The French have long been fascinated by the United States, especially since the end of the Second World War. At times, the United States has been seen as a model to be emulated in France; more often, it has stood out as the antithesis of French culture and values. This course examines French representations of the United States and of Americans through key historical and literary texts—essays, autobiographies, and fiction—as well as films. Topics to be explored include: representations of African Americans in French films (Josephine Baker), French views of Taylorization, the Coca-Cola wars of the 1950s, French-American tensions during the Cold War, especially under de Gaulle, as well as more recent debates about Disneyland-Paris, McDonald's, Hollywood, globalization, feminism, and multiculturalism.

Prerequisite: At least one unit of FREN 206, FREN 207, FREN 208, FREN 209 or above, an SAT II score of 690-800, an equivalent departmental placement score, or an AP score of 5.

Venita Datta Spring 2016
A continuation of ARAB 201. The course takes students to a deeper and more complex level in the study of the Arabic language. While continuing to emphasize the organizing principles of the language, the course also introduces students to a variety of challenging texts, including extracts from newspaper articles, as well as literary and religious materials. Students will be trained to work with longer texts and to gain the necessary communicative skills to prepare them for advanced-level Arabic.
Continuation of ARAB 201-ARAB 202. Involving further development of students’ skills in listening, speaking, reading and writing, this course exposes students to a variety of authentic Arabic materials, including print and online sources, incorporating MSA and diglossia. Focus on enhanced communication skills in Arabic and attention to the use of language in its sociocultural context. Appropriate for students who have completed ARAB 201-ARAB 202 at Wellesley or the equivalent in summer courses or international study programs.
A workshop designed to introduce concepts and techniques of the Arabic calligraphic arts. Attention given to the theoretical and aesthetic principles involved in calligraphic design and the uses of brushstroke and color. Students will work in various Arabic scripts and calligraphic styles, and learn traditional as well as modern methods for the preparation of inks, pens and brushes. Students will practice a variety of calligraphic techniques, and will reflect throughout the semester on the relationship between visual and artistic expressions and verbal and poetic meanings in the Arabic calligraphic tradition.
Haiti is the product of the first successful slave revolt in the Americas. Its birth in 1804 signaled a radical shift in thought about human freedom yet the institutions of slavery and colonialism remained strong for generations after its founding. In this course, students will study literature about Haiti from the revolution to present day, focusing on three historical movements: the Revolution, the American Occupation, and the 2010 earthquake. Central questions of this course include: How did early Haitians defend their humanity in a hostile world? What does studying Haiti teach us about the formation of the modern world and its relationship to past injustices? In this course, students will study French, American, and Haitian texts to examine Haiti’s relationship with France and the U.S. and to consider the connection between literature and human rights.

**Spring 2016**

**Professor Curtis**

**MTh 11:10-12:20**
HEBR 102: Elementary Hebrew

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past, and future tenses, as well as basic verb patterns.

Spring 2016
Professor Chalamish
MWTh 9:50-11:00
Building on the foundation of HEBR 101-HEBR102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures, and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic, and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings.

Professor Chalamish
Spring 2016
MWTh 11:10-12:20
History 213
Conquest and Crusade in the Medieval Mediterranean

Tuesdays & Fridays  11:10-12:20

This course examines life in the Mediterranean from the disintegration of the Roman Empire in the fourth and fifth centuries through the Latin Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine Empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish Communities.

Professor Ramseyer  Spring 2016
This course provides an overview of Italian history from the disintegration of the Roman empire in the fifth century through the rise of urban communes in the thirteenth century. Topics of discussion include the birth and development of the Catholic Church and the volatile relationship between popes and emperors, the history of monasticism and various other forms of popular piety as well as the role of heresy and dissent, the diverging histories of the north and the south and the emergence of a multi-cultural society in southern Italy, and the development and transformation of cities and commerce that made Italy one of the most economically advanced states in Europe in the later medieval period.
ITAS 203

INTENSIVE INTERMEDIATE ITALIAN

Dive into Italian language and culture this Spring 2016!

Instructor: Daniela Bartalesi-Graf

Mondays / Wednesdays / Thursdays 4:10-5:20pm
Fridays 12:30-1:20pm

This course is for students who have taken 103 or both 101 and 102. The course covers the same material as 201 and 202 over four class periods per week. The aim of the course is to improve and strengthen the skills acquired in Elementary Italian through reading authentic literary and journalistic texts, viewing of contemporary films, writing compositions, and grammar review. Prerequisite: 103 or both 101 and 102. Distribution: Language and Literature
The 1960s was a period of great change in Italy. The economic boom of the late 1950s transformed Italy from a predominantly agricultural to an industrialized nation. Through a study of literary and cinematic texts, the course will examine this process in detail. Time will also be given to the consequences of the radical changes that took place: internal immigration, consumerism, the new role of intellectuals, resistance to modernity, neo-fascism, student protest, & terrorism. Authors to be studied will include Italo Calvino, Luchino Visconti, Pier Paolo Pasolini, Ermanno Olmi, Umberto Eco, and authors from the Neo-Avant Garde movement.
The course examines mostly contemporary or near contemporary Italian mystery writing, starting with Umberto Eco’s classic thriller set in the Middle Ages, *The Name of the Rose*. We go to examine other mystery writers such as Leonardo Sciascia & Carlo Lucarelli who have written mysteries about recent Italian history and the mafia. We will also examine a number of more experimental postmodern thrillers, noir and mystery novels; as well as films and tv programs.
How did the major Muslim historians of the pre-modern period think about the past and its relationship to the present? What genres of historical writing did they develop, what topics and themes did they address, who were their audiences, and how did they shape and reflect the mentalities of their times? This seminar explores the writing of history in Arabic, Persian and Turkish, with readings and analysis of historical accounts in English translation.

Students who wish to take this course for credit in Arabic should have taken ARAB 202 or the equivalent and should enroll in ARAB 368.
The art of narrative composition in the Hebrew Bible. The literary techniques and conventions of ancient Israelite authors in the Bible’s rich corpus of stories. Philosophical and aesthetic treatment of themes such as kingship, power, gender, and covenant. Primary focus on the role of narrative in the cultural life of ancient Israel, with attention also to the difficulties of interpreting biblical stories from within our contemporary milieu.
An exploration of the contacts and interactions among the major religious communities of Eurasia especially as facilitated by trade, travel and pilgrimage along the ‘Silk Road’. After initial consideration of the idea of the ‘Silk Road’ and the history of its ‘discovery’, the course focuses on commerce and contacts in specific historical periods from antiquity to the present. Readings include sacred texts (including Buddhist, Hindu, Confucian, Daoist, Islamic, and Zoroastrian texts), as well as merchants’, travellers’, and pilgrims’ accounts. The course includes substantial attention to the material cultures and artistic works produced by the religious communities of the Silk Road.
Models of Religious Pluralism
from South Asia

Professor Shukla-Bhatt | REL/SAS 303

Turning religious diversity into vibrant pluralism is a challenge faced by many parts of the world today. This seminar will explore the development of pluralistic discourses, ideologies, and interactions in the history of South Asia and will consider lessons this history may have for other religiously diverse societies. Readings will range from ancient texts and writings of Buddhist, Sufi, Sikh and Hindu saints of medieval period, to historical documents about policies of Buddhist emperor Ashoka and Mogul emperor Akbar, and modern writings on pluralism, such as Gandhi’s. We will also comparatively discuss current scholarship on religious pluralism and visit interfaith organizations in the Boston area. Final projects will give students an opportunity to develop their own model for religious pluralism in a specific part of the world.

Spring 2016 | M 1:30-4:00
Gods, Politics and the Body in the Ancient Near East

Study of the interconnection of politics, theology, and identity in the ancient Near East. Exploration of how language about the divine was used to frame concepts of political collectivity. Particular focus on sovereignty and its resistance; the uses of violence, torture, and bodily spectacle; and the emergence of literacy and writing culture as catalysts for new forms of community.
Religion and public morality are two of the most contested arenas in public life today: religious violence, religious liberty, reproductive health policy, creationism, the list goes on. Print and on-line journalists, think-tank analysts, and bloggers produce an ever-increasing amount in the public domain about these issues, yet well-informed critical opinion is notoriously difficult to find. This course will help students create grounded yet responsible public writing on religious practice and moral values through two sets of writing assignments. In the first, they will use their knowledge of religious and moral traditions to explain selected texts to a general public audience. In the second, they will interpret contemporary religious and ethical issues of their own choosing through original blogs, interviews, and journalistic stories.
This course covers the visual culture of South Asia from ancient Indus Valley civilization through Independence. It follows the stylistic, technological, and iconographical developments of painting, sculpture, architecture, and textiles as they were created for the subcontinent's major religions - Hinduism, Buddhism, Jainism, and Islam. We will examine the relationship between works of art and the political, economic, and social conditions that shaped their production. It will emphasize such themes as religious and cultural diversity, mythology and tradition, and royal and popular art forms. Attention will also be paid to colonialism and the close relationship between collecting, patronage, and empire.
WRIT 291: Secrets of the Library

Advanced academic research and writing in the archives and special collections

- Hands-on research
- Advanced scholarly writing
- Oral presentations
- Field trips

Spring 2015
Wednesday 2:15-4:45

Questions: jjohnso2
Disabilities: jwice
GER 389: Seminar: New Media
Professor Thomas Nolden

- Prereq: a 300 unit or instructor permission
- How do media affect German culture?
- How do new media disrupt established forms of public discourse?
- What are the responses to new media?
- Covering from the printing press during the Renaissance, to the paperback novel, photography, the sound film, the graphic novel, and the internet novel.

Disability accommodations: disabilityservices@wellesley.edu
781-283-2434
Exp: 3/1
??: ksangoja
got passion?

Ja!

GERMAN 101
WINTERSESSION
Professor Mark Roemisch
M-F: 10-12, 1-2:30

Get a head start on your language requirement. Learn the most widely-spoken language in Europe. Enjoy a single-subject learning experience.

For those who are thirsty for more....
PHIL218
Value, Truth and Enquiry

Wearing || TF - 11:10 am - 12:20 pm

The world is a strange place. In this course, we will focus on a number of the problems that confront our best attempts to understand the world, including (1) the status of scientific and other theoretical claims (Are these claims true? Are they objective?); (2) the roles of values and faith in enquiry; (3) what counts as an explanation; (4) what makes a theory scientific (Is math a science? Is astrology? Is philosophy?); and (5) what constitutes genuine progress in our understanding of the world.

Epistemology and Cognition

Prerequisites(s): Open to first-year students who have taken one course in philosophy and to sophomores, juniors, and seniors without prerequisite.