

MEDICAL HUMANITIES

The Institute for Comparative Literature and Society:

Department website: <https://icls.columbia.edu/>

Office location: B101 Heyman Center

Office contact: 212-854-8850, icls@columbia.edu

Director of Undergraduate Studies: Tadas Bugnevicius, tb2333@columbia.edu

Director of Medical Humanities: Rishi K. Goyal, rkg6@cumc.columbia.edu

Undergraduate Administrator: Tomi Haxhi, th2666@columbia.edu

Comparative Literature and Society and Medical Humanities majors

The major in Comparative Literature and Society (CLS) allows qualified students to study literature, culture, and society with reference to material from several national traditions, or in combination of literary study with comparative study in other disciplines in the humanities and social sciences. The program is designed for students whose interest and expertise in languages other than English permit them to work comparatively in several national or regional cultures. The course of study differs from that of traditional comparative literature programs, both in its cross-disciplinary nature and in its expanded geographic range, including not just European, but also Asian, Middle Eastern, African, and Latin American cultures. Students will thus explore a variety of methodological and disciplinary approaches to cultural and literary artifacts in the broadest sense. The cross-disciplinary range of the program includes visual and media studies; the law and the humanities; and studies of space, cities, and architecture.

ICLS also offers a major in Medical Humanities (MedHum). At the level of the individual patient, medicine and medical systems diagnose and treat disease to prolong life and to diminish the suffering that accompanies illness. But in many societies, the reach of modern biomedicine far exceeds the intimate zone of patient and caregiver encompassed by this model. From climate change and food activism to city planning and public housing, from family planning and surrogacy to gendered and racial identities, the biomedical model of health now underwrites national and supra-state policies, corporate ventures, targets of social and political activism and modes of individual engagement. Students enrolled in the Medical Humanities major work at the intersection of these different forces and discourses, examining the many factors, from the biological to the social, economic, political and aesthetic, that influence health and shape our perceptions of physical and psychological well-being.

Both majors require an application. Please see the admissions details on [our website](#).

Student Advising

Director of Undergraduate Studies: Tadas Bugnevicius, tb2333@columbia.edu

Director of Medical Humanities: Rishi K. Goyal, rkg6@cumc.columbia.edu

Undergraduate Administrator: Tomi Haxhi, th2666@columbia.edu

Consulting Advisers

Students intending to seek admission to the Comparative Literature and Society major are encouraged to speak as soon as possible to the Director of Undergraduate Studies (DUS), Tadas Bugnevicius (tb3111@columbia.edu). Students intending to seek admission to the Medical Humanities major are encouraged to speak as soon as possible to the Director of Medical Humanities, Rishi Goyal, (rkg6@cumc.columbia.edu) and the Director of Undergraduate Studies, Tadas Bugnevicius (tb3111@columbia.edu).

Students enroll in either major at the beginning of the spring semester of the sophomore year by completing the admissions form that can be found on [our website](#) and submitting the completed form along with a transcript and one-page statement of academic interests.

In the fall semester, students are invited to attend a Meet-n-Greet, an informal discussion with current and prospective majors, our DUS and our Director of Medical Humanities.

Enrolling in Classes

The ICLS majors require that you take the Intro course (CPLS V3900) in the spring semester of your sophomore year, and the Senior Seminar (CPLS V3991) in the fall semester of your senior year. Enrollment in the Intro course requires that you have already applied to the major or concentration. When it comes time to register, add the course to your waitlist and you will be admitted by a member of the ICLS team.

Preparing for Graduate Study

CLS majors often apply to PhD programs and occasionally to MA programs in Humanities and Social Sciences. All students should meet with the Director of Undergraduate Studies, Tadas Bugnevicius, to discuss their plans for graduate studies as early as they can.

Medical Humanities majors often pursue graduate studies. Students apply to medical school, master's programs in public health and PhD programs in the Sciences, Humanities and Social Sciences. Premedical students should meet with their pre-medical advisor. All students should meet with the Director of Medical Humanities, Rishi Goyal, to discuss their plans for graduate studies as early as they can.

Coursework Taken Outside of Columbia

Coursework in fulfillment of a major or minor must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

Advanced Placement

ICLS does not accept any advanced placement credit toward courses in our curriculum.

Barnard College Courses

Barnard courses 3000-level and above are considered for this major with the exception of the Barnard Introduction to Comparative Literature. That course cannot be substituted for our required Introduction to Comparative Literature and Society. Students should consult with the DUS on their course schedule to ensure the courses they choose will meet their course requirements.

Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major at ICLS.

Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by ICLS as fulfilling requirements in the major, the DUS will need to confirm that they can be used toward requirements in the major.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major, and they must be approved by the DUS.

Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about summer coursework can be found in the Academic Regulations section of this Bulletin.

Undergraduate Research and Senior Thesis

Undergraduate Research in Courses

The ICLS majors teach students critical theory and interdisciplinary thinking that are applicable to many areas of knowledge. The required Intro course (CPLS V3900) introduces students to theoretical and interdisciplinary methods. The required Senior Seminar (CPLS V3991) introduces students to contemporary theoretical debates and is based on current research interests of ICLS faculty. Students are also given an opportunity to develop an independent research project. The optional Senior Thesis workshop (CPLS 3995) is fully dedicated to advanced independent research.

Senior Thesis Coursework and Requirements

The senior thesis is optional. If you want to be considered for departmental honors, it is required. It is a piece of scholarly research, the model for which is an academic journal article. A translation or a piece of creative work, such as a piece of creative writing, can be submitted with the prior approval of the DUS, and must be accompanied by an explanatory introduction or foreword of no less than 5000 words in length.

Students interested in writing a senior thesis will submit a thesis proposal in the spring semester of their junior year. Students who decide to write a thesis will enroll in a year-long course (CPLS3995) starting in the fall of their senior year. Detailed information can be found on [our website](#).

Department Honors and Prizes

Department Honors

To be eligible for departmental honors students must have a minimum grade point average of 3.6 for courses in the major. Departmental honors will be conferred only on students who have submitted a superior senior thesis that clearly demonstrates originality and excellent scholarship. Please note that the senior thesis is not required for the major. Please keep in mind that, according to Columbia College rules, no more than 10% of the majors graduating in a department or program in a given year may be awarded Departmental Honors.

Academic Prizes

Each year, ICLS presents one to two seniors with the Catherine Medalia Johannet Memorial Prize in Comparative Literature and Society. These prizes were created by family and friends in memory of Catherine Medalia Johannet, a Medicine, Literature and Society major, CC'15, consistent with Catherine's interest in literature and its use in effecting change in society.

One to two prizes will be awarded annually to a Comparative Literature & Society or Medical Humanities major who has written a distinguished senior thesis that demonstrates the highest academic rigor, creativity and engagement with ethical questions. The winner will be chosen by a faculty committee consisting of the Director of Undergraduate Studies, the Director of the Medical Humanities major and two other faculty members associated with ICLS.

CLS majors in the School of General Studies for the John Angus Burrell Memorial Prize for distinction in English and Comparative Literature.

Other Important Information

CLS Foreign Language Requirement: Since students are expected to be able to conduct basic research in a foreign language they must, by the time they apply, meet the following foreign language requirement:

Foreign Language #1: you must have taken or be taking in the spring semester of your sophomore year, at least one advanced course in a foreign language. The course should be taken at Columbia, Barnard or a peer institution. 'Advanced' signifies a course at the 3000- or 4000-level that is not a conversation course. The course does not have to be conducted in the target language but most of the readings must be in the language.

Foreign language #2: you must have completed or be completing in the spring semester of your sophomore year, the equivalent of least 4 semesters of a foreign language. This can be satisfied by either 4 semesters in one language or 2 semesters each in 2 different languages. These four semesters may be taken at Columbia or reflected in AP scores, summer program credits, etc. Native and heritage speakers must take a placement test to confirm their level unless they have completed high school in the foreign language.

MedHum Foreign Language Requirement: Students must have taken at Columbia or be taking during the spring semester of the sophomore year at least one advanced course in a foreign language. 'Advanced' signifies a course at the 3000- or 4000- level that is not primarily a language training course. Note that the course does not have to be conducted in the language but most of the readings must be in the language. An additional advanced language course will be required as part of your major course requirements.

Executive Committee of ICLS Nadia Abu El-Haj (Anthropology, Center for Palestine Studies) Tadas Bugnevicius (French and ICLS) Bruno Bosteels (Latin American and Iberian Cultures) Claudia Breger (Germanic Languages) Souleymane Bachir Diagne (French and Romance Philology) Madeleine Dobie (French and Romance Philology) Brent Hayes Edwards (English and Comparative Literature, Jazz) Matthew Engelke (Religion) Kevin A. Fellezs (Music) Stathis Gourgouris (Classics, English and Comparative Literature) Rishi Kumar Goyal (Emergency Medicine) Seth Kimmel (Latin American and Iberian Cultures) Adam Leeds (Slavic Languages) Lydia H. Liu (East Asian Languages and Cultures) David B. Lurie (East Asian Languages and Cultures) Anupama P Rao (History, Barnard) Pamela Smith (History and Center for Science and Society) Gayatri Chakravorty Spivak (University Professor of the Humanities) Dennis Tenen (English and Comparative Literature)

Guidance for Undergraduate Students in the Department

Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before Fall 2023 may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students should consult the Admissions information on the Institute for Comparative Literature and Society website for details on the application requirements. Students are also encouraged to attend the annual Undergraduate Meet-n-Greet held in October. Consult the events page of our website or contact icls@columbia.edu for details on this meeting which is open to all prospective majors.

Course Numbering Structure

Courses at the Institute for Comparative Literature and Society have the subject code CPLS - Comparative Literature and Society, or CLPS - Comparative Literature and Psychoanalytic Study. Additionally, the Institute cross-lists courses from our affiliated faculty each semester. These courses can be found on the Directory of Classes under our departmental page. For our majors, all coursework should be 3000-level or above. Lectures at the 2000-level are only accepted within coursework with special permission from the DUS. All coursework in these interdisciplinary majors should be approved by the DUS prior to the end of the change period.

Guidance for First-Year Students

Prospective majors should focus their efforts on meeting the language requirements for our major.

For Comparative Literature and Society Majors:

Foreign Language #1: you must have taken or be taking in the spring semester of your sophomore year, at least one advanced course in a foreign language. The course should be taken at Columbia, Barnard or

a peer institution. 'Advanced' signifies a course at the 3000- or 4000-level that is not a conversation course. The course does not have to be conducted in the target language but most of the readings must be in the language.

Foreign language #2: you must have completed or be completing in the spring semester of your sophomore year, the equivalent of at least 4 semesters of a foreign language. This can be satisfied by either 4 semesters in one language or 2 semesters each in 2 different languages. These four semesters may be taken at Columbia or reflected in AP scores, summer program credits, etc. Native and heritage speakers must take a placement test to confirm their level unless they have completed high school in the foreign language.

For Medical Humanities Majors:

Foreign Language Requirement: Students must have taken at Columbia or be taking during the spring semester of the sophomore year at least one advanced course in a foreign language. 'Advanced' signifies a course at the 3000- or 4000- level that is not primarily a language training course. Note that the course does not have to be conducted in the language but most of the readings must be in the language. An additional advanced language course will be required as part of your major course requirements.

For less commonly taught languages, students should consult with the DUS to determine how to meet the advanced language course requirement.

Guidance for Transfer Students

Transfer students should consult with the DUS upon arrival at Columbia University to prepare their application for the major. They should not wait until the usual application period. The Introduction to Comparative Literature and Society course (CPLS UN3900) should be taken during their first spring term at Columbia University.

Undergraduate Programs of Study

Required Coursework for all Programs

The ICLS majors require that you take the Intro course (CPLS UN3900) in the spring semester of your sophomore year, and the Senior Seminar (CPLS UN3991) in the fall semester of your senior year. Enrollment in the Intro course requires that you have already applied to the major or concentration. When it comes time to register, add the course to your waitlist and you will be admitted by a member of the ICLS team.

Major in Comparative Literature and Society

The major in Comparative Literature and Society consists of a minimum of 33 points or 11 courses, distributed as follows. Courses taken to fulfill the application requirements do not count toward the major. Courses fulfilling major requirements must be advanced, discussion-based seminars. Language courses in the Beginner I to Intermediate II stream cannot be counted to fulfill any major requirement. With the exception of courses taken to satisfy the global core requirement, double counting of courses to the CPLS major and another program or university requirement must be pre-approved by the DUS.

1. Introduction to ICLS (CPLS UN3900), taken in the spring of the sophomore year (3 points)

2. Two courses with a CPLS designator. CLXX courses, i.e. courses cross-listed between ICLS and other departments, may also be counted toward this requirement (6-8 points)
3. Two seminars in a humanities or social science discipline other than literature (e.g. Architecture, Anthropology, Art History, Economics, Gender & Sexuality Studies, History, Law, Linguistics, Music, Political Science, Race & Ethnicity Studies, Sociology...). The two courses must be grounded in the same disciplinary approach but don't have to be offered by the same department or program (6-8 points)
4. Two courses requiring readings in a language other than English. (The two courses cannot be taken in the same foreign language) (6-8 points)
5. Two courses focusing on a specific national or regional literature or culture, chosen from any discipline (The two courses may focus on the same nation/region) (6-8 points)
6. One elective course reflecting the student's intellectual interests. Additional foreign language study may also be counted with DUS approval (3-4 points)
7. Senior Seminar in Comparative Literature and Society (CPLS UN3991).

The senior seminar is taken in the fall semester of the senior year. Students explore three areas of contemporary reflection in the field of comparative literature and society. Topics change yearly and are aligned with current ICLS research projects. Recent examples include Global Racisms, Literary Cultures, Digital Humanities, and Medical Humanities.

1. (Optional) Senior Thesis (CPLS 3995) (3 points)

Students who decide to write a thesis will submit a proposal in the spring term of their junior year and enroll in a year-long course (CPLS UN3995) starting in the fall of their senior year. This year-long, 3-credit course (1 credit in Fall, 2 credits in Spring) will allow students to receive academic credits for their thesis, and to count the thesis towards completion of their major requirement when necessary (Requirement #10 of the CLS Course Chart).

Students should consult frequently with the DUS to ensure that their program of study develops in consonance with the intellectual project described in the focus statement that was presented as part of the admissions process. The faculty understands that this statement is itself a work in progress, but also that it serves as a useful guide to the student's academic pursuits and course selection.

Comparative Literature and Society majors should also consider the Barnard College course offerings in Comparative Literature. They are also strongly encouraged to avail themselves of the opportunity to study abroad.

Major in Medical Humanities

The major in Medical Humanities consists of a minimum of 33 points or 11 courses, distributed as follows.

1. Introduction to Comparative Literature & Society (CPLS UN3900): 3 points

This course introduces important methodologies and areas of disciplinary reflection in contemporary comparative literature. It is

taken jointly with comparative literature and society majors taken in the spring semester of a student's sophomore year. In addition to units on narrative, authorship and the history and practice of comparative and world literature it includes units relating to science, health and medicine, race, gender and sexuality that are directly relevant to MedHum majors.

1. 1 course with a CPLS or CL- course identifier. 3-4 points

Students choose from among the wide range of courses sponsored by the Institute for Comparative Literature and Society or cross-listed between ICLS and other departments. These offerings change every semester and are listed on the ICLS website.

2. 1 course with readings in a language other than English: 3-4 points

Students may either take a course that is taught wholly or partially in a foreign language, or a course taught in English for which they have received approval to do most of the reading in a foreign language.

3. 3 courses that form the disciplinary/methodological nexus of the student's interests: 9-12 points

Students will develop an individualized course of study at the nexus of health, society and the humanities in discussion with the DUS (Some example of prior constellations include but are not limited to: Literature and Medicine; Narrative Medicine; Medical Anthropology; History of Medicine; Comparative Public Health; Disability studies; Neuroscience; Biopolitics; Bioethics.)

4. 2 required core courses in Medical Humanities: 6 points

The core courses in medical humanities are designated as any course taught by faculty on the medical humanities advisory board that emphasizes the content, methods, theories, and approaches of the medical humanities. Please confirm with the Director of Medical Humanities if you have any questions

5. 2 classes in the biological or biochemical sciences: 6-8 points

Students in the MedHum major should be versed in contemporary and classical debates and knowledge in the biological sciences. Students may take any two biology or biochemistry classes that relate to fundamental concepts in human biology.

6. Senior Seminar at ICLS: 3 points

The senior seminar is taken in the fall semester of the senior year. Students explore three areas of contemporary reflection in the field of comparative literature and society. Topics change yearly and are aligned with current ICLS research projects. Recent examples include Global Racisms, Literary Cultures, Digital Humanities, and Medical Humanities.

7. Senior Thesis (optional): 3 pts

Students who decide to write a thesis will submit a proposal in the spring semester of their junior year and enroll in a year-long course (CPLS UN3995) starting in the fall of their senior year. This year-long, 3-credit course (1 credit in Fall, 2 credits in Spring) will allow students to receive academic credits for their thesis, and to count the thesis towards completion of their major requirement when necessary.

The specific course of study must be approved by the DUS.

For students who entered Columbia in or before the 2023-24 academic year

Concentration in Comparative Literature and Society

PLEASE NOTE: this information is for students already in the program. The concentration is no longer accepting new students as of Fall 2024.

The concentration in Comparative Literature and Society consists of a minimum of 27 points or 9 courses, distributed as follows. Please note that courses taken to fulfill the application requirements do not count toward the major. Courses fulfilling concentration requirements must be advanced, discussion-based seminars. Language courses in the Beginner I to Intermediate II stream cannot be counted to fulfill any concentration requirement. With the exception of courses taken to satisfy the global core requirement, any double counting of courses to the CPLS concentration and another program or university requirement must be approved by the DUS.

1. Introduction to ICLS (CPLS UN3900), taken in the spring of the sophomore year (3 points).
2. Two courses with a CPLS designator. CL- courses, i.e. courses cross-listed between ICLS and other departments, may also be counted toward this requirement (6-8 points)
3. Two seminars in a humanities or social science discipline other than literature (e.g. Architecture, Anthropology, Art History, Economics, Gender & Sexuality Studies, History, Law, Linguistics, Music, Political Science, Race & Ethnicity Studies, Sociology...). The two courses must be grounded in the same disciplinary approach but don't have to be offered by the same department or program (6-8 points)
4. Two courses requiring readings in a language other than English (the two courses cannot be taken in the same foreign language) (6-8 points)
5. One course focusing on a specific national or regional literature or culture, chosen from any discipline (3-4 points)
6. Senior Seminar in Comparative Literature and Society (CPLS UN3991)

The senior seminar is taken in the fall semester of the senior year. Students explore three areas of contemporary reflection in the field of comparative literature and society. Topics change yearly and are aligned with current ICLS research projects. Recent examples include Global Racisms, Literary Cultures, Digital Humanities, and Medical Humanities.

7. (Optional) Senior Thesis (CPLS UN3995) (3 points)

Students who decide to write a thesis must submit a proposal spring semester of their junior year and enroll in a year-long course (CPLS3995) starting in the fall semester of their senior year. This year-long, 3-credit course (1 credit in Fall, 2 credits in Spring) will allow students to receive academic credits for their thesis, and to count the thesis towards completion of their requirements when necessary.

Students should consult frequently with the DUS to ensure that their program of study develops in consonance with the intellectual project described in the focus statement that was presented as part of the admissions process. The faculty understands that this statement is

itself a work in progress, but also that it serves as a useful guide to the student's academic pursuits and course selection.

Comparative Literature and Society concentration students should also consider the Barnard College course offerings in Comparative Literature. They are also strongly encouraged to avail themselves of the opportunity to study abroad.

FALL 2024 COURSES

CLPS GU4275 TRAUMA AND PLEASURE. 4.00 points.

Can the words "trauma" and "pleasure" be put in the same sentence? If trauma epitomizes suffering and pleasure represents enjoyment, is there any relation between these experiences? And yet, how else to explain that people seem endlessly addicted to negative experiences, or that traumatized people often try to recreate the damage they endured? We are living in an age of endless trauma, and everywhere we go, we hear that trauma is destructive, anathema to pleasure, that it destroys our sense of self, our security, our stability, and identity. We are taught to avoid trauma at all costs because it is harmful and inimical to flourishing. New statistics routinely confirm that we are living through a trauma epidemic in which ordinary people experience symptoms of extreme distress, flashbacks, intrusive thoughts, nightmares, and difficulty sleeping. Every year, new memoirs are published in which protagonists detail their endless battles with traumatic adversity and most television shows, across a variety of genres, include trauma as a subplot to character development (Ted Lasso, Euphoria, True Detective, to name a few). Referring to its growing pervasiveness, the New Yorker critic Parul Sehgal wrote a controversial essay, "The Case Against the Trauma Plot" (2021) in which she criticizes our culture's overreliance on trauma as a primary trope of character development, forcing us to ask: is trauma really as widespread as we think? how did trauma become such a popular 'identity'? what work is trauma doing for us, as individuals and as a culture? Is it possible to recognize the ubiquity of trauma while also acknowledging that we often seek situations which are harmful, even traumatizing, that we might be attracted to suffering for reasons we don't yet understand? This course examines the complex relationship between trauma and pleasure by familiarizing students with the clinical and theoretical concepts at the core of contemporary trauma and critical theory. We will focus specifically on the topics of: sexuality, perversion, trauma, identity, relationality, narcissism, gender and attachment in order to explore how these concepts work today. Delving into theoretical writing by Foucault, Bersani, Edelman, Berlant, Butler, Dean and Preciado, as well as clinical writing by major psychoanalysts, Freud, Laplanche, Loewald, Lacan, Laplanche and Winnicott, we will redefine contemporary debates by exploring their clinical meaning. In addition to offering a comprehensive outline of how psychoanalysis and critical theory relate, this course will expose students to a wide range of contemporary clinical thinking in order to facilitate a deeper engagement with the practical, lived dimension of psychoanalysis

Fall 2024: CLPS GU4275

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLPS 4275	001/14760	T 10:10am - 12:00pm 301m Fayerweather	Gila Ashtor	4.00	25/22

CPLS UN3454 STAGING THE EARLY MOD MEDITERR. 4.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course examines, in sixteenth and seventeenth century Spain and England (1580-1640), how the two countries staged the conflict between them, and with the Ottoman Empire; that is, how both countries represent national and imperial clashes, and the concepts of being “Spanish,” “English,” or “Turk,” as well as the dynamic and fluid identities of North Africa, often played out on the high seas of the Mediterranean with Islam and the Ottoman Empire. We will consider how the Ottoman Empire depicted itself artistically through miniatures and court poetry. The course will include travel and captivity narratives from Spain, England, and the Ottoman Empire

CPLS UN3965 Precision Medicine: Science, Ethics, and Culture. 3.00 points.

This seminar will cover the scientific foundations of precision medicine and its social and ethical dimensions, alongside fundamental humanistic questions and challenges raised by this discipline. It is designed as an introduction to precision medicine accessible to the non-scientist student, but will also explore issues relevant to students who are planning a career in science or medicine

Fall 2024: CPLS UN3965

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3965	001/12137	T 4:10pm - 6:00pm 301m Fayerweather	Rachel Adams, Maya Sabatello, Samuel Sternberg	3.00	22/22

CPLS UN3991 SENIOR SEM-COMP LIT # SOCIETY. 3.00 points.

Prerequisites: CPLS UN3900

Prerequisites: CPLS UN3900 The senior seminar is a capstone course required of all CLS/MedHum majors and CLS concentrations. Only ICLS students may register. The seminar provides students the opportunity to discuss selected topics in comparative literature and society and medical humanities in a cross-disciplinary, multilingual, and global perspective. Students undertake individual research projects while participating in directed readings and critical dialogues about theory and research methodologies, which may culminate in the senior thesis. Students review work in progress and share results through weekly oral reports and written reports

Fall 2024: CPLS UN3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3991	001/11489	W 2:10pm - 4:00pm Room TBA	Irina Kalinka	3.00	10/15
CPLS 3991	002/11490	T 12:10pm - 2:00pm 607 Martin Luther King Building	Brent Edwards	3.00	10/15

CPLS UN3995 SENIOR THESIS IN COMP LIT/SOC. 1.50 point.

This year-long, three-credit course is mandatory for students who will be writing their Senior Thesis in Comparative Literature and Society or in Medical Humanities. Students who wish to be considered for Departmental honors are required to submit a Senior Thesis. The thesis is a rigorous research work of approximately 40 pages, and it will include citations and a bibliographical apparatus. It may be written in English or, with the permission of the Director of Undergraduate Studies, in another language relevant to the students scholarly interests. Although modeled after an independent study, in which core elements of the structure, direction, and pace of the work are decided together by the student and their faculty thesis supervisor, students are nonetheless expected to complete certain major steps in the research and writing process according to the timeline outlined by the ICLS DUS

Spring 2024: CPLS UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/13136		Tadas Bugnevicius	1.50	20/20

Fall 2024: CPLS UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/11491		Tadas Bugnevicius	1.50	13/15

CPLS GU4740 The Narratology of “Modernity”. 3.00 points.

We have a consciousness of ourselves as placed specially in history, in an epoch which is essentially different from all that has come before: the modern. In respect of having such a discourse about ourselves, minimally, it may be true. Since at least the seventeenth century, intellectuals have been elaborating histories of modernity’s origin and theories of its distinction. This course does not attempt to adjudicate what is the true or best theory of the modern, but rather inquires into the discursive and historical conditions for telling narratives about modernity’s advent and constructing theories of its nature, and their aporiai. Topics will vary but may include the advent of “history” as a genre and non-Western “historical” genres; providential time, the saeculum, and prophecy; the dialectic of break and period; the delimiting of non-modernities, such as the primitive/traditional, the feudal, and the postmodern; the search for narrative agents, such as the nation, the state, and the class; schemes of the ontological disunity of modernity; modernism, the avant-garde, and the aesthetic forms of historicity; capitalism, socialism, and revolution; philosophy’s claim to historical diagnosis and the therapeutic refusal thereof; the desire for and attempts to construct anti-historical forms of narration and their limits

Spring 2024: CPLS GU4740

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4740	001/16437	T 12:10pm - 2:00pm 317 Hamilton Hall	Adam Leeds	3.00	8/20

Fall 2024: CPLS GU4740

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4740	001/11722	T 2:10pm - 4:00pm 477 Alfred Lerner Hall	Adam Leeds	3.00	15/15

CLEN GU4575 Source Texts of Postcolonial Vision. 4.00 points.

We will read texts by Memmi, Du Bois, and Leila Ahmed to create a gendered sense of the origins of postcolonial thinking. We will draw a definition of postcolonial hope before the actual emergence of postcolonial nation-states. A 1-page response to the text to be read will be required the previous day. No midterm paper. The final paper will be an oral presentation in a colloquium. ICLS students will be expected to read Memmi in French. No incompletes. Admission by interview. 20# participation, 20# papers, 60# presentation. Seminar Instructions: Interviews will be in August. Email Timothy Henderson (th3108@columbia.edu) with the subject heading "Source Texts of Postcolonial Vision." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course

Fall 2024: CLEN GU4575

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4575	001/14170	W 2:10pm - 4:00pm C01 80 Claremont	Gayatri Spivak	4.00	11/18

CLGM GU4300 Retranslation: Worlding C. P. Cavafy. 4.00 points.

Focusing on a canonical author is an immensely productive way to explore translation research and practice. The works of Sappho, Dante, Rilke, Césaire or Cavafy raise the question of reception in relation to many different critical approaches and illustrate many different strategies of translation and adaptation. The very issue of intertextuality that challenged the validity of author-centered courses after Roland Barthes's proclamation of the death of the author reinstates it if we are willing to engage the oeuvre as an on-going interpretive project. By examining the poetry of the Greek Diaspora poet C. P. Cavafy in all its permutations (as criticism, translation, adaptation), the Cavafy case becomes an experimental ground for thinking about how a canonical author can open up our theories and practices of translation. For the final project students will choose a work by an author with a considerable body of critical work and translations and, following the example of Cavafy and his translators, come up with their own retranslations. Among the materials considered are commentary by E. M. Forster, C. M. Bowra, and Roman Jakobson, translations by Edmund Keeley and Philip Sherrard, James Merrill, Marguerite Yourcenar, and Daniel Mendelsohn, poems by W.H. Auden, Lawrence Durrell, and Joseph Brodsky, and visual art by David Hockney, and Duane Michals

Fall 2024: CLGM GU4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 4300	001/10649	M 12:10pm - 2:00pm 613 Hamilton Hall	Karen Van Dyck	4.00	10/15

CLIA UN3024 Nationalism in Theory and History. 3.00 points.

Were nations always there? Are they real or imagined? Do they come before or after nationalism and the state? How did we pass from a world of empires, duchies, and city-states to a world of nation-states? Where does legitimacy reside if not in God and his endowed kings? Is the modern world really 'disenchanted'? How did we come to understand time, space, language, religion, gender, race, and even our very selves in the era of nations? Are we done with this era, living already in postnational times? This course will combine older theories of nationalism (Gellner, Anderson, Hobsbawm, Smith) with recent approaches of the phenomenon after the 'Imperial/Global/Transnational Turn' and late studies in Gender, Race, Culture and Nationalism, in order to offer new answers to old questions. We will talk about many places around the world, but the main stage where we will try out our questions is Italy and the Mediterranean

Fall 2024: CLIA UN3024

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLIA 3024	001/14529	M 10:10am - 12:00pm 613 Hamilton Hall	Konstantia Zanou	3.00	13/15

FREN GU4022 How to Love: Medieval French and Arabic. 3.00 points.

How did people conceive of and talk about love on either side of the Pyrenees? This course will explore the many faces of desire in medieval French, Occitan, Arabic, Hebrew and Romance (proto-Spanish) literature to ask a broader question: what would be our understanding of lyric poetry, often taken to originate with the troubadours, if we incorporated the poems and songs of Al-Andalus? After anchoring ourselves in history, we will survey the major events and trends that attended the emergence of new poetic and musical forms both in Andalusia and in France between the 8th and the 14th centuries. We will study how these works were composed, read, performed, and transmitted. Weekly readings will combine scholarship with primary texts exploring the many facets of erotic experience: from sexual contact to love from afar, love as madness, love mediated by birds, rejection of marriage, gender fluidity and queerness. We will also think about the literary forms in which these themes are expressed, including dawn songs, bilingual love poems, treatises on achieving female orgasm, conduct manuals, and hybrid texts combining prose and verse. Translations will be provided for most material, but reading knowledge of modern French is required

Fall 2024: FREN GU4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 4022	001/10744	W 10:10am - 12:00pm 507 Philosophy Hall	Eliza Zingesser, Yasmine Seale	3.00	1/15

HIST GU4962 Making and Knowing in Early Modern Europe: Hands-On History. 4.00 points.

This course introduces undergraduate and graduate students to the materials, techniques, contexts, and meanings of skilled craft and artistic practices in early modern Europe (1350-1750), in order to reflect upon a series of topics, including craft knowledge and artisanal epistemology; the intersections between craft and science; and questions of historical methodology in reconstructing the material world of the past. The course will be run as a "Laboratory Seminar," with discussions of primary and secondary materials, as well as hands-on work in a laboratory. The first semester long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of the Companion. This course is associated with the Making and Knowing Project of the Center for Science and Society at Columbia University. The first semester-long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of Phase II of the Making and Knowing Project - a Research and Teaching Companion. Students' final projects (exploratory and experimental work in the form of digital/textual analysis of Ms. Fr. 640, reconstruction insight reports, videos for the Companion, or a combination) will be published as part of the Companion or the Sandbox depending on content and long-term maintenance considerations

Fall 2024: HIST GU4962

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4962	001/10344	W 10:10am - 12:00pm 513 Fayerweather	Pamela Smith	4.00	21/20

RELI UN2670 MAGIC AND MODERNITY. 3.00 points.

This course introduces students to the cultural history of magic: as an idea, as a practice, and as a tool with which wield power and induce wonder. Magic, as we will explore, is a modern concept, the contours of which have been shaped by its relations with religion and science, always against larger backdrops—of the Enlightenment, Romanticism, (post) colonialism, and (post) secularism. Readings are drawn from philosophy, anthropology, religious studies, sociology, drama, literature, history, history of science, and political theory. Cases and readings focus on everything from medieval England to post-socialist Mozambique. Throughout the term, a recurring theme will be whether, and to what extent, magic is incompatible with modernity—or, actually, integral to its constitution. By the end of this course, students should be familiar with a variety of ways in which magic has been understood since the early modern era, in a wide range of settings and cultural contexts. By tracing understandings of magic, students should also come away with an appreciation of how the authority of being "modern" is constructed (and contested) in relation to contemporary valuations of reason, science, enchantment, and the imagination

Fall 2024: RELI UN2670

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2670	001/10194	T Th 10:10am - 11:25am 307 Uris Hall	Matthew Engelke	3.00	34/36

SPRING 2024 COURSES**CPLS UN3900 INTRO TO COMP LIT # SOCIETY. 3.00 points.**

Introduction to concepts and methods of comparative literature in cross-disciplinary and global context. Topics may include: oral, print, and visual culture; epic, novel, and nation; literature of travel, exile, and diaspora; sex and gender transformation; the human/inhuman; writing trauma; urban imaginaries; world literature; medical humanities. Open only to students who have applied for and declared a major in Comparative Literature and Society or Medical Humanities

Spring 2024: CPLS UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3900	001/13133	M 10:10am - 12:00pm 317 Hamilton Hall	Tadas Bugnevicus	3.00	17/20
CPLS 3900	002/13134	T 10:10am - 12:00pm 302 Alfred Lerner Hall	Rishi Goyal	3.00	16/20

CPLS UN3995 SENIOR THESIS IN COMP LIT/SOC. 1.50 point.

This year-long, three-credit course is mandatory for students who will be writing their Senior Thesis in Comparative Literature and Society or in Medical Humanities. Students who wish to be considered for Departmental honors are required to submit a Senior Thesis. The thesis is a rigorous research work of approximately 40 pages, and it will include citations and a bibliographical apparatus. It may be written in English or, with the permission of the Director of Undergraduate Studies, in another language relevant to the students' scholarly interests. Although modeled after an independent study, in which core elements of the structure, direction, and pace of the work are decided together by the student and their faculty thesis supervisor, students are nonetheless expected to complete certain major steps in the research and writing process according to the timeline outlined by the ICLS DUS

Spring 2024: CPLS UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/13136		Tadas Bugnevicus	1.50	20/20

Fall 2024: CPLS UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/11491		Tadas Bugnevicus	1.50	13/15

CLPS GU4201 BASIC CONCEPTS-POST-FREUD THGT. 4.00 points.

This course examines psychoanalytic movements that are viewed either as post-Freudian in theory or as emerging after Freud's time. The course begins by considering the ways Freud's cultural and historical surround, as well as the wartime diaspora of the European psychoanalytic community, shaped Freudian and post-Freudian thought. It then focuses on significant schools and theories of psychoanalysis that were developed from the mid 20th century to the present. Through readings of key texts and selected case studies, it explores theorists' challenges to classical thought and technique, and their reconfigurations, modernizations, and total rejections of central Freudian ideas. The course concludes by looking at contemporary theorists' moves to integrate notions of culture, concepts of trauma, and findings from neuroscience and attachment research into the psychoanalytic frame

Spring 2024: CLPS GU4201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLPS 4201	001/10666	M 2:10pm - 4:00pm 401 Hamilton Hall	Karen Seeley	4.00	9/15

CLPS GU4225 Sex and Psychoanalysis. 3.00 points.

Sex has always been a powerful and enigmatic force. Freud made it the centerpiece of psychoanalysis. Though many are familiar with his work on sexuality, few are aware of the development, elaboration and repudiation (in some instances) of these early ideas over the last century. This course aims at presenting the evolution of psychoanalytic thinking on sex. We will examine a vast array of concepts in a modern context including desire, longing, genders, sexual fantasies, sexual orientations, BDSM, masturbation and polyamory among others. These presentations will also be enriched by an attention to the historical and cultural aspects of sexuality

Spring 2024: CLPS GU4225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLPS 4225	001/10591	W 12:10pm - 2:00pm 302 Fayerweather	Tiziano Colibazzi	3.00	15/20

CPLS GU4325 Abolition Medicine: Medical Racisms and Anti-Racisms. 3.00 points.

In 1935, WEB Dubois wrote about abolition democracy: an idea based not only on breaking down unjust systems, but on building up new, antiracist social structures. Scholar activists like Angela Davis, Ruth Gilmore and Mariame Kaba have long contended that the abolition of slavery was but one first step in ongoing abolitionist practices dismantling racialized systems of policing, surveillance and incarceration. The possibilities of prison and police abolition have recently come into the mainstream national consciousness during the 2020 resurgence of nationwide Black Lives Matters (BLM) protests. As we collectively imagine what nonpunitive and supportive community reinvestment in employment, education, childcare, mental health, and housing might look like, medicine must be a part of these conversations. Indeed, if racist violence is a public health emergency, and we are trying to bring forth a “public health approach to public safety” – what are medicine’s responsibilities to these social and institutional reinventions? Medicine has a long and fraught history of racial violence. It was, after all, medicine and pseudoscientific inquiry that helped establish what we know as the racial categorizations of today: ways of separating human beings based on things like skin color and hair texture that were used (and often continue to be used) to justify the enslavement, exclusion, or genocide of one group of people by another. Additionally, the history of the professionalization of U.S. medicine, through the formation of medical schools and professional organizations as well as and the certification of trained physicians, is a history of exclusion, with a solidification of the identity of “physician” around upper middle class white masculinity. Indeed, the 1910 Flexner Report, whose aim was to make consistent training across the country’s medical schools, was explicit in its racism. From practices of eugenic sterilization, to histories of experimentation upon bodies of color, medicine is unfortunately built upon racist, sexist and able-ist practices. This course is built on the premise that a socially just practice of medicine is a bioethical imperative. Such a practice cannot be achieved, however, without examining medicine’s histories of racism, as well as learning from and building upon histories of anti-racist health practice. The first half of the semester will be dedicated to learning about histories of medical racism: from eugenics and racist experimentation to public health xenophobic fear mongering. The second half of the semester will be dedicated to examining medical and grassroots anti-racist practices: from the free health clinics and hospital takeovers of the Black Panther and Young Lords Parties, to environmental activism in Flint and the Sioux Rock Reservation to antiracist AIDS and COVID activism

Spring 2024: CPLS GU4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4325	001/10663	Th 12:10pm - 2:00pm 317 Hamilton Hall	Sayantani DasGupta	3.00	20/20

CPLS GU4740 The Narratology of “Modernity”. 3.00 points.

We have a consciousness of ourselves as placed specially in history, in an epoch which is essentially different from all that has come before: the modern. In respect of having such a discourse about ourselves, minimally, it may be true. Since at least the seventeenth century, intellectuals have been elaborating histories of modernity’s origin and theories of its distinction. This course does not attempt to adjudicate what is the true or best theory of the modern, but rather inquires into the discursive and historical conditions for telling narratives about modernity’s advent and constructing theories of its nature, and their aporiai. Topics will vary but may include the advent of “history” as a genre and non-Western “historical” genres; providential time, the saeculum, and prophecy; the dialectic of break and period; the delimiting of non-modernities, such as the primitive/traditional, the feudal, and the postmodern; the search for narrative agents, such as the nation, the state, and the class; schemes of the ontological disunity of modernity; modernism, the avant-garde, and the aesthetic forms of historicity; capitalism, socialism, and revolution; philosophy’s claim to historical diagnosis and the therapeutic refusal thereof; the desire for and attempts to construct anti-historical forms of narration and their limits

Spring 2024: CPLS GU4740

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4740	001/16437	T 12:10pm - 2:00pm 317 Hamilton Hall	Adam Leeds	3.00	8/20

Fall 2024: CPLS GU4740

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4740	001/11722	T 2:10pm - 4:00pm 477 Alfred Lerner Hall	Adam Leeds	3.00	15/15

CPLS GU4802 Contradictions of Care: From Intimacy to Institution. 3.00 points.

Care is central to the interpersonal claim that is made by the other. It is a response that recognizes and satisfies a need. Care can be motivated by pain and sorrow, but also by desire and the desire for recognition. But while care is a fundamental aspect of healing, it can also be a demand that extracts obligations and liabilities. Care is an ambiguous concept that always already contains or is determined by its oppositions; we will begin by analyzing the concept of care itself, drawing on resources from the history and philosophy of medicine as well as literary sources. Ideals of care that many of us have for our loved ones are difficult to render at scale, and are often in tension with the for-profit motivations behind the development of medications, the administration of healthcare services, and the distribution of goods. We will consider the sorts of compromises that are made every day through readings in literature, history, political science and philosophy and also through first-person experience in the form of a practicum that that will run parallel to the course

Spring 2024: CPLS GU4802

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4802	001/10664	F 10:10am - 12:00pm 317 Hamilton Hall	Arden Hegele	3.00	19/18

CPLS GU4825 Technology and Justice. 3.00 points.

Technological inventions have consistently spawned corresponding utopian visions of total social improvement, followed closely by dystopian fears and moral panics. The current advances in digital technologies are no different. Producing the full range of reactions all at once – from celebrations of “networked protests” to wild accusations of “fake news” to dire warnings against the proliferation of “AI plagiarism” – responses to today’s media environments proclaim the end of politics as we know it ... for better or worse. Through close reading and discussion of key texts of political and media theory, this course will show that such media developments and corresponding discourses of political crises are never completely “new” but can be historically and intellectually situated in much longer struggles over the ideals that should structure our communities. The digital age certainly did not “invent” white supremacy, isolated individualism, segregated information landscapes, or deliberate and manipulative misreporting, for example. Together we will question both triumphant digital utopianism and fatalist assumptions of ubiquitous manipulation, and instead engage in more complex readings of the ways technology, oppression, and struggles for justice are related

Spring 2024: CPLS GU4825

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4825	001/16456	W 2:10pm - 4:00pm B-100 Heyman Center For Humanities	Irina Kalinka	3.00	7/18