MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the theories in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses above the 102 level. One of these courses must be the 400-level senior seminar during the student’s final year at the College. Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherency in courses taken. Such balance and coherency will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for obtaining full or all of their French courses in the first two years. Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their project program. The French Studies major consists of ten courses satisfying the following requirements:

1) at least two courses in French language and/or literature above the French 102 level;
2) the senior seminar during the student’s final year at the College;
3) Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:
   - History 331 The French and Haitian Revolutions
   - Religion 301 Psychology of Religion
   - All courses in French literature and language above the 103 level.
4) at least two literature courses that are taught in French.

THE DEGREE WITH HONORS IN FRENCH

Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the thesis and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their thesis two semesters of independent study (beyond the nine courses required for the major) and the winter study period of the third semester. The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study. On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must pass an oral proficiency test and achieve a score of “Advanced.” The test will be administered by the department in the foreign language at the 102 level or higher. For students who have not completed a French course at Williams, the test will be administered by the Department.

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study-in-France programs require applicants to have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French-speaking environment. Credit for up to four courses towards the major can be granted at the discretion of the Department: normally 2 major credit for one semester and up to 4 major credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student’s major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may be unevenly distributed, students beginning at the French 103 level or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science).

See French Studies Major description above for list of possible electives in other departments.

LANGUAGE AND CIVILIZATION COURSES

RLFR 101-(F)-W888-102/S: Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Senegal and Morocco.

Format: The class meets five hours a week. Evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams. Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. Credit granted only if both semesters are taken. For students who have taken less than two years of high school French, Conducted in French.

No prerequisites. Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.

First Semester: MARTIN
Second Semester: BROSSILLON
**RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures**

As a continuation of French 101-102, this first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing communicative skills in order to function in daily life; learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

Format: class meets five hours a week. Conducted in French.

**Requirements:**
- active class participation, workbook exercises and compositions, short papers, chart tests, midterm, and final exam.
- Prerequisites: French 101-102 or examination placement. NOTE: Students should seriously consider taking French 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200-level and above, or if they anticipate studying in France or a Francophone country during their junior year. Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.

**Hour:** 10:00-10:50 MTWRF BROSSILLON

**RLFR 104(S) Intermediate French II: Studies in French Language and Francophone Culture**

As a continuation of French 103, this course explores the diverse cultural and political identities in the Francophone world through short literary texts and films from France, Africa, the Caribbean and the Middle East while building on linguistic skills in French. The course will provide an in-depth advanced review of grammar structures, but will emphasize the application of those structures in activities of composition, reading, oral presentation and discussion. After successfully completing French 104, students may register for French 201.

**Conducted in French.**

Format: class meets three hours a week plus a fourth conference hour with French teaching associates. Requirements: class participation, short papers, oral presentations, quizzes and exams.

**Prerequisites:** French 103. This course is primarily for continuing French 103 students. Students who have placed at the advanced intermediate level on the placement exam should register for French 105. Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to continuing 103 students and potential French majors.

**Hour:** 10:00-10:50 TWRF BROSSILLON

**RLFR 105(F) Advanced French: Advanced Studies in French Language and Francophone Culture**

In this course, we will concentrate on expanding your vocabulary and polishing your written and oral skills while focusing on the analysis and discussion of French and Francophone cultures and the concepts that define them. We will explore key myths and practices linked to national identity in France and seek to understand the history of contemporary national identity debates. Topics of discussion will include: What is a nation? What is the Republic? How do wine, bread and café culture represent what it means to be French? How is French empire remembered and forgotten? What is French about cinema? We will use a grammar book as a reference guide to clarify and introduce certain advanced structures, but we will not be working through it chapter by chapter. Conducted in French.

Format: seminar. Requirements: class participation, short papers, presentations, quizzes and final exam.

**Prerequisites:** RLFR 103, or examination placement. Enrollment limit: 20 (expected: 20). Preference given to students continuing their French studies at Williams and first and second-year students.

**Hour:** 11:20-12:35 TR Conference: 1:10-2 W PIEFRAZK

**RLFR 112 Advanced Conversation in French**

This course in Advanced Conversation in French is designed to develop students’ skills in spoken French while learning about French and Francophone cultures. Students will increase vocabulary and fluency through interactive discussions, and will improve their pronunciation and both oral and written comprehension through different media: the press, television, movies, plays, and songs. We will discuss questions of French and Francophone identities, the Second World War, immigration, and current events. Conversation will improve students’ ability to communicate effectively and to analyze culture through different media. Class activities will include listening to recordings, reading newspapers, conversation, and debates. Films include: “Le fabuleux destin d’Amélie Poulain,” “Tanguy,” “L’Auberge espagnole,” “Paris je t’aime,” “Le vieil homme et l’enfant,” “Les Choses de vie,” and “La Rue cases-nègres.”

Evaluation based on class participation, quizzes, midterm, and a final oral presentation.

**Prerequisites:** RLFR 104 or RLFR 105 or permission of instructor. Enrollment limit: 20 (expected: 20).

**Hour:** 12:00-12:50 MWF BROSSILLON

**LITERATURE COURSES**


This course introduces students to the richly diverse literary landscape of metropolitan and non-metropolitan France as recorded in major works of prose, poetry, and theater from the Middle Ages to the present. Particular attention will be given to the ways in which culture, society, and the individual’s relationship to them are mirrored and interpreted in various literary genres, contexts, and histories. Each week to be developed a unique language that serves not only to interpret the culture from which it emerges, but to frame that culture within the larger issues of self and identity. Among the authors and works to be examined are Chrétien de Troyes’s “Percival” (excerpts), La Chanson de la Rose (excerpts), selected scenes by Honoré Beaugrand’s La Chasse-galerie, La Marseillaise, and, last but not least, the comic pachyderm, Babar. Conducted in French.

Format: seminar. Requirements: class participation, three short papers, an oral presentation and a final examination.

**Prerequisites:** RLFR 105 or 106, or by French placement examination, or permission of instructor. Enrollment limit: 22 (expected 17). Preference will be given to French majors and those with compelling justification for admission.

**NORTON**

**RLFR 202(F) (formerly 110) War and Resistance: Two Centuries of War Literature in France, 1804-2004 (Same as Women’s, Gender and Sexuality Studies 201)**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying “Let us dishonor war!” From the Gallic Wars against Caesar (during the first century BC) to France’s controversial role in the “War on Terror” (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charles Martel, and, last but not least, the comic pachyderm, Babar, Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

**Prerequisites:** French 105 or 106; 201 or 203; or by placement test, or by permission of instructor.

Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Women’s, Gender and Sexuality Studies majors; and those with compelling justification for admission.

**Hour:** 1:10-2:25 MR MARTIN

**RLFR 203(S) Introduction to Francophone Studies (Same as Africana Studies 204) (D)**

The Francophone world, stretching across Europe, Africa, the Middle East, Asia, the Caribbean and the Americas, has often been described as a family joined by a shared language and condition born of colonial history. Through fiction and film, this course will examine what it means to be Francophone, and how writers and filmmakers from the Francophone world would have understood the idea of family both within and without colonialism, resistance, nationhood and interconnectedness in a global community. This course invites students to enter into critical engagement with cultural constructions of difference, colonial and post-colonial constructions of subjectivity, culturally contested imaginaries and treatment of gender and race, and the very idea of the Francophone itself. Authors we will read include: Driss Chraibi (Morocco), Dany Laferrière (Haiti), Maryse Conde (Guadeloupe), Aimé Césaire (Martinique), Linda Lê (Vietnam) and Fatou Diome (Senegal). Films studied include Moolaadé (Ousmane Sembène), La vie sur terre (Abderrahman Sissoko) and Abouna (Mahamet-Saleh Haroun). Conducted in French.
Format: seminar. Requirements: active class participation, informal response papers, two short papers, and final paper.

Prerequisites: RLFR 105 or above, or results of College Placement Examination, or permission of instructor. Enrollment limit: 20 (expected: 20). Preference given to French majors or certificate candidates, and Africana Studies concentrators.

HR: 2:35-3:50 MR PIEPRZAK

**RLFR 208(F) Love and Death in Seventeenth, Eighteenth, and Nineteenth-Century France**

Reflecting on loneliness and a life without anyone to love and be loved by, Maupassant declared in 1884: "It is better to love, but terrible." This introductory course in French literature will focus on this "terrible" aspect of love. The themes of instincts and passions, desires and fears, death and sexuality, death and love have been exploited in art - literature, painting, music - for centuries. Why do so many authors create an erotic bond between love and death? In this course, we will examine how passion sometimes leaves no other alternative but the death of our "lover". How some characters find sexual gratification in killing the objects of their love, or erotosexe and resurrect the death of the beloved in literature, art, pop culture, erotic encounters, Suicide, murder, and necrophilia will be studied in their close relationship with sexuality and love. Readings to include novels, short stories, and poems by Colette, Racine, Rousseau, Sade, Mussot, Hugo, Zola, Baudelaire, and Maupassant, as well as paintings and films representing seventeenth, eighteenth, and nineteenth-century France. Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or 106; 201, 202, or 203; or by placement test; or permission of instructor. Enrollment limit: 20 (expected: 20). If overenrolled, preference given to French majors and certificate students, and those with compelling justification for admission.

HR: 11:20-12:35 TR PIEPRZAK

**RLFR 210 Fantastic Spaces and Imaginary Places: Literary Text and Image in Late Medieval and Early Modern France**

*Not offered 2011-2012*

When Aristotle, Homer's patron of language, he describers the poet's task as a "spinning ceremony" and "to be "graphic", to make the audience actually see things through words. Medieval and Renaissance French writers based their literary projects on these ancient theories of visualization and presentation. The result was a period of intense literary creativity that encompasses a kaleidoscope of issues concerning both on poetics and painting as well as on concepts of architecture and landscape design. This course is designed to bring the student into the heart of the writing of the Middle Ages and the Revolutionaries. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth- and twentieth-century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbev d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert. Conducted in French.

Format: seminar. Requirements: active class participation, two 7-page papers, a midterm examination, and an oral presentation.

Prerequisites: French 201, 202, 203, or permission of instructor. Enrollment limit: 15 (expected: 10). If overenrolled, preference given to French and Comparative Literature majors and those with compelling justification for admission.

BROSSILLON

**RLFR 224(S) (formerly 310) Sexuality and Seduction in Nineteenth and Twentieth-Century France**

*Same as Women's, Gender and Sexuality Studies 224 (D)*

In 1857, both Flaubert's Madame Bovary and Baudelaire's Les Fleurs du mal were put on trial for sexual indecency and "crimes against public morality." In 1868, Le Figaro attacked Zola's novel Thérèse Raquin as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Colette, and Duras continued to explore this relationship between eroticism and seduction in their own work. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth- and twentieth-century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbev d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert. Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 105 or 106; 201 or 203; or by placement test; or permission of instructor. Enrollment limit: 20 (expected: 20). Preference given to French majors and certificate students, and Africana Studies concentrators, and those with compelling justification for admission. Enrollment limit: 10-1-28 MR MARTIN

**RLFR 308(S) The Libertine in Eighteenth and Nineteenth-Century French Novels**

This seminar proposes to examine the bachelor in French literature, from the libertines of the eighteenth century to the romantic and naturalist heroes of the nineteenth century. By studying their modus vivendi and modus operandi, we will try to trace the evolution of the figure of the "libertine" through novels and short stories by Crébillon-fils, Duclos, Laclos, Sade, Stendhal, Flaubert, Zola, and Maupassant. Discussions will lead us to look for answers to the following questions: what is the bachelor's approach to life, love, sex, and women? Is the bachelor always in control of his instincts and emotions? What perversions are associated with the image of the libertine? Is there a link between libertinage and folly? Is there such a thing as a female libertine? In what way does she differ from her male counterpart? How is the tension between love for oneself and love for the Opposite or reconciled? Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201, 202, 203 or permission of instructor. Enrollment limit: 20 (expected: 20). Preference given to French majors and certificate students, and Africana Studies concentrators, and those with compelling justification for admission.

HR: 11:20-12:35 TR BROSSILLON

**RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War**

*Same as Africana Studies 307 (Not offered 2011-2012)*

Today in countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell-phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic expressing the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues as well as analyze films, sociological texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary life in the Maghreb. Readings by Maissa Bey, Abdel fattah Kilili, Zeina Tabi, Mohamed Zafrad, Ahmed Boutzour, Souraya Zahi and Abdelkab Serhane among others. Conducted in French.

Requirements: active class participation, reading journal, two short papers, an oral presentation and a final paper.

Prerequisites: French 201, 202 or 203 or permission of instructor. Enrollment limit: 20 (expected: 20). Preference given to French majors and certificate students, and Africana Studies concentrators, and those with compelling justification for admission. Conducted in French.

DUNN

**RLFR 312(F) Francographic Islands (Same as Africana Studies 312 and Comparative Literature 312) (D)**

Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination with the island as a place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands constructed by Fransophone Caribbean, Indian Ocean and non-Western writers in French. What does the island symbolize in individual, community, these authors, and in modern imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Edouard Glissant. Conducted in French.

Format: seminar. Requirements: active class participation, weekly response papers, midterm essay and final essay.

Prerequisites: open to students who have taken a literature course in French at Williams, or permission of instructor. Enrollment limit: 20 (expected: 20). Preference given to French majors and certificate candidates, and Africana Studies concentrators, and those with compelling justification for admission

PIEPRAZK

**RLFR 314 Between the Two World Wars**

*Not offered 2011-2012*

The period from 1913 to 1939 was an adventurous time for the French novel. In this course, we will study novels by Gide, Prost, Colette, Camus, Martin du Gard, Mauriac, Malraux, and Sartre. Although there is great diversity among these authors, they were all reacting to the aftermath of the First World War and the breakdown of traditional French culture. Through the popular character of the rebellious adolescent, they experimented with revolt against the stifling social order of Church and family. The real challenge of the period, however, concerned not a break with the past or discoveries of new levels of consciousness and freedom, but rather the mature acceptance of responsibility for the future and the articulation of fresh spiritual and political visions. Conducted in French. Requirements: several short papers and oral class presentations.

DUNN

**RLFR 316 (formerly 214) Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (Same as Women's, Gender and Sexuality Studies 315) (Not offered 2011-2012)**

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris' urban poor. Since 1889, Paris has been labeled as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless photographs, paintings, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and
political protest. As fires raged during the recent riots in 2005, many heard the echo of Hitler’s ominous 1944 question, “Is Paris burning?” and asked: why was Paris burning again at the dawn of the twenty-first century? To answer this question, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include short stories, novels and poetry by Hugo, Balzac, Baudelaire, Maupassant, Flaubert, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201, 202, 203 or permission of instructor. Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French, Comparative Literature, and Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission.

MARTIN

RLFR 318 Twentieth-Century Novel: From Adversity to Modernity (Same as Comparative Literature 318) (Not offered 2011-2012)
In his futuristic novel Paris in the Twentieth Century (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the Internet. But in Verne’s vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopian vision, we will examine a broad range of twentieth-century novels and their focus on adversity, dignity, and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive and social political transformation, the novel both documented and interrogated France’s engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urbanization and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Einaudi, Guibert, and Begass. Lectures to include discussions of Gide and Proust, Sarre and Beauvoir, Cixous and Foucault, Jelloum and Djébar. Films to include works by Fassbinder, Amiaud, Lioret, Ducastel, Martelain, Téchiné, and Charef.

Format: seminar. Conducted in French. Requirements: active class participation, response papers, 2 short essays and a final project.

Prerequisites: for students taking the course as RLFR: French 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites. Enrollment limit: 15 (expected: 15). Preference given to French and Comparative Literature and, concentrators in Africana Studies.

Norton

Hour: 1:10-3:50 W

RLFR 370(S) Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as Africana Studies 370 and Comparative Literature 370)

This course will explore relationships between culture and imperialism in France by examining how the colonial “Other” has been conceived, displayed and collected in French museums, and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l’Homme, the role of Parisian World’s Fairs in ordering the colonial world, French colonial photography and the creation a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l’histoire de l’immigration. In addition to readings and discussion, the class will engage in a semester-long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. This course will be conducted in English. For students seeking RLFR credit, research will be conducted primarily in French.

Format: seminar. Requirements: active class participation, research papers, 2 short essays and a final project.

Prerequisites: for students taking the course as RLFR: French 201 or above, or permission of instructor, or French 203 or permission of instructor. Enrollment limit: 15 (expected: 15). Preference given to French and Comparative Literature and, concentrators in Africana Studies.

PIERZK

RLFR 408 Senior Seminar: Mortal Combat and Wounded Hearts: Codes of Honor, Love, and Quest in Medieval and Early Modern French Literature (Not offered 2011-2012)

French literature and language could be said to begin with the 11th-12th-century epic, La Chanson de Roland, a narrative of knighthood, betrayal, and fraternal love enacted over the course of a single day on the banks of the Loire River. The monumental defeat of his bravest knight, Roland, at Roncesvaux, The Chanson de Roland inaugurates an exciting and uplifting literary cycle that is both an artistic and a cultural window on the Middle Ages and its narrative traditions. This cycle encompasses such works as Chrétien de Troyes’s narrative romances Yvain ou le Chevalier au Lion, Lancelot ou le Chevalier de la Charrette, and the unfinished Perceval ou le Conte du Graal. During a period often associated with great spiritual and moral orthodoxy, authors are not reluctant to entertain epic narrative with the issues of adultery, illegitimate love, and sexual emancipation as in Chrétien’s Lancelot and in the 13th-century romance Auscussus et Nicolette, a tale of adventure centered on a Christian knight in love with a Saracen slave girl. The motifs of heroism and love culminate later on in the encyclopedic Roman de le Rose, a medieval theme park that embraces a vigorous and licentious sensibilities to live for love and to abandon restraint. The unabashed sensual indulgence of this work will be studied in relation to the political protest of women in Christine de Pisan’s Le Livre de la Cité des dames (1405). This seminar will examine many of the key literary, linguistic, and artistic aspects of this literary heritage, including the concepts of allegory, symbolic expression, invention, imagination, the evolution of the French language, and the corrosive way in which later Renaissance authors such as Rabelais interrogate the medieval tradition. All readings will be in modern French. Conducted in French.

Format: seminar. Requirements: class participation, three 5-page papers, and an oral presentation.

Prerequisites: French 201 (formerly 109), or French 202 (formerly 110), or French 203 (formerly 111), or permission of instructor. Enrollment limit: 15 (expected 10). Preference given to French and Comparative Literature majors.

NORTON

RLFR 410 Senior Seminar: Landscapes of Movement and Migration in France (Not offered 2011-2012)

How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place matters and is remade and reimagined. We will explore the historical and literary narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory; Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamouzeau, Glissant, Diomé, Onda, Mermish, Poulain, Pineau, Sembene, and Bimene among others. Conducted in French.

Format: seminar. Requirements: weekly 1-page response papers, short mid-term paper and a final research paper.

Prerequisites: any course in French above 203, or permission of instructor. Enrollment limit: 15 (expected: 10). Preference given to seniors who are French majors or completing the Certificate in French, but open to advanced students of French.

Qualifying students in the second, third, or fourth years of their career at Williams or senior majors can enroll in the Senior Seminar with the permission of the instructor. However, this will not replace the senior seminar requirement in the senior year of French majors.

PIERZK

RLFR 412(S) Senior Seminar: Nineteenth-Century Novel: From Desperate Housewives to Extreme Makeovers (Same as Women's, Gender and Sexuality Studies 408)

In 1834, Balzac wrote that “Paris is a veritable ocean. Sound it: you will never know its depth.” The same can be said of the French nineteenth-century novel and its boundless ability to encompass the historical past and reverberate in the cultural present. Desperate housewives, sex in the city, queer eyes for straight guys, and extreme makeovers fill the pages of the nineteenth-century novel. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Maupassant and Zola, the novel became an extraordinary forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned countess Emma Bovary, the socially-constipated housewife Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, the domestically-abused Gervaise, and the man-eating courtesan Nana became synonymous with France’s turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these characters continue to haunt our twenty-first century present. Reinterpreted by such contemporary actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings will include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, and Zola. Films to include adaptations by Clementi, Berri, August, Arteta, Lelouch, and Chabrol. Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: a 200-level or 300-level French literature course at Williams, or permission of instructor. Enrollment limit: 15 (expected: 10). If overenrolled, preference will be given to French majors and Certificate students; Comparative Literature majors; Women’s, Gender and Sexuality Studies majors; and those with compelling justification for admission.

Hour: 2:35-5:00 MR

RLFR W30 Honors Essay

RLFR 493(F)-W31-494(S) Independent Study

RLFR 497(F), 498(S) Independent Study
**RLTR 511(F)** Intensive French Grammar and Translation

This course is designed to offer students a thorough and systematic review of sentence structures and grammar. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range in order to write, read, and understand French literature and criticism, but not limited to it.

Format: classes meet twice weekly and are conducted in English. Evaluation will be based on class participation, papers, a midterm, and a final examination.

Prerequisites: a strong interest and need to learn French.

Enrollment: although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor.

Hour: 8:30-9:45 TR

**DESROSIERS**

**RLTR 512(S)** Readings in French Art History and Criticism

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excepts from museum catalogues, the Gazette des Beaux-Arts and other publications; Salons by Diderot, Baudelaire, and Thore; artists on their works; and critics such as Francueil, Ch. Steffling, M. Fauré, Valéry, Focillon will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately.

Grammar will be reviewed in context.

Format: seminar. Evaluation is based on class participation, papers, a midterm, and a final examination.

Prerequisite: French 511 or permission of instructor.

Hour: 8:30-9:45 TR

**DESROSIERS**

**RLTT 101(F)-W88-102(S)** Elementary Italian

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class meets five hours a week with the instructor and is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the supporting program during the winter study period. Credit granted only if both semesters are taken.

No prerequisites.

Enrollment limits: 22. The course is open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.

Hour: 9:00-9:50 MTWRF

**NICASTRO**

**RLTT 103(F)** Intermediate Italian

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context, and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

The class meets three hours a week with the instructor. Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. Enrollment limits: 15 (expected: 15).

Hour: 11:00-11:50 MWF

**NICASTRO**

**SPANISH**

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 105, 106, any 200 level or above (excluding RLSP 205 and RLSP 303), and 403. At least one of these courses must be completed at Williams. In addition, one course must be focused primarily on literature of the period prior to 1800 C.E. Other courses, taken at overseas programs, may be used to satisfy the requirements of the major, with approval of the department. The Spanish faculty strongly suggests that students take 201 and 200 at some point in their studies, and especially recommends that they do so before rather than after studying abroad.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics or Latina/o Studies.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

Courses numbered in the 100s are language courses, with 105 and 106 combining grammar and literature. RLSP 200 and RLSP 201 focus on civilization and culture, while other 200-level classes serve as gateway courses for literary study, in ascending order of difficulty; they are thus suitable for first-years and sophomores. Courses in the 300s require both serious grounding in the study of literature and an advanced command of the language. The 400-level course offered annually is the senior seminar, serving as “capstone course” to the Spanish major.

**THE DEGREE WITH HONORS IN SPANISH**

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader.

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages.

At the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will begin also working on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly evaluated and either approved or rejected.

In the case of both routes to the degree with honors, the department’s recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

**THE CERTIFICATE IN SPANISH**

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of “Advanced.” The test will be administered by the department once a year during the month of April to all students desirous of obtaining the certificate.

Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 202 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

**PLACEMENT**

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first-year students who wish to register for any Spanish courses above the 101 level must take this test.

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STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to include study in Spain or Latin America as part of their program at Williams. Through its special ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in a Spanish-speaking environment, for periods of either a semester or a year. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

RLSP 101(F)-W88-102(S) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.
Format: the class meets five hours a week. Requirements: students will complete workbook and lab exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam.
Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. Credit granted only if both semesters are taken. Enrollment limit: 20.
This course is for students who have studied less than two years of Spanish in secondary school.
Hour: 10:00-10:50 MTWF
10:00-10:50 MTWF
First Semester: FOX
Second Semester: ROUHI

RLSP 103(F)-Intermediate Spanish
This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the academic and training experience to enable the student to take up residence in Latin American communities of Latin America, Spain and the US. It will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. Conducted in Spanish.
Format: class meets three hours each week with the professor, plus an additional fourth hour with a teaching assistant from Latin America or Spain. Requirements: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.
Prerequisites: Spanish 103-102 or placement exam results. Enrollment limit: 20 (expected: 20).
Hour: 10:00-10:50 MWF, 11:00-11:50 MWF
Conference: 1:10-2 W, 2:10-3 W
BELL-VILLADA, PITCHER

RLSP 104(S) Upper Intermediate Spanish
This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.
Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam.
Prerequisites: Spanish 103 or the results of the Williams College placement exam. Enrollment limit: 22 (expected: 22).
Hour: 10:00-10:50 MWF, 11:00-11:50 MWF
Conferences: 1:10-2 W, 2:10-3 W
FOX, PITCHER

RLSP 105(F) Advanced Composition and Conversation
This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on the study of our grammar book, as well as selected short stories by Latin American and Peninsular writers. In addition, they will write frequent compositions and perform regular, written grammar exercises. Conduced in Spanish.
Format: lecture/discussion. Evaluation will be based on homework, class participation, compositions, a midterm, and a final exam. This course requires students to have produced 15-20 or more pages of writing by the end of the semester.
Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. Enrollment limit: 20 (expected: 20). Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.
Hour: 12:00-12:50 MWF, 10:00-10:50 MWF
Conferences: 3:10-4 W, 1:10-2 W
GOODBODY

RLSP 106(S) Advanced Composition and Conversation
This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin-American writers. Weekly compositions, plus more frequent participation in the language laboratory.
Requirements: a weekly essay based on the stories read in class, written laboratory exercises, participation in the grammatical and literary discussions, quizzes, a midterm, and a final exam.
Prerequisites: Spanish 103, Spanish 104, or results of the Williams College placement exam. Enrollment limit: 20. Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.
Hour: 11:00-11:50 MWF
Conferences: 3:10-4 W
BELL-VILLADA

RLSP 200(S) (formerly 112) Latin-American Civilizations
An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conduced in Spanish.
Requirements: two assignments, one oral presentation, discussion of the ideas and the facts presented in class, a midterm, and a final.
Prerequisites: Spanish 105 or permission of instructor. Enrollment limit: 20 (expected: 20).
Hour: 2:35-3:50 TF
GOODBODY

RLSP 201(F) The Cultures of Spain
Each of the many cultures and civilizations that has settled in Spain has left its mark. Linguistically, culturally, and historically Spain is a composite of the groups that have inhabited the peninsula in the past, which include Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews. The contributions of these different groups, combined with other factors such as geography and climate, will be our starting point in understanding Spain's past. Today, Spain's cultural diversity also reflects the many distinct autonomous regions of which the country is composed, such as Catalonia and the Basque country, and the recent influx of immigrants from all over the world. In this course we will consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as times of violence, censorship and repression such as the Inquisition, the Civil War and the post-war under Franco. Materials will include representative works from literature, art, architecture, music, and film. Secondary texts will also be provided for historical and socio-political background and reference. Conducted in Spanish.
Format: seminar. Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm and a final.
Prerequisites: Spanish 105 or permission of the instructor. Enrollment limit: 20 (expected: 20). Preference given to French majors and certificate candidates.
Hour: 11:00-11:50 MWF
FOX

RLSP 202(S) 1898: Spain's Fin de Siglo and the Crisis of Ideas (W)
In this tutorial we will read the works of some of modern Spain's influential writers from the late part of the nineteenth century and the first three decades of the twentieth. Our aim is to understand how fiction and philosophy represented this significant time in Spain's history. The loss of the war with the U.S. in 1898, the turbulent shifts of power within the country, Spanish regional identities, and the cultural and intellectual movements that shaped Spain on the eve of the Civil War are among the key issues we will address. Our primary sources—largely by Miguel de Unamuno, Azorín, Ramiro de Maeztu, Antonio Machado, Pío Baroja—will be complemented with a rigorous study of the cultural landscape of Spain at that time. Our principal engagement with philosophy will be through José Ortega y Gasset, in particular his output from the 1920s.
Format: tutorial. Requirements: Students will be teamed in groups of two, and attend writing essays and_critiquing each other's essays. Each week, essays will be 5-8 pages long. Evaluation is based on the essay and the critique of the essay, as well as punctuality with submission of weekly assignments.
Prerequisites: RLSP 105, or results of the Williams College Placement Exam, or permission of the instructor. Enrollment limit: 10 (expected: 10).
Tutorial meetings to be arranged.

RLSP 203(F) From Modernismo to El Boom de la Novela (W)
A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. Conducted in Spanish.
Prerequisites: Spanish 105 or higher. Enrollment limit: 22.
Hour: 2:35-3:50 MR
BELL-VILLADA

RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America (Not offered 2011-2012) (D)
This course provides an overview of Latin American culture and politics by focusing on some of the most recognizable names and faces from the continent's turbulent history: Christopher Columbus, Hernán Cortés and Malintzin, Simón Bolívar, José Martí, Pancho Villa, Eva Perón, Frida Kahlo, Che Guevara, Rigoberta Menchú and Hugo Chávez. In addition to the primary texts of each figure and his or her influence within a specific historical context, we'll also unpack some of the overarching issues of Latin American culture and politics: How are nations and nationalism constructed through processes of representation, and what roles do specific iconic figures play in that process? How can popular culture challenge elite representations of the nation and its heroes/heroinies, and how durable are the images it produces as expressions of collective will? What opportunities are available to women and sexual minorities in a political culture that has been historically dominated by macho military types? This course fulfills the EDI requirement by enabling students to appreciate the figures that have influenced generations of Latin American women and men and their sense of what is politically possible, while challenging the
class to identify the operations of power at work in the construction of the figures themselves.

Format: lecture/discussion. Assignments will include political and cultural essays, literature and films. Three 5-page papers. Conducted in Spanish.

Prerequisites: RLSP 105 or 106 or the equivalent. Enrollment limit: 21 (expected: 20). Preference given to Spanish majors and qualified first-year students.

FRENCH

RLSP 205(S) The Latin-American Novel in Translation (Same as Comparative Literature 205)
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Laberintos; Cortazar, Blow-up and Hopscotch; Lispector, The Hour of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude.

Format: seminar. Requirements: class participation, two brief papers, a midterm, and a final exam.

No prerequisites. Enrollment limit: 22 (expected: 22). Does not carry credit for the Spanish major or the certificate.

Hour: 2:35-3:50 MR

BELL-VILLADA

RLSP 208(S) The Spanish Civil War in Literature and Film
This course will introduce students to the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. Conducted in Spanish.

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisites: Spanish 111, permission of instructor, or results of the Williams College Placement Exam. Enrollment limit: 20. Hour: 11:00-12:15 MW

S. FOX

RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Latina/o Studies 209) (Not offered 2011-2012)

(See under LATI 209 for full description.)

CEPEDA

RLSP 211 Survey of Medieval and Golden Age Literature (Not offered 2011-2012)

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. Conducted in Spanish.

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisites: Spanish 105 or permission of instructor.

ROUHI

RLSP 217 Love in the Spanish Golden Age (Not offered 2011-2012)
The principal focus of this course is the Spanish “comedia” of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, Cervantes, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. Conducted in Spanish.

Evaluation will be based on meaningful participation and frequent short written assignments with one longer composition.

Prerequisites: Spanish 105 and above or permission of instructor. Enrollment limit: 20. Preference given to students with a background in literature.

ROUHI

RLSP 219 Humor in Spanish-American Literature (Not offered 2011-2012) (D)

From the sixteenth century to the twenty-first, humor has been an essential element of Spanish-American cultural discourse, frequently mixing entertainment with sharp criticism of repressive political regimes and social systems. In this course, we will examine how the role of humor in Spanish-American literature helps us understand the complexities of these regimes and social systems. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include humorous works of “serious,” canonical literature. We will conclude by considering colonial and nineteenth-century satire as precursors of the anti-authoritarian discourse in contemporary texts such as Gabriel García Márquez’s Los funerales de la Mamá Grande.

Format: lecture. Evaluation will be based on contribution to class discussions, three short papers, and mid-term and final exams.

Prerequisites: Spanish 105 or above, or permission of instructor, or results of the Williams College placement exam. Enrollment limit: 22 (expected: 22).

FRENCH

RLSP 220 Women in Twentieth-Century Spain (Same as Women’s, Gender and Sexuality Studies 222) (Not offered 2011-2012)

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the lab of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will at times look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Format: seminar.

Prerequisites: Spanish 201, permission of the instructor, or acceptable results of the Williams College Placement Exam. Enrollment limit: 20 (expected: 20). Preference given to Spanish and Comparative Literature majors.

S. FOX

RLSP 230T Violent States, Violent Subjects: Nation-Building and Atrrocity in 19th-Century Latin America (Same as Comparative Literature 230T) (Not offered 2011-2012) (W) (D)

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. Even after the carnage of the Independence Wars came to an end, the new republics continued some of the most violent pursuits of the colonial period: indigenous people were conquered, their lands and the objects they had crafted (gold and silver, jade and bone) continued to suffer expropriation, oppression, and abuse. It was a century of civil wars (Mexico, Argentina, Uruguay, Peru, Colombia, Venezuela) and of two bitter international wars, the Paraguayan War (1864-1870) and the Pacific War (1879-1883), each of which would have a lasting impact on the countries involved. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of state-sponsored violence. Issues to be explored include militarism and the development of the nation; genocide and the national community; torture, truth and testimony; and the nature of“civilization.” We will read a variety of 19th century texts by authors like Rosa Guerra, Lucio V. Mansilla and Ricardo Palma; in addition we will also read a few contemporary texts, written in the aftermath of the most recent dictatorships in the Southern Cone and elsewhere, that actively reflect on the long history of state-sponsored violence in Latin America. This course fulfills the EDI requirement by encouraging students to examine the ways that national identities have been constructed in Latin America (and, by extension, elsewhere) emphasizing the forms of violence that have been part of that process.

Format: tutorial. Students will decide whether they prefer to take the course in Spanish (for Spanish/COMP credit) or in English (for COMP credit). Students will work in pairs throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and the other will criticize the paper orally.

Prerequisites: Spanish 200 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Spanish and Comparative Literature majors.

FRENCH

RLSP 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as American Studies 256, Comparative Literature 272 and Latina/o Studies 272) (Not offered 2011-2012) (D) (W)

See under COMP 272 for full description.

FRENCH

RLSP 301 Cervantes’ Don Quijote (Not offered 2011-2012) (W)

This course is an in-depth study of Miguel de Cervantes’ masterpiece Don Quijote (1605, 1615). The linguistic, literary, and cultural richness of Cervantes’ novel will allow us to explore the historical complexity of the society in which it was produced, circulated, and read. In order to complement and contextualize our close reading of Cervantes’ text, we will rely on historical documentation, works of art, iconography, other literary works from the period, and contemporary critical studies. Issues to be dealt with include humor, carnival, and popular cultures, the representation of Mediterranean cultural encounters, the material world and the social fabric of early modern Iberia, and the narrative and rhetorical makeup of Don Quijote.
of the novel. Conducted in Spanish.

Format: seminar. Requirements: active participation in class discussions, oral presentations, short writing assignments, and a final essay. Prerequisites: any 200-level Spanish course. Enrollment limit: 19 (expected: 19).

MARTINEZ

RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomás Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz, and historical texts by Carey McWilliams and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of works per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students; for Spanish majors it is to be conducted in Spanish. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Format: tutorial. Requirements: five short oral presentations/papers (about 20-25 minutes) and a final longer one.

Prerequisites: some previous course work in any literature beyond the 100 level is helpful. Students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level Spanish course or seek permission of the tutor. Enrollment limit: 10.

Tutorial meetings to be arranged. BELL-VILLADA

RLSP 308 Latin American Literature of the Colonial Period (Not offered 2011-2012) (D)

This course offers a survey of major Latin American writers from the beginning to 1700. We will read some of the most significant chronicles of first contact and the conquest, as well as works by Sor Juana Inés de la Cruz and other writers from the colonial period. Our methodological focus will be on the problems of representation, ethics and epistemology presented by the literature of the time, that is, the impossibility of arriving at morally reliable knowledge of historical events given the scarcity of accounts, particularly by indigenous authors, and the propagandistic inclinations of the European writers. This course fulfills the EDI requirement because our reading of canonical Latin American literature is explicitly focused on issues of power, violence and exclusion, including the historical exclusion of women and indigenous peoples from Latin American literature and politics. Conducted in Spanish.

This course offers a survey of major Latin American writers from the beginning to 1800. We will read some of the most significant chronicles of first contact and the conquest, as well as work by Sor Juana Inés de la Cruz and other writers from the colonial period. Our methodological focus will be on the problems of representation, ethics and epistemology presented by the literature of the time, that is, the difficulty of arriving at morally reliable knowledge of historical events given the scarcity of accounts, particularly by indigenous authors, and the propagandistic inclinations of the European writers. This course fulfills the EDI requirement because our reading of canonical Latin American literature is explicitlly focused on issues of power, violence and exclusion, including the historical exclusion of women and indigenous peoples from Latin American literature and politics. Conducted in Spanish.

Format: lecturediscussion. Requirements: two 5-page papers and one 10-page final essay. Prerequisites: one 200-level course in Spanish or Latin American literature or permission of instructor. Enrollment limit: 15 (expected: 10). Preference given to majors in Spanish. FRENCH

RLSP 319 Latin American Travel Writing (Not offered 2011-2012)

Beyond Columbus’ errant journey into the abyss and the ensuing quest for El Dorado, or Darwin’s Voyage of the Beagle, Latin America’s interior has often enticed its own learned population. Their travels, in space, time and thought, do not merely present a physical confrontation with alterity, with the continent’s supposed heart of darkness, but an intellectual clearing, an origin, from which a more equitable politics may begin. To name but one example, Alejo Carpentier’s Los pasos perdidos, the tale of a New York composer’s journey to the beginning of society and music, is often seen as the touchstone of Latin American identity. Through accounts of real and fictitious travels, from Carpentier to the crassest of guidebooks, we will study such quests for self. These domestic departures will frame debates on ethics, representation, and epistemology. Readings will include work by Gorriti, Mansilla, Vasconcelos, Borges, Sarmiento, Che Guevara, Allende, Sepúlveda, and Bioy Casares. For comparison’s sake, there will be occasional primary and secondary texts in English. Conducted in Spanish.

Format: lecturediscussion. Requirements: two 5-page papers over the first half, and a 12- to 15-page research project over the second half, all of which will be defended in class.

Prerequisites: one 200-level course in Spanish or Latin American literature. Enrollment limit: 15 (expected: 15).

PITCHER

RLSP 402(S) Trauma, Memory and the Nation in the Río de la Plata, 1810-2010

“Every drop of blood that falls to the earth is a new obligation for those who survive.” So wrote Paraguay’s president Francisco Solano López in December 1868, fighting a war against Brazil, Argentina and Uruguay that would eventually claim his life and the lives of roughly two-thirds of his compatriots. This senior seminar examines the relationships among trauma, memory and nationalism in the literature and culture of the region’s three hispanophone countries from the time of independence to the present. We will examine the legacy of violence from the civil wars and neocolonial campaigns of the 19th century to the brutal dictatorships of the 1970s and 80s, examining the paradoxes of traumatic memory as it solidifies certain social identities and fractures others. Race, class and gender will be consistently addressed as critical categories in the perpetration and commemoration of violent acts. Literary readings will include works from Ezequiel Echeverría, Juan Bautista Alberdi, Augusto Roa Bastos, Cristina Peri Rossi, and Ricardo Piglia; with theoretical support from Sigmund Freud, Jacques Lacan, Pierre Macherey, Judith Butler, and Biyo Casares. For comparison’s sake, there will be occasional primary and secondary texts in English. Conducted in Spanish.

Format: seminar. Requirements: regular, active participation in class discussion, discussion-leading, one 5- to 7-page paper and one 15- to 20-page paper.

Prerequisites: one 300-level Spanish course or permission of instructor. Enrollment limit: 15 (expected: 12). Preference given to Senior Spanish majors.

Hour: 1:10-2:25 MR FRENCH

RLSP 403 Senior Seminar: Power, Repression, and Dictatorship in the Latin-American Novel (Not offered 2011-2012)

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent’s leading novelists have taken it upon themselves to depict the experience of their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Pionatiwoska, and Tomas Eloy Martinez will be closely studied. Students will also read Absalom! Absalom! by Faulkner, whose influence on Latin-American authors’ techniques of representation has been decisive and profound. Conducted in Spanish.

Requirements: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam.

Prerequisites: any 300-level course or two 200-level courses or permission of the instructor.

FRENCH

BELL-VILLADA

RLSP W30 Honors Essay

RLSP 493(F)-W31-494(S) Senior Thesis

RLSP 497(F), 498(S) Independent Study