrère. How does recounting the trajectory of family members differ from other sorts of life-writing projects? To what extent does the focus on others allow for the staging of the self ? What conflicting visions of the family fuel such endeavors ? Our investigations will be organized around a series of key topics such as the use of documents, the ethics of life writing, and the impact of historical violence on family secrets that will allow us to locate family stories within their larger social, political, historical, and cultural contexts. Students will have the opportunity to deepen their literary analytical skills and enhance their understanding of contemporary French society.
Instructor(s): Etienne Grateau Terms Offered: Spring
Prerequisite(s): FREN 20500, 20501, or an introductory-level course taught in French. Taught in French.

FREN 23180. Introduction à la comédie: rire, société et genre. 100 Units.
In this introductory-level literature course we will study the evolution of French comedy from the seventeenth-century until today, probing issues such as the problem of laughter, theatricality and performance practices,

and the depiction of social and political change. We will in particular study representations of gender from the Ancien Régime (Madame de Villedieu, Molière, Françoise de Graffigny), through the Revolution (Olympe de Gouges), and to twentieth-century experiments in queer performance (Genet) and biting social satire (Yasmina Reza).
Instructor(s): Larry Norman Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20300.
Equivalent Course(s): TAPS 28475

FREN 23227. The Risks of Theater: Ethics and Music on the French and German Stage. 100 Units.
For as long as there has been art, there have been social critics worried about its potential for negative moral effects on its audience, from Plato's banishment of the poets from his ideal city to conservative critics of Hollywood today. This course will examine such controversies in the context of theater, and will ask what role music plays in connection to spectators' affective, aesthetic, and ethical experiences and responses. Does adding music to theater, as in an opera, heighten moral risk to the spectator? Or, instead, does music make theater more capable of operating as a social good? How does music (instrumental and/or vocal) relate to spoken theater? What are the pleasures and purposes of music? We will explore these questions across a wide range of time periods, reading and/or watching works by authors such as Plato, Aristotle, Racine, Boileau, Lully, Rameau, Rousseau, Goethe, Wagner and Brecht. In doing so, we will confront some of the (often strange and fascinating) criticisms that some observers have leveled at theater - as well as the ways in which playwrights and musicians have sought to redeem it.
Instructor(s): Matthew Stahlman Terms Offered: Spring
Equivalent Course(s): GRMN 23227

FREN 23444. Voyages littéraires, XXe-XXIe siècles. 100 Units.
Des voyages réels aux voyages imaginaires, du départ au retour, des excursions lointaines à des promenades de proximité, de l'exotisme au "post-exotisme," le récit de voyage littéraire connaît d'importantes variations au cours des XX et XXI siècles. Nous étudierons les différentes formes que peut prendre ces voyages littéraires, face au tourisme de masse, aux apports de ethnologie, et aux effets de la mondialisation. Parmi les auteurs étudiés figurent Victor Segalen, Blaise Cendrars, Ella Maillart, Aimé Césaire, Michel Butor, Jean Rolin, Antoine Volodine, et Nathalie Quintane.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20300 or consent of instructor.

FREN 23711. Litterature et photographie. 100 Units.
Ce cours se propose d'interroger les interactions entre littérature et photographie aux XIXe et XXe siècles à travers un parcours à la fois chronologique et thématique, en suivant trois pistes principales: l'influence du regard photographique sur l'écriture romanesque et poétique (Zola, Cendrars, Duras); les réflexions d'écrivains sur la photographie (Baudelaire, Barthes, Guibert); et les relations entre texte et image au sein du livre ou dans les œuvres de plasticiens (Rodenbach, Breton, Ernaux, Calle).Nous étudierons notamment: le rapport entre le visible et le lisible; la théorisation de l'image photographique; les fonctions narratives, illustratives et documentaires de l'image photographique dans la fiction et dans l'autobiographie; et l'histoire de la "photolittérature" comme genre spécifique. Des lectures théoriques et critiques accompagneront l'analyse des textes.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503, and one other literature course taught in French.
Equivalent Course(s): FREN 33711

FREN 23750. Writing Difference in Medieval and Early Modern France. 100 Units.
From the Middle Ages to the seventeenth century, France sees the development of several genres and literary movements that are foundational to the French literary tradition: the epic, the fable, the narrative genre, the essay, poetry, tragedy, comedy, and the fable are the various genres of premodern France that we will study. What was France at the time? Most of these texts are not originally written in a version of French you would recognize easily. How to build a nation, and how to live together, were also key questions for medieval and early modern writers. Some of the concepts developed in those texts undeniably led to a version of France that made Versailles but also the Code Noir - which defined the conditions of slavery in the French colonial empire - possible. In addition to race, gender, and religion, we will discuss the themes that were important to premodern French authors and cultures, not least of them medievalism, Renaissance, and classicism. What makes these texts classics, and what do they still have to say for our time?
Instructor(s): Pauline Goul Terms Offered: Winter
Prerequisite(s): FREN 20300. Taught in French.
Equivalent Course(s): GNSE 23750, MDVL 23753

FREN 23810. Memory and Identity in French Literature: Proust to the Present. 100 Units.
This introductory-level course takes as its point of departure Marcel Proust's conceptualization of memory as the foundation both for the self and for literature. For Proust, literary style conveys the singularity of an individual vision while rescuing experience from the contingencies of time. Literature, identity, and memory are inseparable. Later writers will follow Proust's lead in defining literature as an art of memory; but they develop this art in different ways, whether by inventing new forms of life-writing or attempting to revive, via fiction, a lived connection to history. How does memory serve as the foundation of individual or collective identities? How

does fiction imagine and give form to memory, and how does literature serve as a medium for cultural memory? How do literary works register the intermittence of memory, its failings and distortions, its fragility as well as its attachment to bodies and places? We will tackle these questions through close analysis of a range of texts. In addition to Proust, authors studied may include Yourcenar, Perec, Modiano, Roubaud, and Ernaux.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 23810, SIGN 26047

FREN 23926. Écrivaines des Lumières. 100 Units.
L'époque des Lumières est traditionnellement étudiée sous le prisme de l'écriture et de la pensée masculines. Le 18e siècle fût cependant profondément marqué par une ré-imagination du rôle des femmes dans la société française, une ré-imagination conceptualisée par les femmes elles-mêmes. Les écrivaines des Lumières réfléchirent sur leurs propres rôles dans les sphères privées et publiques, exposant sur l'éducation, la maternité, la vie sociale, le bonheur et la libération. Ce cours propose donc une lecture des Lumières qui se concentrera sur des écrivaines souvent écartées, telles qu'Émilie du Châtelet, Françoise de Graffigny, Louise d'Épinay, Marie-Jeanne Riccoboni, Isabelle de Charrière et Olympe de Gouges. Afin d'étudier l'immensité de ces réflexions, nous allons lire des romans, pièces de théâtre, écritures de soi, traités et correspondances, qui illumineront dans quelle mesure ces écrivaines ont revendiqué leurs positions dans les mouvements intellectuels de l'époque et ont commencé à forger un nouveau rôle politique pour elles-mêmes.
Instructor(s): Ryan Brown Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or equivalent.
Equivalent Course(s): GNSE 23926

FREN 24026. Translating Gender Across France and Italy. 100 Units.
Frenemies" since the Middle Ages, the literary traditions of Italy and France illustrate the productive tensions that can arise from cultural and geographic proximity. This course explores practices of rewriting and adaptation across the Alps through the lens of gender and sexuality. We will focus on two periods of literary flourishing: the early modern age, when Italy led Europe into the era we now call the Renaissance, and the dawn of literary modernism in the late nineteenth and early twentieth centuries, when France stood out for its innovations. We will address topics such as: how do female authors adapt works originally written by men? how do treatments of masculinity change when they move from one cultural setting to another? what role does sexuality play in realist genres? how does the post-modern representation of love and femininity change across French and Italian works in the twenieth century? Authors and works may include fabliaux, chansons de geste, Boccaccio, Marguerite de Navarre, Christine de Pizan, Orlando furioso, Émile Zola, Giovanni Verga, Italo Calvino, Raymond Queneau. Theory readings will include Roland Barthes, Hélène Cixous, Umberto Eco, Susan Sontag, and others.
Instructor(s): Fara Taddei Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 24026, ITAL 24026, GNSE 12146

FREN 24027. French Literature and/of the Body (16th-21st c.) 100 Units.
This transhistorical course surveys nine approaches to writing the body in French and Francophone literature. It starts with the 16th-century poetic form of the "blason," which turns the description of a woman's body into an anatomic and erotic experiment. Studying various forms of writing-novels, essays, poetry, and theater-this course introduces students to references such as Molière, Sade, Charles Baudelaire, Aimé Césaire, Antonin Artaud, and Monique Wittig. Each of these authors will guide the class to different literary perspectives on the body, from questions of aesthetics, race, and politics, to radical sexualities and body horror.
Instructor(s): Léon Pradeau Terms Offered: Spring
Prerequisite(s): FREN 20500, 20501, or an introductory-level literature course taught in French. Taught in French.

FREN 24100. Nature and the Natural in the Middle Ages. 100 Units.
In this course we will undertake a study of nature and ideas about what is "natural" centered around three main axes, and will adopt a variety of relevant critical perspectives (e.g., ecocriticism, studies of gender and sexuality, political theory) to support our analyses. First, we will explore nature as the created world of which humans are a part (as one of God's creations), yet from which they also stand apart (as sovereign caretakers). Second, we will examine how the diffusion of Aristotelian works (notably the Politics) in the later Middle Ages provided a justificatory framework for social and political hierarchies and practices of economic exploitation. Third, we will consider the intersection of nature with gender, sexuality, and reproduction, a topic complicated by the fact that Nature is itself represented, in allegorical terms, as a woman.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Prerequisite(s): Reading knowledge of French for all students. FREN 20500, 20503 or a literature course taught in French for those seeking credit for the French major/minor.
Equivalent Course(s): CEGU 24110, FREN 34100, MDVL 24103, GNSE 34103, GNSE 24103

FREN 24110. L'écriture du quotidien au XXe siècle. 100 Units.
Si les avant-gardes de la première moitié du siècle prétendent "changer la vie" (selon l'expression de Rimbaud), c'est surtout après la Seconde Guerre mondiale que s'élaborent des théories du quotidien (Lefebvre, de Certeau). Ce cours se propose de confronter les théories du quotidien aux différentes pratiques d'écriture du quotidien et au quotidien (des surréalistes à Annie Ernaux, en passant par Michel Leiris, Roland Barthes, et Georges Perec), afin de mieux cerner la spécificité des approches littéraires du réel.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503, or consent of instructor

Equivalent Course(s): FREN 34110

FREN 24420. Practices of Classicism in the French Seventeenth Century. 100 Units.
This seminar has two goals. One is to combine the text-based tradition of French literary studies with the image-based, comparative tradition of art history-and, in so doing, to change the taxonomies of both. The other is to re-evaluate French Classicism by attending to practices of reading, writing, performing, looking and making. The seminar's breadth is designed to appeal to all students interested in the theory and history of aesthetics, and the interleaving of visual and literary evidence. Looking will be no less important than reading, as we will conduct sessions with original objects in the Art Institute and in Regenstein Special Collections. Authors studied will include Corneille, Molière, La Fontaine, Pascal, and Descartes; among the artists, Poussin, Claude Lorrain, La Tour, and Callot. Critical readings will range from Leo Spitzer to Louis Marin and Foucault.
Instructor(s): Larry Norman and Richard Neer Terms Offered: Winter
Prerequisite(s): Consent of instructors required for all students. For French credit, FREN 20500, 20501 or an introductory-level literature course taught in French is also required. The seminar will be conducted in English; all primary texts will be made available in both English translation and, for those with reading knowledge, in the French original. This seminar will travel to Paris during exam week (March 2027); airfare and lodging covered by university.
Equivalent Course(s): CDIN 44420, FREN 34420, CDIN 24420, ARTH 45885, TAPS 44420, CMLT 44410

FREN 24527. Maghrebi Theater and Postcolonial Identity. 100 Units.
TBD
Instructor(s): Lou Gargouri Terms Offered: Winter
Prerequisite(s): Taught in French. FREN 20500, 20501, or an introductory-level course taught in French.

FREN 24555. Ecological Explorations of the Francophone World. 100 Units.
The environmental humanities - that is, the study of nature through humanistic disciplines such as literature and history - has long been dominated by texts and theories from privileged sections of Europe and North America. However, alternative understandings of our natural world, including the role of living beings within it, have always existed. In this course, we will explore how contemporary francophone literature can renew, expand and complicate our perceptions of the oceans, deserts, mangroves and forests that surround us. Particular attention will be paid to questions of race, gender, language and indigeneity; course material may include theoretical texts, fiction, poetry, songs, podcasts, film, graphic novels and social media material.
Instructor(s): Nikhita Obeegadoo Terms Offered: Not offered this academic year
Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.
Equivalent Course(s): CEGU 34555, RDIN 34555, CEGU 24555, RDIN 24555, FREN 34555

FREN 24610. Introduction to French Theater. 100 Units.
In this introductory-level course, we will examine the tradition of French theatrical production from the Middle Ages to our present day. We will consider the immense variety and richness of the French theatrical tradition, as well as its prominent place in French society. We will read works by playwrights such as Marguerite de Navarre, Racine, Molière, Olympe de Gouges, and Jean-Luc Lagarce, amongst many others. Students will perform scenes from various plays in order to gain a deeper comprehension of theatrical structure, and to understand theater as an embodied practice.
Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20300. Taught in French. This is an introductory-level course.
Equivalent Course(s): TAPS 24878

FREN 24690. Fairy Tales. 100 Units.
La plupart des contes de fées que vous connaissez, de "Cendrillon" au "Chat Botté", ont été écrits en français d'abord, et au dix-septième siècle, qui a été l'âge d'or de ce genre en France. Les enfants et les adultes connaissent bien les contes d'auteurs comme Charles Perrault ou les frères Grimm. En France, pourtant, les femmes ont été cruciales au développement du conte de fées, avec Marie Catherine d'Aulnoy, la comtesse de Murat, ou Gabrielle Barbot de Villeneuve (qui a écrit "La Belle et la bête"). Etant donné qu'ils sont en grande partie responsables de ce en quoi consiste, de nos jours, la beauté, et d'une certaine image de l'amour et de la place de la femme dans la société, aussi bien que de ce qui est relégué aux marges, se pencher sur la formation de ce genre et analyser ses histoires est nécessaire pour comprendre pourquoi et comment ces idées prirent racine. Est-ce que les contes de fées sont les premiers récits à mettre en scène des héroïnes de caractère, ou est-ce qu'ils n'ont fait que perpétuer le motif de la demoiselle en détresse ? S'ils étaient, comme un article l'a récemment proposé, les premières critiques du patriarcat, peut-on le percevoir également chez ceux écrits par des hommes et ceux écrits par des femmes ? Nous étudierons des contes de fées français, anciens et modernes, à la fois des textes et des adaptations cinématographiques, en nous appuyant sur des lectures théoriques au sujet du folklore et du féminisme.
Instructor(s): Pauline Goul Terms Offered: Spring
Prerequisite(s): FREN 20500, 20501, or a literature course taught in French. Taught in French.
Equivalent Course(s): FREN 34690

FREN 24700. Introduction à la littérature féminine au Maroc. 100 Units.
Depuis les années 1980, la littérature féminine au Maroc connaît un essor remarquable qui se traduit dans le renouvellement du paysage littéraire et la diversité des thèmes abordés. En mettant la femme marocaine et ses expériences au centre de l'acte littéraire, les écrivaines marocaines ont brisé les tabous et insufflé une dynamique sociale et politique à l'échelle du pays. Ce cours introductif donnera un aperçu des écritures féminines au Maroc

à partir de questions majeures telles que la représentation du corps et de la sexualité, le rapport à la maternité et à la transmission, le poids des traditions et des injonctions sociales, les combats politiques, les droits des femmes ainsi que les luttes contre la discrimination et la violence. Parmi les autrices étudiées figurent Fatima Mernissi, Fatna El Bouih, Leila Abouzeid, Siham Benchekroun et Yasmine Chami. This is an introductory-level course. Taught in French.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500, 20503 or consent of the instructor.
Equivalent Course(s): GNSE 24700

FREN 24888. Jeux littéraires, XXe/XXIe siècles. 100 Units.
Ce cours abordera l'histoire littérature à travers un prisme particulier: la fréquence des pratiques de jeu dans la production littéraire des XXe et XXIe siècles-des "cadavres exquis" du surréalisme à l'interactivité des littératures numériques, en passant par les contraintes formelles de l'Ouvroir de littérature potentielle (Oulipo). Nous analyserons le rôle de ces pratiques dans l'esthétique et la sociabilité des avant-gardes, tout en tenant compte des théories du jeu les plus pertinentes (Huizinga, Caillois). En plus des travaux d'analyse littéraire, les étudiants participeront à des exercices de création individuels ou collectifs.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503, and one other literature course taught in French.
Equivalent Course(s): FREN 34888

FREN 24900. Nouvelles du Maghreb. 100 Units.
Ce cours est une introduction au genre de la nouvelle au Maghreb. En travaillant sur une sélection de nouvelles et de textes courts d'auteurs marocains, algériens et tunisiens, on s'intéressera aussi bien aux thèmes abordés (reconstruction historique, critique sociale ou politique, réflexions sur l'identité et l'altérité, etc.) qu'aux schémas narratifs et aux procédés esthétiques. À travers l'étude de la mise en scène des personnages, de la construction de l'intrigue et du dénouement des récits, on interprétera la concision de la nouvelle et sa capacité à représenter, souvent de manière saisissante, des éléments majeurs de la société et de la culture maghrébines. Les auteurs étudiés comprennent Driss Chraïbi, Mohamed Leftah, Abdelfattah Kilito, Mohammed Dib, Maïssa Bey, Leïla Sebbar, Ali Bécheur, Hélé Béji et d'autres.
Instructor(s): Khalid Lyamlahy Terms Offered: Autumn
Prerequisite(s): FREN 20300 or consent of instructor. This is an introductory-level course. Taught in French.

FREN 25000. Molière: Comedy, Power and Subversion. 100 Units.
Molière crafted a new form of satirical comedy that revolutionized European theater, though it encountered strong opposition from powerful institutions. We will read the plays in the context of the literary, dramatic, and theatrical/performance traditions which he reworked (farce, commedia dell'arte, Latin comedy, Spanish Golden Age theater, satiric poetry, the novel), while considering the relationship of laughter to social norms, with particular emphasis on sexuality, gender roles, and cultural identities.
Instructor(s): Larry Norman Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or FREN 20503.
Equivalent Course(s): FREN 35000, FNDL 25001, TAPS 38470, TAPS 28470

FREN 25505. Grandes voix féminines des Lettres africaines. 100 Units.
Ce cours s'intéresse aux œuvres des écrivaines francophones majeures de l'Afrique sub-saharienne dont Mariama Bâ, Aminata Sow Fall, Fatou Diome, Léonora Miano, Scholastique Mukasonga, et Véronique Tadjo. Il s'agit d'étudier les thématiques abordées par ces auteures et les techniques qu'elles utilisent non seulement pour représenter et repenser la condition de la femme africaine mais aussi pour contribuer activement aux débats socioculturels et politiques qui résonnent à travers le continent et sa diaspora. Dans ce cours, on analysera les questions d'engagement, de résistance et d'émancipation telles que mises en scène par des voix féminines africaines qui luttent contre les préjugés et opposent aux stéréotypes la diversité et le dynamisme de leurs créations.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503
Equivalent Course(s): GNSE 25506, GNSE 35506, FREN 35505

FREN 25550. Molière Embodied. 100 Units.
This course will use Molière-the most famous French classical playwright and the most studied one outside of France-as testing grounds for some of the most exciting theoretical frameworks focusing on embodiment that have emerged in literary studies and cultural studies over the last few decades. What happens when we start thinking through the aversion to physicians and the distrust of medicine for which Molière's comedies are known with the help of Disability studies and Medical Humanities? What becomes visible about Molière's participation in the invention of racial whiteness in seventeenth-century Europe when we read his plays of conversion to Islam and enslavement in the Mediterranean through the lens of Premodern Critical Race Studies (PCRS)? How can the concerns and tenets of Queer studies enrich and complicate the more established feminist accounts of Molière's place in "la querelle des femmes," his ideas about gender and sexuality, and his embrace of the normative violence of comedic laughter? What new dimensions does Molière's keen interest in transformation and transcendence in the latter half of his career take on when we rethink it in light of Trans studies' epistemological tools? By applying the theoretical frameworks of Disability studies, Critical Race studies,

Queer studies, and Trans studies to Molière's plays, and by comparing those plays to the source texts from which Molière was drawing to compose them, we will ask new questions.
Instructor(s): Larry Norman, Noémie Ndiaye Terms Offered: Not offered this academic year
Equivalent Course(s): FREN 35550, TAPS 28478, GNSE 35551, TAPS 38478, GNSE 25551, RDIN 25550, RDIN 35550

FREN 25600. Realism and Its Returns in 20th-Century France. 100 Units.
This course will examine the influence and continuation in twentieth-century French literature of the great realist enterprise of the previous century. Beginning with the crisis of naturalism in the late nineteenth century, we will consider the inflections given to literary representation by historical cataclysm, the avant-garde critique of the novel, and the postwar "age of suspicion." We will investigate the reformulations of literature's relationship to reality offered by theories of literary commitment and by the experiments of the Nouveau Roman. Finally, we will evaluate the phenomenon of the "return to the real" in contemporary French literature. Readings will include works by Aragon, Céline, Sartre, Robbe-Grillet, Sarraute, Perec, and Pierre Michon.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500, 20503 or a literature course taught in French.
Equivalent Course(s): FREN 35600

FREN 25610. Figures de l'immigré dans la littérature maghrébine d'expression française. 100 Units.
La littérature maghrébine d'expression française s'est très tôt intéressée à la question de l'immigration et à la condition de l'immigré maghrébin en France. Associée notamment à la mobilisation des soldats maghrébins lors des deux guerres mondiales, cette immigration commence dès les années 1920 et connaît son apogée pendant les Trente Glorieuses (1946-1975), une période de croissance pendant laquelle l'économie française fait appel à la main d'œuvre maghrébine. L'évolution et les dynamiques du mouvement migratoire maghrébin ont fait l'objet de plusieurs lectures d'ordre historique, politique, économique et socioculturel. Ce cours s'intéresse à l'expérience de l'immigration telle que représentée par les écrivains maghrébins entre le milieu des années 1950 et les années 2000. En étudiant un corpus constitué de romans (Chraïbi, Ben Jelloun, Boudjedra, Mokeddem), de récits (Sebbar, Cherfi) et de théâtre (Kateb), nous nous intéresserons aux figures de l'immigré et à quelques thèmes récurrents tels que l'expérience de l'exil et du déracinement, la misère sociale et psychologique, les questionnements identitaires, les rapports ambivalents aux pays d'origine et d'accueil ainsi que l'expérience des enfants de l'immigration maghrébine. On analysera en particulier les motifs littéraires, les procédés narratifs et les outils esthétiques mis en œuvre par les auteurs maghrébins pour représenter, éclairer ou dénoncer la condition de l'immigré.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503.

FREN 25660. Introduction à la littérature carcérale au Maroc. 100 Units.
Au Maroc, « les années de plomb » correspondent à une période de répression politique qui s'étend du milieu des années 1960 aux années 1990. Pendant et après cette période, de nombreux écrivains, poètes et militants marocains écrivent pour raconter leurs expériences de détention, explorer les effets de l'incarcération et préserver leurs mémoires individuelles et collectives. Du récit autobiographique à la poésie, en passant par le roman et la forme épistolaire, cette littérature témoigne d'un chapitre douloureux de l'histoire du pays et fait de l'écriture une force de résistance contre l'arbitraire du pouvoir. Ce cours introductif propose une traversée de quelques œuvres majeures de la littérature carcérale marocaine, analysées à la lumière du contexte politique du pays et des trajectoires des écrivains.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or consent of instructor.

FREN 25703. Le Roman et L'Histoire (XIXe-XXe Siecles) 100 Units.
While the nineteenth-century novel has a privileged relationship with history, twentieth-century literature is marked by a double movement of engagement with and detachment from contemporary events. This course will examine this evolution through the study of some key works from the nineteenth century to the present. Themes will include the representation and fictionalization of history, memory and quest, and the transformations of realism. Among the authors studied will be Zola, Duras, Modiano, Nemirovsky, and Djebar.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Equivalent Course(s): FREN 35703

FREN 25900. The People v. The State: French Insurrections. 100 Units.
Why do people rise up against the state? What makes insurrection a means to a legitimate end? Whether they are sudden or have been germinating for decades, insurrections and uprisings can seem to be the only way to effect actual change, perhaps especially in democratic societies. They also sometimes only register weeks or months after they have happened. The French have a particular reputation for taking to the streets: is that reputation a result of an insurrectionist tradition, or is it a stereotype? In this class, we will study various moments in French and Francophone history that involved uprisings and insurrections, from the early modern period to the present. We will read literary texts and study films that portray the complexities of such moments, and discuss theoretical approaches to the socio-political concepts of insurrection, uprising, violence, dissensus, revolution, guerrilla, etc. The class will be centered around the question of reacting to the past and finding answers for the present, and for this purpose students will be immersed for three weeks in a roleplaying game where the class will be

transformed into the Assemblée Nationale during the French Revolution, in 1791 and they will research, prepare and play their assigned roles such as conservative, Jacobin, the King, or Lafayette.
Instructor(s): Pauline Goul Terms Offered: Winter
Prerequisite(s): Taught in English. Students seeking credit for French major/minor can complete most of the assignments in French.

FREN 25910. Racine. 100 Units.
Racine's tragedies are often considered the culminating achievement of French classicism. Most famous for his powerful re-imaginings of Greek myth (Phèdre, Andromaque), his tragic universe nevertheless ranged considerably wider, from ancient Jewish queens to a contemporary Ottoman harem. We will consider the roots (from Euripides to Corneille) of his theatrical practice as well as its immense influence on future writers (from Voltaire to Proust, Beckett, and Genet).
Instructor(s): Larry Norman Terms Offered: Not offered this academic year
Prerequisite(s): At least one French literature course, 21700 or higher.
Equivalent Course(s): FNDL 25910, FREN 35910, TAPS 28476, TAPS 35910

FREN 26003. Introduction à l'autobiographie. 100 Units.
This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Perec, and Sarraute.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503
Equivalent Course(s): GNSE 26003

FREN 26012. Introduction au théâtre maghrébin. 100 Units.
Ce cours offre un aperçu de l'évolution de l'art dramatique au Maroc, en Algérie et en Tunisie en examinant des questions telles que l'apport des formes populaires, l'emprunt aux textes étrangers, et le lien entre l'écriture théâtrale et des débats d'ordre social, culturel ou politique. On analysera en particulier les formes d'écriture, de mise en scène et de performance pratiquées par les dramaturges maghrébins et la manière dont leurs créations permettent de repenser les cultures et les mémoires nationales, le rapport entre le théâtre et l'histoire ainsi que la représentation des identités maghrébines et de leur dialogue avec l'étranger. Les dramaturges étudiés comprennent Tayeb Saddiki, Driss Ksikes, Kateb Yacine, Aziz Chouaki, Jalila Baccar, Fadhel Jaïbi.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503
Equivalent Course(s): TAPS 24612

FREN 26043. Versailles: Art, Power, Resistance and the Sun King's Palace. 100 Units.
Louis XIV's Palace of Versailles helped shape European culture and history from the Baroque era through the French Revolution, and it continues to animate contemporary international culture. How does this astounding assemblage of architecture, visual arts, landscaping, performance spaces and political arenas reveal transformations in cultural tastes and power arrangements over the centuries? How do literature and art alternately support and subvert absolutist power and state propaganda? To respond we will range across media, from the bitingly satiric comedies and provocative tragedies of the seventeenth century (Molière, Racine), through royal edicts regulating colonial slavery and first-hand accounts of the 1789 Women's March on Versailles that upended the monarchy, and finally to cinematic depictions (from Jean Renoir to Sophia Coppola) and experimental palace installations by the world's leading contemporary artists (Jeff Koons, Anish Kapoor, etc.). While this course will broadly introduce major themes of French and European culture and history of the early-modern and modern periods, students are also encouraged to pursue in-depth projects in their own areas of interest, from history and political philosophy to the visual arts, theater and performance, and literature.
Instructor(s): Larry Norman Terms Offered: Not offered this academic year
Prerequisite(s): Students who register under FREN 26043 must have completed FREN 20300 or equivalent, and will read French texts in the original.
Equivalent Course(s): SIGN 26043, FNDL 26043

FREN 26180. Caring for the Earth: Nature and Ecology Before Modernity. 100 Units.
What do we mean by nature, and how do humans relate to it? A recent French translation of Virgil's "Georgics" was titled anew: "Le souci de la terre" ("care for the earth") What does it mean to care? Is care disinterested, or does it serve a purpose? What logics of dominion or obligation shape it? This course traces ideas of nature and care from Antiquity to early modernity. How did humans conceive of their place in the world? How did they understand its resources and their impact? From the commons to enclosures, from caretaking to exploitation, from interpreting nature to organizing it (aménagement), we will question linear narratives of progress (humans caring more) and degradation (humans caring less). Focusing on France and French texts while engaging classical and theological sources, we will also consider exploration and exploitation beyond France. We will examine how religious ideas, canonical texts, and philosophical concepts have shaped discourses on nature, as well as the relevance of contemporary ecological terms. Attending closely to the multiple ways in which human beings variously have articulated their relationship to nature or the environment permits us to ask, instead of assume, what might be the conditions and practices of care incumbent upon human beings today.
Instructor(s): Daisy Delogu, Pauline Goul Terms Offered: Not offered this academic year

Equivalent Course(s): CLAS 36181, CMLT 36180, CLCV 26181, CEGU 26180, FREN 36180, CEGU 36180, MDVL 26180, RLST 26180, CMLT 26180

FREN 26220. Classicism and Romanticism. 100 Units.
This undergraduate/graduate course will examine the dynamic relationship between the French "Classicism" of the Age of Louis XIV and the later post-Revolutionary movement of Romanticism. We will pair readings of poetic, dramatic, and narrative works from the 17th century (e.g., Molière, Mme de La Fayette, Corneille, Racine) with later counterparts (Germaine de Staël, Chateaubriand, Stendhal, Hugo, George Sand), probing changing conceptions of the role of literature and art, as well as shifting attitudes towards erotic love, social norms, and nature.
Instructor(s): Larry Norman Terms Offered: Autumn
Prerequisite(s): FREN 20500 or 20501, an introductory-level literature course taught in French, or consent of instructor. Taught in French.
Equivalent Course(s): FREN 36220

FREN 26333. La poésie maghrébine d'expression française. 100 Units.
Depuis son émergence vers le milieu des années 1930, la poésie maghrébine d'expression française a accompagné les bouleversements politiques dans les trois pays du Maghreb et influencé la production romanesque des écrivains maghrébins. Dans les années 1960, des expériences collectives majeures - telles que la revue Souffles au Maroc - placent la poésie au centre du projet de renouvellement culturel dans la région. A la suite de ces dynamiques de groupes, les poètes maghrébins développent des œuvres poétiques ancrées dans leurs expériences individuelles mais désormais ouvertes sur le monde. Des thématiques récurrentes telles que l'exil, l'errance, le désir de révolte et la quête de la liberté mobilisent des techniques poétiques aussi variées que la violence linguistique, le dialogue avec les mythes ou encore l'utilisation des ressources de l'oralité. En étudiant un corpus d'œuvres poétiques choisies du Maroc (Abdellatif Laâbi, Tahar Ben Jelloun, Rachida Madani, Saïda Menebhi), de l'Algérie (Jean Sénac, Kateb Yacine, Assia Djebar) et de la Tunisie (Albert Memmi, Amina Saïd, Tahar Bekri), ce cours présente une introduction générale à la poésie maghrébine d'expression française. On analysera en particulier les formes, les procédés et les motifs poétiques permettant d'appréhender la figure du poète, sa représentation de la patrie, son discours politique ou encore son univers de représentations sensorielles et symboliques.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503 for undergraduates.
Equivalent Course(s): FREN 36333

FREN 26680. Literary Games: Oulipo and Onward. 100 Units.
Does constraint foster creativity? Can wordplay carry political meaning? Is formal innovation divorced from lyrical expression? How do experimental literary movements respond to their sociopolitical moments and local contexts, and how do they transform when they travel across geographical and linguistic borders? We will consider these questions via the work of the longest-lived French literary group, the Oulipo (Ouvroir de littérature potentielle or Workshop for Potential Literature), examining its origins as a quasi-secret society in 1960 and its expansion into an internationally visible and multilingual collective (with members from Italy, Spain, Argentina, and the US). We will investigate debates about inspiration and authorship, copying and plagiarism, collective creation, multilingualism, constraint and translation, and the viability of the lyric subject. While considering antecedents (Edgar Allan Poe, Raymond Roussel), our readings will explore several generations of Oulipians (Raymond Queneau, Georges Perec, Italo Calvino, Michèle Métail, Anne Garréta, Frédéric Forte), and conclude with some very contemporary Oulipo-inspired writing from around the world (Christian Bök, Urayoán Noel, Mónica de la Torre, K. Silem Mohammed). Alongside critical essays, students will carry out short experiments with constraint and procedure, as well as translation exercises; and they will have the opportunity for dialogue with acclaimed writers and scholars who will visit our seminar.
Instructor(s): Rachel Galvin and Alison James Terms Offered: Not offered this academic year
Prerequisite(s):
Equivalent Course(s): FREN 36680, CMLT 26680, ENGL 26680, ENGL 36680, CMLT 36680

FREN 26700. Jeanne d'Arc, histoire et legende. 100 Units.
S'appuyant sur l'exemple de Jeanne d'Arc, ce cours s'intéressera à la manière dont nous transformons le passé à la lumière des besoins et des soucis du présent. Nous situerons Jeanne d'Arc dans son contexte historique à l'aide des documents légaux, littéraires, et ecclésiastiques. Nous considérerons ensuite les représentations multiples et variées de Jeanne au cours des siècles suivants, examinant par exemple des textes de Voltaire, de Michelet, d'Anouilh, et d'autres, ainsi que des films qui présentent la vie de Jeanne d'Arc.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500, 20503 or a literature course taught in French.
Equivalent Course(s): MDVL 26700, GNSE 26700

FREN 26770. Stories of Oceans and Archipelagos. 100 Units.
According to Fijian-Tongan writer Epeli Hau'ofa, "There is a world of difference between viewing the Pacific as 'islands in a far sea' and as 'a sea of islands.'" In this course, we will delve into the "world of difference" that exists between viewing islands as remote and insignificant, and considering them as crucial nodes in an ever-expanding planetary network. Simultaneously, we will consider the stakes of moving away from traditional representations of the ocean as a blank canvas for human movement, to instead consider it as a vibrant material

and multispecies space. This course will encourage students to formulate their own approaches to cutting-edge debates in archipelagic theory and critical ocean studies, and to situate those debates within the broader fields of environmental humanities and postcolonial studies. Readings will be drawn from the Pacific Ocean, the Atlantic Ocean (including the Caribbean Sea), and the Indian Ocean.
Instructor(s): Nikhita Obeegadoo Terms Offered: Not offered this academic year
Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.
Equivalent Course(s): CMLT 26771, RDIN 26770, CEGU 26770

FREN 27400. Autobiographies Maghrébines: de l'Ecriture de Soi à l'Ecriture de l'Histoire. 100 Units.
Dès sa naissance, la littérature maghrébine d'expression française s'est distinguée par son ancrage dans le contexte historique, politique et socio-culturel des trois pays du Maghreb que sont le Maroc, l'Algérie et la Tunisie. Souvent, l'écriture de soi a donné lieu à une (ré)écriture de l'Histoire, mettant l'individuel et le collectif en dialogue permanent. L'autobiographie, par exemple, devient le champ d'une exploration simultanée des identités individuelle et collective, le lieu d'un témoignage littéraire autour de l'expérience coloniale et de ses conséquences, ou encore de la confrontation entre le poids persistant de la tradition et le désir de liberté et de changement. En se racontant, l'écrivain maghrébin restitue les tensions qui hantent l'espace et la mémoire partagés tout en proposant des voies de reconstruction à travers la révolte, le désir, et le travail de la langue. En s'appuyant sur un corpus d'œuvres marquantes de la littérature maghrébine d'expression française (Albert Memmi, Driss Chraïbi, Kateb Yacine, Assia Djebar, Fatima Mernissi, Abdellatif Laâbi), ce séminaire sera consacré essentiellement à la question du rapport entre écriture personnelle et écriture de l'Histoire dans un contexte maghrébin. On s'interrogera en particulier sur les stratégies narratives et les outils esthétiques mis en œuvre par les auteurs maghrébins pour représenter, affronter ou déconstruire une réalité d'ordre historique, politique ou socio-culturel.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503

FREN 27600. Ancien Francais/Old French. 100 Units.
This course will introduce students to the phonetics, morphology, syntax, and vocabulary of Old French in order to equip them with the skills necessary to work with Old and Middle French texts. We will examine and translate verse and prose passages from the twelfth to fifteenth centuries, discussing also their literary and historical contexts. The course will be conducted, as a practicum, in English.
Instructor(s): Daisy Delogu Terms Offered: Not offered this academic year
Equivalent Course(s): FREN 37600

FREN 27770. Existentialism and Its Literary Legacies. 100 Units.
More than a school of philosophical thought, existentialism was an intellectual movement that dominated French culture in the years following World War II. This course focuses on the literary legacy of existentialism, considering postwar debates over littérature engagée, the intersections of existentialism and the nouveau roman, and the importance of feminist existentialism for women writers. Why did existentialist thinkers turn to forms of literary expression, writing plays and novels? How did they shape the reception of other writers, and how did later writers revisit existentialist concerns? Readings may include texts by Jean-Paul Sartre, Albert Camus, Gabriel Marcel, Simone de Beauvoir, Nathalie Sarraute, Monique Wittig, Georges Perec, and Annie Ernaux.
Instructor(s): Alison James Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503 for undergraduates.
Equivalent Course(s): FREN 37770

FREN 27777. Disrupting Environmental Narratives: Colonialism, Race and Toxicity. 100 Units.
The environmental humanities have long been dominated by texts and theories from privileged sections of Europe and North America. How might this field be "disrupted" to make way for alternative understandings of our natural world that have always existed and yet remain on the margins of academic discourse? And if we are to focus on works from the "Global South," how do we account for its internal divisions and hierarchies, such as the oft-invisibilized archipelagoes of the Indian Ocean? In this course, we engage with works by contemporary writers and filmmakers from parts of the world usually grouped as the "Global South" (a label we will interrogate within the course), as a means of nourishing our creative and critical understandings of what it means to tell stories about the various ecologies we inhabit. What is the role of storytelling from the Global South in our perception of environmental change and in the current environmental crisis? How can novels, films, and short stories raise awareness of and emotional engagement with the racialized environmental impact of colonialism and coloniality in South Asia, Africa, and Latin America? We will explore the potential of narratives to challenge common assumptions regarding the environment, race, and power; and discuss how contemporary literature and film address the continuities between colonial pasts and the growing levels of toxicity in multiple regions of the Global South.
Instructor(s): Nikhita Obeegadoo, Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): PORT 27777, RDIN 27777, SIGN 27777, LACS 27777, SPAN 27777, CEGU 27777

FREN 27970. Enlightenment, Gender, and Colonialism: Madame de Graffigny. 100 Units.
Françoise de Graffigny's novel, "Letters of a Peruvian Woman" (1747-1752), was one of the greatest critical and commercial successes of the French Enlightenment. By adopting the voice of a captured Incan princess, Graffigny presents a startling critique of European colonialism, social inequalities, and gender hierarchies, while also exploring the problems of cultural appropriation, translation, and the construction of individual identity. We

will study the novel in dialogue with related readings from the period, including the political philosophy of Jean-Jacques Rousseau and the feminist writings of Marie Olympe de Gouges and Mary Wollstonecraft. We will also explore Graffigny's text in relation to the evolution of the European novel and its representations of non-European societies (Montesquieu and Diderot), as well as indigenous accounts of colonialism (Garcilaso de la Vega).
Instructor(s): Larry Norman Terms Offered: Winter
Prerequisite(s): For French credit, FREN 20500, 20501 or an introductory-level literature course taught in French. No prerequisites for GNSE or FNDL students. The course will be conducted in English; reading knowledge of French is not required. French readings will be available in both English translation and the original French. Students taking the course for French credit will read French works in French.
Equivalent Course(s): FREN 37970

FREN 28410. Ecrire le "Printemps arabe" au Maghreb : témoignages et perspectives littéraires. 100 Units.
Fin 2010, l'immolation de Mohamed Bouazizi, un vendeur ambulant tunisien, déclenche un soulèvement populaire qui s'étend rapidement au reste du monde arabe, entraînant notamment la chute des régimes en Tunisie et en Egypte et une série de reconfigurations d'ordre politique et socio-économique. Si les pays du Maghreb ont vécu ces soulèvements et leurs conséquences de manières différentes, les écrivains maghrébins ont été particulièrement sensibles à l'élan et à la promesse de changement portés par la rue. Ceci étant, et à l'image de l'appellation « Printemps arabe », à la fois utilisée et récusée, les dynamiques et les résultats des protestations ont fait l'objet de nombreux débats. En s'appuyant sur ce contexte historique, ce cours s'intéresse aux différentes modalités d'écriture des soulèvements au Maghreb à travers divers genres littéraires, du témoignage à la fiction, en passant par l'essai, la nouvelle ou encore la poésie. En étudiant un corpus de textes francophones issus de la Tunisie (Meddeb, Bekri, Ben Mhenni), de l'Algérie (Daoud, Tamzali, Sebbar) et du Maroc (Ben Jelloun, Elalamy, Terrab), nous nous intéresserons à la représentation de la révolte populaire dans ses dimensions socio-politique et culturelle mais aussi à des questions clés telles que les formes d'engagement des écrivains, leurs approches et choix esthétiques et le rapport entre la dynamique des soulèvements et la construction narrative ou poétique des textes.
Instructor(s): Khalid Lyamlahy Terms Offered: Not offered this academic year
Prerequisite(s): FREN 20500 or 20503.
Equivalent Course(s): FREN 38410, CMLT 28410, CMLT 38410

FREN 28888. Mosquitos and Morphine: A Seminar in the Global Medical Humanities. 100 Units.
This course examines well-being and illness from transnational, decolonial and intersectional perspectives. Together, we will explore the various ways in which fiction and film can help challenge and expand our notions of what it means to be sick or healthy in complex circumstances. Some guiding threads: To what extent is illness an intensely personal experience, and to what extent does it draw in those around us - family members, friends, partners, medical practitioners, legal counsel? What renewed valences do concepts of autonomy, care and responsibility take when overshadowed by the spectre of disease? How might we ethically and productively relate the medical humanities to broader entangled concerns such as migration (both legal and clandestine), gender, class, race, community, queerness and neocolonialism? Beyond the justified responses of fear and anger, what are other ways to relate to death and mortality - ways that are infused with creativity and resilience? How does human "health" relate to planetary and interspecies well-being?
Instructor(s): Nikhita Obeegadoo Terms Offered: Not offered this academic year
Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.
Equivalent Course(s): GNSE 28888, CMLT 28888, CMLT 38888, FREN 38888, RDIN 38888, GNSE 38888, HLTH 28888, RDIN 28888

FREN 28900. La Princesse de Clèves and the Genesis of the Modern Novel. 100 Units.
Madame de La Fayette's 1678 novel represents a turning point in the international development of the psychological novel and historical fiction. Set in a Renaissance past of courtly international intrigue, the novel plumbs its characters' interiorized struggles with erotic desire, marriage, and adultery, forging a path for later novelists such as Flaubert, George Eliot, and Tolstoy. We will examine debates about its literary form and moral impact, as well as around gender and women's writing, placing the novel in a transnational context (Spanish, Italian, and English romances, drama, and moral philosophy) and its later reception, including film adaptations and its role in heated contemporary controversies around the place of the humanities in society. Students are encouraged to undertake individual comparative research projects in relation to the novel. Course taught in English but reading ability in French required.
Instructor(s): Larry Norman Terms Offered: Not offered this academic year
Prerequisite(s): Consent of instructor required for undergrads; those seeking FREN credit must have completed at least one French literature course, 21700 or higher.
Equivalent Course(s): FNDL 29405, FREN 38900, CMLT 38990, CMLT 28990

FREN 29301. Language Identity and Power in French-Creolophone Contexts. 100 Units.
This course examines the concept of language identity (i.e., the language[s] people employ to represent themselves) in multilingual Creolophone communities, particularly in Haiti. This course also examines the relationships between language identity, learning, language use, and literacy development in these societies. By the end of the course, students will be able to explain: 1) what language identity in multilingual Creolophone community reveal about speakers and their language attitudes; 2) how context and mode of communication can impact language identity and language use; 3) literacy acquisition and achievement in Creole communities; and

4) how Creolophones' learning and literacy development are affected by language policies and ideologies. A final project will require students to design and conduct a preliminary sociolinguistic study based on students' interests in the French-Creolophone world.
Instructor(s): Gerdine Ulysse Terms Offered: Spring
Prerequisite(s): Knowledge of French and Kreyòl will be helpful, but not required.
Note(s): Taught in English.
Equivalent Course(s): KREY 29300, LACS 29299

FREN 29322. Europe's Intellectual Transformations, Renaissance through Enlightenment. 100 Units.
This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the "new philosophy" of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.
Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.
Equivalent Course(s): KNOW 39522, HIST 39522, KNOW 29522, HCHR 39522, FREN 39322, SIGN 26036, HIST 29522, RLST 22605

FREN 29700. Readings in Special Topics. 100 Units.
This course is a study of directed readings in special topics not covered by courses offered as part of the program in French. Subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Prerequisite(s): FREN 10300 or 20300, depending upon the requirements of the program for which credit is sought
Note(s): Students are required to submit the College Reading and Research Course Form.

FREN 29900. BA Paper Preparation: French. 100 Units.
In consultation with a faculty member, students devote the equivalent of a one-quarter course to the preparation of a BA project.
Prerequisite(s): Consent of undergraduate adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade. Counts towards course requirements for French majors seeking honors.

Other Courses of Interest

FREN 37000. Neoclassical Aesthetics: Transnational Approaches. 100 Units.
Though "aesthetic" philosophy first developed as an autonomous field in the mid-eighteenth century, it has important roots in earlier eighteenth- and seventeenth-century debates concerning literature and the arts. In the wake of Cartesian rationalism, could reasoned method be reconciled with non-rational creativity, or decorous order with the unruly "sublime"? Just what kind of "truth" was revealed by poetry or painting? What is the value of the Greco-Roman models versus authorial innovation? We will consider the relation between literature and other media (particularly opera and the visual arts) and read French texts in dialogue with other, and often contending, national trends (British, German, Italian). Readings will include Descartes, Pascal, Perrault, Félibien, Dryden, Du Bos, Addison, Vico, Montesquieu, Staël, and A.W. Schlegel.
Instructor(s): Larry Norman Terms Offered: Not offered this academic year
Prerequisite(s): Reading knowledge of French is required. Undergrads permitted with consent of instructor.
Equivalent Course(s): CMLT 38600, ARTH 48301, SCTH 37000

Italian Courses

Language

Must be taken for a quality grade. No auditors are permitted.

ITAL 10100-10200-10300. Beginning Elementary Italian I-II-III.
This three-quarter sequence is intended for beginning and beginning/intermediate students in Italian. It provides students with a solid foundation in the basic patterns of spoken and written Italian (e.g., grammar, vocabulary, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence at whatever level is appropriate for them. Cultural awareness is enhanced through the use of authentic audio-visual materials and literary texts.

ITAL 10100. Beginning Elementary Italian I. 100 Units.
This course is the first of a three-part language sequence that provides beginning students with a solid foundation in the language and the cultural norms necessary for everyday communication in Italy. It is designed to help students obtain functional competency in speaking, writing, reading, and listening. Students will practice all three modes of communication (interpersonal, interpretive, and presentational). They will also explore aspects of Italian culture, traditions, and regions through a selection of texts and audio-visual materials that aim to raise cultural awareness and encourage intercultural reflection.
Instructor(s): Staff Terms Offered: Autumn

ITAL 10200. Beginning Elementary Italian II. 100 Units.
This course offers a rapid review of the basic patterns of the language presented in ITAL 10100 and further explores the language and the cultural norms necessary for everyday communication in Italy. It is designed to help students obtain functional competency in speaking, writing, reading, and listening with a focus on present and past time frames. Students will practice all three modes of communication (interpersonal, interpretive, and presentational). They will also explore aspects of Italian culture, traditions, and regions through a selection of texts and audio-visual materials that aim to raise cultural awareness and encourage intercultural reflection.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): ITAL 10100 or placement

ITAL 10300. Beginning Elementary Italian III. 100 Units.
This course is the third of a three-part language sequence that provides a solid foundation in the language and the cultural norms necessary for everyday communication in Italy. It expands on the language presented in previous parts of the sequence, and provides functional competency in speaking, writing, reading, and listening, with a focus on present, past and future time frames. Students will practice all three modes of communication (interpersonal, interpretive, and presentational). They will also explore aspects of Italian culture, traditions, and regions through a selection of texts and audio-visual materials that aim to raise cultural awareness and encourage intercultural communication. Successful completion of ITAL 10300 meets the language competence requirement.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ITAL 10200 or placement

ITAL 12200. Italian for Speakers of Romance Languages. 100 Units.
This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Italian. Students learn ways to apply their skills in another Romance language to Italian by concentrating on the similarities and differences between languages. Students with a placement of 20100 or higher in any of the other Romance Languages are eligible to take ITAL 12200 for completion of the College Language Competency Requirement.
Instructor(s): Staff Terms Offered: Spring Winter
Prerequisite(s): 10300 in another Romance language or consent of instructor.
Note(s): No auditors permitted. If course is full, or total enrollment is less than enrollment limit & you can't register, attend on 1st day. Registered students who don't attend on 1st day may lose spot.

ITAL 13333. Reading Italian for Research Purposes Prerequisite Course. 100 Units.
This course is designed for students without prior experience or training in Italian who wish to take ITAL 33333, Reading Italian for Research Purposes. In this course, students learn the basics of Italian grammar and syntax, some basic Italian vocabulary, and they also begin to learn some of the reading strategies they will need to be successful in ITAL 33333. The prerequisite for ITAL 33333 is either one year of college-level Italian language instruction or the equivalent, or successful completion of ITAL 13333.
Terms Offered: Not offered this academic year

ITAL 20100-20200-20300. Italian Language, History, and Culture I-II-III.
In this intermediate-level sequence, students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. They are exposed to literary and nonliterary texts and audio-visual materials that provide them with a deeper understanding of Italian culture and society.

ITAL 20100. Language, History, and Culture I. 100 Units.
In this course, students practice all three modes of communication (interpersonal, interpretive, and presentational), and further develop listening, reading, writing, and speaking skills through a variety of activities. This class reviews basic patterns of the language, and presents new grammatical structures and communicative functions. Students explore aspects of Italian society - with a focus on cultural practices and perspectives - through a variety of literary and non-literary texts and audio-visual materials, which raise cultural awareness and encourage intercultural reflection.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): ITAL 10300 or placement

ITAL 20200. Language, History, and Culture II. 100 Units.
In this second part of the intermediate sequence, Students explore aspects of Italian society - with a focus on social issues and socioeconomic changes - cultural practices, and perspectives through a variety of literary and non-literary texts and audio-visual materials. The course raises cultural awareness and encourages intercultural reflection, while offering students several opportunities to practice all three modes of communication (interpersonal, interpretive, and presentational). Students develop listening, reading, writing, and speaking skills through a variety of activities. This class presents new grammatical structures and lexical items, while reviewing patterns from ITAL201.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): ITAL 20100 or placement

ITAL 20300. Language, History, and Culture III. 100 Units.
This course completes the study of the common grammatical functions and syntactical structures of the language, while reviewing previously-acquired patterns. Students practice all three modes of communication (interpersonal, interpretive, and presentational), and further develop listening, reading, writing, and speaking skills through a variety of activities. They continue exploring aspects of Italian society, through audio-visual materials and the reading of a contemporary Italian novel. Like the other parts of the sequence, this course raises cultural awareness, encourages intercultural reflection, and help students develop academic literacy.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ITAL 20200 or placement

ITAL 20222. Italian for Speakers of Romance Languages II. 100 Units.
This course is intended for speakers of other Romance languages who have completed ITAL 12200 "Italian for Speakers of Romance Languages." In this intermediate-level course, students will further develop their proficiency in Italian, by focusing on the similarities and differences between Romance languages. This course offers a rapid review of the basic patterns of the Italian language and expands on the material presented in ITAL 12200.
Terms Offered: Spring
Prerequisite(s): ITAL 12200 or consent of instructor.
Note(s): Taught in Italian.

ITAL 20400. Corso di perfezionamento. 100 Units.
This course helps students achieve a very high level of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structure and organization of several types of written Italian discourse. This course is also intended to help students attain high levels in reading, speaking, and listening through readings and debates on various issues of relevance in contemporary Italian society.
Instructor(s): Staff Terms Offered: Not offered this academic year
Prerequisite(s): ITAL 20300, placement, or consent of instructor

ITAL 20600. Cinema italiano: lingua e cultura. 100 Units.
This course examines aspects of Italian language and culture through the study of a variety of Italian films. While acquiring the necessary vocabulary and conceptual tools to identify formal filmic elements, students will improve their language proficiency and broaden their knowledge of Italian culture, with a particular attention to historical and sociolinguistic features. Film analysis will also help foster intercultural reflection and awareness of selected past and current social issues in Italy. Taught in Italian.
Instructor(s): Staff Terms Offered: Not offered this academic year
Prerequisite(s): ITAL 20300 or consent of instructor.

ITAL 20650. Italian Comics: Language, Culture, and Translation. 100 Units.
This course offers insight into 20th- and 21st-century Italian language and culture through the practice of translating comics. As a verbal medium, comics present a variety of registers, from the elevated language of literary adaptations to creative parodies; from the standard Italian adopted in serial comics to the colloquial or regional Italian used in graphic novels and webcomics. As a visual medium, the interpretation of comics entails developing the ability to read the images together with the text, while keeping into consideration the space constraints imposed by captions and balloons. Using a variety of primary sources from 1908 to the present (comic strips, comic books, graphic novels, webcomics), students will have the opportunity to participate in translation tasks, gaining awareness of the Italian language and the cultural importance of translation; they will also expand their knowledge of well-known Italian comics and reflect upon the cultural context in which they were brought to life. In this course, students will practice translation from Italian to English as well as continue to perfect their speaking and writing skills in Italian through a variety of creative oral and written activities.
Instructor(s): Sara Dallavalle Terms Offered: Spring
Prerequisite(s): ITAL 20300 or consent of instructor.

ITAL 20660. Italian Comics: A Century Long (Hi)story. 100 Units.
This course offers an introduction to Italian comics and aims to explore their interaction with the historical and social contexts in which they are published. Italian comics have a history of power exchange among consumers, industry, and products, and thus, are particularly suitable for investigating how the Italian people reacted to significant 20th- and 21st-century historical events. This course will provide students with fundamental coordinates to read, interpret, and argue about comic strips, comic books, and graphic novels contextually as social commentary and products of the entertainment industry. Students will have the chance to develop critical thinking skills and multimodal literacy with activities such as visual analyses of digitized comics pages, evaluations of physical copies of magazines and books, discussions on the role of comics artists, and broader considerations on the change and development of Italian society and culture. This course will utilize the vast selection of Italian comics held at the Regenstein Library.
Instructor(s): Sara Dallavalle Terms Offered: Not offered this academic year
Prerequisite(s): ITAL 20300 or consent of instructor.

ITAL 20670. Italian Popular Culture: Music, Media, and Society. 100 Units.
This course explores contemporary Italian society through a cultural studies lens, tracing developments from the post-World War II era to the digital age. Focusing on popular media, it examines how television, music, film, and social media content reflect and interact with social identities, political debates, and everyday cultural practices across decades. Students engage with cinema and TV programs (talk shows, series, social documentaries, and commercials), hit songs and musical movements (from cantautori to indie scenes), and viral digital media phenomena. Through media analysis, case studies, and collaborative projects, students investigate how popular culture mirrors Italy's social transformations, while strengthening advanced Italian language skills and tools for interpreting today's Italy.
Instructor(s): Cabrini Terms Offered: Autumn. Taught in Italian
Prerequisite(s): ITAL 20300 or consent. No auditors permitted. If course is full, or total enrollment is less than enrollment limit & you can't register, attend on 1st day. Registered students who don't attend on 1st day may lose spot.

Literature and Culture

All literature and culture classes are conducted in Italian unless otherwise indicated. Students who are taking a course for credit toward the Italian major or minor do all work in Italian. With prior consent of instructor, non-majors may write in English.

ITAL 21800. Italo Calvino. 100 Units.
Italo Calvino is one of the most important authors of the twentieth century. We will read some of his most famous books in Italian. Among others, we will study Le Cita, Invisibili, Gli Amori Difficili, Il Barone Rampante, Se Una Notte D'Inverno Un Viaggiatore. Reading Calvino is an essential experience for all students of Italian culture. We will place his books and his poetics in the context of modern Italian culture and Western European post-modernism.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 21810

ITAL 21820. Italo Calvino: the Dark Side. 100 Units.
An intense reading of Italo Calvino's later works: we will contemplate the orbital debris of "Cosmicomics" and "t zero," and we will follow the labyrinthine threads of "The Castle of Crossed Destinies" and the "Invisible Cities." After stumbling upon the suspended multiple beginnings of "If On a Winter's Night a Traveler," we will probe the possibilities of literature with the essays collected in "Una pietra sopra." Finally, we will encounter "Mr Palomar," who will provide us with a set of instructions on how to neutralize the self and "learn how to be dead." The approach will be both philosophical and historical, focusing on Calvino's ambiguous fascination with science, his critique of the aporias of reason and the "dementia" of the intellectual, and his engagement with the nuclear threat of total annihilation.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 21820, ITAL 31820

ITAL 21900. Dante's Divine Comedy 1: Inferno. 100 Units.
This is the first part of a sequence focusing on Dante's masterpiece. We examine Dante's Inferno in its cultural (i.e., historical, artistic, philosophical, sociopolitical) context. In particular, we study Dante's poem alongside other crucial Latin and vernacular texts of his age. They include selections from the Bible, Virgil's Aeneid, Augustine's Confessions, Ovid's Metamorphoses, and the stilnovist and Siculo-Tuscan poets. Political turmoil, economic transformation, changing philosophical and theological paradigms, and social and religious conflict all converge in the making of the Inferno.
Instructor(s): H. Justin Steinberg Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 27200, MDVL 21900, ITAL 31900

ITAL 22000. Dante's Divine Comedy II: Purgatorio. 100 Units.
This course is an intense study of the middle cantica of the "Divine Comedy" and its relationship with Dante's early masterpiece, the "Vita Nuova." The very middleness of the Purgatorio provides Dante the opportunity to explore a variety of problems dealing with our life here, now, on earth: contemporary politics, the relationship between body and soul, poetry and the literary canon, art and imagination, the nature of dreams, and, of course, love and desire. The Purgatorio is also Dante's most original contribution to the imagination of the underworld, equally influenced by new conceptualizations of "merchant time" and by contemporary travel writing and fantastic voyages.
Instructor(s): H. Justin Steinberg Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 32000, MDVL 22003, FNDL 27202

ITAL 22010. Portrait and Self-Portrait. 100 Units.
In this course we will examine portraits and self-portraits in Italian literature and visual arts from the Middle Ages to Modernity, practicing close reading and creative writing. Visits to the Rare books Special Collection will allow us to investigate material aspects of selected works. We will analyse different literary forms, while paying attention to the evolution of Italian language from the Middle Ages up to today. You will see that your knowledge of Italian language allows you to read contemporary writing as well as Boccaccio's novels, Michelangelo's poems, or Leonardo's notes on art, science, and life.
Instructor(s): Federica Caneparo Terms Offered: Not offered this academic year

ITAL 22090. Learning How to Die. 100 Units.
Death is inevitable, universal, and largely unspoken. "Learning How to Die" examines how individuals and societies confront the end of life-and how cultural narratives, medical institutions, and systems of care shape what that confrontation makes possible. Co-taught across literary studies and sociology, the course explores dying as both an existential problem and a socially organized process, shaped by the languages we use, the stories we tell, and the structures of care that support or constrain us. Readings include philosophical reflections on mortality, first-person accounts of terminal illness, and ethnographic analyses of medical communication, prognostic cultures, caregiving labor, and the social distribution of vulnerability. By placing narrative form in dialogue with clinical and institutional practice, the course investigates how people "learn" to die-how they make meaning under conditions of finitude, negotiate uncertainty, and develop shared frameworks for witnessing, articulating, and supporting the end of life.
Instructor(s): Maria Anna Mariani, Alexandra Tate Terms Offered: Autumn
Prerequisite(s): PQ: Third or fourth-year standing
Equivalent Course(s): BPRO 22000, HIPS 22200, HLTH 22000

ITAL 22101. Dante's Divine Comedy III: Paradiso. 100 Units.
An in-depth study of the third cantica of Dante's masterpiece, considered the most difficult but in many ways also the most innovative. Read alongside his scientific treatise the "Convivio" and his political manifesto the "Monarchia."
Instructor(s): H. Justin Steinberg Terms Offered: Not offered this academic year
Prerequisite(s): Completion of the previous courses in the sequence not required, but students should familiarize themselves with the "Inferno" and the "Purgatorio" before the first day of class.
Equivalent Course(s): MDVL 22101, ITAL 32101, FNDL 21804

ITAL 22200. Introduction to the Renaissance. 100 Units.
The Renaissance, which first and foremost flourished in Italy, founded our modern concept of the self. The way we see ourselves, the values we cherish, derive from the Renaissance. Modernity is a product of the Renaissance. This course emphasizes the importance of introspection in Renaissance culture, poetry, and philosophy.
The books I have selected have a strong autobiographical element. However, they also illuminate how the Renaissance theorizes the relationship between the individual and society. We will read, in Italian, passages from major Italian texts in prose, such as Castiglione's Il cortigiano, Machiavelli's Discorsi, Campanella's Città del Sole, and poetry by Michelangelo, Monsignor della Casa, and numerous women poets, such as Veronica Franco, Vittoria Colonna, and Veronica Gambara.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 26400

ITAL 22210. Italian Renaissance Epic. 100 Units.
This course examines the evolution of Italian Renaissance epic from Pulci to Marino. The course will emphasize the intertextual nature of this genre and its significant borrowings from classical sources. The course will not be limited to the most famous texts but will also include epics that have not received the critical attention they deserve, such as for example Lucrezia Marinella's "Enrico."
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 32210

ITAL 22440. Women in Italian Organized Crime Through Cinema. 100 Units.
In this course, we will study filmic representations of women in Italian organized crime, and the implications these portrayals have on the understanding of gender and the mafias through Italian cinema. Sociological and psychological studies have underscored the importance of female roles in relation to mafia organizations, notwithstanding the rigid patriarchal structure that allows only male affiliation. One of the main goals of this class is for students to gain an understanding of different Italian mafias and to get a deeper comprehension of the construction of gender in a selection of films centered around these organizations. We will also discuss how movies contribute to the perception of organized crime. This class will draw on a variety of fields, including sociology, gender studies, and film studies.
Instructor(s): Veronica Vegna Terms Offered: Winter. Taught in English.
Equivalent Course(s): CMST 22440, GNSE 22440

ITAL 22560. Poetic Postures of the Twentieth Century. 100 Units.
Modern poetry begins with a crisis-the loss of the poet's authority. What are the cultural and historical factors that determine this loss of authority? And what are the Italian poets' reactions to such a this crisis? The variety of possible attitudes is wide and ranges between two extremes: the shame for the poetic gesture and the pride of reaffirming its importance. This survey course explores chronologically how these reactions are embodied by poetic postures that go range from the poet as idol (D'Annunzio) to the poet who is ashamed of his own verses (Gozzano), from the playful clown (Palazzeschi) to the sleepwalker (Sbarbaro). Throughout this course, we will see how these attitudes postures can expand into literary movements, but we will also pay attention to how postures can be textualized, manifesting themselves in specific stylistic elements, which we will analyze with careful close readings.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 32560

ITAL 22600. The Making and Unmaking of Petrarch's Canzoniere. 100 Units.
This course is an intensive reading of Petrarch's influential and groundbreaking self-anthology. Petrarch's collecting and ordering of his own work is in many ways without precedent. We examine in particular the historical redactions of the Canzoniere, its status as a work-in-progress, what Petrarch excluded from its various forms (especially the Rime disperse), early drafts, and authorial variants. The emergence of a new role for the vernacular author and the shifting space of handwriting and the book are central concerns in our discussions, and we make frequent use of facsimiles and diplomatic editions.
Instructor(s): H. Justin Steinberg Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 32600, FNDL 22601

ITAL 22800. Cinematic Sicily: Exploring the Island and its Otherness through Film. 100 Units.
This course explores portrayals of Sicily in Italian films and their relationship with the social, cultural, and political realities of the island. Students will analyze how these films construct the "otherness" of Sicily, enforcing or challenging stereotypes and preconceptions about the island and its people. This course will also examine Sicily's criminal underworld and its impact on society, as well as women's emancipatory efforts and achievements against patriarchy and misogyny. The class will reflect on the historical and cultural context in which the films were made, giving students a deeper understanding of the ways in which cinema shapes our perception of Sicily in relation to the rest of Italy. The course will include films from different genres and references to TV series set in Sicily. Vocabulary to discuss formal cinematic elements will be provided throughout the quarter. Films will be available with subtitles in English and Italian.
Instructor(s): Veronica Vegna Terms Offered: Not offered this academic year
Prerequisite(s): ITAL 20300 or consent of instructor
Equivalent Course(s): GNSE 22805

ITAL 22888. Narrative Frescos in Early Modern Italy. 100 Units.
In this course we will observe different ways to tell a story through painting, and we will analyze strategies used by artists in early modern Italy to describe space and time in visual terms. Students will engage with different artists, from Giotto to Raphael and Pellegrino Tibaldi, and different cultural and geographic contexts, from Padua and Bologna to Florence, Venice, and Rome, over the span of about three centuries.Students will explore a wide range of visual examples and textual sources on various subject matters, from poetry to history, from the Bible to vernacular accounts about saints, from mythology to contemporary chronicles, in order to investigate what kind of stories were told on the walls of halls and courts of honor, private rooms, or public spaces, aiming at understanding why each of them was chosen. Complex projects such as narrative mural and ceiling paintings usually involved a tight collaboration among artists, patrons, and iconographic consultants, all figures with whom students will become familiar. We will also analyse the theory behind the comparison of poetry and painting ("ut pictura poesis", "as is painting so is poetry") by investigating the meaning and the reception of this ancient concept in early modern times, and its implications on the social role of the artist. Students will investigate the significance of narrative frescos in early modern times, while also asking questions about their value and impact today.
Instructor(s): F. Caneparo Terms Offered: Winter
Prerequisite(s): This course fulfills the following requirements in the ARTH major and minor: European and American pre-1800
Equivalent Course(s): ARTH 22816, ARTH 32816, ITAL 32888

ITAL 22900. Vico's New Science. 100 Units.
This course offers a close reading of Giambattista Vico's seminal work, "New Science" (1744), which aimed to challenge prevailing notions regarding the fundamental principles of humanity. Often dubbed the "last Renaissance man" or a representative of the "Counter-Enlightenment," Vico rejected the detached rationalism of his time as he set out to recover the attitude and emotions relevant to the humanities in contrast to the natural sciences. His inquiry revolves around the connection between the factum or what is "made" - anything resulting from human skills (literature, art, law, institutions, etc.) - and the verum or God-begotten truth. What kind of epistemology and interpretive methodologies arise when we turn to Vico, Descartes's scourge? In our own dissatisfaction with rational empiricism, Vico's alternative unfolds as an epic exploration through time, guiding us to witness primitive humans uttering their first word, partake in Noah's ark journey, and retrace the origins of writing and the foundation of civilizations.
Instructor(s): Rocco Rubini Terms Offered: Autumn
Prerequisite(s): Taught in English.
Equivalent Course(s): FNDL 21408, CMLT 32501, ITAL 32900, CMLT 22501

ITAL 23000. Machiavelli and Machiavellism. 100 Units.
This course is a comprehensive introduction to Machiavelli's The Prince in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright ("The Mandrake"), fiction writer ("Belfagor," "The Golden Ass"), and historian ("Discourses," "Florentine Histories"). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 33001, CMLT 35801, FNDL 21603, CMLT 25801

ITAL 23101. Early Italian Lyric: Dante and His Rivals. 100 Units.
An intense reading of Dante's early experiment in autobiography, self-commentary, and self-anthologizing. The "Vita Nova" is an essential text for readers of Dante's Commedia since the poet constantly refers back to it, and we will read it keeping in mind this dialogue. However, our primary focus will be to examine the "Vita Nova" in the context of contemporaneous literary practices. How does Dante engage with the philosophical and aesthetic debates of his time? We will use "Vita Nova" to gain entry into the larger world of early Italian poetry (Guittone, Guinizzelli, Cavalcanti, and others) and we will examine his contribution to the courtly love tradition.
Instructor(s): H. Justin Steinberg Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 33101, MDVL 23101

ITAL 23200. Children's Literature as an Avant-Garde. 100 Units.
This course examines a remarkable season of Italian children's literature (1960-1980), focusing on its radically experimental character and its engagement with the legacy of the historical avant-gardes. The authors under study were often directly involved in movements such as Futurism and Surrealism, and they translated these movements' aesthetic theories into works created for young readers. As a result, beneath the genre's apparent simplicity and naiveté, we encounter a high degree of formal sophistication: linguistic play that subverts established orders of meaning, investigations into spatial dynamism, and sustained experiments with nonlinear narrative.
Instructor(s): Maria Anna Mariani Terms Offered: Autumn
Prerequisite(s): Taught in Italian.

ITAL 23333. Reading Italian for Research Purposes. 100 Units.
Reading Italian for Research Purposes prepares students to read and do research using scholarly texts in Italian. Students will build on their fundamental knowledge of Italian grammar and the most common vocabulary terms used in scholarly writing, while developing reading comprehension skills and working intensively with academic texts in their areas of research specialty. Students who perform well in ITAL 23333/33333 will be able to comprehend difficult scholarly texts and begin using them in their own research. The course also includes practice of skills necessary to pass the Academic Reading Comprehension Assessment (ARCA) in Italian, administered by the Office for Language Assessment (OLA).
Instructor(s): Staff Terms Offered: Not offered this academic year
Prerequisite(s): PQ for 23333: ITAL 10200 or ITAL 122, or placement in ITAL 10300, or consent of instructor. PQ for 33333: While there is currently no strict prerequisite for ITAL 33333, one year of introductory Italian or the equivalent is highly recommended.
Equivalent Course(s): ITAL 33333

ITAL 23410. Reading and Practice of the Short Story. 100 Units.
What are the specific features of the short story? How does this literary form organize different visions of time and space? Informed by these fundamental theoretical questions, this course explores the logic of the short story and investigates its position among literary genres. We will read together a selection of Contemporary Italian short stories (privileging the production of Italo Calvino, Beppe Fenoglio, and Elsa Morante, but also including less visible authors, such as Goffredo Parise, Dino Buzzati, and Silvio D'Arzo). The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to enter in a deeper resonance with the encountered texts.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 23411

ITAL 23502. Boccaccio's Decameron. 100 Units.
One of the most important and influential works of the middle ages-and a lot funnier than the "Divine Comedy." Written in the midst of the social disruption caused by the Black Death (1348), the "Decameron" may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's "Decameron" form a structural masterpiece that anticipates the Renaissance epics, Chaucer's "Canterbury Tales," and the modern short story. Students will be encouraged to further explore in individual projects the many topics raised by the text, including (and in addition to the themes mentioned above) magic, the visual arts, mercantile culture, travel and discovery, and new religious practices.
Instructor(s): H. Justin Steinberg Terms Offered: Spring
Prerequisite(s): Taught in English.
Equivalent Course(s): FNDL 21714, ITAL 33502, MDVL 23502

ITAL 23510. Barocco e Neobarocco. 100 Units.
This course investigates the literary, cultural, and ideological facets of seventeenth-century Italian baroque and their role in twentieth-century Italian literature. We will analyze Marino's ekphrastic poems La galeria, Adone and the genre of "visual poetry" (poesia figurata) through a close reading of Guido Casoni's La passione di Cristo. To enlighten the baroque's emphasis on verbal/visual contamination, we will read passages from Emanuele Tesauro's Il cannocchiale aristotelico and Panegirici, particularly those dedicated to the Holy Shroud of Turin, which the baroque saw as an exceptional hybrid (representation made with Christ's blood). We will read the first chapter of Marino's Dicerie sacre (La Pittura. Diceria prima sopra la Santa Sindone), selections from Basile's Lo

cunto de li cunti, and Torquato Accetto's Della dissimulazione onesta. From the modern Neo-baroque, we will read texts that reflect the concepts and rhetorical strategies we found in the seventeenth-century texts. We will analyze crucial novels such as Gadda's La cognizione del dolore, Ortese's Il cardillo addolorato, Manganelli's Dall'inferno, Discorso dell'ombra e dello stemma, and Centuria. We will focus on Sanguineti's Laborintus and Zanzotto's La beltà, which is a key text of Italian poetic canon. During the course we will discuss essential secondary literature such as Benjamin's The Origins of German Tragic Drama, Calabrese's Il neobarocco, and Harrison's Reflections on Baroque.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 33510

ITAL 23537. Consent and Dissent in Italian Literature: From Dante to Modernity. 100 Units.
TBD
Instructor(s): Caterina Nicodemo Terms Offered: TBD

ITAL 23710. Sulla sopravvivenza. 100 Units.
Questo corso è una riflessione sulla sopravvivenza attraverso pagine letterarie e filosofiche. Inizieremo ripercorrendo il pensiero di Elias Canetti, che senza sosta ha esplorato il concetto di sopravvivenza, specialmente nel suo intreccio col potere. Proseguiremo poi considerando come, nell'era dello sterminio di massa, la sopravvivenza si separi dal legame col potere e il trionfo e si leghi invece alla vergogna di chi resta in vita e al debito nei confronti dei morti. Affronteremo questo aspetto del problema attraverso un close reading dei testi di Primo Levi, che ci porteranno a riflettere sul rapporto tra sopravvivenza e testimonianza. La parte conclusiva del corso sarà dedicata emblematicamente a Anna Frank e alle appropriazioni e trivializzazioni postume della sua figura.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 32710

ITAL 23880. Migration, Identity, and Belonging in Italian and Spanish Cinema. 100 Units.
Migration has become a central issue in contemporary politics, often used to challenge the forms and values of social organization traditionally associated with modern liberal democracies. Italy and Spain, historically viewed as sources of emigration or destinations for internal migration, are increasingly grappling with the complexities of immigration. This course examines the intersection of immigration and cinema in Italy and Spain, exploring how films have reflected, shaped, and contested discourses on migration, identity, and belonging. Through the lens of cinematic representation, students will engage with themes such as displacement, border politics, nationalism, gender, racialization, and the dynamics of intercultural integration. The course delves into the portrayal of immigrants, refugees, and diasporic communities in film, emphasizing Italy and Spain's distinctive roles as historical crossroads of migration. Topics include post-colonial legacies, these countries' roles as gateways to Europe, and the lived experiences of immigrant communities.
Instructor(s): Mario Santana, Veronica Vegna Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 23880

ITAL 23900. Marsilio Ficino's "On Love" 100 Units.
This course is first of all a close reading of Marsilio Ficino's seminal book On Love (first Latin edition De amore 1484; Ficino's own Italian translation 1544). Ficino's philosophical masterpiece is the foundation of the Renaissance view of love from a Neo-Platonic perspective. It is impossible to overemphasize its influence on European culture. On Love is not just a radically new interpretation of Plato's Symposium. It is the book through which sixteenth- and seventeenth-century Europe read the love experience. Our course will analyze its multiple classical sources and its spiritual connotations. During our close reading of Ficino's text, we will show how European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we will read extensive excerpts from some important love treatises, such as Castiglione's The Courtier (Il cortigiano), Leone Ebreo's Dialogues on Love, Tullia d'Aragona's On the Infinity of Love, but also selections from a variety of European poets, such as Michelangelo's canzoniere, Maurice Scève's Délie, and Fray Luis de León's Poesía.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 21103, CMLT 26701, CMLT 36701, ITAL 33900

ITAL 24026. Translating Gender Across France and Italy. 100 Units.
Frenemies" since the Middle Ages, the literary traditions of Italy and France illustrate the productive tensions that can arise from cultural and geographic proximity. This course explores practices of rewriting and adaptation across the Alps through the lens of gender and sexuality. We will focus on two periods of literary flourishing: the early modern age, when Italy led Europe into the era we now call the Renaissance, and the dawn of literary modernism in the late nineteenth and early twentieth centuries, when France stood out for its innovations. We will address topics such as: how do female authors adapt works originally written by men? how do treatments of masculinity change when they move from one cultural setting to another? what role does sexuality play in realist genres? how does the post-modern representation of love and femininity change across French and Italian works in the twenieth century? Authors and works may include fabliaux, chansons de geste, Boccaccio, Marguerite de Navarre, Christine de Pizan, Orlando furioso, Émile Zola, Giovanni Verga, Italo Calvino, Raymond Queneau. Theory readings will include Roland Barthes, Hélène Cixous, Umberto Eco, Susan Sontag, and others.
Instructor(s): Fara Taddei Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 24026, GNSE 12146, FREN 24026

ITAL 24100. Goldoni. 100 Units.
This class is a close reading (in context) of some selected works by Carlo Goldoni, Italy's most prominent playwright of the eighteenth century. It includes discussion of Goldoni's so-called "reform" of Italian theater, whereby elements of Renaissance and Baroque comedy where refashioned to serve a prototypical bourgeois theater; and Goldoni's antagonism with Carlo Gozzi, promoter of a more exotic yet old-fashioned type of comedy. In the latter part of the course we will focus on the Goldoni-Renaissance in the twentieth century, spearheaded by renowned stage director Giorgio Strehler (1921-1997).
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 34100, TAPS 28420

ITAL 24410. Vichianism: The Italian (Counter-) Enlightenment. 100 Units.
This course looks at the reception of Giambattista Vico (1668-1744), whose philosophy, largely neglected at first, eventually came to enjoy far-reaching influence as European thinkers set out on repeated quests for the source of a different "modernity" or "Counter-Enlightenment" in fields as varied as political theory (Romagnosi, Cattaneo, Ferrari), the historical and modernist novel (Cuoco, Manzoni, Joyce), Romantic historiography (Michelet, Gioberti), literary criticism (Auerbach), and intellectual history (Berlin). What is the secret behind the enduring appeal of Vico's anti-rationalist stance? This seminar, going further than dedicating itself to the legacy of a single thinker, wishes to investigate the "logic" (or lack thereof) that attends posthumous acclaim, eponymity, and etiological myths, and to provide guidelines for a disciplined approach to the history, practice, and theory of reception.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 34410

ITAL 24700. Giacomo Leopardi. 100 Units.
Il corso prevede la letture di Operette morali, passi scelti dello zibaldone, e una serie di poesie. Partendo dal Cantico del gallo silvestre, nelle operette morali, si cercherà di mettere in duscussione l'idea completamento negative del "pessimisno leopardiano". Si mosterà un percorso di pensieri leopardiani dove la negazione e le "vedute pessimistche" fanno parte d'un lungo discorso antropologico. Quello che emerge è un uso del pensiero che non è da intendere come costruttivo, ma "dissipatorio." É un'altra e diversa forma di energia che, nel dissipare o dissolvere le aspettative del futuro, permette di vedere uno stato particolare dell'essere.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year

ITAL 24910. Italo Svevo. 100 Units.
Visceralmente amato da Coetzee, Canetti e Perec - e prima ancora da Joyce e Montale, Italo Svevo potrebbe sembrare a tutti gli effetti un "writer's writer." Eppure è molto di più, perché anche il lettore comune è presto spinto a simpatizzare con questo autore dagli esordi sfortunati, costretto a pagare da sé la pubblicazione dei propri romanzi e incline a trattare l'italiano come una lingua straniera, rivoluzionandone la sintassi e il lessico. In questo corso introduttivo leggeremo tutte le sue opere, privilegiando la Coscienza di Zeno e addentrandoci anche nel romanzo postumo - Le confessioni del vegliardo - che celebra i borbottii della vecchiaia e descrive lo stupore della vita inghiottita dalla scrittura. Durante il corso porteremo spesso in primo piano lo sfondo filosofico delle pagine di Svevo, valorizzando in particolare gli elementi nietzschiani che vi sono disseminati: l'esaltazione dell'arte come potenza del falso e la scoperta del carattere di menzogna inseparabile dalla conoscenza.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 34910

ITAL 24920. Primo Levi. 100 Units.
Witness, novelist, essayist, translator, linguist, chemist, and even entomologist. Primo Levi is a polyhedral author, and this course revisits his work in all its facets. We will privilege the most hybrid of his texts: The Search for Roots, an anthology that collects the author's favorite readings--a book assembled through the books of the others, but which represents Levi's most authentic portrait. By using this work as an entry point into Levi's universe, we will later explore his other texts, addressing issues such as the unsettling relationship between survival and testimony, the "sinful" choice of fiction, the oblique path towards autobiography, and the paradoxes of witnessing by proxy.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Prerequisite(s): Open to advanced undergrads with consent of instructor.
Equivalent Course(s): JWSC 24920, ITAL 34920, FNDL 24920

ITAL 24930. Italy and the Bomb. 100 Units.
A new form of literature, "indispensable for those who know and do not close their eyes" (Elias Canetti), was supposed to have emerged from the contemplation of the harrowing ruins of Hiroshima and Nagasaki. This new literature was supposed to have been a form of reconciliation; and it should have been able to engender, with its rhetorical devices, an antidote against the human instinct of destruction. This is the kind of literature that Elsa Morante calls for in her lecture "For or Against the Atomic Bomb", in which she chooses to tackle such a "gloomy topic", and yet one that "nobody should dare ignore"-nobody, and especially not a writer. During our course we will read essays and novels written throughout the 1960s, 1970s and 1980s that faced the issues posed by the atomic bomb. We will privilege Italian works, but we will also be attuned to the echoes of these themes within a global literary context. Topics to be investigated include the writer's ethical response, the scientist's responsibility and dilemmas, the spreading of apocalyptic fear, and the specter of humanity's death drive. Readings include

texts by Italo Calvino, Elsa Morante, Alberto Moravia, Leonardo Sciascia, Hannah Arendt, Jacques Derrida, Günther Anders, Hans Jonas, among others.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 34930

ITAL 25210. Brevitas. 100 Units.
Reflecting on his preference for short literary forms, Italo Calvino identifies brevitas as "the true vocation of Italian literature, which is poor in novelists but rich in poets, who even when they write in prose give their best in texts where the highest degree of invention and thought is contained in a few pages." Taking as a starting point Calvino's statement, this course explores the short and fragmentary forms of Italian literature. Not only short stories, but also aphorisms, epigrams, lyrical fragments, cases, and apologues. Some of our guiding questions will be: What are the resources of expressive density? Is a fragment the negation of a superior unity or the compendium of an entire universe? How does silence shape brevitas? The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to engage more closely and actively with the encountered texts. This course is especially designed to help students improve their written Italian and literary interpretive skills.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year

ITAL 25500. Poesia lirica del '500. 100 Units.
This course studies the complex Petrarchan and anti-Petrarchan poetic movement in sixteenth-century Italy. We will study in detail a number of major poetic figures, from Pietro Bembo, to Monsignor Della Casa, but also Michelangelo and Ludovico Ariosto. Special attention will be given to several women poets, such as Vittoria Colonna and Veronica Gambara. We will also study the technical aspects of Renaissance lyric poetry (verses, rhetorical devices, etc.) in its relationship with Petrarch's Canzoniere. We will also read some important self-commentaries that fundamental poets such as Torquato Tasso wrote about their own poetic compositions.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 35500

ITAL 25550. Machiavelli: Politics and Theater. 100 Units.
Arguably the most debated political theorist of all time due to The Prince, Machiavelli genuinely aspired to be remembered for his creative prowess. He explored various literary genres, such as short stories, dialogues, satirical poetry, letter writing, and, notably, theater, where he demonstrated mastery with The Mandrake, an exemplary Renaissance comedy. This course aims to reintegrate these two aspects of Machiavelli: the serious politician and the facetious performer, a Janus-faced figure who serves as a precursor of both Hobbes and Montaigne. We will revive the image of this "Renaissance man," and, through him, shed light on his era and fellow humanists by restoring their intellectual unity of prescription and laughter. Indeed, we will discover that Machiavelli encourages us not to take things, including him and ourselves, too seriously! Taught in English.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 29305, CMLT 35550, TAPS 38481, TAPS 28481, CMLT 25550, ITAL 35550

ITAL 25600. Poets in Crisis: Masks, Voices, and Identity in 20th-Century Italian Poetry. 100 Units.
What does it mean to be a poet when no one is listening anymore? Twentieth-century Italian poetry begins with a crisis: the poet's loss of cultural authority. No longer prophets or public heroes, poets respond by reinventing themselves in surprising-and often contradictory-ways. This course explores how Italian poets grapple with this moment by adopting bold poetic postures, from exaggerated self-confidence to irony, playfulness, and self-doubt. We will follow a lively historical path through the century, encountering unforgettable poetic figures: the poet as celebrity and cultural icon (D'Annunzio), the poet embarrassed by his own verses (Gozzano), the mischievous clown (Palazzeschi), and the disenchanted sleepwalker (Sbarbaro). These postures help us understand not only individual poets, but also the emergence of major literary movements. Students will learn how poetic identity is constructed on the page through voice, tone, imagery, and form. Through guided close readings, discussion, and writing, the course builds skills in reading poetry attentively while considering how modern poetry redefines creativity, self-expression, and the social function of art."
Instructor(s): Maria Anna Mariani Terms Offered: Winter
Prerequisite(s): Taught in Italian.
Equivalent Course(s): ITAL 35600

ITAL 25800. Childhood and Fairy Tale in Bachelard, Benjamin, and Agamben. 100 Units.
'The child' is a complex and fascinating notion that plays a crucial role in the writings of some of the major twentieth-century thinkers. The child is often linked to 'fairy tale,' as if one concept couldn't exist without the other. What constitutes a fairy tale, what is the difference between fairy tale, myth, and allegory, and who is the real narrator and listener of fairy tales are questions that can only be addressed through a second, fundamental query: What is 'the child'? What does 'the child' represent? What role does the imagination play in the formation of 'the child'? These issues are especially significant in the writings of Gaston Bachelard, Walter Benjamin, and Giorgio Agamben. Readings will include: Bachelard, "Poetics of Reverie: Childhood, Language, and the Cosmos"; Bachelard, "Air and Dreams. An Essay on the Imagination of Movement"; Bachelard, "The Flame of a Candle"; Benjamin, One-Way Street; Benjamin, "The Fireside Saga"; Benjamin, "Berlin Childhood around 1900"; Benjamin "Goethe's Elective Affinities,"; Benjamin, "The Storyteller"; Agamben, "Infancy and History"; Agamben, "Profanations"; Agamben, "Pulcinella or Entertainment for Children"; Agamben, "Pinocchio". We will also read

an ample selection of classic fairy tales from Giambattista Basile ("The Tale of Tales"), the seventeenth-century French conteuses, The Brothers Grimm, Clemens Brentano, and Collodi's "Pinocchio." Taught in English.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 35810, ITAL 35800, CMLT 25810

ITAL 26000. Gramsci. 100 Units.
In this course we read selections from Antonio Gramsci's Letters and Prison Notebooks side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed testi alla mano with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (the cosmopolitan intellectual), Savonarola (the disarmed prophet), Machiavelli (the modern prince), and Guicciardini (the particulare; for Italys long Risorgimento, Vico (living philology), Cuoco (passive revolution), Manzoni (questione della lingua), Gioberti (clericalism), and De Sanctis (the Man of Guicciardini); and Croce (the anti-Croce) and Pirandello (theater and national-popular literature), for Italy's twentieth century.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 26002, ITAL 36000, CMLT 36002, FNDL 26206

ITAL 26002. Philosophical Petrarchism. 100 Units.
This course is a close reading of Petrarch's Latin corpus. Readings include the Coronation Oration, The Secret, and selections from Remedies for Fortune Fair and Foul, On Illustrious Men, On Religious Leisure, and The Life of Solitude. Special attention is devoted to Petrarch's letter collections (Letters on Familiar Matters, Letters of Old Age, Book without a Name, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the "father of humanism," his relationship to Dante, autobiographism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's "civic" reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): FNDL 25802, ITAL 36002, MDVL 26002

ITAL 26200. Renaissance and Baroque Fairy Tales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 26700, ITAL 36200, CMLT 36700

ITAL 26210. The World in Ruins. 100 Units.
In this course we will not limit ourselves to the traditional view of 'ruins' as remains of ancient or modern buildings. Our course will involve a variety of different artifacts (literary texts, paintings, films, philosophical tracts, etc.) from different cultural moments, in order to attain a clearer understanding of our notion of ruins, decay, and decadence. We will first examine 'ruins' in classical cultures, focusing on Plutarch's short treatise On the Obsolescence of Oracles. We will investigate the 'discovery' of ruins in the Renaissance through Petrarch's Letters on Familiar Matters, his canzoniere, and his epic poem Africa, Francesco Colonna's verbal/visual Hypnerotomachia Poliphili (The Strife of Love in a Dream), and Joaquim De Bellay's The Antiquities of Rome. 17th-century approach to ruins and decay will focus on Benjamin's texts (Origins of the German Tragic Drama among others), Agamben's response to Benjamin in Man Without Content, and European poetry and paintings. After an analysis of Piranesi's famous etchings Vedute di Roma, we will approach Romanticism through Leopardi's and Hölderlin's works. There will be a screening of Pasolini's The Walls of Sana'a (1970), which will open our discussion of the concepts of decay and annihilation in modern times. We will read Curzio Malaparte's novel The Skin and W. G. Sebald's On the Natural History of Destruction, César Aira's Episode in the Life of a Landscape Painter, and the recent Anthropocene: The Human Epoch.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): CMLT 42311, ITAL 36210, CMLT 26211

ITAL 26401. Torquato Tasso. 100 Units.
This course investigates the entire corpus of Torquato Tasso, the major Italian poet of the second half of the sixteenth century. We read in detail the "Gerusalemme Liberata" and "Aminta," his two most famous works, in the context of their specific literary genre. We then spend some time examining the intricacies of his vast collection of lyric poetry, including passages from his poem "Il mondo creato." We also consider some of his dialogues in prose that address essential issues of Renaissance culture, such as the theories of love, emblematic expression, and the meaning of friendship.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 36401, FNDL 26401

ITAL 26500. Renaissance Demonology. 100 Units.
In this course we analyze the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term 'demon' in the Renaissance

encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine's and Thomas Aquinas's treatises, some complex exorcisms written in Italy, and a recent translation of the infamous "Malleus maleficarum," the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau's "The Possession at Loudun." We also study how major Italian and Spanish women mystics, such as Maria Maddalena de' Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neoplatonic philosophy is concerned, we read selections from Marsilio Ficino's "Platonic Theology" and Girolamo Cardano's mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton's "Anatomy of Melancholy" and Cervantes's short story "The Glass Graduate" ("El licenciado Vidriera").
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): HIST 22110, RLST 26501, CMLT 27602, GNSE 26504

ITAL 26523. Dante's Vita Nuova: a Revolutionary Love. 100 Units.
The course consists of a close, discussion-based reading of Dante's "Vita nuova," examined within its biographical, literary and cultural context. The aim is to understand why the "Vita nuova," an autobiographical narration in vernacular about Dante's love for Beatrice, represents a revolutionary book in the panorama of Medieval literature. The course will proceed with the reading and analysis of the most important chapters and poems, which will be contextualized within the author's self-representation strategy. In this way, we will retrace the fundamental stages of the inner renewal that lead Dante to discover a new conception of love and poetry. Furthermore, some episodes will be read in relation to the cantos of "Purgatory" in which Dante returns to confront his past as a love poet. Finally, special attention will be paid to the relationship with Guido Cavalcanti, celebrated by Dante as "first friend" and dedicatee, but ultimately surpassed by Dante's new representation of love. Upon completion of the course, students should have improved their ability to think critically, and to understand and analyze a literary text on different levels of meaning. Furthermore, they should have developed an in-depth knowledge of Dante's works and the methodologies of Dante studies.
Instructor(s): H. Justin Steinberg Terms Offered: Not offered this academic year
Prerequisite(s): Consent of instructor required for undergraduates.
Equivalent Course(s): ITAL 36523, MDVL 26523, FNDL 26523

ITAL 26600. Bruno/Campanella. 100 Units.
This course analyzes the philosophy and theology of Giordano Bruno and Tommaso Campanella, two crucial figures of European sixteenth-century culture. As philosophers, theologians, poets, and narrators, Bruno and Campanella embody the literary, religions, and philosophical syncretism of the Italian Renaissance. To study these authors necessarily entails a close analysis of Florentine Neo-Platonism, Hermetism, magic, and apocalyptism, along with the literary traditions that molded the Italian renaissance. We discuss Bruno's Italian Dialogues, De umbris idearum (his first major treatise on artificial memory), and a selection of his later Latin poems. We then examine Campanella's La Città del sole, most of his philosophical poems, De Antichristo, and a selection of his theological treatises.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Equivalent Course(s): RLIT 36600, ITAL 36600

ITAL 26777. Florentine Topographies: Art, Architecture, and Urban Life in the Italian Renaissance City. 100 Units.
This course is a socio-spatial analysis of Florence and its most important urban complexes, which incorporated the interactive experience of images, objects, buildings, and urban communities. As a result, it draws on, both implicitly and explicitly, on the material, methods, and approaches of other disciplinary territories such geography, anthropology, social and cultural history, art and architectural history, as well as urban studies and it encourages you to think broadly about what it means to analyze history through an analysis of site specific practices both in terms of their design and production but also their historical reception, use, and experience. The motivation for this course comes from the way in which both Florence and the Renaissance have largely been explored from the perspective of design and production, artists, planners and patrons. Therefore, this course attempts to look at the way the city's inhabitants actually responded to some of the most important developments in early modern cultural production, and how actively they contributed to some of the most familiar environments of western Europe and continues to be the site of some of the most intense cultural tourism.
Instructor(s): N. Atkinson Terms Offered: Winter
Prerequisite(s): This course fulfills the following requirements in the ARTH major and minor: European and American, pre-modern (pre-1800)
Equivalent Course(s): CEGU 36711, ARCH 26711, ITAL 36777, ARTH 36711, ARTH 26711, CEGU 26711

ITAL 27500. Women and the Mafia in Contemporary Italian Cinema. 100 Units.
This course will examine how gender dynamics within mafia contexts have been represented in a selection of Italian films. Students will engage in cinematic analysis by drawing from sociological and psychological studies on female roles in relation to organized crime. Both these fields, sociology and psychology, have underscored the important part that women play in relation to the mafia, notwithstanding the rigid patriarchal structure that allows only male affiliation. Although focusing primarily on Sicilian mafia, this course will include information

on other types of Italian mafia, namely Camorra, 'Ndrangheta and Sacra Corona Unita. Vocabulary in Italian to identify formal elements of the films will be provided throughout the course.
Instructor(s): Veronica Vegna Terms Offered: Not offered this academic year
Prerequisite(s): ITAL 20300 or consent of instructor.
Equivalent Course(s): GNSE 27508

ITAL 27600. Beyond Ferrante: Italian Women Writers Rediscovered and the Global Editorial Market. 100 Units.
In this class we read selected works from some of the most influential Italian women writers who are not named Elena Ferrante. Some of these writers contributed to the cultural and literary background that produced Ferrante as well. Others can be seen as Ferrante's peers and even heirs. The remarkable global success of Ferrante's work has created the so-called "Ferrante effect." Both in Italy and abroad, editors and scholars are finally paying attention to long overlooked Italian women writers. We will explore this trend of reissues, new publications, and new translations. How has the Ferrante effect recast our assumptions about literary value? Can restorative justice take place within the global editorial market? Is it legitimate to speak about an editorial affirmative action? What is the relationship between Italian periphery and the dominant literary empire? Among the authors we will read are classics--such as Elsa Morante, Natalia Ginzburg, and Anna Maria Ortese--but also new and overlooked voices--such as Fabrizia Ramondino, Fausta Cialente, Paola Masino, Brianna Carafa, Claudia Durastanti, and Veronica Raimo.
Instructor(s): Maria Anna Mariani Terms Offered: Not offered this academic year
Equivalent Course(s): GNSE 27606, GLST 27600

ITAL 27700. The (Auto)Biography of a Nation: Francesco De Sanctis and Benedetto Croce. 100 Units.
At its core, this course examines the making and legacy of Francesco De Sanctis's History of Italian Literature (1870-71), a work that distinguished literary critic René Wellek defined as "the finest history of any literature ever written" and "an active instrument of aesthetic evolution." We will read the History in the larger context of De Sanctis's corpus, including his vast epistolary exchanges, autobiographical writings, and so-called Critical Essays in order to detail his reform of Hegelian aesthetics, his redefinition of the intellectual's task after the perceived exhaustion of the Renaissance, Enlightenment, and Romantic moments, and his campaign against the bent toward erudition, philology, and antiquarianism in 19th-century European scholarship. We will compare De Sanctis's methodology to that of his scholarly models in France (Alphonse de Lamartine, Alfred Mézières) and Germany (Georg Gottfried Gervinus, Georg Voigt) to explore De Sanctis's claim that literary criticisms - not just literary cultures - are "national." In the second part of the course, we assess Benedetto Croce's appropriation of De Sanctis in his Aesthetics (1902), arguably the last, vastly influential work in its genre and we conclude with Antonio Gramsci's use of De Sanctis for the regeneration of a literary savvy Marxism or philosophy of praxis.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): KNOW 37700, KNOW 27700, CMLT 28800, CMLT 38800, ITAL 37700

ITAL 28400. Pasolini. 100 Units.
This course examines each aspect of Pasolini's artistic production according to the most recent literary and cultural theories, including Gender Studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels ("Ragazzi di vita," "Una vita violenta," "Teorema," "Petrolio"), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: "Accattone," "La ricotta," "Edipo Re," "Teorema," and "Salo".
Terms Offered: Not offered this academic year.
Prerequisite(s): Taught in English.
Equivalent Course(s): GNSE 28600, CMST 23500, CMST 33500, ITAL 38400, FNDL 28401, GNSE 38600

ITAL 28500. Petrarch and the Birth of Western Modernity. 100 Units.
This course offers a close reading of the theoretical works of Petrarch (known as the "father of humanism" or "first modern man") with the aim of pinpointing the literary and rhetorical skills, as well as the self-conscious agenda, that went into the proclamation of a new era in Western history: the "Renaissance." How do we at once pay homage to and overcome a time-honored past without severing our ties to history altogether? Is Petrarch's model still viable today in efforts to forge a new beginning? We will pay special attention to Petrarch's fraught relationship with religious and secular models such as Saint Augustine and Cicero, to Petrarch's legacy in notable Renaissance humanists (Pico, Poliziano, Erasmus, Montaigne, etc.), and to the correlation of Petrarchan inquiry with modern concerns and methodologies in textual and social analysis, including German hermeneutics (Gadamer) and critical theory (Gramsci).
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 38500, FNDL 28500

ITAL 28600. La Liberata e la Conquistata di Torquato Tasso. 100 Units.
Questo corso esamina le due versioni del famoso poema di Tasso La Gerusalemme Liberata e la sua riscrittura La Gerusalemme Conquistata come due stesure di un unico poema. Il corso esamina in dettaglio sia la Liberata sia le sostanziali modifiche che Tasso apportò al testo. Soprattutto il corso intende sviluppare, ispirandosi al volume "Sarrasine" di Roland Barthes, una mutua influenza dei due poemi che in questo modo acquistano una vitalità finora non messa in rilievo dagli studiosi. Si leggeranno testi primari e secondari di essenziale importanza, inclusi i commenti che Tasso scrisse sui suoi poemi. Il corso desidera offrire una realmente nuova lettura di un

poema 'sbagliato' perché si tratta di un testo che esalta un crimine contro l'umanità, la Crociata, recentemente rigettata anche dal Papa Bergoglio.
Instructor(s): Armando Maggi Terms Offered: Not offered this academic year
Prerequisite(s): Taught in Italian.
Equivalent Course(s): ITAL 38600

ITAL 28702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theater from the Erudite Renaissance Comedy to Goldoni's reform. We will pay particular attention to the tradition of commedia dell'arte (scenarios, stock characters, and plot formation), ancient and medieval influences, evolution and emancipation of female characters, and the question of language. Readings include works by Plautus, Ariosto, Machiavelli, Angelo Beolco (Ruzante), Flaminio Scala, and Goldoni. Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque and realist drama in Pirandello.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): TAPS 28702, ITAL 38702, TAPS 38702

ITAL 29600. The Worlds of Harlequin: Commedia Dell'arte. 100 Units.
This course is an introduction to the Italian art of theatrical improvisation or commedia dell'arte, a type of theater featuring masked characters and schematic plots. We will look at the influence of Boccaccio's Decameron on the formation of stock-characters, the introduction of women into the realm of theatrical professionalism, the art of costume and mask making, and the Italian knack for pantomime and gestural expression. Readings include such masterpieces in the tradition of comic theater as Machiavelli's The Mandrake and Goldoni's Harlequin Servant of Two Masters, as well as their renditions in film.
Instructor(s): Rocco Rubini Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 39601, TAPS 28480, TAPS 38480

ITAL 29700. Readings in Special Topics. 100 Units.
This course provides directed readings in special topics not covered as part of the program in Italian. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Prerequisite(s): ITAL 10300 or 20300, depending upon the requirements of the program for which credit is sought
Note(s): Students are required to submit the College Reading and Research Course Form.

ITAL 29900. BA Paper Preparation: Italian. 100 Units.
In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.
Prerequisite(s): Consent of undergraduate adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

Kreyol Courses

Language

Must be taken for a quality grade. No auditors are permitted.

KREY 12201. Kreyòl for Speakers of Romance Languages I. 100 Units.
This course is intended for speakers of other Romance Languages to quickly develop competence in spoken and written Kreyol (Kreyòl Ayisyen). In this introductory course, students learn ways to apply their skills in another Romance language to master Kreyol by concentrating on the similarities and differences between the two languages. Although familiarity with a Romance language is strongly recommended, students with no prior knowledge of a Romance Languages, and heritage learners, are also welcome.
Instructor(s): Gerdine Ulysse Terms Offered: Autumn
Equivalent Course(s): LACS 12201

KREY 12301. Kreyòl for Speakers of Romance Languages II. 100 Units.
This course is intended for speakers of other Romance Languages, to quickly develop competence in spoken and written Kreyol (Kreyòl Ayisyen). In this intermediate-level course, students learn ways to apply their skills in another Romance language to master Kreyol by concentrating on the similarities and differences between the two languages. This course offers a rapid review of the basic patterns of the language and expands on the material presented in KREY 12201. Although familiarity with a Romance language is strongly recommended, students with no prior knowledge of a Romance language, and heritage learners, are also welcome.
Instructor(s): Gerdine Ulysse Terms Offered: Winter
Prerequisite(s): KREY 12201 or consent of instructor.
Equivalent Course(s): LACS 12301

KREY 20400. Ekspresyon ekri: Kreyòl lakay soti Ayiti rive nan dyaspora a. 100 Units.
This course will provide opportunities to promote deeper knowledge of the Haitian culture while emphasizing the development of writing skills in the Kreyòl language through the use of a variety of authentic texts and cultural experiences. Topics covered in the course will include the Haitian revolution, cuisine, and audio-visual and performing arts. Moreover, students will participate in different cultural exploration outings in the city of Chicago, which will provide additional opportunities to interpret cultural artifacts and reflect on the

Haitian culture and its influence on the representation and daily lives of Haitians in the diaspora, particularly in Chicago. In this course, we will: 1) analyze different cultural artifacts in the Haitian cultures through primary and secondary texts, 2) examine the influences of these cultural phenomena on the representation of Haitians and the creation of Haitian identity in the diaspora, and 3) and reflect on the importance of cultural identity in a migration context. Those who will take the course for Kreyòl credits will also develop additional syntactic knowledge in the language through creation of diverse essays. This course will be conducted in two weekly sessions: a common lecture session in English and an additional weekly discussion session in English or Kreyòl.
Instructor(s): Gerdine Ulysse Terms Offered: Spring
Prerequisite(s): For those seeking credit in Kreyòl, this course is open to students who have taken KREY 12300 (Kreyòl for Speakers of French II), KREY 12301 (Kreyòl for Speakers of Romance Languages II), or instructor consent. Heritage learners are also welcome.
Equivalent Course(s): RDIN 20410, CHST 20400, LACS 20401

KREY 21100. Lang, Sosyete ak Kilti Ayisyèn I. 100 Units.
This advanced-level course will focus on speaking and writing skills through the study of a wide variety of contemporary texts and audiovisual materials. It will provide students with a better understanding of contemporary Haitian society. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates.
Instructor(s): Gerdine Ulysse Terms Offered: Autumn
Prerequisite(s): KREY 12300, 12301 or consent of instructor
Equivalent Course(s): LACS 21101

KREY 21200. Lang, Sosyete ak Kilti Ayisyèn II. 100 Units.
This advanced-level course will focus on speaking and writing skills through a wide variety of texts, audiovisual materials, and cultural experiences. We will study a wide range of Haitian cultural manifestations (e.g., visual arts, music, gastronomy). Students will also review advanced grammatical structures, write a number of essays, participate in multiple class debates, and take cultural trips to have a comprehensive learning experience with Haitian language and culture.
Instructor(s): Gerdine Ulysse Terms Offered: Not offered this academic year
Prerequisite(s): KREY 21100 or consent of instructor.
Equivalent Course(s): LACS 21200

Literature and Culture

KREY 21600. Francophone Caribbean Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of the contemporary Francophone Caribbean. Students will study a wide range of its cultural manifestations (performing arts like music and dance, literature, cinema, architecture and other visual arts, gastronomy). Attention is also paid to such sociolinguistic issues as the coexistence of French and Kreyòl, and the standardization of Kreyòl.
Instructor(s): Gerdine Ulysse Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): FREN 21601, LACS 21600, GLST 21600

KREY 29300. Language Identity and Power in French-Creolophone Contexts. 100 Units.
This course examines the concept of language identity (i.e., the language[s] people employ to represent themselves) in multilingual Creolophone communities, particularly in Haiti. This course also examines the relationships between language identity, learning, language use, and literacy development in these societies. By the end of the course, students will be able to explain: 1) what language identity in multilingual Creolophone community reveal about speakers and their language attitudes; 2) how context and mode of communication can impact language identity and language use; 3) literacy acquisition and achievement in Creole communities; and 4) how Creolophones' learning and literacy development are affected by language policies and ideologies. A final project will require students to design and conduct a preliminary sociolinguistic study based on students' interests in the French-Creolophone world.
Instructor(s): Gerdine Ulysse Terms Offered: Spring
Prerequisite(s): Knowledge of French and Kreyòl will be helpful, but not required.
Note(s): Taught in English.
Equivalent Course(s): FREN 29301, LACS 29299

KREY 29700. Readings in Special Topics. 100 Units.
This course is a study of directed readings in special topics not covered by courses offered as part of the program in Kreyòl. Subjects treated and work completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Instructor(s): Gerdine Ulysse
Prerequisite(s): KREY 12301, depending upon the requirements of the program for which credit is sought
Note(s): Students are required to submit the College Reading and Research Course Form.

Portuguese/Luso-Brazilian Courses

Language

Must be taken for a quality grade. No auditors are permitted.

PORT 10100-10200-10300. Beginning Elementary Portuguese I-II-III.
This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

PORT 10100. Beginning Elementary Portuguese I. 100 Units.
This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. This course is intended for students who have no previous knowledge of Portuguese and for students who need an in-depth review of the basic patterns of the language.
Instructor(s): Juliano Saccomani Terms Offered: Autumn

PORT 10200. Beginning Elementary Portuguese II. 100 Units.
This course is a rapid review of the basic patterns of the language and expands on the material presented in PORT 10100.
Instructor(s): Juliano Saccomani Terms Offered: Winter
Prerequisite(s): PORT 10100 or placement

PORT 10300. Beginning Elementary Portuguese III. 100 Units.
This course expands on the material presented in PORT 10200, reviewing and elaborating the basic patterns of the language.
Instructor(s): Juliano Saccomani Terms Offered: Spring
Prerequisite(s): PORT 10200 or placement

PORT 12200. Portuguese For Spanish Speakers. 100 Units.
This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages. Students with a placement of 20100 or higher in any of the other Romance Languages are eligible to take PORT 12200 for completion of the College Language Competency Requirement
Instructor(s): Staff Terms Offered: Autumn Spring
Prerequisite(s): SPAN 10300 or consent of instructor.
Equivalent Course(s): LACS 12200

PORT 14100. Portuguese for Speakers of Romance Languages. 100 Units.
This course helps students quickly gain skills in spoken and written Portuguese by building on their prior working knowledge of another Romance language (Spanish, French, Catalan or Italian). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of Portuguese, allowing them to develop their abilities for further study. This class covers content from PORT 10100 and 10200.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): 20100 in another Romance language or consent of instructor.
Equivalent Course(s): LACS 14100

PORT 14500. Portuguese for the Professions: Intensive Business Portuguese. 100 Units.
This is an accelerated language course that covers vocabulary and grammar for students interested in working in a business environment where Portuguese is spoken. The focus of this highly interactive class is to develop basic communication skills and cultural awareness through formal classes, readings, discussions, and writings. PORT 14500 satisfies the Language Competency Requirement.
Instructor(s): Juliano Saccomani Terms Offered: Spring
Prerequisite(s): PORT 10200, SPAN 20100, or consent of instructor.
Equivalent Course(s): LACS 14500

PORT 20100-20200. Intermediate Portuguese; Advanced Portuguese.

PORT 20100. Intermediate Portuguese. 100 Units.
This course is a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of Luso-Brazilian tradition through a variety of texts. This course is intented for intermediate students.
Instructor(s): Ana Lima Terms Offered: Autumn
Prerequisite(s): PORT 10300, 12200 or placement

PORT 20200. Advanced Portuguese. 100 Units.
This course helps students develop their descriptive and narrative skills through exposure to written and oral documents (e.g., literary texts, interviews). Students are taught the grammatical and lexical tools necessary to understand these documents, as well as to produce their own analysis and commentaries.
Terms Offered: Not offered this academic year

Prerequisite(s): PORT 20100 or placement

PORT 20500. Culturas do Mundo Lusófono. 100 Units.
In this course students will explore the culture of the Lusophone world through the study of a wide variety of contemporary literary and journalistic texts from Brazil, Portugal, Angola and Mozambique, and unscripted recordings. This advanced language course targets the development of writing skills and oral proficiency in Portuguese. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using authentic readings and listening segments as linguistic models on which to base their own production.
Instructor(s): Ana Lima Terms Offered: Winter
Prerequisite(s): PORT 20100 or consent of the instructor.
Equivalent Course(s): LACS 20500

PORT 20600. Composição e Conversação Avançada. 100 Units.
The objective of this course is to help students acquire advanced grammatical knowledge of the Portuguese language through exposure to cultural and literary content with a focus on Brazil. Students develop skills to continue perfecting their oral and written proficiency and comprehension of authentic literary texts and recordings, while also being exposed to relevant sociocultural and political contemporary topics. Students read, analyze, and discuss authentic texts by established writers from the lusophone world; they watch and discuss videos of interviews with writers and other prominent figures to help them acquire the linguistic skills required in academic discourse. Through exposure to written and spoken authentic materials, students learn the grammatical and lexical tools necessary to understand such materials as well as produce their own written analysis, response, and commentary. In addition, they acquire knowledge on major Brazilian authors and works.
Instructor(s): Ana Lima Terms Offered: Winter
Prerequisite(s): PORT 20100 or consent of instructor.
Equivalent Course(s): LACS 20600

PORT 21500. Lingua, Sociedade, e Cultura. 100 Units.
This course helps students develop their skills in understanding, summarizing, and producing written and spoken arguments in Portuguese through readings and debates on various issues of relevance in contemporary Luso-Brazilian societies. Special consideration is given to the major differences between continental and Brazilian Portuguese. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills in a series of compositions.
Instructor(s): Ana Lima Terms Offered: Spring
Prerequisite(s): PORT 20200, PORT 20600 or consent of instructor
Equivalent Course(s): LACS 21500

PORT 21600. Exploring the Lusophone World: New Perspectives in Portuguese Language and Culture. 100 Units.
This course aims to enhance linguistic abilities and cultural awareness of students of Portuguese by providing opportunities for structured discussion, analysis, and exploration of issues relevant to language use in academic, professional, and social settings. Through a variety of literacy-oriented exercises, including all modes of communication and related to different topics and genres, students continue to develop their proficiencies, cross-cultural knowledge, and general language ability. Students will explore, analyze, and discuss a variety of global topics as can be observed through the unique lenses of the cultures of Lusophone countries and communities. To develop both their linguistic and intercultural competence, linguistic skills will be honed through a variety of cultural products that allow the students to reflect on the practices and perspectives of the target society, as well as their own. These products will range from readings, multimedia content (videos and films), and Virtual Reality videos and images specifically created for this course. This course fosters the development of writing skills and oral proficiency in Portuguese. Students will review problematic grammatical structures, write several essays, and participate in multiple class debates on topics related to literature, politics, history, and popular culture. It builds linguistic proficiency to address issues of increasingly theoretical complexity and engage in critical thinking.
Instructor(s): Juliano Saccomani Terms Offered: Autumn
Prerequisite(s): PORT 20600, PORT 21500 or instructor consent
Equivalent Course(s): LACS 21601

Literature and Culture

PORT 21903. Brazilian Theater and Film. 100 Units.
This course offers an overview of theater and cinema in Brazil, from the late nineteenth century to the present. Through an array of films and plays, students will become familiar with cultural, aesthetic, political, social, and environmental aspects of Brazil. The course will also discuss performance, adaptation, and intersections between theater and film. Play writers and filmmakers may include Qorpo Santo, Oswald de Andrade, Nelson Rodrigues, Ariano Suassuna, Plínio Marcos, Denise Stoklos, Mário Peixoto, Glauber Rocha, Susana Amaral, Guel Arraes, Lucia Murat, Eduardo Coutinho, and Kleber Mendoça Filho, among others.
Instructor(s): Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): LACS 21905

PORT 22350. Speaking Truth to Power in Medieval and Early Modern Iberia. 100 Units.
In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked though class discussion.
Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 32350, PORT 32350, SPAN 22350, MDVL 22350, CATA 22350, CATA 32350

PORT 24110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.
This course provides a survey of of ecocritical studies in Latin America. Through novels, poems, and films, we will examine a range of trends and problems posed by Latin American artists concerning environmental issues, from mid-nineteenth century to contemporary literature and film. Readings also include works of ecocritical criticism and theory that have been shaping the field in the past decades.
Instructor(s): Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): LACS 24110, SPAN 24110, PORT 34110, LACS 34110, SPAN 34110

PORT 24400. Afro-Brazilian Literature. 100 Units.
During most of Brazil's colonial period and decades after its independence from Portugal, the country's labor force was primarily composed of enslaved people from Africa and of African descent. The African diaspora is a crucial component to understand Brazil's history, society, economy and culture. From the abolitionist prose of Maria Firmina dos Reis and Machado de Assis's subtle reflections on race to the exponential growth of Afro-Brazilian authors in the mainstream of contemporary literature, such as Conceição Evaristo and Itamar Vieira Jr., Brazilian literature has been shaped by the rich diversity of African diasporic cultures as well as by the numerous challenges faced by Afro-Brazilians in a society that is still today deeply unequal. In this course, we will delve into Afro-Brazilian history and culture through literature. We will cover a century and a half of Afro-Brazilian literary production and understand how its main themes, potentialities and challenges have evolved over the course of the decades. Besides the authors mentioned above, we will read works by Abdias do Nascimento, Carolina Maria de Jesus, Djamila Ribeiro and Ricardo Aleixo, among others.
Instructor(s): Victoria Saramago Terms Offered: Not offered this academic year
Prerequisite(s): Taught in English, with readings in English (readings in Portuguese will be available to Portuguese speakers when applicable), and optional discussion section in Portuguese.
Equivalent Course(s): LACS 24400, PORT 34400, RDIN 24401, LACS 34500, RDIN 34401

PORT 25000. The Amazon: Literature, Culture, Environment. 100 Units.
From colonial travelers to contemporary popular culture, the Amazonian forest has been a source of endless fascination, greed and ecological concern. The numerous actors that have been shaping the region, including artists, writers, scientists, anthropologists, Indigenous peoples, and the extractive industry, among others, bring a multifaceted view of this region that has been described as the paradise on earth as much as a green hell. This course offers an overview of Amazonian history, cultures, and environmental issues that spans from the sixteenth to the twenty-first century. What are the major topics, works, and polemics surrounding the ways the Amazon has been depicted and imagined? How can the region's history help us understand the state of environmental policies and Indigenous rights today? What can we learn about the Amazon from literature and film? What is the future of the Amazon in the context of Brazil's current political climate? From an interdisciplinary perspective, we will cover topics such as indigenous cultures and epistemologies, deforestation, travel writing, modern and contemporary literature, music, photography, and film, among others. Authors may include Claudia Andujar, Eduardo Viveiros de Castro, Euclides da Cunha, Susanna Hecht, Davi Kopenawa, the project Video in the Villages, among others.
Instructor(s): Victoria Saramago Terms Offered: Autumn
Prerequisite(s): Taught in English, with readings available in English, Portuguese and Spanish. Conversation session in Spanish and Portuguese may be created depending on student demand.
Equivalent Course(s): LACS 35005, CEGU 25000, SIGN 26059, LACS 25005, PORT 35000, SPAN 35555, SPAN 25555

PORT 26810. From Cannibalism to Tropicalism: Brazilian Avant-Gardes. 100 Units.
Avant-garde movements, tendencies, and artists have been present in Brazil throughout the twentieth century. From the paradigmatic Week of Modern Art in 1922 to the Tropicalism of the 1960s and 1970s, this course revisits works of fiction, poetry, essay, visual arts, film, and music that have shaped the Brazilian avant-gardes. We will focus on the Modernist Movement, Concretism, Neoconcretism, New Cinema, Tropicalism, and regional avant-garde movements produced across the country.
Instructor(s): Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): LACS 36810, PORT 36810, LACS 26810

PORT 27200. Introduction to Brazilian Culture. 100 Units.
This course provides a survey of Brazilian culture through its literature, music, cinema, visual arts, and digital culture. Through these different media, we will discuss topics such as urban development, racial issues, gender issues, modernity, deforestation, and internal migrations, besides samba, bossa nova, Tropicália, funk, and visual arts movements, among others. Authors may include Machado de Assis, Oswald de Andrade, Clarice Lispector, Caetano Veloso, Angélica Freitas, Glauber Rocha, Conceição Evaristo, and Karim Aïnouz.
Terms Offered: Not offered this academic year
Equivalent Course(s): LACS 27200

PORT 27300. Brazilian Culture: Race, Gender, Environment. 100 Units.
This course examines Brazil's history, literature and culture through the intertwined lenses of racial formation, gender politics, and environmental change. From the nineteenth-century slaveholding society of the post-Independence period to contemporary debates over the Amazon, including topics such as urban inequality and Indigenous land rights, the course traces how culture registers and contests power. We will cover works of literature, essays, film, music, and visual art alongside key theoretical texts to understand how Brazilian writers and artists grapple with the legacies of slavery, settler colonialism, and extractive economies. Particular attention is given to Black and Indigenous intellectual traditions, feminist and queer interventions, and the cultural politics of development and climate crisis. Topics include Afro-Brazilian religions, migration and urban peripheries, land struggles, rural modernity, and the aesthetics of resistance. Students will analyze how narratives of nation and nature are shaped by race and gender, and how environmental questions are inseparable from social justice. Taught in Portuguese. Students who are not proficient in Portuguese but have advanced competence in another Romance language and believe they can follow the course should consult the instructor.
Instructor(s): Victoria Saramago Terms Offered: Winter
Prerequisite(s): Taught in Portuguese. Students who are not proficient in Portuguese but have advanced competence in another Romance language and believe they can follow the course should consult the instructor.
Equivalent Course(s): PORT 37300

PORT 27777. Disrupting Environmental Narratives: Colonialism, Race and Toxicity. 100 Units.
The environmental humanities have long been dominated by texts and theories from privileged sections of Europe and North America. How might this field be "disrupted" to make way for alternative understandings of our natural world that have always existed and yet remain on the margins of academic discourse? And if we are to focus on works from the "Global South," how do we account for its internal divisions and hierarchies, such as the oft-invisibilized archipelagoes of the Indian Ocean? In this course, we engage with works by contemporary writers and filmmakers from parts of the world usually grouped as the "Global South" (a label we will interrogate within the course), as a means of nourishing our creative and critical understandings of what it means to tell stories about the various ecologies we inhabit. What is the role of storytelling from the Global South in our perception of environmental change and in the current environmental crisis? How can novels, films, and short stories raise awareness of and emotional engagement with the racialized environmental impact of colonialism and coloniality in South Asia, Africa, and Latin America? We will explore the potential of narratives to challenge common assumptions regarding the environment, race, and power; and discuss how contemporary literature and film address the continuities between colonial pasts and the growing levels of toxicity in multiple regions of the Global South.
Instructor(s): Nikhita Obeegadoo, Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): RDIN 27777, SIGN 27777, LACS 27777, FREN 27777, SPAN 27777, CEGU 27777

PORT 29700. Readings in Special Topics. 100 Units.
This course is directed readings in special topics not covered as part of the program in Portuguese. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Prerequisite(s): PORT 10300 or 20200, depending upon the requirements of the program for which credit is sought
Note(s): Students are required to submit the College Reading and Research Course Form.

PORT 29900. BA Paper Preparation: Portuguese. 100 Units.
In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.
Prerequisite(s): Consent of undergraduate adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.

Romance Languages and Literatures Courses

Spanish Courses

Language

Must be taken for a quality grade. No auditors are permitted.

SPAN 10100-10200-10300. Beginning Elementary Spanish I-II-III.
This three-quarter sequence is intended for beginning and low-intermediate students in Spanish, with the goal to reach Intermediate Mid Proficiency according to ACTFL by the conclusion of the first year of instruction. The introductory course sequence in Spanish has two main objectives: (1) to enable students to understand simple

texts and dialogues and communicate successfully with highly proficient speakers about everyday, concrete topics; and (2) to build students' transcultural competence via exposure to different aspects of Spanish-speaking cultures. Using a task-based approach, the course will provide students with a solid foundation in the basic patterns of spoken and written communication in Spanish (grammar, syntax, vocabulary, sociolinguistic norms), with emphasis on all four linguistic skills (speaking, listening, reading, and writing).

SPAN 10100. Beginning Elementary Spanish I. 100 Units.
SPAN 10100 is the initial segment of the introductory-level course sequence in Spanish language and Hispanic culture, and presupposes no previous exposure to Spanish. The introductory course sequence in Spanish has two main objectives: 1) to enable students to understand simple texts and dialogues and communicate successfully with highly proficient speakers about everyday, concrete topics; and 2) to build students' transcultural competence via exposure to different aspects of Spanish-speaking cultures. Using a task-based approach, the course will provide students with a solid foundation in the basic patterns of spoken and written communication in Spanish (grammar, syntax, vocabulary, sociolinguistic norms), with emphasis on all four linguistic skills (speaking, listening, reading and writing).
Instructor(s): Staff Terms Offered: Autumn Winter

SPAN 10200. Beginning Elementary Spanish II. 100 Units.
SPAN 10200 is the second segment of the introductory-level course sequence in Spanish language and Hispanic culture. The introductory course sequence in Spanish has two main objectives: 1) to enable students to understand simple texts and dialogues and communicate successfully with highly proficient speakers about everyday, concrete topics; and 2) to build students' transcultural competence via exposure to different aspects of Spanish-speaking cultures. Using a task-based approach, the course will provide students with a solid foundation in the basic patterns of spoken and written communication in Spanish (grammar, syntax, vocabulary, sociolinguistic norms), with emphasis on all four linguistic skills (speaking, listening, reading and writing).
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): SPAN 10100 or placement

SPAN 10300. Beginning Elementary Spanish III. 100 Units.
SPAN 10300 is the third and final segment of the introductory-level course sequence in Spanish language and Hispanic culture. The introductory course sequence in Spanish has two main objectives: 1) to enable students to understand simple texts and dialogues and communicate successfully with highly proficient speakers about everyday, concrete topics; and 2) to build students' transcultural competence via exposure to different aspects of Spanish-speaking cultures. Using a task-based approach, the course will provide students with a solid foundation in the basic patterns of spoken and written communication in Spanish (grammar, syntax, vocabulary, sociolinguistic norms), with emphasis on all four linguistic skills (speaking, listening, reading and writing).
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): SPAN 10200, SPAN 14100, or placement.

SPAN 10402. Heritage Spanish: Developing Foundational Skills. 100 Units.
This course provides heritage learners of Spanish differentiated help to successfully reach Intermediate Mid/High-level course objectives, so they can successfully continue in the Intermediate heritage language track. Skill areas include in-depth practice in reading and writing, along with review and expansion of targeted grammar structures, and development of precision in vocabulary and orthography. Although the main objective is to improve reading and writing on all fronts, from informal, mostly communicative (emails, letters, and such), to formal and well-structured (short academic essays), students' oral and listening skills will also be addressed. During the program students will work on an oral history project based on weekly interviews with family or community members.
Terms Offered: Autumn Winter
Prerequisite(s): Placement or consent of instructor.

SPAN 20100-20200-20300. Spanish Language, History, and Culture I-II-III.
In this intermediate-level sequence, students review but most of all extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating, and presenting arguments. Students are exposed to a variety of texts (literary and non-literary) and audio-visual materials that allow them to build on their intercultural competence by identifying the beliefs and practices of Spanish-speaking individuals and cultures and comparing them with their own worldview. The intermediate sequence is intended for students at the Intermediate Mid-level, and by the end of the sequence they should reach Advanced Low Proficiency level in the ACTFL scale.

SPAN 20100. Language, History, and Culture I. 100 Units.
This course is the first segment of the intermediate-level course sequence in Spanish language and Hispanic cultures. In this course, students build on the speaking, listening, reading, and writing skills that were acquired previously to communicate and discuss topics of local, national, and international interest. These topics include cultural identities, representation in media industry, human rights and current issues pertaining to education and the job market, with a special emphasis on how they operate in the Spanish-speaking world. SPAN 201 has three main objectives: 1) to express more nuanced ideas orally and in writing in grammatically accurate, lexically rich, and sociolinguistically appropriate Spanish; 2) to demonstrate

listening and reading comprehension of authentic texts in a variety of social and academic contexts; and 3) to help students build on their intercultural competence by identifying the beliefs and practices of Spanish-speaking individuals and cultures and comparing them with their own worldview.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): SPAN 10300 or placement

SPAN 20200. Language, History, and Culture II. 100 Units.
This course is the second segment of the intermediate-level course sequence in Spanish language and Hispanic cultures. In this course, students build on the speaking, listening, reading, and writing skills that were acquired previously to communicate and discuss topics of local, national, and international interest. These topics include society and technology, creativity and leisure in the post-pandemic era, bilingualism and multicultural communities and environmental ethics, with a special emphasis on how they operate in the Spanish-speaking world. SPAN 202 has three main objectives: 1) to express more nuanced ideas orally and in writing in grammatically accurate, lexically rich, and sociolinguistically appropriate Spanish; 2) to demonstrate listening and reading comprehension of authentic texts in a variety of social and academic contexts; and 3) to help students build on their intercultural competence by identifying the beliefs and practices of Spanish-speaking individuals and cultures and comparing them with their own worldview.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): SPAN 20100 or placement

SPAN 20300. Language, History, and Culture III. 100 Units.
This course is the third segment of the intermediate-level course sequence in Spanish language and Hispanic cultures. In this course, students build on the speaking, listening, reading, and writing skills that were acquired previously to communicate and discuss topics of local, national, and international interest. These topics include human rights and social inclusion, indigenous peoples and communities, rural-urban transformations, and borders as liminal spaces with a special emphasis on how they operate in the Spanish-speaking world. SPAN 203 has three main objectives: 1) to express more nuanced ideas orally and in writing in grammatically accurate, lexically rich, and sociolinguistically appropriate Spanish; 2) to demonstrate listening and reading comprehension of authentic texts in a variety of social and academic contexts; and 3) to help students build on their intercultural competence by identifying the beliefs and practices of Spanish-speaking individuals and cultures and comparing them with their own worldview.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): SPAN 20200 or placement

SPAN 20102-20302. Language, History, and Culture for Heritage Speakers I-II-III.

SPAN 20102. Language, History, and Culture for Heritage Speakers I. 100 Units.
The curricular development of this first course in a two-course intermediate sequence for heritage learners of Spanish will target all communicative competencies. The weekly modules will help the student improve their language skills on all fronts and are designed from informal, mostly communicative (emails), to formal and well-structured (academic essays). The focus of this course is not on grammar per se, but grammar and style have an important role as we go along. There will be eight weekly writing assignments, which will receive instructor feedback. The student will also have a portfolio of work at the end; this portfolio will be presented to the class during the last week as a final project.
Instructor(s): Staff Terms Offered: Spring Winter
Prerequisite(s): SPAN 10402, placement or consent of instructor. If you have questions regarding placement in the Spanish heritage program, can't find your results, or have other questions, contact Megan Marshall (mtmarshall@uchicago.edu).

SPAN 20302. Language, History, and Culture for Heritage Speakers II/III. 100 Units.
The curricular development of this second course in a two-course intermediate sequence for heritage learners of Spanish will target all communicative competencies. The weekly modules will help the student improve their language skills on all fronts and are designed from informal, mostly communicative (emails), to formal and well-structured (academic essays). The focus of this course is not on grammar per se, but grammar and style have an important role as we go along. There will be eight weekly writing assignments, which will receive instructor feedback. The student will also have a portfolio of work at the end; this portfolio will be presented to the class during the last week as a final project.
Instructor(s): Staff Terms Offered: Autumn Spring
Prerequisite(s): SPAN 20102, placement or consent of instructor. If you have questions regarding placement in the Spanish heritage program, can't find your results, or have other questions, contact Megan Marshall (mtmarshall@uchicago.edu).

SPAN 20304. Spanish for the Professions. 100 Units.
This course is designed as an alternative to SPAN 20300 for students aspiring to use Spanish in a professional context. Students will expand their lexical and cultural knowledge of their chosen professional area through two course-long projects (a blog/vlog and a mini research project), and will hone linguistic skills relevant to any workplace environment. In order for 20304 to serve as preparation for the following course in the sequence (SPAN 20401), the textbook used and the vocabulary and grammatical topics covered in SPAN 20300 and 20304 are identical.
Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SPAN 20200 or 20102.

SPAN 20305. Legal Spanish: Public Interest Law in the US. 100 Units.
This course brings students to high-intermediate levels in reading, speaking, and listening for the practice of public interest law in the US. Learners will build proficiency around relevant topic areas so that they can read, listen, explain, present and solicit information related to rights, client history / interviews, procedural language, legal actions, etc. Focus is on communication and strategy instruction. The final exam is a proficiency test offered through the University of Chicago Office of Language Assessment that yields a certificate and a proficiency rating on students' transcripts. This class will follow the College's academic calendar with flexibility for law students' schedules.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SPAN 20200 or 20102.

SPAN 20306. Latinx and Spanish Language for Social Workers. 100 Units.
Social Work students will strengthen their knowledge of the Spanish language, especially the vocabulary and functions relevant to clinical social work practice. In addition, they will develop greater cultural competence concerning the Latinx community, enabling them to function pragmatically appropriately in a range of contexts. The course explores a variety of communicative strategies to adapt phonetics, register, and diction to rhetorical situations commonly encountered by clinical social work professionals. It also provides cultural instruction through a variety of readings and participation in hands-on, authentic activities.
Terms Offered: Spring
Prerequisite(s): Two years of college-level Spanish, completed the Practical Proficiency Assessment in Spanish. Consent of the instructor is required for course registration. In addition, all interested students must complete a 20-minute assessment interview with the instructor, including a brief written component, to determine the appropriate skill level.
Equivalent Course(s): SSAD 64400, LACS 64400

SPAN 20310. Chicago Habla Español. 100 Units.
Chicago is known to have multiple, diverse Spanish-speaking communities. In this course, students will use these communities as their classroom to analyze and debate current issues confronting the LatinX experience in the United States and Midwest. In parallel, class instruction will reinforce and expand students' grammatical and lexical proficiency in a manner that will allow students to engage in real-life activities involving speaking, reading, listening and writing skills. This intermediate-high language course targets the development of writing skills and oral proficiency in Spanish and is designed as an alternative to SPAN 20300. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class conversations using authentic readings and listening segments as linguistic models on which to base their own production. At the end of class, students are expected to produce an individual project.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): SPAN 20200 or 20102.
Equivalent Course(s): LACS 20310, CHST 20310

SPAN 20401-20501. Gramática avanzada y cultura contemporánea para la argumentación I-II.
The third-year language sequence is intended for students with an Advanced Low proficiency level according to ACTFL, with the goal of reaching Advanced Mid at the conclusion of the sequence. These courses aim to strengthen all four linguistic skills, advanced argumentation, critical thinking, and transcultural competence via discussion of press articles, short stories, films, and recorded interviews with native speakers from a variety of regions. Grammatical structures, syntactic patterns, and vocabulary known to be problematic for English speakers will be reviewed and practiced. Controversial topics in politics, contemporary culture, and modern Spanish and Latin American history will be debated and discussed orally and in writing through a formal debate, several argumentative essays, weekly posts on online discussion boards, class discussions, and summaries of texts and audios assigned. Students will also be asked to formulate well-supported arguments on these topics, and to reflect on similarities and contrasts between their own culture and those of the Spanish-speaking world. This course sequence is the equivalent of SPAN 20400-20500 in previous catalog versions.

SPAN 20401. Advanced Spanish: Language, Culture and Society I. 100 Units.
This course is the first segment of the third-year (advanced) Spanish language sequence. It aims to strengthen all four linguistic skills, advanced argumentation, critical thinking and transcultural competence via discussion of press articles, short stories, films, and recorded interviews with native speakers from a variety of regions. Grammatical structures, syntactic patterns and vocabulary known to be problematic for English speakers will be reviewed and practiced. Controversial topics in politics, contemporary culture and modern Spanish and Latin American history will be debated and discussed orally and in writing through a formal debate, several argumentative essays, weekly posts on online discussion boards, class discussions, and summaries of texts and audios assigned. Students will also be asked to formulate well-supported arguments on these topics, and to reflect on similarities and contrasts between their own culture and those of the Spanish-speaking world.
Terms Offered: Autumn Spring Winter
Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 20501. Advanced Spanish: Language, Culture and Society II. 100 Units.
This course is the second segment of the third-year (advanced) Spanish language sequence. It aims to strengthen all four linguistic skills, advanced argumentation, critical thinking and transcultural competence via discussion of press articles, short stories, films, and recorded interviews with native speakers from a variety of regions. Grammatical structures, syntactic patterns and vocabulary known to be problematic for English speakers will be reviewed and practiced. Controversial topics in politics, contemporary culture and modern Spanish and Latin American history will be debated and discussed orally and in writing through a formal debate, several argumentative essays, weekly posts on online discussion boards, class discussions, and summaries of texts and audios assigned. Students will also be asked to formulate well-supported arguments on these topics, and to reflect on similarities and contrasts between their own culture and those of the Spanish-speaking world.
Terms Offered: Spring Winter
Prerequisite(s): SPAN 20400 or consent of instructor

SPAN 20402. Curso de redacción académica para hablantes nativos. 100 Units.
This advanced language course helps students achieve mastery of composition and style through the acquisition of numerous writing techniques. A wide variety of literary and non-literary texts are read. Through writing a number of essays and participating in class discussions, students are guided in the examination of linguistic structures and organization of several types of written Spanish discourse. This course also enhances awareness of the cultural diversity within the contemporary Spanish-speaking world and its historical roots.
Terms Offered: Autumn Winter
Prerequisite(s): SPAN 20102–20302 (may be taken non-sequentially), or placement, or consent of the instructor. SPAN 20402 and SPAN 20602 may also be taken non-sequentially. This course may be counted toward completion of the Spanish major or minor. If you have questions regarding placement in the Spanish Heritage Program, cannot find your results, or have other questions, please contact Megan Marshall (mtmarshall@uchicago.edu).

SPAN 20602. Discurso académico para hablantes nativos. 100 Units.
The goal of this advanced conversation course is to help students identify and acquire the mechanisms necessary to engage in academic discourse. Throughout the course, students will participate in debates, lectures, and seminars. In addition, they will conduct a formal interview with a Spanish speaker. The topics of the different activities will be selected by the students according to their specializations at the University, but they will always try to establish a relationship with the Spanish-speaking world. All activities will expose the student to different styles of discourse and academic vocabulary. To also encourage spontaneous and informal conversation, six student-led get-togethers will be organized on a variety of topics. At the end of the course, students will know how to express themselves orally following the established academic conventions.
Terms Offered: Spring Winter
Prerequisite(s): Prerequisites: SPAN 20102–20302 (may be taken non-sequentially), or placement, or consent of the instructor. SPAN 20402 and SPAN 20602 may also be taken non-sequentially. This course may be counted toward completion of the Spanish major or minor. If you have questions regarding placement in the Spanish Heritage Program, cannot find your results, or have other questions, please contact Megan Marshall (mtmarshall@uchicago.edu).

SPAN 20702. Advanced Spanish through Latin American Food Culture. 100 Units.
In this advanced Spanish language course, students will delve into Spanish-language materials focusing on Latin American foodways and the associated social issues. While advancing their proficiency in Spanish, participants will explore Latin America's history, evolution, and culinary traditions within the U.S. context through theme-based projects. Students will gain insights by immersing themselves in a diverse cross-cultural landscape and into the impact of food on various aspects of society, including celebrations, family dynamics, social relationships, politics, and economics. Moreover, students will connect with their identity in the diverse environment, encouraging them to get involved with Chicago's lively Latin American communities. Students will understand that food is not merely a means of survival but a profound expression of culture and society. In this advanced Spanish course, language proficiency intertwines with a rich exploration of Latin American culinary heritage.
Instructor(s): Verónica Moraga Terms Offered: Spring
Prerequisite(s): SPAN 20300 or Instructor Consent
Equivalent Course(s): CHST 20702

SPAN 20801. Cultura, lengua e identidad de Pilsen. 100 Units.
This advanced-language Spanish course explores the intersection of language, identity, and migration through the lens of Chicago's Latino-Mexican community, particularly in Pilsen. Students will strengthen their linguistic and cultural competence through authentic texts, multimedia, and engagement with local artists and writers. Topics include migration, bilingualism, cultural preservation, and artistic expression. The course emphasizes critical thinking, oral proficiency, and writing, with opportunities for students to contribute original work to Revista Værанda. Designed for students at the third-year level.
Instructor(s): María Cecilia (Nené) Lozada Terms Offered: Not offered this academic year
Equivalent Course(s): CHST 20801, LACS 20801

SPAN 20903. Introducción a la traducción audiovisual en español. 100 Units.
This advanced-language Spanish course focuses on audiovisual translation and localization, emphasizing the linguistic and cultural nuances essential for effective communication between English and Spanish. Over nine weeks, students will develop theoretical and practical skills in translating and adapting multimedia content for film, television, and digital media. Through hands-on practice and industry-relevant tools, they will learn to create culturally sensitive and accurate translations, preparing them for careers in the global audiovisual industry.
Instructor(s): Celia Bravo Díaz Terms Offered: Not offered this academic year
Prerequisite(s): SPAN 20300 or 20302.

SPAN 21100. Las regiones del español. 100 Units.
This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. We emphasize the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the Hispanic world. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of indigenous cultures on dialectical aspects. The course includes literary and nonliterary texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions.
Instructor(s): Staff Terms Offered: Autumn Spring
Prerequisite(s): SPAN 20300 or 20302.
Equivalent Course(s): LACS 21100

SPAN 21150. El español en los Estados Unidos. 100 Units.
This sociolinguistic course expands understanding of both the historical and the contemporary development of Spanish in parts of the United States, and awareness of the great sociocultural diversity within the Spanish-speaking communities in the United States and its impact on the Spanish language. This course emphasizes the interrelationship between language and culture as well as ethno-historical transformations within the different regions of the United States. Special consideration is given to identifying lexical variations and regional expressions exemplifying diverse sociocultural aspects of the Spanish language, and to recognizing phonological differences between dialects. We also examine the impact of English on dialectical aspects. The course includes sociolinguistic texts, audio-visual materials, and visits by native speakers of a variety of Spanish-speaking regions in the United States.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SPAN 20300 or 20302.
Equivalent Course(s): LACS 21150

SPAN 23333. Reading Spanish for Research Purposes. 100 Units.
Reading Spanish for Research Purposes prepares students to read and do research using scholarly texts in Spanish. Students will build on their fundamental knowledge of Spanish grammar and the most common vocabulary terms used in scholarly writing, while developing reading comprehension skills and working intensively with academic texts in their areas of research specialty. Students who perform well in SPAN 23333/33333 will be able to comprehend difficult scholarly texts and begin using them in their own research. The course also includes practice of skills necessary to pass the Academic Reading Comprehension Assessment (ARCA) in Spanish, administered by the Office for Language Assessment (OLA). Undergraduate students have the option of taking the ARCA, or completing another final assignment to complete the course. Note: This course may fulfill the graduate language requirement in some departments.
Instructor(s): Staff Terms Offered: Not offered this academic year
Prerequisite(s): PQ for 23333: SPAN 10200, 12001 or 14100, placement in SPAN 10300, or instructor consent. PQ for 33333: While there is currently no strict prerequisite for SPAN 33333, one year of introductory Spanish or the equivalent is highly recommended.
Equivalent Course(s): SPAN 33333

Literature and Culture

All literature and culture classes are conducted in Spanish unless otherwise indicated. Students who are majoring in Spanish do all work in Spanish. With prior consent of instructor, non-majors may write in English.

SPAN 21101. Basque Culture and Society. 100 Units.
Straddling the border of southern France and northern Spain, the Basque Country is the home of a complex national community without a state -but with a language that is unrelated to any other in the world and is perhaps the most remarkable feature of their cultural identity. Through the analysis of a wide variety of texts and artifacts, this course will give students the the background to navigate through different dimensions of Basque culture (traditions, gastronomy, music, the language) as well as the history that has marked the development of Basque society (including the so-called Basque Conflict).
Instructor(s): Ariane Echenique Terms Offered: Winter
Equivalent Course(s): GLST 21100, BASQ 21100

SPAN 21310. Golden Age Poetry. Theory and Practice of Lyric Reading. 100 Units.
In this course we will read a few classic Spanish poems of the Golden Age from different methodological and theoretical paradigms. Each class session will revolve around one or a few poems in order to allow time for in-depth discussion and analysis, and we will often pair these lyric texts with influential critical readings of them. On the one hand, this will provide students with an introduction to the main poetic traditions, themes, and authors of the Spanish Golden Age in their historical context. On the other, we will critically examine a varied array of reading strategies and interpretive paradigms, including structuralism and post-structuralism, philology and textual criticism, Marxism, feminist criticism and gender studies, New Historicism, and emerging scholarship in "lyric theory." Moreover, we will engage in a discussion about the value, the meaning, and the social uses of poetry broadly considered.
Instructor(s): Miguel Martínez Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 31310

SPAN 21610. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.
Instructor(s): Staff Terms Offered: Autumn Spring
Equivalent Course(s): GLST 21601, CATA 21600

SPAN 21660. Beyond Gaudí: Barcelona's Narratives in Art, Lit, and Cinema. 100 Units.
In this course we will embark on a virtual journey through the streets and hidden corners of contemporary Barcelona, treating the city itself as a living museum and a dynamic text. Using art, cinema, literature, and even street art as our guides, we will explore how Barcelona's urban landscape has become a canvas for cultural expression in the 21st century. Moving beyond the monumental works of the past, we will focus on the city as it has been reimagined since the 1992 Olympic Games. We will ask: How do modern artists, writers, and filmmakers map the soul of this metropolis? How is the city's identity negotiated in its public spaces, from the tourist-filled Gothic Quarter to the post-industrial workshops of Poblenou? Each week, we will "visit" a different neighborhood or explore a theme, using cultural works as our lens to understand the tensions between tradition and globalization, the impact of tourism, the voices of its diverse communities, and the politics of urban space in a cultural exploration of the living, breathing city of today.
Instructor(s): Bel Olid Terms Offered: Winter
Equivalent Course(s): CATA 21660

SPAN 21705. Iberian Literatures and Cultures: Medieval and Early Modern. 100 Units.
This course explores Spanish language, literature, and culture focusing on premodern Iberian texts and artifacts. We will start by anonymous "Cantar de Mio Cid," the first great vernacular epic in the Middle Ages, and we will end in Maria de Zayas's "Novelas ejemplares," one of the finest expressions of European early modern short story. Between these two literary works we will talk about music, painting, witchcraft, conversion, and the Inquisition as milestones of a five-century span. In this time Spanish consolidates as a written language, while numerous political and religious conflicts mark the struggle for hegemony in the Iberian Peninsula. In addition to enhancing your knowledge of Iberian cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.
Instructor(s): Noel Blanco Mourelle (autumn), Pablo García Piñar (spring) Terms Offered: Autumn Spring
Prerequisite(s): SPAN 20300 or consent of instructor. Taught in Spanish.
Equivalent Course(s): MDVL 21705

SPAN 21805. Iberian Literatures and Cultures: Modern and Contemporary. 100 Units.
This is a survey of the literatures and cultures of Spain from the 19th to the 21st centuries. The course offers an introduction to key historical moments of Spanish modernity, including the age of liberalism and the end of the empire, the Civil War and the Spanish exile, and the fight for democracy and equality in the Transition period and in the present day. Through literature, film, and the visual arts we will discuss topics such as the rivalry of competing national projects, the creative tension between tradition and avant-garde, the relationship between languages, literature, and society, and the struggles of women, among others. We will study towering cultural figures such as Emilia Pardo Bazán, Federico García Lorca, Mercè Rodoreda, Pablo Picasso, or Luis Buñuel, among many others. In addition to enhancing your knowledge of Iberian cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.
Instructor(s): Noel Blanco Mourelle (Autumn), Pablo García Piñar (Winter) Terms Offered: Autumn Winter
Prerequisite(s): SPAN 20300 or consent of instructor. Taught in Spanish.

SPAN 21905. Latin American Literatures and Cultures: Colonial and 19th-Century. 100 Units.
This course introduces students to the writing produced in Hispanic and Portuguese America during the period marked by the early processes of European colonization in the sixteenth century through the revolutionary movements that, in the nineteenth century, led to the establishment of independent nation-states across the continent. The assigned texts relate to the first encounters between Indigenous, Black, and European populations in the region, to the emergence of distinct ("New World") notions of cultural identity (along with the invention of new racial categories), and to the disputes over the meaning of nationhood that characterized the anti-colonial

struggles for independence. Issues covered in this survey include the idea of texts as spaces of cultural and political conflict; the relationships between Christianization, secularization, and practices of racialization; the transatlantic slave trade; the uses of the colonial past in early nationalist projects; and the aesthetic languages through which this production was partly articulated (such as the Barroco de Indias, or "New World baroque," Neoclassicism, Romanticism, and Modernismo, among others). In addition to enhancing your knowledge of Latin American cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.
Instructor(s): Larissa Brewer-García (autumn), Agnes Lugo-Ortiz (winter) Terms Offered: Autumn Winter
Prerequisite(s): SPAN 20300 or consent of instructor. Taught in Spanish.
Equivalent Course(s): RDIN 21905, LACS 21900

SPAN 21950. Dark Stairways of Desire": Lusting beyond the Norm in Contemporary Catalan Literature. 100 Units.
Although we can find a significant number of authors exploring queer desire and identities throughout the history of Catalan Literature (from lesbian scenes in Joanot Martorell's "Tirant lo blanc" to expanding gender identities in Maria Aurèlia Capmany's "Quim/Quima"), more recent Catalan Literature is blooming with queerness and non-normative lust. This course will give an overview of contemporary Catalan works influenced by feminist and queer debates from the seventies on. Beginning with renowned poet Maria Mercè Marçal's only novel, "The Passion According to Rennée Vivien," winner of several of the most prestigious literary awards for Catalan Literature, we will go on to discover 21st-century works by Eva Baltasar and Anna Punsoda. We will also read poems, short stories and excerpts from authors such as Maria Sevilla, Mireia Calafell, Raquel Santanera, Sebastià Portell, Sil Bel and Ian Bermúdez, among others.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): GLST 21950, CATA 21950, GNSE 23150

SPAN 22005. Latin American Literatures and Cultures: 20th and 21st Centuries. 100 Units.
This course will survey some of the main literary and cultural tendencies in Latin America from the beginning of the twentieth century to the present. We will pay special attention to their aesthetic dimensions, as well as the socio-historical and political conditions that made them possible, and in which they simultaneously intervened. Questions to be studied might include the innovations of the Modernist and avant-garde movements, fantastic literature, the novel of the so-called "Boom," cultural production associated with revolutionary movements, military dictatorships, and the Cold War, as well as new currents in literary and theatrical practices. Likewise, the course will foreground some of the following concepts relevant to the study of this production: modernity and modernization; development and neoliberalism; neo-colonialism and empire; cultural autonomy and ideas of poetic and cultural renewal; the epic vs. the novel; realism and non-verisimilitude; and performativity, among others. In addition to enhancing your knowledge of Latin American cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.
Instructor(s): Victoria Saramago (autumn) Terms Offered: Autumn Winter
Prerequisite(s): SPAN 20300 or consent of instructor. Taught in Spanish.
Equivalent Course(s): LACS 22005, RDIN 22205

SPAN 22266. Witchcraft and the Cultural Imagination. 100 Units.
This seminar takes as its focal point the vast range of conceptual, material, and visual artifacts that are produced by, and indeed help to construct, this enduring fascination with the figure of the witch, from the medieval past to the present. We will examine case studies from premodern Europe to Colonial North America to Indonesia, scrutinizing texts, films, and works of art. Rather than offering a standard history of witchcraft, we will explore the intersections of gender, labor, and representation that the figure of the witch makes specially available for study. Witchcraft constitutes a multifaceted phenomenon that aims to alter reality and the self through the use of various techniques, transmitted both orally and in writing. These techniques have often appeared culturally marked in terms of gender and belief. Witchcraft has for centuries been the business of women in societies where very few avenues existed for women to develop any sort of business.
Instructor(s): T. Golan, N. Mourelle Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): GNSE 32288, SIGN 22266, ARTH 22266, GNSE 22288, SPAN 32266, ARTH 32266

SPAN 22350. Speaking Truth to Power in Medieval and Early Modern Iberia. 100 Units.
In the multilingual and multireligious environment of the Iberian middle ages, poetry can express many things. And while literary history has granted a prestigious space to some of these things, such as love or spirituality, it has consistently neglected others, such as socio-political satire or vulgarity. This class will be paying attention to that other less talked-about poetry that gets into the political struggles of the period, that talks in profanities about profane things. In other words, the poetry that does not speak to the eternity of existence, but that gets its hands dirty with earthly matters. The poetry that savagely mocks and cuts through social conventions in a way that makes seem contemporary Twitter trolls benevolent in comparison. For this class we will be reading authors who wrote in Galician-Portuguese such as Joao Soares de Paiva or King Alfonso X, authors who wrote in Catalan such as Guillem de Bergueda or Ramon Vidal de Besalu, and authors who wrote in Spanish such as Juan Ruiz or Juan de Mena. Translations to Spanish will be provided or worked though class discussion.
Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year

Equivalent Course(s): SPAN 32350, PORT 32350, MDVL 22350, CATA 22350, CATA 32350, PORT 22350

SPAN 22423. Gender and Sexuality in Early Modern Spain. 100 Units.
How did men and women understand their roles in early modern Spanish society as dictated by their gender? Could individuals challenge, or even transgress, the societal-and, therefore, gendered-norms by which they were bound? How were the ideals of femininity and masculinity constructed in artistic and literary production? To what extent were gender and sexuality fixed or fluid in the early modern imaginary? These are but a few of the questions that will be addressed in this course, as we examine the complexities and nuances of gender and sexuality in sixteenth- and seventeenth-century Spanish culture. We will engage primarily with literary sources, such as poetry, narrative, theatrical works, and autobiographical writings from key literary figures (Garcilaso de la Vega, Teresa de Ávila, María de Zayas, Lope de Vega, to name a few). Moreover, we will examine visual art as well as medical and moral treatises in order to gain as comprehensive as possible an understanding of the notion of gender and sexuality during this time period. In addition to expanding their knowledge of Spanish literature and culture, this course will allow students to continue enhancing their Spanish linguistic competence.
Instructor(s): Lizette Arellano Terms Offered: Winter
Prerequisite(s): Taught in Spanish.
Equivalent Course(s): GNSE 22423

SPAN 22424. Between History and Fiction: Race, Modernity, and Revolution in the Hispanic Caribbean. 100 Units.
This course will introduce students to twentieth-century historical fiction from Cuba, the Dominican Republic, and Puerto Rico. Reflecting on the ambiguous contours between history and fiction, we will use literature and film to illuminate cultural debates of Hispanic Caribbean modernity. How do literary and filmic representations of a historical past reflect on the present moment? What is fiction's relationship to archives and history? What can these fictional emplotments teach us about the crafting of national narratives? Particular attention will be given to questions of race and revolution - understood for our purposes as the constitutive vectors of Caribbean modernity - in the texts studied. Authors and filmmakers to be discussed will include Alejo Carpentier, Tomás Gutierrez Alea, Humberto Solás, Rosario Ferré, José Luis González, and Julia Álvarez, among others.
Instructor(s): Cristina Esteves-Wolff Terms Offered: Not offered this academic year
Equivalent Course(s): RDIN 22424, LACS 22424

SPAN 22701. Poesía, nación y ciudadanía en el siglo XIX hispanoamericano. 100 Units.
In this course we will explore the relationships between poetry and the constitution of the modern nation-state in nineteenth-century Spanish America. How did poetry partake in the early figuration of national historical imaginaries and in the foundation of their heroic pantheons? Through what languages and aesthetic procedures did it help foster patriotic sentiments and identifications? Was poetry a disciplinary tool for the formation of notions of citizenship and of civic values? Through a series of close textual readings, we will investigate the nature of the entanglement between the poetical and the demands of the political and inquire if there were moments when this relationship proved to be traversed by frictions, if not impossibilities. Authors we may read are José Joaquín Olmedo, Andrés Bello, Esteban Echeverría, José María Heredia, Plácido, Gertrudis Gómez de Avellaneda, José Hernández, José Gautier Benítez, Juana Borrero, Juan Zorrilla de San Martín, and Lola Rodríguez de Tió, among others.
Instructor(s): Agnes Lugo-Ortiz Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 32701, LACS 32701, LACS 22701

SPAN 22770. Que otros sean lo Normal": Pertinencia y otredad en la literatura trans en español. 100 Units.
¿Qué nos dicen de una sociedad sus alteridades? Es decir, ¿cómo nos informa de la norma lo que queda fuera de ella? A partir de la lectura y análisis de obras escritas por autores trans, conoceremos más a fondo la actualidad de algunos países hispanohablantes, centrándonos en un elemento básico de cualquier identidad: el género.
El curso está organizado a partir de la lectura y visualización de materiales reales y con actividades orales y escritas dirigidas a ampliar el conocimiento de la literatura contemporánea en español (y las sociedades en las que florece), y también a reforzar las habilidades de expresión oral y escrita de les participantes.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): GNSE 23158, GLST 22770

SPAN 23025. Vidas Infames: Sujetos heterodoxos en el mundo hispánico (1500-1800) 100 Units.
En este curso leeremos y discutiremos las vidas de varias mujeres y hombres comunes perseguidos por la Inquisición hispánica entre 1500 y 1800, aproximadamente, tanto en Europa y el Mediterráneo como en las Américas. La mayoría de estas vidas fueron dichas por los mismos acusados frente a un tribunal eclesiástico. Estas autobiografías orales, producidas en condiciones de máxima dureza y precariedad, revelan la forma en que la vida cotidiana es moldeada e interrumpida por el poder. Leeremos las historias de hombres transgénero, mujeres criptojudías, campesinos moriscos, renegados, profetas y monjas acusadas de sodomía, entre otras; y discutiremos temas como la relación entre poder y subjetividad, heterodoxia y cultura popular, las formas narrativas del yo o la articulación biográfica de la clase, la raza y el género en la primera modernidad. Estas 'vidas ínfimas', a pesar de su concreta individualidad, permiten ofrecer un amplio panorama de la historia cultural y social de España y América en la era de la Inquisición.
Instructor(s): Miguel Martínez Terms Offered: Not offered this academic year
Equivalent Course(s): GNSE 23025, GNSE 33025, LACS 23025, LACS 33025, SPAN 33025

SPAN 23200. Renaissance Epic: Camões, Ercilla, Tasso. 100 Units.
Due to the prestige and cultural ascendancy of its classical models, epic was considered the highest literary genre of the sixteenth-century repertoire, which forced Renaissance authors of epic poetry to explicitly compete against their illustrious predecessors and among themselves. This provides a perfect basis to study some mechanisms of textual production in Renaissance poetry, but it will also help us to raise issues around the European (and global) circulation of literary goods, cultural competition, the relation between epic, nation, and empire, or the contested place of epic among the constitutive discourses of colonialism. We will read three major Renaissance epic poems written and distributed in the same years: Alonso de Ercilla's The Araucaniad (1569-1590), Luís de Camões's The Lusiads (1572), and Torquato Tasso's Jerusalem Delivered (1581).
Instructor(s): Miguel Martínez Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 33200

SPAN 23380. Latinx/Northern Mexico Life Writing. 100 Units.
Life writing (a generic term to describe a vast range of texts: from biography and autobiography to memoirs, letters, journals, diaries, etc.) has been richly practiced by Latin American/Latinx authors in Northern Mexico and the US. This course examines select works by these authors. We analyze key terms to discuss this literature (life, writing, self, identity, fiction, storytelling, history) as well as the approaches taken by different authors. Readings by Javier Zamora, Justin Torres, Cristina Rivera Garza, Valeria Luiselli, Gloria Anzaldúa, and more.
Instructor(s): Sergio Delgado Moya Terms Offered: Not offered this academic year
Prerequisite(s): Reading proficiency in Spanish required.
Equivalent Course(s): LACS 23380

SPAN 23501. Alone in the Mountains: Tales of Freedom and Violence in Contemporary Catalan Literature. 100 Units.
From witches to "goges" ("water women"), Catalan folklore shows a tradition of women living on their own in the mountains, liberated from societal conventions. These women are portrayed as fascinating yet threatening figures. This ancient imagery has permeated contemporary literature, manifested in novels that depict women who remove themselves from "civilization" to inhabit rural areas of Catalunya, seeking freedom and having to confront at the same time societal norms, abusive partners or even their own personal demons. The mountains, far from ideal and peaceful, are an untamed and often brutal space in which human lives hold no greater value than those of goats, mushrooms, rivers. In this course we shall engage with four novels authored by women: "Solitude (1904) by Victor Català, "Stone in a Landslide" (1984) by Maria Barbal, "When I Sing Mountains Dance" (2019) by Irene Solà, and "Alone" (2021) by Carlota Gurt. Through the analysis of these literary works, we aim to delve into Catalan culture and explore its literary archetypes, while establishing significant connections among these texts and their place in modern and contemporary literature.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): GLST 23500, GNSE 23157, CATA 23500

SPAN 23555. Learned Women: Spaces of Knowledge, Self-Actualization, and Power. 100 Units.
The hegemonic narrative of knowledge production in the Iberian Peninsula has historically centered on male writers, thus excluding contributions of women. This seminar will explore the intellectual interventions of medieval and early modern Iberian poets, professors, encyclopedists, and theologians who also happened to be women. Did these women present a perspective on knowledge-making different than their male counterparts? More importantly, what were the paths to knowledge that were available to them in a society that offered women limited social and intellectual roles? In this class we will be reading sources by Florencia Pinar, Teresa de Cartagena, Leonor López de Córdoba, Oliva Sabuco, among others; and critical pieces by Judith Butler, Andrea Dworkin, Silvia Federici, Luce Irigaray, and Sophie Lewis.
Instructor(s): Noel Blanco Mourelle Terms Offered: Winter
Prerequisite(s): SPAN 20300. Taught in Spanish.
Equivalent Course(s): GNSE 34555, SPAN 33555, GNSE 24555

SPAN 23727. Contemporary Andes: Indigenisms, Modernities, and Natures. 100 Units.
TBD
Instructor(s): Ricardo Soler Rubio Terms Offered: Spring

SPAN 23880. Migration, Identity, and Belonging in Italian and Spanish Cinema. 100 Units.
Migration has become a central issue in contemporary politics, often used to challenge the forms and values of social organization traditionally associated with modern liberal democracies. Italy and Spain, historically viewed as sources of emigration or destinations for internal migration, are increasingly grappling with the complexities of immigration. This course examines the intersection of immigration and cinema in Italy and Spain, exploring how films have reflected, shaped, and contested discourses on migration, identity, and belonging. Through the lens of cinematic representation, students will engage with themes such as displacement, border politics, nationalism, gender, racialization, and the dynamics of intercultural integration. The course delves into the portrayal of immigrants, refugees, and diasporic communities in film, emphasizing Italy and Spain's distinctive roles as historical crossroads of migration. Topics include post-colonial legacies, these countries' roles as gateways to Europe, and the lived experiences of immigrant communities.
Instructor(s): Mario Santana, Veronica Vegna Terms Offered: Not offered this academic year
Equivalent Course(s): ITAL 23880

SPAN 24110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.
This course provides a survey of of ecocritical studies in Latin America. Through novels, poems, and films, we will examine a range of trends and problems posed by Latin American artists concerning environmental issues, from mid-nineteenth century to contemporary literature and film. Readings also include works of ecocritical criticism and theory that have been shaping the field in the past decades.
Instructor(s): Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): LACS 24110, PORT 24110, PORT 34110, LACS 34110, SPAN 34110

SPAN 24170. El arte de sobrevivir: la tradición picaresca. 100 Units.
La picaresca es un género de ficción en prosa con una tradición multisecular en las literaturas en español y con gran influencia en la historia de la novela moderna. La pobreza y la marginalidad convierte a los pícaros y las pícaras que protagonizan estas historias en astutos maestros en el arte de sobrevivir, en héroes plebeyos que luchan contra las determinaciones de la fortuna en una sociedad dinámica, pero sólidamente jerarquizada. Leeremos, por una parte, el "Lazarillo de Tormes," algunas "Novelas ejemplares" de Cervantes, fragmentos de "La pícara Justina" y del "Guzmán." Por otra, exploraremos los usos del género en algunas novelas modernas escritas en España y Latinoamérica, terminando con ejemplos de ficción televisiva contemporánea. Las estéticas del realismo y la novela moderna, la literatura y la economía, el humor y el lenguaje, el género y la sexualidad, la voz autobiográfica, las subjetividades de la marginalidad, o la relación entre el género picaresco y la historia nacional son algunos de los temas que guiarán nuestras lecturas y discusiones.
Instructor(s): Miguel Martínez Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 34170, LACS 24170, LACS 34170

SPAN 24202. Cervantes: Don Quixote. 100 Units.
In this course we will read Cervantes's "Don Quixote" (1605, 1615), paying attention to narrative aesthetics, language, genre, the politics of the novel, and the history of interpretation, among other aspects. Our close reading of the text will be informed by thorough contextualization within the social, cultural, and intellectual history of early modern Spain, Europe, and the Mediterranean, as well as by major critical and theoretical approaches to the novel.
Instructor(s): Miguel Martínez Terms Offered: Spring
Prerequisite(s): This course will be taught in English and has no prerequisites. Additional discussion sessions in Spanish will be available for interested students.
Equivalent Course(s): SPAN 34202, CMLT 38101, CMLT 28101, FNDL 21221, SCTH 38250

SPAN 24420. Unsettling Encounters: Colonial Latin America in Film. 100 Units.
This course explores a selection of foundational texts of Latin American literature in conversation with films about colonial Latin America by American and European directors. We will engage questions of how, when, and why images remember historical moments, and will consider the possibilities and limitations of using film to represent history. Students will learn and practice techniques of textual analysis and film criticism while discussing themes such as visual literacy, cultural imperialism, and economic colonialism.
Instructor(s): Larissa Brewer-García Terms Offered: Not offered this academic year
Equivalent Course(s): LACS 24420

SPAN 24550. Blackness in Latin America: Popular Culture, Performance and Visual Art, and Discourses of Mestizaje. 100 Units.
The course examines how blackness has been both constructed and reimagined across Latin America and the Caribbean through an exploration of the performance and cultural practices of Afro-Latin communities. We treat popular and performance traditions as a crucial terrain for discerning how Black people across the region navigate discourses of racial democracy, mestizaje, multiculturalism, and racial fraternity even as they faced the realities of racism in individual nations. The course examines imaginations of blackness in hip hop, reggaetón, rumba, folklore, carnivals, and visual art in varied sites such as Cuba, Puerto Rico, Peru, Colombia, and Brazil. Grounded in Black and Diaspora Studies, the writings of Frantz Fanon, W.E.B. Dubois, Paul Gilroy and others will serve as theoretical touchstones for placing these forms and lived realities in diasporic context. We will also engage the work of noted and upcoming Black artists from the region.
Instructor(s): Danielle Roper Terms Offered: Not offered this academic year
Prerequisite(s): Undergraduates must be in their third or fourth year.
Equivalent Course(s): RDIN 24550, RDIN 34550, LACS 24550, SPAN 34550, LACS 34550, TAPS 25805, TAPS 35805

SPAN 24551. Memory, Identity, and Conflict: The Civil War in Catalan Literature. 100 Units.
This course offers an exploration of the Spanish Civil War through Catalan literature, focusing on how writers have described pivotal historical periods and their impact on individual and collective identity. Through the close reading and analysis of foundational works, we will examine the enduring legacies of war, the repression of the postwar era, and the complex, often gendered, construction of memory. We will read iconic novels by authors who experienced the civil war, such as Mercè Rodoreda's La plaça del Diamant (The Time of the Doves), Joaquim Amat-Piniella's K.L. Reich, and Joan Sales' Incerta glòria (Uncertain Glory). In contrast, more recent works like Irene Solà's Et vaig donar ulls i vas mirar les tenebres (I Gave You Eyes and You Looked into Darkness), will take us on a journey into a rural world where myth, history, and matrilineal narratives intertwine, offering fresh perspectives on the transmission of memory and the agency of women within historical and folkloric landscapes. The course will also feature a selection of short stories by figures such as Caterina Albert (Víctor Català), Salvador Espriu and Mercè Rodoreda. Throughout the course, we will reflect on the role of literature

as a form of testimony, a space for mourning, and a tool for understanding the present by amplifying the often-silenced voices and experiences of the past, with a keen focus on how gender shapes these narratives.
Instructor(s): Bel Olid Terms Offered: Not offered this academic year
Equivalent Course(s): GNSE 24551, CATA 24550

SPAN 24701. Introduction to Basque Culture. 100 Units.
Straddling the border of southern France and northern Spain, the land of the Basques has long been home to a people who had no country of their own but have always viewed themselves as a nation. No one has ever been able to find their roots, and their peculiar language is not related to any other in the world, but they have managed to keep their mysterious identity alive, even if many other civilizations tried to blot it out. The aim of this course is to create real situations that will enable the students to learn the meaning of Basque culture. It will be a guided tour throughout Basque history and society. Students will learn about the mysterious origins of the language; they will visit the most beautiful places of the Basque country; they will get to know and appreciate Basque traditions, gastronomy, music . . . and most importantly, they will be able to compare and contrast their own cultures and share their ideas during the lessons, creating an enriching atmosphere full of entertaining activities, such as listening to music, reading legends and tales, watching documentaries, and much more.
Terms Offered: Not offered this academic year
Equivalent Course(s): BASQ 24700, GLST 24700

SPAN 24716. Spanish Cinema-Basque Cinema. 100 Units.
This course explores Basque cinema from its beginnings to our days while also reviewing Spanish cinema from a Basque point of view. Among other topics, the course will explore the nationalist imaginary and its influence in film, the centrality of gender (and motherly) representations in Basque cinema, Basque films' recent tendency to become Spanish blockbusters outselling Hollywood, and allusions to the Basque Country in Spanish cinema.
Terms Offered: Not offered this academic year
Equivalent Course(s): BASQ 24710, CMLT 23810

SPAN 24730. The Revitalization of the Basque Language. 100 Units.
In the last 30 years, the Basque language has seen an increase in the number of speakers, especially among younger groups. The implementation of several language and cultural policies, along with a transformation in the educational system, has been key to this development. In this course we will explore these revitalizing practices used in the Basque Country by analyzing the sociolinguistic situation of Basque language from the transition to democracy in the late 1970s to the present.
Instructor(s): Ariane Echenique Terms Offered: Spring
Equivalent Course(s): LING 24730, BASQ 24730

SPAN 24770. Sex, Crime and Horror in Argentine Literature. 100 Units.
This course examines the historical evolution of Argentine literature, cinema, and the visual arts through the study of three thematic currents that significantly influenced Argentina's cultural and socio-political experience with nation-building, modernization, and democracy: sex, crime, and horror. The primary objective of the course is to foster a critical exploration of how foundational works of Romanticism and Realism in the Río de la Plata, the Noir genre, and the Gothic tradition accounted for decisive changes in the social fabric of the country. Students will assess the role of sexuality, crime, and horror stories in the representation of momentous events in Argentine history, spanning from the revolutionary era in the nineteenth century to the contemporary period. Topics include the Wars of Independence, gaucho literature, indigenous resistance, the great migratory flows, the rise of the middle classes, Peronismo, Youth culture, military dictatorships, human rights violations, LGBT movements, and economic precarity in neoliberal times. Works by Esteban Echeverría, Domingo Faustino Sarmiento, Juana Manuela Gorriti, José Hernández, Lucio V. and Eduarda Mansilla, Eugenio Cambaceres, Leopoldo Lugones, Roberto Arlt, Jorge Luis Borges, Juan José Saer, Antonio Di Benedetto, Olga Orozco, Alejandra Pizarnik, Juan Gelman, Andrés Rivera, Silvina Ocampo, Horacio Quiroga, Rodolfo Walsh, Manuel Puig, Ricardo Piglia, Mariana Enríquez, Gabriela Cabezón Cámara, María Luisa Bemberg,
Instructor(s): Carlos Halaburda Terms Offered: Not offered this academic year
Prerequisite(s): Reading proficiency in Spanish required.
Equivalent Course(s): GNSE 34771, RDIN 34770, GNSE 24770, LACS 24770, SPAN 34770, RDIN 24770, LACS 34770

SPAN 24980. Latin American Politics and the Novel: Between Crisis and Renewal. 100 Units.
Who are we? How many are we? Who can speak for us? How should they speak for us? In the history of democracy in Latin America these questions have been central to the challenges and advances made across the region in the creation of civil states. They are also questions central to the development of fiction in the region. This course explores key themes of the study of Latin American politics in interdisciplinary dialogue with critically acclaimed works of fiction. We will consider, in the context of contemporary Latin America, how storytelling serves political ends and how politics has served as material for impactful stories.
Instructor(s): Susan Stokes, Larissa Brewer-García Terms Offered: Winter
Equivalent Course(s): LACS 24930, PLSC 24930, SIGN 24930

SPAN 24990. Celebrity Cultures: Divas, Queers, and Drags in Latin America. 100 Units.
This course takes students on a journey into the dazzling world of divas, queers, and drag performers who reshaped Latin America's cultural, social, and political repertoires. From Eva Perón's iconic political mythology and María Félix's femme fatale allure to the radical defiance of Pedro Lemebel and the cosmic magnetism of

Walter Mercado, we will explore how these larger-than-life figures resisted and undermined heteronormative and misogynistic regimes. Engaging critical theory, queer studies, and aesthetic analysis, the course invites students to engage with the commodification of celebrity in the culture industry, the performative dynamics of identity, and queer culture's fascination with camp, glamour, and abjection. Revisiting concepts like the society of the spectacle and hyperreal personas, students will uncover how these icons transformed the public sphere and disrupted hegemonic power structures. The course also examines celebrity labor as affective production and the participatory cultures that turn fandom into a consumer community, and into a nostalgic and repetitive ritual in the context of digital neoliberalism. Through discussions, close readings of critical texts, and multimedia explorations of films and performances, students will learn how divas, queers, and drag performers redefined aesthetic innovation and became fearless agents of political subversion in the region and beyond. The course will be taught in Spanish and English.
Instructor(s): Carlos Gustavo Halaburda Terms Offered: Not offered this academic year
Prerequisite(s):
Equivalent Course(s): GNSE 30158, TAPS 24090, TAPS 34090, SPAN 34990, GNSE 20158

SPAN 25555. The Amazon: Literature, Culture, Environment. 100 Units.
From colonial travelers to contemporary popular culture, the Amazonian forest has been a source of endless fascination, greed and ecological concern. The numerous actors that have been shaping the region, including artists, writers, scientists, anthropologists, Indigenous peoples, and the extractive industry, among others, bring a multifaceted view of this region that has been described as the paradise on earth as much as a green hell. This course offers an overview of Amazonian history, cultures, and environmental issues that spans from the sixteenth to the twenty-first century. What are the major topics, works, and polemics surrounding the ways the Amazon has been depicted and imagined? How can the region's history help us understand the state of environmental policies and Indigenous rights today? What can we learn about the Amazon from literature and film? What is the future of the Amazon in the context of Brazil's current political climate? From an interdisciplinary perspective, we will cover topics such as indigenous cultures and epistemologies, deforestation, travel writing, modern and contemporary literature, music, photography, and film, among others. Authors may include Claudia Andujar, Eduardo Viveiros de Castro, Euclides da Cunha, Susanna Hecht, Davi Kopenawa, the project Video in the Villages, among others.
Instructor(s): Victoria Saramago Terms Offered: Autumn
Prerequisite(s): Taught in English, with readings available in English, Portuguese and Spanish. Conversation session in Spanish and Portuguese may be created depending on student demand.
Equivalent Course(s): LACS 35005, CEGU 25000, SIGN 26059, LACS 25005, PORT 35000, PORT 25000, SPAN 35555

SPAN 25605. Inquisiciones. 100 Units.
The Inquisition was, if not the most important juridical and religious institution of premodern Iberia, certainly the most emblematic. In truth, there was not one Inquisition, but many. Without them, terms such as heresy, conversion, or auto-da-fé would not have the currency they do today. These terms are best understood as tools for the disciplining of religious communities and the controlling of the circulation of ideas. This is a class designed to help students understand the Inquisition as a complex historical phenomenon that left a rich archive where anthropological research and theological debate were made to coexist.
Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year
Equivalent Course(s): CATA 25605, CATA 35605, SPAN 35605

SPAN 25660. US Imperialism and Cultural Practice in Latin America. 100 Units.
This course examines the ways histories of US intervention in Latin America have been engaged in cultural practice. We assess the history of US intervention by reading primary documents alongside cultural artifacts including film, performance and visual art, song, music, and poetry. The course begins with the Cuban revolution and ends with the ongoing crisis in Puerto Rico.
Instructor(s): Danielle Roper Terms Offered: Not offered this academic year
Equivalent Course(s): TAPS 28473, LACS 35660, TAPS 38373, SPAN 35660, LACS 25660

SPAN 25770. Radical Readings: Latin American/Latinx. 100 Units.
Since the 1970s, writers, artists, activists, and cultural critics based in Latin America and in the United States have produced radical writings to respond to concrete social and political circumstances. These writings ring especially relevant today, in our current, turbulent times. The course studies the rich, transformative tradition of radical, contemporary Latin American and Latinx thought. It studies earlier interventions by the likes of Paulo Freire and traces and resonance of these earlier writings in contemporary interventions by critics like Suely Rolnik. We read writings by Freire, Rolnik, Roberto Jacoby, Gloria Anzaldúa, Cherríe Moraga, Ailton Krenak, Verónica Gago, and others, with an emphasis on 1) the context of production of each writing, 2) the form and shape each author gives to their written thought and, 3) the impact and resonance of these writings in our present moment. The course is also an experiment that seeks to confront the powers of engagement and understanding unleashed in long, uninterrupted stretches of reading.
Instructor(s): Sergio Delgado Moya Terms Offered: Not offered this academic year
Prerequisite(s): Reading proficiency in Spanish required.
Equivalent Course(s): SPAN 35770, LACS 25570, LACS 35570

SPAN 26210. Witches, Sinners, and Saints. 100 Units.
This course examines representations of women's bodies and sexualities in early modern Iberian and colonial Latin American writings. We will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.
Instructor(s): Larissa Brewer-García Terms Offered: Autumn
Prerequisite(s): For undergrads, SPAN 20300 or consent of instructor. Taught in Spanish.
Equivalent Course(s): GNSE 26210, SPAN 36210, GNSE 36210, LACS 36212, LACS 26212

SPAN 26780. Caribbean Music, Performance, and Popular Culture in the Age of Precarity: 1990 to the Present. 100 Units.
This course explores the concept of precarity and its influence on artistic and cultural expressions within contemporary Caribbean popular culture, primarily from the 1990s to the present day. Precarity is broadly defined as the feeling or experience of instability resulting from various social, economic, political, and environmental factors, including structural adjustments, climate change (such as hurricanes and earthquakes), and the impact of the COVID-19 pandemic, among others. Particular emphasis is placed on the role of art in shaping popular responses to precarity, including significant events like mass protests, the Black Lives Matter and George Floyd protests, uprisings against the deportation of Haitians in the Dominican Republic, as well as interrelated international movements like #LifeinLeggings and #Metoo. The course delves into how Caribbean performance and popular music have engaged with these issues, with a focus on music genres like dancehall, wylers, soca, reggaetón, and the individual artistic works of Caribbean artists such as LaVaughn Belle, Helen Ceballos, Joiri Minaya, and others. These artists use their work to explore themes of precarity and to envision potential alternatives to the contemporary challenges of insecurity, touching on issues related to gender, sexuality, and race.
Instructor(s): Jessica Baker and Danielle Roper Terms Offered: Not offered this academic year
Equivalent Course(s): MUSI 36780, SPAN 36780, RDIN 36780, MUSI 26780, RDIN 26780

SPAN 27401. Literaturas del Caribe Hispanico en el siglo XX. 100 Units.
En este curso se estudiarán algunos ejemplos salientes de las literaturas producidas en el Caribe hispánico insular (Cuba, Puerto Rico y Santo Domingo) durante el siglo XX y a principios del XXI. Entre los asuntos a discutir tendrán un lugar principal los modos en que esta producción se ha constituído como respuesta y elaboración estética de las historias de esclavitud, violencia racial y colonialismo, de militarización y desplazamientos territoriales migratorios, que han marcado a la región en su carácter de frontera imperial desde el siglo XVI. En el curso también se abordará la condición simbólica del Caribe como espacio de utopías y catástrofes, escenario previlegiado tanto de las aspiraciones revolucionarias propias de la modernidad (e.g. la Revolución Haitiana del 1791 y la Revolución Cubana del 1959) como de los terrores de la destrucción ecológica (con su experiencia cruel de huracanes y terremotos).
Instructor(s): Agnes Lugo-Ortiz Terms Offered: Not offered this academic year
Prerequisite(s): At least one of the following courses: SPAN 21500, 21703, 21803, 21903, or 22003.
Equivalent Course(s): SPAN 37401, LACS 27401, LACS 37401

SPAN 27510. Literatura y música en el gran Caribe hispanohablante. 100 Units.
Uno de los aspectos más notables de las culturas del Caribe hispanohablante, tanto insular como continental, a todo lo largo del siglo XX, y hasta el presente, ha sido el diálogo sostenido entre la textualidad literaria y la música. En este curso nos interesa trazar las distintas maneras en que la literatura ha invocado la inefabilidad aural de lo musical y reflexionar sobre sus posibles sentidos. Desde la forma del son en la poesía afroantillana, pasando por la estructura de las variaciones y fugas barrocas en la obra de Alejo Carpentier, hasta la incesante invocación al bolero y a la salsa en la narrativa más reciente, la escritura literaria en el Caribe más que decir parecería querer sonar y cantar. ¿Qué da cuenta de ello? ¿Cómo entender su particularidad? ¿Qué efectos produce? En el curso haremos una introducción básica al repertorio de formas musicales activados por ese decir literario, en ambos sus dimensiones estéticas e históricas, y examinaremos los sentidos de su apropiación y transformación por el hecho textual. Entre las posibles obras a estudiar se encuentran "Elogio de la plena" de Tomás Blanco, "El acoso" y Concierto barroco de Alejo Carpentier, La guaracha del Macho Camacho de Luis Rafael Sánchez, ¡Qué viva la música! de Andrés Caicedo, Maldito amor de Rosa Ferré, El entierro de Cortijo de Edgardo Rodríguez Juliá, Sólo cenizas hallarás de Pedro Vergés y Sabor a mí de Pedro Juan Gutiérrez, entre otras.
Instructor(s): Agnes Lugo-Ortiz Terms Offered: Not offered this academic year
Equivalent Course(s): SPAN 37510, LACS 37511, LACS 27511

SPAN 27660. Chilean Art and Literature During the Dictatorship. 100 Units.
On September 11, 1973, a US-backed military coup in Chile brought down the government of Salvador Allender, the first democratically elected Marxist president in Latin America. The military dictatorship that governed over the course of the following two decades brought about radical transformation to the macro- and micropolitical dynamics of Chile. This course is a survey of the art and literature produced during the years of dictatorship. We study the work of some of the most consequential literary and artistic figures active during the years of the dictatorship. The unprecedented level of experimentation in the arts and literature of this period will be studied vis-a-vis the radically shifted social and affective coordinates faced by those living in Chile during

the dictatorship. Works by Catalina Parra, Diamela Eltit, Lotty Rosenfeld, Nelly Richard, Adriana Valdés, José Donoso, Raúl Zurita, and others.
Instructor(s): Sergio Delgado Moya Terms Offered: Autumn
Equivalent Course(s): LACS 37660, SPAN 37660, LACS 27660

SPAN 27777. Disrupting Environmental Narratives: Colonialism, Race and Toxicity. 100 Units.
The environmental humanities have long been dominated by texts and theories from privileged sections of Europe and North America. How might this field be "disrupted" to make way for alternative understandings of our natural world that have always existed and yet remain on the margins of academic discourse? And if we are to focus on works from the "Global South," how do we account for its internal divisions and hierarchies, such as the oft-invisibilized archipelagoes of the Indian Ocean? In this course, we engage with works by contemporary writers and filmmakers from parts of the world usually grouped as the "Global South" (a label we will interrogate within the course), as a means of nourishing our creative and critical understandings of what it means to tell stories about the various ecologies we inhabit. What is the role of storytelling from the Global South in our perception of environmental change and in the current environmental crisis? How can novels, films, and short stories raise awareness of and emotional engagement with the racialized environmental impact of colonialism and coloniality in South Asia, Africa, and Latin America? We will explore the potential of narratives to challenge common assumptions regarding the environment, race, and power; and discuss how contemporary literature and film address the continuities between colonial pasts and the growing levels of toxicity in multiple regions of the Global South.
Instructor(s): Nikhita Obeegadoo, Victoria Saramago Terms Offered: Not offered this academic year
Equivalent Course(s): PORT 27777, RDIN 27777, SIGN 27777, LACS 27777, FREN 27777, CEGU 27777

SPAN 27880. Labor, Sex, and Magic: Celestina and Other Witches. 100 Units.
The image of witchcraft in the Iberian Peninsula is rooted in a tradition of technique, healing, bodily care, and the management of sexual labor. In this class, we will discuss the numerous witches of Iberian literary traditions (Trotaconventos, Eufrosina, Fabia), paying particular attention to Fernando de Rojas's "Celestina," written during the transition from the Middle Ages to the early modern period. These witches orchestrate the romances of unfortunate young people and strive for survival in the shifting urban landscape of pre-modernity, a time of wars, revolts, plagues, and catastrophes. In this class, we will explore the status of these women within the social transformations of their time, why so many authors regarded them as emblematic figures of pre-modern Iberian cities, and what they reveal to us today about the lives of women in that era.
Instructor(s): Noel Blanco Mourelle Terms Offered: Not offered this academic year
Equivalent Course(s): GNSE 30157, GNSE 20157, SPAN 37880, MDVL 27880

SPAN 28300. Poéticas Afrocaribeñas: de la esclavitud a Bad Bunny. 100 Units.
In this course, we will study key manifestations of the Afro-Hispanic Caribbean poetic tradition, from its earliest known expressions in the nineteenth century to present-day practices in hip-hop and reguetón. The course examines what is meant by Afro-Caribbean poetics, the tropological systems and thematic repertoires that have characterized it, how these have transformed over time, and the extent to which this poetry has served as a vehicle for exploring the cultural and racial identities of the region and as an instrument of resistance to various forms of extreme violence. The course will also introduce the concepts and methods necessary for poetic analysis. Materials to be studied will include the work of enslaved and free Afro-descendants in the late period of Spanish colonialism in the Americas (Plácido and J. F. Manzano); the experimental approaches of the Negrista avant-garde (Nicolás Guillén and Luis Palés Matos); feminist reformulations of these traditions (Nancy Morejón, Mayra Santos); and the music of contemporary artists such as Calle Trece, iLe, and Bad Bunny.
Instructor(s): Agnes Lugo-Ortiz Terms Offered: Spring
Prerequisite(s): SPAN 22005 is recommended. Taught in Spanish.
Equivalent Course(s): RDIN 28300, LACS 28300, SPAN 38301

SPAN 28700. Monsters and Misfits: Disability in Early Modern Spanish Literature. 100 Units.
In this course, we will explore a selection of Spanish early modern texts that foreground disability and bodily difference in their narratives. Through our analysis of these texts, we will examine how early modern Spanish authors constructed and challenged notions of difference in relation to the cultural, social, and political context of their time. Moreover, we will reflect on how these representations, produced before the notion of a "normal body" came into being, inform our understanding of human diversity and social inclusion. Critical readings from disability literary studies will provide us with the necessary theoretical and conceptual tools for understanding and analyzing the texts. We will read literary works of diverse genres written by canonical authors of the period, such as Miguel de Cervantes, Juan Ruiz de Alarcón, Tirso de Molina, and Mateo Alemán.
Instructor(s): Pablo García Piñar Terms Offered: Not offered this academic year
Note(s): Taught in Spanish.
Equivalent Course(s): HLTH 28700

SPAN 28777. Disease, Caregiving, and Healing: Medical Discourse and Practice in Early Modern Spanish Literature. 100 Units.
What can literature tell us about how early modern Spain imagined the body, understood disease, and negotiated the authority and methods of healing? These questions remain relevant to today's cultural and ethical debates around medicine. Looking to the early modern period, when medicine was inseparable from religion, politics, and philosophy, allows us to uncover how deeply embedded and contested medical knowledge once was-and

still is. In early modern Spain, medicine was not merely a technical or scientific field, but a cultural and social practice shaped by forces such as plague, imperial expansion, and the rise of early scientific thought. This course examines how literature reflected, negotiated, and at times subverted prevailing understandings of health, illness, and medical practice, offering insight into the cultural and epistemological transformations of the period. Students will explore how early modern Spanish literature engages with contemporary medical knowledge and popular belief-illuminating cultural anxieties surrounding disease, healing, and the physician's social role-while also analyzing how illness, diagnosis, and treatment function as narrative engines that generate conflict, develop character, and drive plot. Readings will include works by Miguel de Cervantes, María de Zayas, Tirso de Molina, Lope de Vega, and others.
Instructor(s): Pablo García Piñar Terms Offered: Not offered this academic year
Equivalent Course(s): HLTH 28777

SPAN 29117. Theater and Performance in Latin America. 100 Units.
What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.
Instructor(s): Danielle Roper Terms Offered: Not offered this academic year
Prerequisite(s): Undergraduates must be in their third or fourth year.
Equivalent Course(s): TAPS 28479, SPAN 39117, LACS 29117, LACS 39117, TAPS 38479, RDIN 29117, RDIN 39117, GNSE 39117, GNSE 29117

SPAN 29400. Greater Mexico: Chicanx/Mexican/Mex-American Literatures and Cultures. 100 Units.
This course explores the origins and contemporary resonance of the notion of "Greater Mexico," a term that, in the words of Mexican American folklorist Américo Paredes, encapsulates "all the areas inhabited by people of Mexican culture-not only within the present limits of the Republic of Mexico but in the United States as well." We study essays, novels, poems, films, art works, museum exhibits, and social movements that have shaped the concept of a "greater Mexico" over the course of the last five decades. Course materials and readings by Paredes, Anzaldúa, Robert M. Young, Rubén Ortiz-Torres, the Electronic Disturbance Theater, Jay Lynn Gomez, Salvador Plascencia, and others.
Instructor(s): Sergio Delgado Moya Terms Offered: Not offered this academic year
Prerequisite(s): Proficiency in Spanish required.
Equivalent Course(s): LACS 29399

SPAN 29700. Readings in Special Topics. 100 Units.
This course involves directed readings on special topics not covered by courses offered as part of the program in Spanish. Subjects treated and work to be completed for the course must be chosen in consultation with the instructor no later than the end of the preceding quarter.
Prerequisite(s): SPAN 10300 or 20300, depending on the requirements of the program for which credit is sought
Note(s): Students are required to submit the College Reading and Research Course Form.

SPAN 29900. BA Paper Preparation: Spanish. 100 Units.
In consultation with a faculty member, students must devote the equivalent of a one-quarter course to the preparation of a BA project.
Prerequisite(s): Consent of undergraduate adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Students seeking honors may count this course towards their course requirements. Must be taken for a quality grade.