

The courses below are approved to count towards the English major as literature in translation courses under the new foreign language requirement option. For cross-listed courses, students may register under any available course number.

These courses are offered by departments and programs outside of the English department. If you have questions about course content, structure, and schedule, **please contact the department offering the course.** The course descriptions below are to the best of our knowledge the most recent available.

Please note:

- Courses used to meet general education requirements in the College cannot also be counted toward a major;
- Courses in a minor cannot be 1) double counted with the student's major(s) or with other minors, or 2) counted toward general education requirements;
- To be eligible to count towards a student's major requirements, all courses must be taken for a quality grade;
- The literature in translation courses below cannot be used to fulfill distribution requirements for the major (Genre Fundamentals, Fiction, Poetry, Drama, Pre-1650, 1650-1830, 1830-1940, Theory);
- The courses listed below have been pre-approved, and therefore do not require a student petition form; the courses below also do not count towards the three possible courses from outside of the Department of English that students may petition to count towards their major as electives;
- Courses taken prior to 2019-20 or otherwise not on this list must be approved by the English DUS (Benjamin Morgan, bjmorgan@uchicago.edu). For assistance with the petition process, please contact the Student Affairs Administrator (Katie Kahal, kahalk@uchicago.edu)

ARAB 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.

This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.

Instructor(s): G. Hayek Terms Offered: Spring
Equivalent Course(s): NEHC 20658, ARAB 30658, NEHC 30658

CATA 21400. Languages in the Iberian Peninsula: Multilingualism and Language Ideologies. 100 Units.

The course will lead students to explore the situation of the main languages in the Iberian Peninsula from a sociolinguistic perspective (in the wide sense of the word). It will present language diversity in the Iberian Peninsula and lead students to discuss and read about language contact, language planning (including both status and corpus planning), language policy, ideologies and linguistic representations regarding Spanish, Portuguese, Galician, Catalan, Occitan, Basque, Aragonese and Asturian.

Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): SPAN 21401

CLCV 23608. Aristophanes's Athens. 100 Units.

The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes's extant plays (in translation) in order to address topics such as the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.

Instructor(s): J. Hall Terms Offered: Winter

Equivalent Course(s): HIST 30803, CLAS 33608, FNDL 23608, LLSO 20803, HIST 20803, ANCM 33900

CLCV 26119. Muses and Saints: Poetry and the Christian Imagination. 100 Units.

This course provides an introduction to the poetic traditions of early Christians and the intersection between poetic literature, theology, and biblical interpretation. Students will gain familiarity with the literary context of the formative centuries of Christianity with a special emphasis on Greek and Syriac Christians in the Eastern Mediterranean from the fourth through the sixth centuries. While theology is often taught through analytical prose, theological reflection in late antiquity and early Byzantium was frequently done in poetic genres. This course introduces students to the major composers and genres of these works as well as the various recurrent themes that occur within this literature. Through reading poetry from liturgical and monastic contexts, students will explore how the biblical imaginations of Christians were formed beyond the confines of canonical scripture. How is poetry a mode of "doing" theology? What habits of biblical interpretation and narration does one encounter in this poetry? This course exposes students to a variety of disciplinary frameworks for studying early Christian texts including history, religious studies, feminist and literary critique, as well as theology. Students will also analyze medieval and modern poetry with religious themes in light of earlier traditions to reflect on the poetry and the religious imagination more broadly.

Instructor(s): Erin Galgay Walsh Terms Offered: Spring

Note(s): Open to undergraduate and graduate students; Graduate students may choose to attend weekly translation group

Equivalent Course(s): BIBL 33000, MDVL 23000, HCHR 33000, RLVC 33000, GNSE 24104, CLAS 36119, ENGL 33809, GNSE 34104, RLST 23000

EALC 10600. Topics in EALC: Ghosts & the Fantastic in Literature and Film. 100 Units.

What is a ghost? How and why are ghosts represented in particular forms in a particular culture at particular historical moments and how do these change as stories travel between cultures?

This course will explore the complex meanings, both literal and figurative, of ghosts and the fantastic in traditional Chinese, Japanese, and Korean tales, plays, and films. Issues to be explored include: 1) the relationship between the supernatural, gender, and sexuality; 2) the confrontation of death and mortality; 3) collective anxieties over the loss of the historical past 4) and the visualization (and exorcism) of ghosts through performance.

Instructor(s): J. Zeitlin Terms Offered: Spring

Note(s): This course can replace what used to be the Concentrators Seminar to fulfill a requirement as an EALC major.

Equivalent Course(s): SIGN 26006, CMST 24603

EALC 10602. Topics in EALC: Past, Present, & Future of the Novel. 100 Units.

This is an introductory course to the study of fiction in modern East Asia. In particular, it examines the evolution of the novel in Japan, China, and Korea as a form of imaginative writing. We will examine major canonical works from each country: three from the early 20th century; three from mid-century; and three from the early 21st century. How did the novel form develop in East Asia relative to creative writing elsewhere around the world? How did it respond to East Asia's shifting political and economic position? What is the cultural role of the novel in contemporary East Asian society? These are just a few of the questions that will animate our exploration of these texts. All works will be read in their English translation.

Instructor(s): Hoyt Long Terms Offered: Autumn

EALC 10603. Topics in EALC: The Chinese Classics. 100 Units.

In this course we will explore the Chinese classics (Classics of Changes, Documents, Poetry, Spring and Autumn Annals, and the three Ritual classics) at different moments in their traditions: at the time of their first creation, at the time of their canonization as classics, at different moments throughout China's imperial history, and today. Because the Chinese classics have also been regarded as classics in both Korea and Japan, we will also consider their adaptation within those contexts.

Instructor(s): E. Shaughnessy Terms Offered: Winter

EALC 10701. Topics in EALC: Poets/Teachers/Fighters: Writing Women in China and Beyond. 100 Units.

A survey of essays, poetry, diaries and fiction by women writers from the 12th to the 21th century in China, Hong Kong, and Taiwan. No previous knowledge of Chinese is required.

Instructor(s): P. Iovene Terms Offered: Winter
Equivalent Course(s): GNSE 20700

EALC 10704. Topics in EALC: The Modern Short Story in East Asia. 100 Units.

Why does the short story emerge as a major literary form across East Asia in the early 20th century? Which institutional, social, and political factors contributed to its diffusion? What are the main characteristics of the short story, how does it organize time and space, and how does it differ from earlier forms of short fiction? What do various authors hope to achieve by writing short stories? Has their writing changed with the rise of new media? Informed by these questions, this course explores the variety of forms that the short story takes in modern East Asia. We will read a selection of influential Chinese, Japanese, and Korean works from the early 20th century to the present, including those by Lu Xun, Shiga Naoya, Hwang Sun-wŏn, Miyamoto Yuriko, Xiao Hong, Na Hye-sŏk, Akutagawa Ryūnosuke, Hoshi Shin'ichi, Lin Bai, Han Shaogong, Yu Hua, and Murakami Haruki, along with theoretical and critical essays. Discussions will be organized around themes that allow for transregional comparisons. All readings in English translation.

Instructor(s): P. Iovene Terms Offered: Autumn

EALC 10705. Topics in EALC: Imagining Environment. 100 Units.

This course introduces students to the fiction of East Asia through the themes of nature and environment. How have writers imagined the relation between the human and the non-human in the modern era? How have they drawn on indigenous ideas and attitudes? How have they responded to global environmental change and destruction? The course surveys a variety of sources for environmental imaginings, including philosophical and religious attitudes; aesthetic practices; political ideas; and modern environmentalism. All readings are in English.

Instructor(s): H. Long Terms Offered: Spring

EALC 10707. Topics in EALC: Vernacular Poetics. 100 Units.

This course explores the formation of vernacular poetic writing in China, Japan, and Korea from the perspective of literary history. Poets from the late nineteenth and early twentieth century were confronted with the task of renewing poetry, which they met by adopting language closer to that of everyday life but also inspired by poetic production in the West. By reading poems from the period alongside contemporary scholarship, this course is a unique opportunity to examine how poets transitioned away from traditional modes of poetry and song in East Asia. Students will discuss fundamental questions about the nature and purpose of poetry that poets and theorists debated at the time and answered in the form of poems and criticism. Given the constraints of time, the course does not aim for comprehensiveness or equal coverage of the three major regions of East Asia. Instead, the reading list is organized around discrete issues designed to spur comparative thinking in the attempt to locate individual actors and their

literary output within a specific historical moment. Topics covered include the break between poetry and song, translation as a creative process, the influence of print upon poetic composition, and the relationship between poetry and society. Major poets from China, Japan, and Korea will be read throughout the quarter. All material is provided in English. No knowledge of Chinese, Japanese or Korean is required.

Instructor(s): D. Krolikoski Terms Offered: Winter

EALC 10710. Topics in EALC: Intertwined Literatures of Postwar Asia. 100 Units.

This course explores literature that illustrates the interconnectedness of Asia in the decade following the conclusion of the Second World War. While the surrender of Japan and the onset of the Cold War contributed to the re-entrenchment of fiercely independent national literatures in Asia, national frameworks tend to obscure the ongoing links across Asia evoked in the works of many writers dealing with this period. Further, the notion of the "postwar" tends to disregard the ways in which war's effects continued to shape the Asian continent through Allied occupations and such widespread conflicts as the Chinese Civil War and the Korean War. By putting the postwar literatures of Asia in conversation with one another, we will aim to achieve a fuller understanding of these texts that have both depicted international circulation and spread through international communities themselves. Course materials include short stories, novels, plays, reportage, and autobiographical writings from Japan, China, Hong Kong, Tibet, Mongolia, Okinawa, and North and South Korea. All readings for this course are available in English; no knowledge of any Asian language is required.

Instructor(s): N. Lambrecht Terms Offered: Spring

EALC 10711. Topics in EALC: Mother tongues--Language in East Asian Literature and Film. 100 Units.

What does it mean to write as a native speaker? How do we hear in our mother tongue? It is often said that people have a natural affinity with their native language, one which allows creators to more freely and wholly express their thoughts and experiences, and which allows audiences to understand the full nuances of a work. But there are also many who do not have a straightforward relationship with a native language. For instance, colonized writers who are forced to write in a language that is not their own, films which depict people in multilingual environments, writers who can speak but not write in their first language. This course surveys literary and artistic works from China, Japan, and Korea that mourn, celebrate, and push the boundaries and potentials of language. Through the analysis of these works, we will explore the ways in which language relates to larger social, political, and cultural contexts including ethnic minorities, diaspora, gender, technology, and more. All works will be provided in English translation

Instructor(s): S. Su Terms Offered: Autumn

EALC 15100. Beginning the Chinese Novel. 100 Units.

This course will look at the four great novels of sixteenth-century China: Romance of the Three Kingdoms, Water Margin, Journey to the West, and Plum in the Golden Vase. Deeply self-conscious about the process of their own creation and their place within the larger literary canon, these novels deploy multiple frames, philosophical disquisitions, invented histories, and false starts before the story can properly begin. By focusing on the first twelve chapters of each novel, this course will serve as both an introduction to the masterworks of Chinese vernacular literature and an exploration of the fraught beginnings of a new genre.

Instructor(s): A. Fox Terms Offered: Winter

Note(s): Open to MAPH students.

Equivalent Course(s): FNDL 20301

EALC 21207. Realms of Uncertainty: Buddhism & Chinese Literature. 100 Units.

During these uncertain times, this course explores the uncertain boundaries between illusion and reality, dream and waking, form and emptiness, and self and other. We will traverse these paired themes of Buddhist significance as they arise in Chinese literary works from another epoch of uncertainty: the twilight of the Ming dynasty (1368-1644). Our starting point will be the Heart Sutra's famous assertion that "Form is emptiness; emptiness is form." Accepting the uncertainty this statement inspires, we will investigate this and other distinctive indistinctions through works of fiction, drama, autobiography, and poetry. Along the way, we will examine (and call into question) the distinction between Buddhist and literary concerns: What makes literature suitable for reflecting on Buddhist ideas about being? What insights does Buddhist philosophy grant into how we engage with literature and other forms of mediated experience? No prior knowledge of Chinese language or history is necessary. All materials will be provided by the instructor and read in translation (with Chinese available upon request). A Chinese reading section is available to students who wish to take the course for language credit. A language credit section is available to students who wish to take the course for language credit.

Instructor(s): Alia Breitwieser Terms Offered: Autumn

Equivalent Course(s): CMLT 21206

EALC 24305. Autobiog Writ: Gender & Modern Korea. 100 Units.

This course explores the intersections between gender, the genre of autobiography, forms of media (written; oral; visual; audiovisual) and historical, cultural, and political contexts of modern Korea. The students read theoretical writings on autobiography and gender as well as selected Korean autobiographical writings while being introduced to Korean historical contexts especially as they relate to practice of publication in a broader sense. The focus of the course is placed on the female gender-on the relationship between Korean women's life-experience, self-formation, and writing practices in particular while dealing with the gender relationship in general, although some relevant discussions on the male gender proceeds in parallel.

Instructor(s): K. Choi Terms Offered: Spring

Equivalent Course(s): CRES 24305, EALC 34305, GNSE 25300, GNSE 35305

EALC 24812. Women Writing Women in Modern Japanese Literature. 100 Units.

This course surveys the literary works by women writers of Japan through the modern period from late Meiji (early 1900s) through mid-Shōwa (1970s). Throughout this period, Japanese writers and critics have been preoccupied with questions related to self-expression: How does one know and represent one's self in writing? Can a true self be expressed through the artifice of literature? What is the relationship between writing and self-consciousness? Yet literature written by women has largely been left out of this conversation, and often chronically consigned to the margins as mere 'women's writing', a pale imitation of pure (male-authored) literature. Aiming to address this unevenness, this course engages with Furthermore, in order to transcend insubstantial and limiting categories such as "women's writing", this course focuses students' analysis using the dynamic lense of women writing women: that is, women's self-representation in literature. Readings for the course are grouped by larger themes which are key not only to students' analysis of literary works, but in relation to the larger social, political and cultural contexts in which the works were produced. All works will be read in English translation.

Instructor(s): P. Mazza-Hilway Terms Offered: Autumn

Equivalent Course(s): GNSE 24812

EALC 24950. Fictions of Selfhood in Modern Japanese Literature. 100 Units.

As Japanese leaders in the mid-19th century faced the threat of colonization at the hands of the Western powers, they launched a project to achieve "Civilization and Enlightenment," quickly transforming Japan into a global power that possessed its own empire. In the process fiction became a site for both political engagement and retreat. A civilized country, it was argued, was supposed to boast "literature" as one of its Fine Arts. This literature was charged with representing the inner life of its characters, doing so in a modern national language that was supposed to be a transparent medium of communication. Between the 1880s and the early 1900s, a new language, new literary techniques, and a new set of ideologies were constructed to produce the "self" in novels and short stories. As soon as these new practices were developed, however, they became the objects of parody and ironic deconstruction. Reading key literary texts from the 1880s through the 1930s, as well as recent scholarship, this course will re-trace this historical and literary unfolding, paying special attention to the relationship between language and subjectivity. All readings will be in English.

Terms Offered: Spring

Equivalent Course(s): EALC 34950

EALC 25415. Poetry and its Powers in Early China: Explorations in Poetic, Prophetic, and Philosophical Verse. 100 Units.

This course will survey the religious, political, and magical powers of verse during the development of literary and intellectual traditions in early China (~10th to ~1st c. BCE). Much of our time will be devoted to two major compendia of poetry: 1) the Shijing 詩經, (Classic of Odes; Book of Songs), a compilation of ancient song lyrics that was allegedly compiled by Confucius (~500 BCE); and 2) the Chu ci 楚辭 (Elegies of Chu; Songs of the South), an anthology

of pre-imperial songs traditionally attributed to Qu Yuan 屈原, a spurned official who served in the southern state of Chu 楚 during the fourth century BCE. Reading ability in Chinese is not a pre-requisite for the course, and we will work from English translations. Many of the texts we will read are archaic and difficult, and since translations are all imperfect, we will sometimes refer to more than one. This will help us to better triangulate the meaning of the text, to discover areas where interpreters diverge in their understanding, and to consider the pros and cons of different strategies of translation.

Instructor(s): D. Lebovitz Terms Offered: Autumn
Equivalent Course(s): EALC 35415

EALC 26206. The Yi Jing. 100 Units.

In this course, we will survey the creation and development of the I Ching or Yi Jing, one of the most unique classics in world literature. Originally used as a divination manual, the Yi Jing came to be viewed as the paramount wisdom text in the Chinese intellectual tradition. We will pay equal attention to how the text was first created and to how it came to be interpreted over the course of Chinese history. All readings will be in English, though students taking the course for graduate credit will be encouraged to extend their readings to Chinese sources.

Instructor(s): E. Shaugnessy Terms Offered: Spring
Equivalent Course(s): EALC 36206, FNDL 26208

FNDL 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): M. Mariani Terms Offered: Autumn
Prerequisite(s): Open to advanced undergrads with consent of instructor.
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 34920, ITAL 24920, JWSC 24920

FNDL 25721. Literature as Self Help: The Poetry of Rainer Maria Rilke. 100 Units.

Rainer Maria Rilke's writing is famous for its lyrical intensity. The pathos of his poetic language appears to "move" and "touch" readers in an unparalleled way. Soldiers going to fight in the Second World War carried volumes of Rilke's poetry in their knapsacks and letters of fallen soldiers contained quotes from his verse ("Who talks of victory? To endure is all."). Recent editions of his writings, such as *Rilke on Love and Other Difficulties*(1994), *Rilke for the*

Stressed(1998) or Words of Consolation(2017), attest to Rilke being viewed as someone from whom readers expect insight into the value or vanity of life. In this course, we will read selections of Rilke's poetry and correspondence alongside excerpts from his writings on art to critically examine his language's purported ability to express our innermost feelings and to offer solace. Along the way, we will also pay attention to situating his work in the context of "modernism." Other readings by: Paul de Man "Tropes (Rilke)," Rita Felski "Uses of Literature," Beth Blum "Self-Help Compulsion: Searching for Advice in Modern Literature," among others. Readings and discussions in English. Those who read German will read the texts in the original.

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn
Equivalent Course(s): GRMN 25721, GRMN 35721

FNDL 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): L. Norman Terms Offered: Autumn
Prerequisite(s): At least one French literature course, 21700 or higher.
Note(s): Course taught in French; all work in French for students seeking FREN credit; written work may be in English for those taking course for TAPS or FNDL credit.
Equivalent Course(s): FREN 35910, TAPS 28476, FREN 25910, TAPS 35910

FNDL 22417. Greek Comedy. 100 Units.

We will read in Greek Menander's Dyskolos, with an eye to understanding "New Comedy" and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander's contemporaries. Coursework will include translation as well as secondary readings.

Instructor(s): Sofia Torallas Tovar Terms Offered: Spring
Prerequisite(s): GREK 20300
Equivalent Course(s): GREK 22417, GREK 32417

FNDL 27200. 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): J. Steinberg Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): ITAL 21900, ITAL 31900, MDVL 21900

FNDL 21804. 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): J. Steinberg Terms Offered: Spring

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.

Note(s): Taught in English.

Equivalent Course(s): ITAL 22101, MDVL 22101, ITAL 32101

FNDL 24612. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Instructor(s): R. Bird Terms Offered: Spring

Equivalent Course(s): REES 20013, HUMA 24800, RLIT 39501, RLST 28204, REES 30013

FNDL 29020. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.

What would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people.... Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?" asks the Devil. Mikhail Bulgakov worked on his novel *The Master and Margarita* throughout most of his writing career, in Stalin's Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive

weapon but also as power's whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand Master and Margarita.

Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): REES 39021, REES 29021

GRMN 24321. Literature of the Weimar Republic. 100 Units.

In this course, we will turn to the "golden twenties" of the previous century to examine a series of texts from Germany's first republic, its first democratic period, between 1918 and 1933. The Weimar Republic was a period of political experimentation; of exceptional intellectual and artistic creativity; and of social upheaval. We will close-read texts, alongside a selection of films and artworks, and situate them in their turbulent historical context. Readings include: Walter Benjamin, Anna Seghers, Siegfried Kracauer, Ernst Bloch, Ricarda Huch, Alfred Döblin, Bertolt Brecht, Erich Kästner, Gertrud Kolmar. Readings and discussions in English. Those who read German will read the texts in the original.

Instructor(s): Margareta Ingrid Christian Terms Offered: Autumn
Equivalent Course(s): GRMN 34321

GRMN 24921. Robert Musil: Altered States. 100 Units.

This course is an introduction to the work of Robert Musil, one of the major novelists of the twentieth century. We will focus on Musil's idea of the "Other Condition" [der andere Zustand], which he once described-in contrast to our normal way of life-as a "secret rising and ebbing of our being with that of things and other people." What is this "Other Condition": what are its ethics and aesthetics, and how can it be expressed in literature? We will begin with readings from Musil's critical writings and early narrative prose, then devote the majority of the quarter to his unfinished magnum opus, *The Man without Qualities*. Particular attention will be paid to Musil's experimentations with narrative form and his development of the genre of "essayism." Readings and discussion in English.

Instructor(s): Sophie Salvo Terms Offered: Spring
Equivalent Course(s): GRMN 34921, FNDL 24921

GRMN 21821. (Re)-living Nazi Germany through the Eyes of the Graphic Novel. 100 Units.

This course considers the graphic novel as an aesthetic and political response to Nazi Germany and the Holocaust. Through close reading of three paradigmatic graphic novels by German and American artists from WWII to the present day, we will develop a critical vocabulary to analyze the intermedial form and explore the historical conditions out of which these cultural artefacts emerge. Our journey begins with Charlotte Salomon's pioneering masterpiece *Life? Or Theater?* (1941-943), a recently discovered autobiographical account of life in the Third Reich created by the visionary German-Jewish artist before her death at Auschwitz at the age of 26. One generation later, Art Spiegelman, the son of a Holocaust survivor, produces his seminal 1980 graphic narrative *Maus* based on interviews with his father. In Nora Krug's 2018 graphic novel *Belonging*, the author seeks to understand her grandparents' potential collusion with the

forces of ethnic cleansing in Nazi Germany. Our interpretative readings will focus on the authors' engagement with questions of European and Jewish identity and their treatment of historical trauma and culpability in the graphic novel form.

This course is designed both for German majors/minors and majors from other disciplines. All texts are available in translation and class will be held in English. German majors are invited to engage directly with the German-language editions and historical sources. Additional discussion groups in German will be offered on a biweekly basis.

Instructor(s): Emily Dreyfus Terms Offered: Winter

JWSC 20235. The Hebrew Bible and the Shoah. 100 Units.

This course explores the use of biblical literature in Holocaust and post-Holocaust works. The first part focuses on the work of religious thinkers from across the religious spectrum, from the Warsaw ghetto sermons of the orthodox rabbi Kalonymos Shapira to the unique interpretation of the "suffering servant" by Reform rabbi Ignaz Maybaum. We will see that the question of God's whereabouts during the massacre produced an explosion of biblically-inspired theologies, stemming from Buber, Heschel, and Berkovits' different conceptions of a "divine eclipse" (hester panim) to Melissa Raphael's audacious affirmation of the presence of the female divine face in Auschwitz. The traditional approach to the Hebrew Bible itself was radically questioned: Fackenheim argued that biblical exegesis had to be thoroughly revised, and André Neher sketched a hermeneutics of biblical silence. In the second part of the course we turn to the influence the Hebrew Bible had on the works of literarily oriented writers and how they reflected on the Shoah. In genres as distinct as poetry and testimony, in authors as different as Chava Rosenfarb and Primo Levi, one sees biblical characters, stories, motifs, and literary forms given unprecedented ambivalence and poignancy. This is true whether the biblical reference is deployed in ironic denunciations of the divine (Shayevitsh, Modolowski), in appeals to a newfound hope (Wiesel, Agnon), or in psalmodic hymns to the senselessness of it all (Sachs, Celan).

Instructor(s): Aslan Mizrahi Cohen Terms Offered: Winter
Equivalent Course(s): RLST 20235

LACS 24110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.

This course provides a survey 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): V. Saramago Terms Offered: Autumn
Equivalent Course(s): SPAN 24110, PORT 24110, SPAN 34110, LACS 34110, PORT 34110

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.

The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East.

Instructor(s): Simeon Chavel Terms Offered: Autumn

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): JWSC 20120, NEHC 30504, RLST 11004, BIBL 31000

NEHC 20568. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

Instructor(s): A. Ilieva Terms Offered: Winter

Equivalent Course(s): ANTH 25908, CMLT 23301, NEHC 30568, ANTH 35908, CMLT 33301, REES 29009, REES 39009

NEHC 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.

This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.

Instructor(s): G. Hayek Terms Offered: Spring

Equivalent Course(s): ARAB 20658, ARAB 30658, NEHC 30658

NEHC 20745. A Social History of the Poet in the Arab and Islamic World. 100 Units.

What constitutes a poet? What role does a poet play in society? Can we think of poets as agents of change? If so, in what capacity? This course asks the student to consider the role of the poet in the shaping of Islamic history. The course traces the changing role of the poet and of poetry in Islamic history with a focus on Arabic poetry (in translation) in the early modern

and modern Middle East and North Africa. From early modern mystical poets, to modern Arab nationalist poets, to the street poets of the Arab Spring, the course investigates the role and function of the poet as an agent of change and of poetry as a catalyst for the formation of collective identity. To do this the course also explores the variety of mediums through which poetry was transmitted and remembered. We will thus consider the role of orality, aurality, and memory in the creation, preservation, and transmission of poetry in the early modern and modern Arabic-speaking world.

Equivalent Course(s): CMLT 22609, HIST 22609

NEHC 26500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.

After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature. Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn

Equivalent Course(s): RLST 16500, BIBL 36500, NEHC 36500, GNSE 26505, GNSE 36505, HCHR 36500

NEHC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

No description available.

Instructor(s): C.R. Perkins Terms Offered: Autumn

Equivalent Course(s): SALC 46903, SALC 26903, HIST 26608

NEHC 29714. North Africa in Literature and Film. 100 Units.

This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb-encompassing Algeria, Morocco, and Tunisia. Situated at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France's brutal occupation of the region through the 1960s. Inflected by this colonial history,

Maghrebi studies tends to privilege Francophone works while overlooking the region's rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region's diverse cultural histories and practices. We will consider the Maghreb's ethnic, linguistic, and religious pluralism in dialogue with broader questions of cultural imperialism, orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent 'Arab Spring' catapulted by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.

Instructor(s): Hoda El Shakry Terms Offered: Spring
Equivalent Course(s): CMLT 39714, CMLT 29714, NEHC 39714

PORT 22350. Speaking Truth to Power in Medieval 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 through class discussion.

Instructor(s): N. Blanco Mourelle Terms Offered: Autumn
Equivalent Course(s): PORT 32350, SPAN 32350, CATA 22350, CATA 32350, SPAN 22350, MDVL 22350

RUSS 25502. The Russian Novel. 100 Units.

The course will focus on three of the greatest philosophical crime novels in modern literature: Gogol's *Dead Souls*, Dostoevsky's *Crime and Punishment*, and Bely's *Peterburg*. Together they chart the course of development of the Russian novel, engaging literature's essential questions, but also its "accursed" ones, as the Russians say-the ones that can never be answered, but provoke the most worthy of sort of debate.

Instructor(s): William Nickell Terms Offered: Winter
Equivalent Course(s): FNDL 25334, RUSS 35502

REES 20000. Tolstoy's Late Works. 100 Units.

This course examines the works written by Tolstoy after *Anna Karenina*, when he abandoned the novel as a form and gave up his copyright. Readings include his influential writings on non-violence and vegetarianism, his challenges to church and state authority, as well as later literary

works, which some believe surpass the famous novels he had renounced. We will also explore the particularities of Tolstoy's charisma in these years, when he came to be viewed as a second Tsar in Russia and as a moral authority throughout the world.

Instructor(s): William Nickell Terms Offered: Spring
Equivalent Course(s): RLIT 32900, REES 30000, RLST 28501

REES 20200. Dostoevsky's Brothers Karamazov. 100 Units.

We will read and interpret *The Brothers Karamazov* by Dostoevsky. Among major themes are the relation to God and religion to the larger society and state; the problem of evil; and the nature of sin and how it enters into religious beliefs; human "freedom," and what the word might have meant to Dostoevsky; and love.

Instructor(s): S. Meredith Terms Offered: Autumn
Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.
Note(s): Fundamentals majors get first priority
Equivalent Course(s): RLST 28206, FNDL 20200

REES 22009. Kafka's The Trial. 100 Units.

This very close reading of Kafka's arguably most well known unfinished novel means to move away from megalithic glosses of Kafka as a writer of allegory-of bureaucratic oppression, social alienation, and a world abandoned by God, etc.-instead to look deeply at Kafka's precision, and strategic imprecision, of language, language as trauma, wound, and axe. Knowledge of German is not necessary.

Instructor(s): M. Sternstein Terms Offered: Autumn
Equivalent Course(s): FNDL 21650

REES 23708. Soviet History through Literature. 100 Units.

This course considers the main themes of Soviet history through canonical works of fiction, with an occasional addition of excerpts from autobiographies, memories, and police files.

Instructor(s): E. Gilburd Terms Offered: Winter
Equivalent Course(s): HIST 23708

REES 25025. Gender and Translation. 100 Units.

The course will consider translation -- both theory and practice -- in relation to queer studies and gender and women's studies. Authors will include Naomi Seidman, Monique Balbuena, Yevgeniy Fiks, Raquel Salas Rivera, Kate Briggs, and others. For the final essay, students may write a research paper or translation project.

Instructor(s): Anna Elena Torres Terms Offered: Winter
Equivalent Course(s): CMLT 25025, CMLT 35025, GNSE 25025, GNSE 35025, REES 35025

REES 29010. Strangers to Ourselves: Emigre Literature and Film from Russia and Southeast Europe. 100 Units.

Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath-speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.

Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): CMLT 36912, REES 39010, CMLT 26912

REES 29018. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.

In this course, we will ask what constitutes the fantastic and magic realism as literary genres while reading some of the most interesting writings to have come out of Russia and Southeastern Europe. While considering the stylistic and narrative specificities of this narrative mode, we also think about its political functions -from subversive to escapist, to supportive of a nationalist imaginary-in different contexts and at different historic moments in the two regions.

Instructor(s): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): REES 39018, CMLT 27701, CMLT 37701

RLST 12000. Introduction to the New Testament: Texts and Contexts. 100 Units.

An immersion in the texts of the New Testament with the following goals: 1. through careful reading to come to know well some representative pieces of this literature; 2. to gain useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these texts and the events they relate; 3. to learn the major literary genres represented in the canon ("gospels," "acts," "letters," and "apocalypses") and strategies for reading them; 4. to comprehend the various theological visions and cultural worldviews to which these texts give expression; 5. to situate oneself and one's prevailing questions about this material in the history of research, and to reflect on the goals and methods of interpretation; 6. to raise questions for further study.

Instructor(s): Margaret Mitchell Terms Offered: Winter
Prerequisite(s): Interest in this literature, and willingness to enter into conversation with like-minded and non-like-minded others on the texts and the issues involved in their interpretation.

Note(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): BIBL 32500, FNDL 28202, MDVL 12500

RLST 24602. Song of Songs. 100 Units.

In this text-course we will read the entire poetic composition, drawing on theory of literature in general and poetry in particular, tracing its unique forms of continuity, and analyzing its biblically distinctive forms of gender characterization.

Instructor(s): Simeon Chavel Terms Offered: Spring

Prerequisite(s): prerequisite: 1 year biblical Hebrew/ BIBL 33900 and BIBL 34000

Note(s): This is the Biblical Hebrew exegesis course.

Equivalent Course(s): NEHC 44602, BIBL 44602, GNSE 44603, GNSE 24603

RLST 26250. Buddhist Poetry in India. 100 Units.

The substantial Buddhist contribution to Indian poetry is of interest for what it teaches us of both Buddhism and the broad development of Indian literature. The present course will focus upon three phases in this history, with attention to what changes of language and literary genre tell us of the transformations of Indian religious culture from the last centuries B.C.E. to about the year 1000. Readings (all in translation) will include the Therīgāthā, a collection of verses written in Pali and the most ancient Indian example of womens' literature, selections from the work of the great Sanskrit poets Aśvaghōṣa, Āryaśūra, and Mātrceta, and the mystical songs, in the Apabhraṃśa language, of the Buddhist tantric saints.

Instructor(s): Matthew Kapstein Terms Offered: Spring

Prerequisite(s): General knowledge of Buddhism is desirable.

Equivalent Course(s): RLVC 34300, HREL 34300, DVPR 34300, SALC 34300, MDVL 26250

RLST 27250. The Trials of Religion. 100 Units.

The rhetoric and practice of "trial" -- as testing and as adjudication -- is central to religious thought and religious practice. This course will examine the idea and the act of "trial" comparatively, via the classics of the religious literatures of Judaism and of Christianity (Genesis 22, Job, the Gospel of Mark, "The Pilgrim's Progress," Kafka), and also cinema (Dreyer's "Joan of Arc," R. & S. Elkabetz's "Gett").

Instructor(s): Richard Rosengarten Terms Offered: Winter

Equivalent Course(s): LLSO 27250

RLST 24200. Philosophy and Literature in India. 100 Units.

Is philosophy literature? Is literature philosophy? What constitutes either of these seemingly disparate enterprises, formally and thematically, and what kinds of conjunctions can we imagine between them (philosophy in/of/as literature)? Can one translate these terms across cultures? Are they the sole prerogative of leisured elites, or can they harbor and cultivate voices of dissent? Above all, what does it mean to reflect on these categories outside the parochial context of the Western world? This course explores these questions by introducing

some of the literary cultures, philosophical traditions, religious poetry, and aesthetic theories of the South Asian subcontinent. Students will encounter a variety of genres including scriptural commentary, drama and courtly poetry, and the autobiography. Readings, all in translation, will range from Sanskrit literature to Sufi romances and more.

Instructor(s): Anand Venkatkrishnan Terms Offered: Winter
Equivalent Course(s): SALC 20903, SIGN 26073, CMLT 24202

RLST 28204. Dostoevsky. 100 Units.

Dostoevsky was an inveterate risk-taker, not only at the baccarat tables of the Grand Casino in Baden-Baden, but in his personal life, his political activities, and his artistic endeavors. This course is intended to investigate his two greatest wagers: on the presence of the divine in the world and on the power of artistic form to convey and articulate this presence. Dostoevsky's wager on form is evident even in his early, relatively conventional texts, like *The Double*. It intensifies after his decade-long sojourn in Siberia, exploding in works like *The Notes from Underground*, which one-and-a-half centuries later remains an aesthetic and philosophical provocation of immense power. The majority of the course will focus on Dostoevsky's later novels. In *Crime and Punishment* Dostoevsky adapts suspense strategies to create a metaphysical thriller, while in *The Demons* he pairs a study of nihilism with the deformation of the novel as a genre. Through close readings of these works we will trace how Dostoevsky's formal experimentation created new ways of exploring realms of existence that traditionally belonged to philosophy and theology. The results were never comfortable or comforting; we will focus on interpreting Dostoevsky's metaphysical provocations.

Instructor(s): R. Bird Terms Offered: Spring
Equivalent Course(s): REES 20013, HUMA 24800, FNDL 24612, RLIT 39501, REES 30013

SALC 22604. "A Poem in Every House": Persian, Arabic, and Vernacular Poetry in North India and the Deccan. 100 Units.

gehe gehe kalau kāvyam ... In the Kali age, there is a poem in every house ... Vidyāpati (ca. 1370-1460, Mithila), Kīrtilatā The Indian subcontinent is home to some of the most vibrant literary traditions in world history. The aim of this course is to introduce students to the main trends in the premodern (/pre-nineteenth century) literature of South Asia through a selection of poetic and theoretical texts translated from a variety of languages (Arabic, Bengali, Dakani, Hindi, Maithili, Marathi, Persian, Panjabi, Sanskrit, Urdu, etc.) . We will discuss issues of literary historiography, the relations between orality and writing, and the shared aesthetic world of poetry, music, and visual arts. Over two quarters, we will review the basic principles of Perso-Arabic and vernacular poetics through a selection of representative theoretical treatises and poems. We will also explore the linguistic ecology of the Subcontinent, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Every week the first half of the class will be devoted to the historical context and conceptual background of the texts we will read in the second half. Attention will be given to the original languages in which those texts

were composed as well as the modes of performance of the poems and songs we will read together.

Instructor(s): T. D'Hubert Terms Offered: Autumn

Note(s): No prior knowledge of South Asian languages is required. The course is the perfect complement to the Introduction to South Asian Civilizations sequence (SALC 20100-20200). Beyond its focus on South Asia, students interested in classics, poetics, rhetoric, musicology, theater studies, and comparative literature will find plenty of food for thought in the readings, lectures, and class discussions. For students interested in languages, it is an ideal way to have a lively introduction to the linguistic variety of South Asia.

Equivalent Course(s): SALC 32605, MDVL 22604

SALC 22605. Classical Literature of South Asia: Part One. 100 Units.

This is a broadly chronological survey of South Asia's literary traditions. In the first part of this two-part sequence, our focus will be on the first millennium CE, and we will read a wide variety of literary works in translation: lyric poetry, stage plays, courtly epics, romances and satires. We will read these texts as representing both evolving traditions of literary art and a diverse constellation of social imaginaries. Our conversations will thus range over: questions of language, genre, form and style; subcontinental traditions of poetics, which elaborated the themes and techniques of literary art; issues of sexuality and gender; the intellectual and religious traditions with which works of literature were in conversation; contexts of performance; and issues of literary history. We will sometimes read short texts in the original languages (Prakrit, Tamil and Sanskrit) to gain a better understanding of their texture and technique, but no prior knowledge of South Asian languages is required. The second part of this two-part sequence will cover South Asian literature from about 1000 to 1750. The courses may be taken in any order.

Instructor(s): Andrew Ollett Terms Offered: Autumn

Equivalent Course(s): SALC 32606

SALC 25316. Making a Home in the Colonial City: Insights from Literature, Films, and History. 100 Units.

The proposed course is an invitation to students to imagine the life-worlds, experiences, and spaces of the colonized populations of South Asia, particularly, from the perspective of city-dwellers. The objective of the course is three-fold: thematic, methodological, and epistemological. First, to introduce students to debates in colonial modernity using the narrative of the rise of modern cities in colonial India. Second, to equip students to handle different kinds of primary material in order to understand the interconnections between colonialism, urban space, and indigenous responses. Finally, to open up the exciting field of colonial and postcolonial studies to anyone interested in South Asia, its literature, its films, its history, and its people.

Instructor(s): Sanjukta Poddar Terms Offered: Autumn

Equivalent Course(s): GLST 25316, GNSE 25316

SALC 25319. Reading Indian Pasts: Early Texts and Modern Readers in South Asia. 100 Units.

How do different readers read the same text differently? How have intellectuals in South Asia interpreted, and continue to interpret, their textual pasts? This course will explore questions related to the receptions of premodern South Asian texts, engaging students in debates in intellectual history and histories of reception, with a focus on questions of periodization, social categories, and constructions of identity in premodern South Asia. How, for example, have modern readers interpreted questions of caste and gender in early South Asian texts? How did premodern readers interpret their own textual pasts, and what are the tools by which we, as modern readers, may understand these negotiations? What are the stakes in and consequences of reading these debates in our own times? We will explore these and other questions through both primary and secondary materials. The course will enable students to explore broad conceptual questions related to histories of reading and debates in South Asian reception and intellectual history. Additionally, students will read sections of premodern texts, in translation, which have enjoyed significant lives outside their own times and contexts, alongside different interpretations of these texts. Students will work towards gaining conceptual tools to examine both premodern and modern texts as well as the many frameworks of interpretation that emerged out of them. No prior knowledge of South Asian topics is required.

Instructor(s): A.Ravishankar Terms Offered: TBD

Equivalent Course(s): RLST 25319

SALC 25601. The Bhagavad Gita: Contested Readings of a World Classic. 100 Units.

Few religious classics have been as variously interpreted as the Bhagavad Gītā, which is surely among the most often-translated works in the world. A text of long-standing importance in Hindu traditions, the Bhagavad Gītā has had an especially interesting career in modernity, having been of great significance not only for M. K. Gandhi, but also for the likes of Thoreau and Eliot, not to mention the many less widely appreciated interpreters for whom the text's martial setting has been of central significance. After taking some steps to situate this great Sanskrit text in the context of its early Indian history, this course will explore a representative range of its available interpretations. Along the way, it is hoped that we will learn something not only about the Bhagavad Gītā, but also about the very ideas of interpretation and understanding.

Instructor(s): Dan Arnold Terms Offered: Spring

Equivalent Course(s): RLST 24251

SALC 26170. Why Do Animals Talk? Beastly Worlds in South Asian Literature. 100 Units.

Comprised of a diverse set of languages covering a disparate set of regions, South Asian literatures share a deep investment in the figure of the animal. Whether imagined through the genre of political advice, in narrative tellings of the past lives of the Buddha, or simply as characters in an expanded continuum of life, animals serve as important literary devices to reflect on human beings as well as autonomous subjects bound up with humans with their own distinct emotional and spiritual lives. Drawing particularly from the Sanskrit tradition among others, this course will introduce students to a broad survey of animal literature in South Asia

alongside more recent scholarship in Animal Studies. By the end of the course, students can expect to have a myriad of answers to the question: why do animals talk?

Instructor(s): Sarah Pierce Taylor Terms Offered: Spring
Equivalent Course(s): ENST 26170, RLST 26170

SALC 26702. Why comment? Early modern commentarial literature. 100 Units.

What is the purpose of a commentary? What do commentaries in different languages, and on different types of texts, 'do'? This course will take the example of commentarial literature from early modern South Asia-- primarily but not exclusively northern India--to explore the different contexts, projects, and intellectual milieus in which commentaries were composed, circulated, and performed. Primary readings will be in English, Sanskrit, and Hindi, and include commentaries (and their accompanying root texts;) we will also read a selection of modern scholarly writings on commentarial literature to survey different approaches to working with commentarial works.

Instructor(s): Tyler Williams Terms Offered: Spring
Equivalent Course(s): SALC 36702

SALC 26901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.

Course description unavailable.

Instructor(s): C. R. Perkins Terms Offered: Winter. Course was offered 2013
Equivalent Course(s): NEHC 30901, HIST 36905, CMLT 36901, CMLT 26901, NEHC 20901, HIST 26905

SALC 27904. Wives, Widows, and Prostitutes: Indian Literature and the "Women's Question" 100 Units.

From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question." Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the 'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. The course is open to both undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

Equivalent Course(s): SALC 43800, GNSE 47900, GNSE 27902

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): D. Roper Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in their third or fourth year

Note(s): Taught in English.

Equivalent Course(s): CRES 29117, LACS 29117, GNSE 39117, TAPS 28479, GNSE 29117, CRES 39117, SPAN 39117, LACS 39117, TAPS 38479

YDDH 21721. Women Who Wrote In Yiddish. 100 Units.

This course explores memoirs, plays, essays, poetry, novels, and journalistic writing of women who wrote in Yiddish, as well as a discussion of the context in which they wrote and their reception and self-perception as "women writers." Among the writers whose work may be represented in this course are Glikl, Yente Mash, Kadya Molodwsky, Chava Rosenfarb, Yente Serdatsky, Rosa Palatnik, Anna Margolin, Celia Dropkin, Rokhl Korn, Beyle Shaechter-Gottesman, Gitl Shaechter-Viswanath, Bella Chagall, Blume Lempel, Esther Kreitman, Debora Vogel, Rokhl Brokhes, Sarah Hamer-Jacklyn, Malka Lee, Ida Maze, Roshelle Weprinski, Miriam Karpilove, Zina Rabinovitz, Rokhl Szabad, Rokhl Faygnberg, Paula Prilutsky, Shira Gorshman, Esther Shumiatscher-Hirshbein and Freydl Shtok. Many of these writers have been underexamined in the history of Yiddish literary studies and this course will bring renewed attention to their work. This course will be taught in English with readings translated from Yiddish.

Instructor(s): Jessica Kirzane Terms Offered: Spring

Equivalent Course(s): GNSE 31721, JWSC 27651, YDDH 31721, GNSE 21721