

**YESHIVA COLLEGE CORE COURSES**  
**SPRING 2018**

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***CONTEMPORARY WORLD CULTURES (COWC)***

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**COWC 1015 SOCIAL MOVEMENTS IN CONTEMPORARY WORLD**      **PROF. H. KOSAK**  
Section 241    MW 4:30-5:45

Social movements and protest politics have become a familiar presence in our contemporary political landscape. Who hasn't heard of Colin Kaepernick who started a movement protesting police brutality by refusing to stand during the national anthem, or Black Lives Matter, Tea Party movement, and Occupy Wall Street (known also as "We are the 99%"), to name but a few examples we will discuss. Our survey, however, will begin with American movements (and some counter movements) of the 19<sup>th</sup> and 20<sup>th</sup> century such as the abolitionist movement, women's movements, the KKK, and Civil Rights movement. Entering into 21<sup>st</sup> century, we will also cross political boundaries and examine equally memorable Arab Spring movements of 2011, which inspired movements in many parts of the world, including Israel.

How and why these movements come to dominate our current political life are some of the topics of the course. These questions are subjects of inquiry in variety of disciplines: history, sociology, and political science. In this course, we will explore some of the theories of these disciplines, while addressing the following topics: the grievances and frustrations with the established political, social, or cultural order; movement ideologies; process of mobilization and organization, and the role of social media in contemporary movements. The survey will also explore the broad question how change may occur (economic, political, social, cultural) by looking at the movements that strive to bring it about.

**Requirements:** Two exams (25% each), and two papers (short paper 15%, and a research paper 25%). Class participation will count for 10% of the final grade.

For their research papers, students will choose a contemporary social movement or a historical movement. Depending on the choice, students will make use of sources such as newspapers, movement websites, journals, periodicals, books, oral interviews, and other primary sources. Details will be discussed in class.

**COWC 1017 THE SPANISH CIVIL WAR**      **PROF. GRACIELA BAZET-BROITMAN**  
Section 261    MW 6:45-8:00 PM

This course will study the Spanish Civil War (1936-1939) in literature, films, and political speeches and propaganda. It will have an important introductory section devoted to analyzing the historical and cultural framework, and the root causes of the conflict, as well as its place in the European political and ideological arena. Thus, the course will examine the various ideologies and doctrines at play in Spain, their emergence, development and

final, violent and, for many, unavoidable confrontation. Given the almost immediate international dimension that the conflict attained, the course will further connect the Spanish war to the situation in Europe, analyzing not only the various ideologies at play in Europe at the time, but also and in particular the role played in the war and its outcome by the intervention and nonintervention policies on the part of the major world powers of the time. Thorough analyses of historical, literary and political readings will further expose students to different perspectives from various authors. By examining and decoding films and political speeches, the course will associate the cultural and historical background information to new concepts and experiences. The course will include written assignments and regular presentations by students. There will be a field trip to explore the *Abraham Lincoln Brigade Archives (ALBA)* located at New York University Tamiment Library.

**COWC 1381 AMERICAN MUSIC: JAZZ AND BLUES**                      **PROF. J. SCHAPIRO**  
Section 231    MW    3:00PM-04:15PM

Jazz and Blues takes a look at the history of American music through the lens of the various styles residing under the umbrella term of jazz. We will try to define jazz and lean on its history for defining characteristics common among so many styles. Special attention will be given to the Blues both as a style separate from jazz and as a force that has influenced a large percentage of the music of the 20th Century, especially (but not exclusively) in North America. Throughout the term, we focus on cultures in American history as they develop out of a normal historical process (e.g. the Creoles, teenagers as radio grows in importance, Harlem as a nexus of Black culture, and America's very general cultural shift from an agrarian people to an industrialized and more Northern/urban society).

Students will be exposed to the work of famous and influential greats like Armstrong, Ellington, Parker, Miles Davis, and Coltrane. They will also read materials, see videos, and hear the music of the influential personalities and important trends that shaped jazz, either temporarily or permanently. Marshall Stearns' *The Story of Jazz* will help us to understand how slavery had varied effects depending on where music was being made. For example, Stearns' book will demonstrate how the music of slaves and their descendants developed differently in Cuba, Brazil, Louisiana, Texas. Important historical points in the southern US will be covered as they too are crucial to understanding how American styles came about.

**COWC 1403 MODERN CHINA AND ITS PEOPLES**    **PROF. B. ZHENG**  
Section 341    TR 4:30-5:45 PM

This course is an introduction to the history and culture of modern China, from the nineteenth century to present day. We will explore the remarkable changes in political life, intellectual trends, gender and ethnic relations, and cultural developments that occurred in China through these two tumultuous centuries, and examine the historical context for major events such as the revolutions of 1911 and 1949, the Cultural Revolution, and the 1989 democracy movement. We will then explore the key issues that the diverse peoples of contemporary China are confronting today, including environmental pollution, separatist movements, and economic growth. To explore these topics, this course will introduce to students a wide variety of materials, including historical documents, scholarly articles,

editorials, novels, films, and other forms of popular culture. No background knowledge of China or Chinese language is required for the course. Assignments include a midterm quiz, a final exam, and two short pages.

**COWC 1660H      THE CULTURES OF MODERN ARCHITECTURE (WI)      PROF. P. GLASSMAN**

Section 621    W 6:45-9:30 pm

Modern architecture is revolutionary in both political and aesthetic terms. Based on local climatic, historical, and social conditions, the expression of that revolution differs from culture to culture. And across cultures it seeks to liberate itself from historical styles, to embrace technological innovation, and to use industrial materials. It rejects decoration, and in fact the Viennese architect Adolf Loos, in his influential essay "Ornament und Verbrechen," equated ornament with crime. From its roots in the guild culture of the Arts and Crafts Movement, we will trace the development of innovative environmental design through the filters of various 20th-century architectural cultures, such as Frank Lloyd Wright's Prairie Style, European expressionism, Ludwig Mies van der Rohe's *Neue Sachlichkeit* (functionalism), Le Corbusier's International Style, up to more recent trends, such as the Metabolic group in Japan, Robert Venturi's postmodernism (conceived theoretically in his *Learning from Las Vegas*), and various forays into deconstructivism by SITE, Morphosis, and Frank Gehry.

Class sessions consist of presentations and discussions with visual material, site visits to key examples of modernist architecture in New York, tours of architecture exhibitions in museums, and writing-intensive exercises, such as reverse outlining, abstracting, and one-sentence observations.

*Course Requirements:* Midterm and final exams, class and site-visit attendance, article abstracts, audio-visual presentation, architectural analysis

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***CULTURES OVER TIME (CUOT)***

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**CUOT 1010      COFFEE, COFFEEHOUSES & THE CREATION OF MODERNITY      PROF. C. LEVIN**

Section 231    MW 3:00--4:15 PM

Coffee, one of the most valuable commodities traded on world markets, is ubiquitous in contemporary American culture—so much so that it's difficult to imagine that there was a time before coffee. But there was. Coffee wasn't introduced into the Ottoman Empire until the end of the fifteenth century and into Europe until the seventeenth century. The world at the end of the eighteenth century looked very different than it had at the beginning of the sixteenth, and coffee had much to do with it.

The early modern world saw the birth of many aspects of culture and society that we consider "modern," including "nightlife" in all its varieties; a bourgeois "middle class;" "consumerism," a "public sphere" and "globalization." Together we'll analyze the central role coffee as beverage, drug, commodity and artifact of daily life played in their creation

and in the creation of what we've come to know as "modernity."

We will examine the introduction and reception of coffee in the late medieval Ottoman world and in seventeenth- and eighteenth-century Europe. Using journalistic, literary, and visual sources we will explore how multiple societies responded to the introduction of coffee - a novel, foreign and exotic drink - as well as how the eventual European thirst for coffee impelled the development of a system of colonialism or world trade. Drawing on approaches from disciplines including history, sociology and anthropology, we will trace how coffee, an everyday object, transformed various cultures into which it was introduced. We'll also consider how the act of drinking coffee took on divergent political and cultural symbolism in disparate contexts, including the Ottoman world, European nations, and colonial societies. We'll devote time in class to analysis and close reading of primary sources, including texts of multiple genres as well as images.

Written assignments include brief "webquests," which ask you to evaluate information on the web as it relates to questions we're asking about coffee; two essays which will give you the opportunity to think about the ideas we're discussing in the context of the contemporary coffeehouse and with respect to a commodity other than coffee; and a final exam. Coffee drinkers and non-coffee drinkers are of course welcome.

**CUOT 1011 CULTURES OF REVOLT**

**PROF. J. AROOSI**

Section 261 MW 6:45-8:00 PM

Our current political and social reality is deeply indebted to the political revolutions of the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, such as the American, French, and the Haitian revolutions, each of which ushered in radically new forms of government. However, in many ways these political revolutions served as an energizing spirit for movements that wanted to transform society too. The past two centuries have therefore seen diverse social revolutions take place, as social movements like the workers movement, the feminist movement, and the civil rights movement drew strength from these political revolutions, so that they could then reorganize social life. It is against this backdrop that this class unfolds, as we explore the complex ideas of freedom that have both inspired these revolutionary movements, but that have also emerged as a result of them. Reading a selection of texts in philosophy, politics, psychology, literature, and drama, and developing our ideas in essays rather than exams, we will gain a better understanding of the type of freedom that continues to form the foundation for our own social and political lives.

**CUOT 1012 H CHARACTER AND ETHICS**

**S. CARMY**

Section 331 T-Th 3-4:15

20<sup>th</sup> century ethical theory was dominated by approaches concerned exclusively with duty or with utility. In recent years philosophers have evinced a renewed interest in virtue, i.e. character formation, the good life and the like. This entails greater attention to the concrete ways that ethical theory expresses the ideas and ideals of particular cultures. The cogency and relevance of philosophical argument is enhanced by attending carefully to implicit, unacknowledged presuppositions that require an understanding of social,

psychological and religious practices and goals, not only as external influences, but as constituents of philosophical positions themselves.

We begin with three representative thinkers—Mill, Kant and Aristotle—with special attention to the place of character in their ethics and their cultural context (approximately 4 sessions each). We then turn to other major thinkers, like Maimonides, Hume, Kierkegaard and Nietzsche. The third part of the course introduces the late 20<sup>th</sup> century debate and, time permitting, interdisciplinary themes relating to ethical emotions like honor, shame, guilt.

*Writing:* 3-5 short written assignments during the term. You will be reacting to and commenting on readings. These will combine philosophical articles with historical, literary and legal texts. Final exam.

**CUOT 1033 UTOPIAS AND DYSTOPIAS ACROSS TIME** **DR. PAULA GEYH**  
Section 241 MW 4:30 – 5:45 PM

Throughout history, great thinkers and social revolutionaries have imagined and created utopias—visionary communities embodying their ideals. Others, questioning the totalitarian impulses they believed lurked behind such utopian projects, have imagined dystopias that demonstrate the ways such projects might go awry. With attention to the shaping influences of social, political, and economic forces, “Utopias and Dystopias Across Time” will explore utopian and dystopian thought from the 16<sup>th</sup>-century to the present through works of literature, philosophy, architecture, and film.

Course texts will include Le Guin’s “The Ones Who Walk Away from Omelas” and More’s *Utopia*; excerpts from Marx’s the *1844 Manuscripts* and “The Communist Manifesto”; excerpts from Bellamy’s *Looking Backward* and Morris’s *News from Nowhere*; excerpts from Robinson’s *Mars Trilogy*; Freud’s *Civilization and Its Discontents*; excerpts from Piercy’s *Woman on the Edge of Time*; and Anderson’s *Feed*. Films will include *Modern Times*; *Pleasantville*; and *Wall-E*.

Requirements: Two papers and two exams.

**CUOT 1029 WHOLLY MOSES – IN ART, CULTURE AND JEWISH THOUGHT**  
**RABBI M. SOLOVEICHIK AND PROF. J. WISSE**  
SECTION 621 FRI 10:00am – 12:30pm

No Hebrew biblical figure has exercised as much fascination throughout history as Moses. Prophet, leader, lawgiver, Moses is considered a precursor and model for the Pope and a revered figure within Christianity, Islam and the Abrahamic faiths. He has been a rich source of interpretation for writers, scholars and leaders across cultures, from Greek philosophers to America’s founding fathers, and disciplines, from politics to psychoanalysis. Artists from the ancient period through the Renaissance and early modern artists, from Botticelli and Michelangelo to Rembrandt and Poussin, have found in the figure and story of Moses an unparalleled, multifaceted source of visual imagery and

exegesis. For Jews, Moses is, arguably, the most important biblical figure – the person who led the children of Israel from slavery in Egypt to the Promised Land and who received the Torah from God and gave it to the people of Israel. Moses is also a flashpoint of theological and philosophical debate. Co-taught by an art historian and Jewish theologian/philosopher, this interdisciplinary course explores the figure of Moses both within the context of art and visual culture and of Jewish theology and philosophy – in order to arrive at a richer understanding of Moses within Judaism and world culture. As a CUOT course, *Wholly Moses* will encourage students to investigate the figure of Moses from various cultural vantage points over time and through the lens of different media and sources – from icons, paintings, prints and film to scripture, midrash, rabbinic commentary, literature, psychoanalysis and modern criticism.

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### ***EXPERIMENTAL AND QUANTITATIVE METHODS (EXQM)***

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#### **EXQM 1002      ANALYSIS OF ENVIRONMENTAL TOXINS      PROF. J. JIANG**

Section 621      F 9:30-10:45 AM (lecture) and 11:00 AM-12:15 PM (lab)

This one semester course focuses on quantitative analysis of environmental toxins centralized on lead through experimental methods. This course meet every week for one 75-minutes lecture and one 75-minutes laboratory practice. The lecture covers fundamental aspects of quantitative experimental design and analysis. The lab emphasizes on collecting data and analysis of results, including graphical analysis and calculations.

#### **EXQM 2407      EPIDEMIOLOGY      PROF. D. KIMMEL**

Section 331      TR 3:00-4:15 PM

Epidemiology is the study of the distribution and determinants of health and disease in human populations. In recent years, the epidemiological approach has been used to address a wide range of problems, including infectious diseases, genetic risk, environmental threats, social stratification patterns, substance use, violence prevention, and even the spread of knowledge and innovation through social networks. Epidemiology has proven increasingly relevant to clinical medicine, public policy, social science, law, and other fields; as epidemiology becomes more widely applied, it is more important than ever for researchers and professionals in a variety of fields to become familiar with its basic principles. This course introduces the basic principles of epidemiological study design, analysis, and interpretation. Course activities will consist of lectures, computer lab lessons in using statistical software, written assignments, exams, original experiments, and critical appraisal of both classic and contemporary research articles. We will learn how to calculate and interpret some basic epidemiological measures, and investigate the possibilities of using data to make causal inferences. We will examine the strengths of epidemiological science as well as its limits.

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## ***HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (HBSI)***

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**HBSI: 1006 ECONOMICS, EFFICIENCY AND JUSTICE**

**PROF. E. GRIVOYANNIS**

Section 241 MW 4:30—5:45 PM

In 1991, when the Nobel prize in Economics went to Ronald H. Coase, the Selection of Economics Science Nobel Laureate Committee was convinced that the economics discipline was not only about economic activities in the strictest sense of the word but was also about institutions and, in particular, legal rules. This course is based on selective academic literature that uses economic theory tools to analyze the process of establishment and operation of legal institutions for dispense of economic efficiency and justice.

The course is designed to fulfill the “Human Behavior and Social Institutions” [HBSI] new curriculum requirements of Yeshiva College. As such, it:

- Focuses on “institutions” of justice and it uses economic theory [with brief references to Sociology, Psychology, Political Science and Jewish Law] to examine the complexity of “human behavior” in settling legal disputes and achieving “economic efficiency” in human action, or inaction that affects others.
- Includes readings, written assignments, and at least one comprehensive oral presentation relevant to the social science discipline of quantitative economics [Expert Testimony on Economic Damages mathematically assessed].
- Uses data (qualitative and quantitative) in developing an understanding of human behavior and the way social institutions of justice settle efficiently legal disputes. Through research of data bases, and practical case assignments, students will learn to understand the importance, value, and limitations of different types of data and how to use each type of data to develop hypotheses, describe and analyze findings, and arrive at conclusions supported by empirical research on assessing economic damages for settlement purposes or litigation support.
- A few lectures could be taught by a faculty from other Social Science departments, such as Sociology, Psychology, Political Science, and Judaic Studies [on Jewish Law / Talmud].
- This course would also consider the ethical values involved in studying human behavior and social institutions of justice and economic efficiency.

## **Learning Methods:**

There will be take-home written assignments, team oral reports, and a final take-home assignment in which the student will be expected to undertake a comprehensive evaluation of economic damages in a personal injury or wrongful death case.

Students are expected to make extensive use of computer technology in both their writing of reports and assignments and their use of spreadsheets for calculation purposes.

Students will be engaged in a mock trial at which they will be assigned considerable responsibility for efficiently assessing the monetization of a legal dispute and developing strategies to make the pertinent economic arguments. This engagement will teach students the importance of being persuasive to a lay jury and responding quickly to critiques from the opposing side.

Required readings: Required reading topics are coming from published papers in academic journals and are available free of charge on line. Instructor prepared discussions of the listed topics will constitute the required reading assignments.

Additional readings are provided on request for students who wish to supplement required readings with additional reference, or probe more deeply on their own. Such readings would be assigned from the following academic journals and sources.

- *Academic Journals for the Economics Efficiency and Justice course:*
- *Litigation Economics Review*
- *Supreme Court Economic Review*
- *Journal of Economic Literature*
- *American Economic Review*
- *Journal of Law and Economics*
- *American Law and Economics Review*
- *Journal of Law, Economics, & Organization*
- *Journal of Legal Economics*
- *Journal of Forensic Economics*
- *Journal of the American Rehabilitation Economics Association*
- *Asian Journal of Law and Economics*
- *European Journal of Law and Economics*
- *The George Washington Journal of International Law and Economics*
- *Journal of Advanced Research in Law and Economics*
- *Journal of Competition Law & Economics*
- *The Journal of International Law and Economics*
- *Journal of Reprints for Antitrust Law and Economics*
- *Widener Journal of Law, Economics & Race*
- *Annual Review of Law and Social Science*

- *American Journal of Law and Medicine*
- *Medical Law Review*
- *RAND Journal of Economics*

**HBSI 1007 PSYCHOLOGY AND PUBLIC OPINION PROF. A. MALKA**

Section 331 TR 03:00PM—04:15PM

**HBSI 1007H PSYCHOLOGY AND PUBLIC OPINION (HONORS) PROF. A. MALKA**

Section 341 TR 4:30—5:45 PM

This multidisciplinary seminar will overview social scientific research on public opinion, focusing on its psychological and social underpinnings. The course will cover relevant theory, methodology, and findings from psychology and political science, and will aim to promote application of critical social scientific thinking to students' understanding of political attitudes and behavior. This course fulfills the Human Behavior and Social Institutions (HBSI) general education requirement for students who sign up for the HBSI section.

The specific topics of the course include background and empirical methods of the disciplines, personality and other dispositional influences on political opinion, thought processes underlying political opinion, aggregate political opinion, political socialization and political learning, group membership and political opinion, the news media and political opinion, and public opinion in campaigns and elections. Each course meeting will involve, in approximately equal parts, (a) lecture and (b) class discussion of current events readings. Current events readings will be assigned before each course meeting and will consist of blog posts and articles that provide analysis of contemporary opinion polling. Thus a strong emphasis will be placed on application of scholarly thinking to interpretation and evaluation of contemporary topics in public opinion presented in the news media. And in line with the multidisciplinary nature of the course, we will focus on the distinctive goals and theoretical frameworks that characterize political attitude research across the disciplines of psychology and political science.

Course grades will be determined on the basis of performance on a midterm examination and a cumulative final examination (multiple choice and short answer), in-class presentations of current events readings, a paper reviewing an area of theory and research, classroom participation, and attendance. Students enrolled in the Honors section will be assigned additional in-class presentations and a longer review paper.

**HBSI 1215 DEMOCRACY AND DEVELOPMENT: LATIN AMERICA AND THE CARIBBEAN.**

**PROF. L. PERELLÓ**

Section 361 TR 6:45—8:00 PM

Why do countries transition from authoritarianism to democracy? How did colonialism influence Latin America's lasting affair with authoritarianism? What role does economic development play in a country's transformation? This course provides answers to these

ambitious questions by using a comparative analysis of Latin American countries. Other topics include women and indigenous movements, poverty and inequality, U.S.-Latin American relations, as well as a series of case studies that focus on Mexico and Central America (El Salvador, Nicaragua and Panama), the Southern Cone (Argentina, Brazil and Chile), the Caribbean (Cuba) and the Andes region (Colombia, Peru and Venezuela).

**HBSI 1111 POLITICS AND POVERTY IN THE UNITED STATES PROF. S. AISENBREY**

Section 231 MW 3-4:15 pm

Income inequality in the U.S. has reached historically unprecedented levels, poverty remains high, and racial and gender inequalities are intransigent. The American Dream highlights opportunities for individuals to achieve success based on their own merits. Although large portions of the population still believe in the American Dream, for most Americans the dream is more myth than reality. This course focuses on the experiences of poor people in the U.S, examining the causes and consequences of poverty and the social policies that have been implemented, or may be in the future, to address poverty. We will also compare American wealth and income inequalities and social welfare policies to those of other affluent western countries.

*Course Requirements:* Quizzes, research project, class attendance and participation

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***INTERPRETING TEXTS (INTC)***

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**INTC 1003 SHAKESPEARE AND THE ARTS**

**PROF. WILL LEE**

Section 331 TR 3-4:15

Shakespeare integrated many genres, subgenres, and forms of art into his plays: songs, poems, dances, and, in *The Tempest* at the very end of his career, instrumental music and a simple masque. Ever since the Renaissance, Shakespeare has continued to inspire artists of all kinds: painters, sculptors, choreographers, composers, poets, novelists, and filmmakers as well as his fellow playwrights. Shakespeare therefore offers today's students an excellent opportunity to learn about a broad range of the creative arts during the English Renaissance and beyond. Drawing to a greater or lesser degree on close reading, textual studies, genre studies, genre theory, media studies, film studies, art criticism, art history, literary studies, Shakespeare studies, influence studies, historical studies, and cultural studies, we will focus on how each form of art, each medium, each genre, and each artwork creates meanings.

Requirements: attendance, participation, three 2-page exercises, one 8-10 page essay, and a take-home final

**INTC 1007H FICTION, THE ARTISTIC IMAGINATION, AND THE CREATIVE PROCESS**  
**PROF. R. NOCHIMSON (WI)**

Section 231 MW 3:00-4:15

The primary focus of this course is to explore the fiction writer's creative process from different angles, including inspiration, conception, development, revision, and adaptation to the screen. Students will read three novels and will screen film versions of each of them. For one of the novels, there will also be background and critical readings. The novels are the following: Charles Dickens, *David Copperfield*; E. M. Forster, *Howards End*; John Le Carré, *Tinker, Tailor, Soldier, Spy*. Students will also read a selection of short stories; in some cases there will be critical or background materials to accompany the stories. Some of the short story assignments will involve reading earlier and later drafts of the same story. In other cases, students will read a classic short story and also a much later version of the same story by a contemporary writer. Another approach will be to read contemporary stories alongside the canonical stories that served as their inspiration and subject matter, rather than as a source for more direct adaptation.

Requirements: midterm; final; journal of responses to selected assignments; two papers. Students will have the option of writing a short story, along with their own commentary on their story and their own description of the process they followed in creating the story, in place of the second paper. This is a discussion course; attendance and participation are essential.

Pre-requisite: Honors standing or permission to take an Honors course.

This course has been approved for a Writing-Intensive designation and fulfills the YC W-I requirement.

A student majoring in English who wishes to take this course should register for ENG 1007H.

**INTC 1024H VERDI AND SHAKESPEARE PROF. F. SUGARMAN, PROF D. BELIAVSKY**

Section 621 F 10:00AM-12:30PM

This course will examine three works – **Macbeth**, **Othello**, and Shakespeare's Falstaff plays, **Henry IV, Parts 1 and 2**, and the **Merry Wives of Windsor**. These plays are the basis for Giuseppe Verdi's extraordinary operas, **Macbeth**, **Otello**, and **Falstaff**, which the course will examine for their contributions to opera and the ways in which they intersect with, and meditate upon, Shakespeare and his legacy.

The course will begin by grounding drama and opera in the genesis of the English Renaissance theater, the growth of London's cultural prominence, the development of opera in the early Baroque period, and Verdi's place in Europe's Romantic art music tradition. Both Shakespeare and Verdi were men of the theater, and in their creation and staging of these works, they established important ways by which artists and audiences think about art and the world. Following this introductory overview, the course will examine questions of literary representation and musical signification, the psychologies

and motivations of literary characters, how artists embody and react to their times, and how contemporary audiences can understand the aforementioned topics through the above representative works.

In terms of Shakespeare, the course will focus on notable moments in *Macbeth* (e.g., the banquet scene, Lady Macbeth's death scene), *Othello*, and the problem of Falstaff as a universal figure. In terms of Verdi, the course will explore how Verdi and his brilliant librettist (a major figure in his own right), Arrigo Boito, interpreted Shakespeare's creative works through their textual and musical arrangements. We will use audio and video selections from these plays and operas to contextualize our discussions in the artistry of actors and singers, and in issues of staging, choreography, and scene and costume design.

**Please note** that these operas feature women singing. Those who find this problematic in terms of Jewish Halakha should let the instructors know in advance. We will make every effort to treat this issue with sensitivity. Adherence to Halakha does not excuse students from fulfilling all coursework and assignment obligations.

**INTC 1016**      **CULTURE OF THE FIN DE SIECLE**      **PROF. JESS OLSON**  
Section 341    TR    04:30PM-05:45PM

The end of the 19th and beginning of the 20th centuries was a period of intense creativity and innovation. In Culture of the fin de siècle, we will explore the visual, literary, architectural and other creative endeavors of the turn-of-the-century era focused on the city of Vienna, one of the great urban modernist laboratories. Through close examination of texts, images, film and other media, students will consider the philosophical and intellectual underpinnings of the major themes that occupied thinkers of the period, including psychoanalysis, the Jugendstil and Secession, modernist music, and the development of mass politics. Most significantly, we will come to appreciate how useful understanding the intellectual history of the fin de siècle is in making sense of the world today. Please be aware that this course seeks to achieve an environment of active learning and therefore I expect tolerance in my students for a fair amount of reading and active participation in discussion, as well as requiring two significant writing assignments and a public presentation.

**INTC 1032**      **ANCIENT EGYPTIAN LITERATURE (WI)**      **PROF. A. KOLLER**  
Section 231      MW    03:00PM-04:15PM

We will be surveying 2000 years of literature from ancient Egypt, centering around two major interrelated questions: how much a traditional society can change, and in what ways, over the course of such a long time, and the relationship between an individual and the greater society within a hierarchical and highly structured society.

Our study will consist mostly of reading the texts – stories, poems, instructions, magical spells, and other texts – closely, with the historical and social contexts in mind. We will be introduced to some central ideas in literary criticism, as they are relevant to literature from so long ago, and also encounter the world of ancient Egypt through a class trip to the

