



Fall 2009

Graduate Courses

Department of Modern
and Classical Languages

University of Connecticut

COMPARATIVE LITERARY AND CULTURAL STUDIES

CLCS 5306 - 001: SEMINAR ON DANTE'S DIVINE COMEDY
(CROSS-LISTED WITH ILCS 5340)

(Class #9079)

Instructor: F. Masciandaro

Monday 4-6:45

This seminar will explore Dante's "poetry of the theater" by examining his interpretation of the myth of the Earthly Paradise as it is represented in a number of episodes of the *Commedia*. Our principal objective is twofold: to analyze Dante's dramaturgy, especially the creative force of the tragic rhythm that the scenes under scrutiny produce as they succeed one another; and to show how Dante stages the action of the pilgrim's journey to the Earthly Paradise as the fundamental conflict between the dream of a future, second innocence, which ignores the fact of evil, and the recovery of another innocence, analogous to that found in Eden before the Fall.

Special attention will also be given to Dante's rhetoric of landscape, adopting a methodology that is supported by the original recognition, in Classical Antiquity, of the importance of describing landscape in forensic or judicial oratory, as part of proofs that the orator had to discover upon reflection or, in the language of Aristotle, "syllogisms." In a more general way, this approach is also supported by recent studies that reevaluate the dialectic, philosophical force of rhetoric.

This seminar will also focus on the difference between the landscape evoked by a character (usually in his or her defense) and the landscape rendered by the poet as the character's true or definitive setting, as well as on the difference in the motivation underlying each landscape – whether political or ideological, philosophical or spiritual (i.e., belonging to the disinterested realm of theory, of contemplation, *beyond* the political and the ideological) – and therefore the dramatic tension and crucial meaning engendered by the character's and the narrator's contrasting viewpoints.

**CLCS 5306 - 002: SEXUAL POLITICS and THE FAMILY in BIBLICAL LITERATURE
and CIVILIZATION**

(Class #11111)

(CROSS-LISTED with JUDS 5397-001 and WS 5395)

Instructor: N. Aschkenasy

Wednesday 3-5:45

The Bible is a repository of ancient tales representing a patriarchal society in which male dominance was a theological mandate and a socio-economic necessity. By studying the biblical stories we uncover the ancient roots of laws and practices regarding women which are still prevalent in the Middle East today as well as the theological and cultural foundations of attitudes to gender and sexuality that have influenced Western civilization for centuries.

Modern feminist theories have revised our readings of Scripture, offering tools and modalities to critique and deconstruct some of the tales regarding women and sexual politics in the Bible. This course consists of readings of selected biblical texts as well as of contemporary feminist interpretations of some of these texts.

The following topics will be discussed: • How feminist theories have revised our reading of the biblical tales • The socio-economic and theological roots of patriarchy • Women's place in the family, society, and cultic activities • The different norms of social behavior for men and women • Cultural attitudes to sexual roles and gender differences • Family dynamics in biblical society: fathers and son; fathers and daughters; sibling rivalry; wives in the polygynous household • Attitudes to adultery and rape • Biblical law pertaining to women's rights regarding inheritance, divorce, reproduction, and testifying in a court of law • Positive images of women as mothers, wives, leaders, and prophets, and negative images such as women as seductresses and traitors.

CLCS 5318 - 001: LES VOILES DE MARIANNE: LES LITTÉRATURES FRANCOPHONES POSTCOLONIALES (Class #9234)
(CROSS-LISTED WITH FREN 5380)

Instructor: L. McNeece

Tuesday 4-6:45

Les régions du monde ayant vécu la colonisation européenne ont connu une longue histoire qui a laissé des empreintes profondes sur tous les peuples du monde. Dans l'histoire moderne, la traite, et ensuite la colonisation, les protectorats au Maghreb et les mandats au Proche Orient ont apporté les progrès de la modernité, mais souvent en vidant ces cultures de leurs ressources humaines et matérielles. Malgré les indépendances, les anciennes colonies subissent toujours de graves bouleversements politiques et économiques. Les peuples de l'Afrique, par exemple, continuent à fuir leurs pays pour échapper à la violence et à la misère, pendant que les institutions de l'aide internationale se frottent les mains et parlent de « la faillite africaine. » Les peuples du Maghreb et du Proche Orient vivent souvent avec l'espoir de partir aussi, car leurs sociétés sont écartelées entre les régimes autoritaires et la menace de l'Islamisme.

Ce cours aura pour objectif d'étudier une sélection de textes des littératures francophones postcoloniales pour comprendre le rôle de l'écrivain dans les sociétés en mutation, ainsi que l'expérience de ces cultures dans le passage difficile vers la modernité. Pour mieux comprendre les enjeux de l'actualité, nous examinerons les traces des traditions orales (contes, mythes, croyances) dans les écrits modernes, et nous analyserons la transformation que font les écrivains postcoloniaux de l'héritage européen, aussi bien dans la forme de la pensée que dans les conventions poétiques. Nous jetterons un nouveau regard sur l'orientalisme français, ainsi que sur l'impact de ces cultures sur d'autres pratiques culturelles modernes, telle que la peinture et la musique.

Les étudiants feront un exposé oral sur un sujet de leur choix ainsi qu'un devoir final écrit.

Textes:

- Césaire, Aimé. La Tragédie du roi Christophe
- Chamoiseau, Patrick. Solibo le magnifique
- Kourouma, Amadou. Les Soleils des indépendances
- Tadjou, Véronique. Reine Pokou
- Beyela, Calixthe. Tu t'appelleras Tanga
- Monénembo, Tierno. L'Ainé des Orphelins
- Khatibi, Abdelkebir. Pèlerinage d'un artiste amoureux
- Mokaddem, Malika. L'interdite
- Chedid, Andrée. L'enfant multiple
- Barakat, Hoda. Le Laboureur des eaux

CLCS XXXX (Class # Not Yet Available) SPECIAL TOPICS: MIDRASHIC NARRATIVE
(CROSS-LISTED WITH JUDS 5397-002)

Instructor: S. Miller

TH 3-5:45

This seminar is devoted to the different collections of "midrashic" traditions produced by rabbis living in the Land of Israel particularly in Late Antiquity.

These "Talmudic" rabbis produced interesting interpretations of biblical narratives that reflect much about their ways of reading texts and their understanding of Scripture. Their midrashic inquiry also reveals much about their attitudes towards other Jews and non-Jews and about their own role in society.

Tentative topics include: The House of David in Midrashic Tradition, the Binding of Isaac through Rabbinic Eyes, the Song of Songs, Origen, the Church Fathers, and the Rabbis, and Esau and Ishmael in Rabbinic Tradition.

Texts will be studied in translation.

Open to undergraduates by permission.

FRENCH

FRENCH 5311: THE FILMIC BODY: HISTORY, THEORY AND INTERPRETATION

(Class #10028)

Instructor: E. DalMolin

Monday 4-6:45

This course will explore the different theoretical currents in French film theory from Bazin's ontology of the "real" to Mitry's theory of semiotics, from Metz's psychoanalytical film theory to Deleuze's philosophy of the image (time and movement). These theories will offer various readings and interpretations of the body and the way it has been represented in film history from early cinema to the New wave, from the "look" to the digital age.

Lectures are in English, with readings and papers in French or English. Readings TBA.

FRENCH 5380: LES VOILES DE MARIANNE: LES LITTÉRATURES FRANCOPHONES POSTCOLONIALES

(Class #10046)

(CROSS-LISTED WITH CLCS 5318-001)

Instructor: L. McNeece

Tuesday 4-6:45

Les régions du monde ayant vécu la colonisation européenne ont connu une longue histoire qui a laissé des empreintes profondes sur tous les peuples du monde. Dans l'histoire moderne, la traite, et ensuite la colonisation, les protectorats au Maghreb et les mandats au Proche Orient ont apporté les progrès de la modernité, mais souvent en vidant ces cultures de leurs ressources humaines et matérielles. Malgré les indépendances, les anciennes colonies subissent toujours de graves bouleversements politiques et économiques. Les peuples de l'Afrique, par exemple, continuent à fuir leurs pays pour échapper à la violence et à la misère, pendant que les institutions de l'aide internationale se frottent les mains et parlent de « la faillite africaine. » Les peuples du Maghreb et du Proche Orient vivent souvent avec l'espoir de partir aussi, car leurs sociétés sont écartelées entre les régimes autoritaires et la menace de l'Islamisme.

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GERMAN

GERMAN 5380: METHODS OF TEACHING FOREIGN LANGUAGES (Class #5087)
(CROSS-LISTED WITH ROML 5395)

Instructor: M. Wagner

Thursday 4-6:45

This course covers both second language acquisition theory and world language teaching methodology. Theories of second language acquisition and contemporary methods and approaches of WL teaching (TPR, Natural Approach, Content Based Instruction and others) will be studied, analyzed, and compared. Students will also be acquainted with the principles of language proficiency and the ACTFL proficiency guidelines as applied to second language acquisition and teaching. Students are asked to present mini-lessons designed to familiarize them with and practice a variety of techniques and methods. They will be encouraged to design and develop activities and materials focusing on each of the four skills, plus grammar and culture. Reflective practice is encouraged through self- and peer-observation.

GERMAN 6460: PARALLELS AND CONTRASTS IN EAST AND WEST GERMAN LITERATURE AND CULTURE, 1948-1989 (Class #13244)

Instructor: F. Weidauer

Monday 4-6:45

By contrasting works of literature and films from both Germanys we will investigate critical periods in post-War East and West Germany: the "Zero Hour", the Economic Miracle and Reconstruction, Coming to Terms with the Past, the Student Movement and its aftermath, the economic and political crisis of the 1970s, and the "Wende."

GERMAN 6480: SELF WRITINGS AND WRITING YOURSELF: *Autobiographical Genres* (Class #13258)

Instructor: K. von Hammerstein

Wednesday 4-6:45

Self-writings provide us glances into individual perspectives at a given time and place. Since the Middle Ages, Gelehrtenautobiographien and Bekenntnisse have been part of the German writing tradition. Some scholars argue, however, that it was only through the development of the individualist bourgeois identity in the late eighteenth century that autobiographical writing became more widespread. This multi faceted genre remains a much debated part of the literary canon well into our days.

This course will explore questions of form (genre), content (topics), and context (history): e.g.,

- definitions of and distinctions between the following terms-self writing, autobiography, confession, memoir, ego document, diary, fictionalized autobiography, the semi autobiographical novel or poetry;
- definitions of Self; constructions of Self and Other; the relationship between the erzählte and erzählende narrator;
- the influence of class, gender, and race on the choice of topics and forms; the position of autobiographical writings in the history of women's literature;
- motivations that drive an author to write about himself or herself;
- the inter relationship of fact and fiction-Dichtung und Wahrheit, meaning questions of the authenticity and historical reliability of the text, its benefits for (micro)historical research, and the limitations on reconstructing individual lives and historical eras.
- Finally, we will address issues of aesthetics: does autobiographical writing qualify as literature and/or art or does it not?

Articles on autobiographical writings by literary and historical theorists such as Günter Niggel, Philippe Lejeune, Winfried Schulz, Gabriele Jancke, Katherine Goodman, Sidonie Smith, Seyla Benhabib, and Roland Barthes will provide a theoretical context for our reading of primary texts. Authors to be examined include Johann Wolfgang von Goethe, Louise Aston, Fanny Lewald, Peter Altenberg, Frieda von Bülow, Käthe Kollwitz, Franz Kafka, and May Ayim. The focus will be on nineteenth and twentieth century writers and one painted (yes!) autobiography by Charlotte Salomon.

German speaking students from Comparative Literary and Cultural Studies, Women's Studies, History, and other departments are welcome.

HEBREW AND JUDAIC STUDIES

HEBREW 5397: THE BIBLE
(CROSS-LISTED WITH INTD 3260)

(Class #5238)

Instructors: T. Jambeck, S. Miller, S. Wheeler

TuTh 9:30-10:45

The literary, historical, and philosophical content, circumstances and problems of the Old and New Testaments.

May be counted toward the related field requirement in History, Philosophy, or English, and toward the Individualized Major in Judaic Studies.

ITALIAN

ITALIAN 5340: SEMINAR ON DANTE'S DIVINE COMEDY (CROSS-LISTED WITH CLCS 5306-001)

(Class #13575)

Instructor: F. Masciandaro

Monday 4-6:45

This seminar will explore Dante's "poetry of the theater" by examining his interpretation of the myth of the Earthly Paradise as it is represented in a number of episodes of the *Commedia*. Our principal objective is twofold: to analyze Dante's dramaturgy, especially the creative force of the tragic rhythm that the scenes under scrutiny produce as they succeed one another; and to show how Dante stages the action of the pilgrim's journey to the Earthly Paradise as the fundamental conflict between the dream of a future, second innocence, which ignores the fact of evil, and the recovery of another innocence, analogous to that found in Eden before the Fall.

Special attention will also be given to Dante's rhetoric of landscape, adopting a methodology that is supported by the original recognition, in Classical Antiquity, of the importance of describing landscape in forensic or judicial oratory, as part of proofs that the orator had to discover upon reflection or, in the language of Aristotle, "syllogisms." In a more general way, this approach is also supported by recent studies that reevaluate the dialectic, philosophical force of rhetoric.

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ITALIAN 5345: JEWISH FILM AND LITERATURE IN ITALY

(Class #13576)

Instructor: P. Balma

Wednesday 3-5:45

This seminar will give a broad, comprehensive introduction to works of literature and cinema chronicling the Jewish experience in the 20th century from an Italian perspective. Weekly reading assignments will be accompanied by relevant articles designed to offer a critical and historical perspective on the works in question. Although a number of the texts and films examined in this course pertain to World War II and the Holocaust, it is not intended as a seminar on the Shoah per se, but rather, will highlight the undeniable historical and artistic repercussions of these tragic events in thematic terms. Chronologically speaking, this course will analyze works that were released after the early to mid 1940s. Students will give presentations on the literature and films studied in class, write two short (3-5 page) response papers as well as a final research paper (15 pages), the topic of which must be determined in advance with the instructor. This course can be offered in English with adequate enrollment.

ROMANCE LANGUAGES

ROMANCE LANGUAGES 5395: METHODS OF TEACHING FOREIGN LANGUAGES

(Class #4016)

Instructor: M. Wagner

Thursday 4-6:45

This course covers both second language acquisition theory and world language teaching methodology. Theories of second language acquisition and contemporary methods and approaches of WL teaching (TPR, Natural Approach, Content Based Instruction and others) will be studied, analyzed, and compared. Students will also be acquainted with the principles of language proficiency and the ACTFL proficiency guidelines as applied to second language acquisition and teaching. Students are asked to present mini-lessons designed to familiarize them with and practice a variety of techniques and methods. They will be encouraged to design and develop activities and materials focusing on each of the four skills, plus grammar and culture. Reflective practice is encouraged through self- and peer-observation.

SPANISH

SPANISH 5333: BAROQUE POETRY

(Class #10016)

Instructor: R.H. Chinchilla

Tuesday 4-6:45

Fernando de Herrera and the School of Seville give voice to the new rhetoric of what is often termed the Baroque. Pedro de Espinosa's *Flores de poetas ilustres de España* (Valladolid, 1605) anthologized the newly recognized poets, giving Luis de Góngora a prominent place. Baltasar Gracián's *Agudeza y arte de ingenio* (Huesca, 1648) gave voice to the theoretical ideas in the new poetry. We will look at these currents through the vast lense of Luis de Góngora's and Francisco de Quevedo's poetry. Students will have the opportunity to research other poets like Espinosa, Medrano, Sor Juana Inés de la Cruz or Jaureguí. Other topics include: poetry of wit, the "antidoto" and the controversy surrounding Góngora; the neo-humanism of the early 17th century; the popular genres; and the evolution of genres in the 17th century. Below are the editions we will use in class. I will place on reserve the complete Quevedo and Góngora.

- Francisco de Quevedo. *Poesía varia* (Cátedra) Ed. James Crosby
- Luis de Gongora *Soledades* (Castalia). Ed. R. Jammes
- -----. *Fábula de Polifemo y Galatea*
- -----. *Romances*. (Cátedra) Antonio Carreño
- -----. *Sonetos* (Castalia). Biruté Ciplijauskaite
- Gracián, Baltasar. *Agudeza y arte de ingenio*
- Selection of poems, Herrera's *Commentaries on Garcilaso*

SPANISH 5334: MODERN SPANISH AMERICAN POETRY

(Class #10017)

Instructor: M. Gomes

Wednesday 4-6:45

Three Faces of Spanish American Modernity

This course will study how *modernismo*, *vanguardia* and *posvanguardia*, both as theories and a practices of poetry, fell within an economy of symbolic power in a structured arena of conflict beyond the borders of a single Spanish American nationality. In the Spanish American field of cultural production, the beliefs and literary works of these movements became tools to accumulate and distribute what Pierre Bourdieu termed *symbolic capital*. He defined this kind of capital as an euphemistic form of credit obtained by disguising underlying interested social relations as disinterested (spiritual or aesthetic) pursuits. Based on Bourdieu's theory, we will argue that *modernistas*, *vanguardistas*, and *posvanguardistas* aimed at restructuring the way class struggles were translated into cultural struggles in the field of cultural production. Each one of these groups managed to displace the previous groups from dominant positions in the field particularly by negating "distinction" value to the specific versions of modernity they put forth. Philosophers,

anthropologists and literary critics such as Michel Foucault, Theodor Adorno, Victor Turner, Renato Poggioli, Peter Bürger, Ángel Rama, Vicky Unruh, Silvia Molloy, and Rafael Gutiérrez Girardot will reinforce our discussions.

- José Martí, *Ismaelillo, Versos sencillos y Versos libres* (ed. Schulman, Cátedra)
- Rubén Darío, *Prosas profanas*
- Selections: Julián del Casal, J. A. Silva, Delmira Agustini, Juana de Ibarbourou, Gabriela Mistral, Vicente Huidobro, Oliverio Girondo.
- Omar Cáceres, *Defensa del ídolo*
- César Vallejo, complete posthumous poetry
- Jorge Luis Borges, *Elogio de la sombra*
- Pablo Neruda, *Canto general*
- Octavio Paz, *Libertad bajo palabra*
- Blanca Varela, *Canto villano*
- Nicanor Parra, *Poemas y antipoemas*

SPANISH 6403: STUDIES IN SPANISH LITERATURE

(Class #10222)

Instructor: G. Nanclares

Monday 4-6:45

Este curso comprende el agitado periodo de los años treinta en España, desde la proclamación de la II República hasta el final de la Guerra Civil. Nos centraremos en las principales discusiones historiográficas así como en la producción cultural en torno a la guerra, tanto la que surge en el momento mismo de la contienda como las numerosas y diversas recreaciones posteriores.