

The Clarion

Descriptions of English and Foreign Language Courses Offered at East Tennessee State
University, Summer / Fall 2021

Pre-Summer
(05/17/21 – 06/4/21)

ENGLISH

ENGL 3270 | Literature of Popular Culture: Graphic Narration | Honeycutt

The groundbreaking graphic artist Will Eisner once prophesized that “the comic strip is no longer the comic strip, but in reality an illustrated novel. It is new and raw in form just now, but material for limitless intelligent development. And eventually and inevitably it will be a legitimate medium for the best writers and artists.” Using Eisner’s prescient words as a guide, ENGL 3270 Graphic Narration: The Literature of Popular Culture will explore one of the most widespread and influential literary genres. This pre-summer online course will trace how graphic novels developed from their inception late in 1960s to contemporary culture. Along the way, we will learn how to read and decode graphic novels, interrogate the medium as a method of storytelling, and interpret the complex relationship between image and language. Although graphic novels are illustrated, they should by not be considered exclusively young adult literature; in fact, many of the genre’s most powerful texts grapple with mature contents like racial identity and injustice, violence, sexuality, and class issues. Because this course is offered in the accelerated pre-summer semester, please be aware that it will be both reading and writing intensive.

Required Texts:

Ba, Gabriel and Fabio Moon. *Daytripper*

Bechdel, Alison. *Fun Home: A Family Tragicomic*

Carroll, Emily. *Through the Woods*

Eisner, Will. *A Contract with God and Other Tenement Stories*

Kindell, Mikki. *Amazons, Abolitionists, and Activists: A Graphic History of Women's Fight for Their Rights*

McCloud, Scott. *Understanding Comics: The Invisible Art*

Backderf, Derf. *Kent State*

Moore, Alan and Dave Gibbons. *Watchmen*

Spiegelman, Art. *Maus: A Survivor's Tale I & II*.

Yang, Gene Luen. *American Born Chinese*.

LANGUAGES

SPAN 1010 | Beginning Spanish I | Detwiler

A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

**SUMMER SESSION I
(06/7/21 – 07/9/21)**

ENGLISH

ENGL 1010 | Critical Reading and Expository Writing | Bacon

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Critical Thinking and Argumentation | Morrison

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Heritage | Childress

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. This course satisfies the requirement for three hours in the “Heritage” area of familiarity, but does **not** meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world.

Required Text:

Literature: A Portable Anthology. Ed. Gardner et al. 4th ed. ISBN: 9781319035341.

ENGL 2110 | American Literature to 1865 | Cody

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson.

Required text:

Norton Anthology of American Literature, (Set 1: Vols. A & B). Ed. Levine et al. 9th ed. ISBN: 9780393264548.

ENGL 3020 | Fiction | Baumgartner

Prerequisites: ENGL 1020 or equivalent. This course will focus on the study of fiction as a genre. Special attention will be given to form and technique in the short story and novel. We will read and discuss fiction from a range of cultures and traditions, including stories by Ambrose Bierce, Kate Chopin, Anton Chekhov, James Baldwin, Eudora Welty, Flannery O’Connor, Ursula K. Le Guin, Gabriel García Márquez, Andre Dubus, Amy Hempel, and many others.

Required texts:

The Norton Anthology of Short Fiction, 8th Edition (Full), edited by Richard Bausch and R.V. Cassill [ISBN13: 978-0-393-93775-6]

ENGL 3280 | Mythology | Cody

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from the world over will be our semester-long topic. Along the way, we will first pay particular attention to selected figures from the Greek pantheon and then examine literary works, ancient and modern, that develop mythological themes, characters, and situations.

ENGL 4117 | Grammar and Usage | McGarry

This course takes a descriptive approach to English grammar, i.e. we examine the rules by which English speakers form phrases, clauses, and sentences. Among the topics we address are word classes (nouns, verbs, etc.) and their properties, types and structure of phrases and clauses, principles of grammatical analysis and description, and grammatical variation among varieties of English. The course provides essential understanding for future teachers of English, increases the ability to speak and write English effectively, and heightens critical thinking and analysis skills. The text is *A Student's Introduction to English Grammar* by Rodney Huddleston and Geoffrey Pullum, ISBN 0521612888.

ENGL 4200 | Shakespeare and His Age | Sawyer

This course examines a wide range of Shakespeare's plays, including two comedies, four tragedies, and one romance. We will also read one play by Christopher Marlowe, comparing his most important work, *Dr. Faustus*, to the plays of Shakespeare. While we will focus on interpretation of the text itself, we will also consider the cultural context of the plays and apply various critical theories to them. Although I will present some lectures, class discussion is also an important part of this course.

Required texts:

The Norton Shakespeare, W.W. Norton & Company, 3rd ed. (2015). ISBN: 978-0-393-93863-0
Hamlet: Case Studies in Contemporary Criticism, ed. Susanne Wofford. ISBN: 0-312-05544-7
Dr. Faustus, ed. David Bevington and Eric Rasmussen. ISBN: 0-719-01643-6

ENGL 5117 | Grammar and Usage | McGarry

See ENGL 4117

LANGUAGES**FREN 2010 | Second-Year French I | Coulson**

Prerequisite(s): A grade of at least a C- in FREN 1020, credit received from CLEP exam, or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

SPAN 1010 | Beginning Spanish I | Fehskens

A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 2010 | Second-Year Spanish I | Heil

Prerequisite(s): A grade of at least C- in SPAN 1020 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SUMMER SESSION II**(7/12/21 – 8/13/21)****ENGLISH****ENGL 1020 | Critical Thinking and Argumentation | Various Sections**

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Heritage | Lichtenwalner

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. This course satisfies the requirement for three hours in the "Heritage" area of familiarity, but does **not** meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world.

Required Text:

Literature: A Portable Anthology. Ed. Gardner et al. 4th ed. ISBN: 9781319035341.

ENGL 2120 | American Literature since 1865 | Kornweibel

Prerequisite(s): ENGL 1020 or equivalent. ENGL 2120 is a survey of American Literature covering the years since the Civil War. Students will read important works that defined the various literary periods into which these years may be usefully classified: Realism, Naturalism, Modernism, and, since the 1960s, a Contemporary literature that, due to its range of voices, defies easy labels. Major figures from each period (e.g., Henry James, Stephen Crane, T. S. Eliot, and Toni Morrison) will be read and discussed. Students will consider the literature for the themes that answer our questions about the human condition: our nature (desires, fears, attitudes, etc.) and, ultimately, our need to understand the mystery of our existence.

Required text:

Norton Anthology of American Literature, (Set 2: Vols. C, D, E). Ed. Levine et al. 9th ed. ISBN: 9780393264555.

ENGL 4077 | Young Adult Literature | Thompson

This course explores the exciting, multi-cultural field of literature written by, for, and about adolescents. Students will read widely in YA literature; explore various genres and formats; investigate a variety of teaching resources; become familiar with current scholarship; discover the usefulness of an intersectional approach, discuss best practices in digital pedagogies, and develop online curriculum for teaching adolescent literature. Our reading will no doubt yield additional discussions on topics such as literacy, multiculturalism, gender identity, sexuality, diversity/inclusion, censorship, bullies and bullying, and the use of film and new critical media in the literature classroom. In short, we will explore the value of adolescent literature for young adult readers and, hopefully, re-discover the pleasures found in reading young adult literature for ourselves. For more information about course content, texts, and requirements, you may email the instructor at thomsop@etsu.edu.

ENGL 5077 | Young Adult Literature | Thompson

See ENGL 4077

LANGUAGES**FREN 2020 | Second-Year French II | Coulson**

Prerequisite(s): A grade of at least a C- in FREN 2010 or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

JAPN 4230 | Japanese Manga and Anime Translation | Tezuka-Arnold

Introduces translation theories used to produce practical translations mainly from Japanese to English. This course teaches basic translation skills for Japanese manga and animation through an interdisciplinary approach by including transitions from various authentic materials from Japanese manga, books, videos, and movies.

SPAN 1020 | Beginning Spanish II | Fiuza

Prerequisite(s): A grade of at least C- in SPAN 1010 or with consent of Spanish coordinator. A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 2020 | Second-Year Spanish II | Gómez-Sobrino

Prerequisite(s): A grade of at least C- in SPAN 2010 or with consent of the coordinator for Spanish. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

DUAL SESSION
(6/7/21 – 8/13/21)

ENGLISH**ENGL 2330 | World Literature | Buck**

Prerequisites: ENGL 1020 or equivalent. Our wi-fi gets faster, our cell phones get smarter, and with every new technological advance the world feels smaller. We have never been closer to (or more dependent on) our global neighbors as we are today. World Literature is an opportunity to read great writing from across the globe, including Asia, Africa, Latin America and the Middle East. We will explore diverse and thriving literary traditions from the early moments of recorded history through present day. Assigned readings will include sacred and secular texts, epic poetry, hero tales, mythology, as well as fiction, poetry and drama from a wide range of modern cultures.

Required Text:

Norton Anthology of World Literature, Shorter 4th Edition [ISBN13: 978-0-393-65602-2]

FALL SESSION
(08/23/21 - 12/9/21)

ENGLISH**ENGL 1010 | Critical Reading and Expository Writing | Various Sections**

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Critical Thinking and Argumentation | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 1028 | Honors Composition II | McGarry

Prerequisite(s): ENGL 1010, ENGL 1018 or equivalent and permission of the English Honors Director.

This course teaches critical reading, research, and academic writing in the context of an examination of the role of constructed languages in historical and modern society and in academic discourse. We discuss the principles universal to natural languages, investigate whether constructed languages follow those principles, and consider the significance of the answer in regard to our understanding of human language. We also trace the history of constructed languages with the goal of understanding the reasons why humans construct artificial languages and other humans learn them and what roles the languages can play

in society. We examine the ways that artificial languages can be categorized and look at examples of different kinds. Among the languages we consider are Esperanto, Klingon, Láadan, Elvish, Loglan, and Na'vi.

ENGL 2030 | Literary Heritage | Various Sections

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. This course satisfies the requirement for three hours in the "Heritage" area of familiarity, but does **not** meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world.

Required text:

Literature: A Portable Anthology. Ed. Gardner et al. 4th ed. ISBN: 9781319035341.

ENGL 2110 | American Literature to 1865 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson.

Required text:

Norton Anthology of American Literature, (Set 1: Vols. A & B). Ed. Levine et al. 9th ed. ISBN: 9780393264548.

ENGL 2120 | American Literature since 1865 | Various Sections

Prerequisite(s): ENGL 1020 or equivalent. ENGL 2120 is a survey of American Literature covering the years since the Civil War. Students will read important works that defined the various literary periods into which these years may be usefully classified: Realism, Naturalism, Modernism, and, since the 1960s, a Contemporary literature that, due to its range of voices, defies easy labels. Major figures from each period (e.g., Henry James, Stephen Crane, T. S. Eliot, and Toni Morrison) will be read and discussed. Students will consider the literature for the themes which answer our questions about the human condition: our nature (desires, fears, attitudes, etc.) and, ultimately, our need to understand the mystery of our existence.

Required text:

Norton Anthology of American Literature, (Set 2: Vols. C, D, E). Ed. Levine et al. 9th ed. ISBN: 9780393264555.

ENG 2210 | British Literature to 1785 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. British Literature I is designed to introduce students to British authors from the Old (in translation) and Middle period through the 18th century. Emphasis is on primary texts and their link with historical Britain and helping students understand the relationship of these writers and their works to the genre, politics, intellectual movements, gender roles, and cultural and class distinctions of their period.

Required text:

Norton Anthology of English Literature (Set 1: Vols. A, B, C). Ed. Greenblatt. 10th ed. ISBN: 9780393603125.

ENGL 2220 | British Literature since 1785 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. British Literature II is designed to introduce students to men and women British authors from the Romantic through Modern periods, emphasizing primary texts and their political and social significance in Britain. It will also help students understand the relationship of these writers and their works to their period.

Required text:

Norton Anthology of English Literature (Set 2: Vols. D, E, F). Ed. Greenblatt. 10th ed. ISBN: 9780393603132.

ENGL 2438 | Honors Survey of British Literature | Slagle

The aim of English 2238 is to provide Honors students with an indispensable introduction to British literature by men and women from the Medieval period through the present. This course focuses on literature and its relationship to the study of history, class, gender, race and other issues. Since reading and writing are most often dependent upon each other, the course will help students interpret and write about all genres of English literature from the periods covered. Prerequisite ENGL 1020 or equivalent Honors course. *Open by permit only to students in ETSU Honors programs.*

Required Text:

The Norton Anthology, English Literature: The Major Authors (Vols. 1 & 2), 9th Edition, 2013

ENGL 2330 | World Literature | Elhindi

At the beginning of the semester, we will study the literary terms used in analyzing and evaluating literature. And then we will survey the basic principles of literary criticism. Afterwards, we will study texts from Asia, Australia, Africa, and Latin America. The goal of this class is to introduce you to diverse cultures and literary traditions. If you need further information regarding this course, please stop by, call, or e-mail. I am in Room 310 Burleson Hall; my telephone number is 439-5992; and my electronic mail address is Elhindi@etsu.edu

Required Texts:

Gateways to World Literature, edited by David Damrosch, ISBN 978-0-205-78711-1
Concert of Voices, edited by Victor Ramraj, ISBN 978-1-55111-977-9.

ENGL 2330 | World Literature | Various Sections

Prerequisites: ENGL 1020 or equivalent. Our wi-fi gets faster, our cell phones get smarter, and with every new technological advance the world feels smaller. We have never been closer to (or more dependent on) our global neighbors as we are today. World Literature is an opportunity to read great writing from across the globe, including Asia, Africa, Latin America and the Middle East. We will explore diverse and thriving literary traditions from the early moments of recorded history through present day. Assigned readings will include sacred and secular texts, epic poetry, hero tales, mythology, as well as fiction, poetry and drama from a wide range of modern cultures.

Required Text:

Norton Anthology of World Literature, Shorter 4th Edition [ISBN13: 978-0-393-65602-2]

ENGL 2430 | European Literature | Reid

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This course offers a historical survey of European works, beginning with antiquity, as basis for Western culture. We will read a range of exciting texts and genres, considering their historical and cultural contexts. Students are expected to engage in creative thinking and develop writing skills in our academic journey together.

Required text:

The Norton Anthology of World Literature (Volumes 1 and 2). Puchner. Shorter 4th Edition. ISBN: 9780393656022

ENGL 3020 | Fiction | Baumgartner

Prerequisites: ENGL 1020 or equivalent. This course will focus on the study of fiction as a genre. Special attention will be given to form and technique in the short story and novel. We will read and discuss

fiction from a range of cultures and traditions, including stories by Ambrose Bierce, Kate Chopin, Anton Chekhov, James Baldwin, Eudora Welty, Flannery O'Connor, Ursula K. Le Guin, Gabriel García Márquez, Andre Dubus, Amy Hempel, and many others.

Required texts:

The Norton Anthology of Short Fiction, 8th Edition (Full), edited by Richard Bausch and R.V. Cassill
[ISBN13: 978-0-393-93775-6]

ENGL 3040 | Literary Non-Fiction | O'Donnell

"Literary Nonfiction" is an oddly apologetic term. (Literary... as opposed to that other kind of nonfiction.) At the very least, the term sounds earthbound and prosaic, betraying a persistent suspicion that you can't really stick to the facts and create high art. Well, can you? Yes, you can. In this course, we'll read acknowledged literary masterpieces, including T. Capote's *In Cold Blood*, and D.F. Wallace's great essays from the 1990s. We'll also read some works that perhaps don't rank as first-rate literature, but that sure provide compelling reads. Along the way, we'll explore the sometimes arbitrary boundaries between fiction and non. The course addresses nonfiction subgenres including the essay, literary journalism, "New Journalism," memoir, sports writing, travel writing, true crime writing, and others. Most of the texts are 20th-century American works, written in English, but we'll take forays into the 19th century, and we'll read a few short translations. For more info, see faculty.etsu.edu/odonnell/2020fall/engl3040/

ENGL 3100 | Intro to Linguistics | Michieka

The purpose of this course is to introduce students to the nature of human language, and to the similarity and the diversity of the languages of the world. We will address questions such as, what is language? What does it mean to know a language? What are the different approaches to languages in disciplines such as psychology and sociology? The course will also give students a general introduction to the theoretical and applied branches of linguistic knowledge such as : the study of sounds and their patterns (Phonetics and Phonology), words (Morphology), sentences (Syntax) meanings (Semantics), the study of the relationship between language and society (Sociolinguistics), how language is stored and processed in the brain (Psycholinguistics), how languages change over time (Historical or Diachronic linguistics), and how humans learn language (Language Acquisition).

Required Text:

Language Files: Materials for an Introduction to Language and Linguistics, 12th edition ISBN 978-0814252703

ENGL 3118 | Honors Literature Focus: Dante's Divine Comedy | Reid

For the 700th anniversary of Dante's death, join us for an unforgettable literary journey through Hell (*Inferno*), Purgatory (*Purgatorio*), and Heaven (*Paradiso*) as we study the *Divine Comedy*. We will read the *Divine Comedy* twice, via two different translation traditions: a prose "scholar's Dante" and a verse "poet's Dante." As part of the course, we will assist the Reece Museum with its fall celebration of Dante and the Visual Arts. For more information, contact Dr. Josh Reid: reidjs@etsu.edu.

Required textbooks:

Dante, *Inferno*, trans. and ed. Robert Durling
Dante, *Purgatorio*, trans. and ed. Robert Durling
Dante, *Paradiso*, trans. and ed. Robert Durling
Dante, *Inferno*, trans. Robert Pinsky
Dante, *Purgatorio*, trans. W. S. Merwin
Dante, *Paradiso*, trans. John Ciardi

ENGL 3130 | Advanced Composition | O'Donnell

Prerequisite(s): ENGL-1010 and 1020 or equivalents. You will write in a variety of modes and genres, choosing your own topics in consultation with me. Assignments include five nonfiction pieces, of about 1500 words each. The course is "revision-oriented": You will participate in draft workshops, and the grading policy allows you to drop a low grade, and to revise for new grades. This course emphasizes readability, creativity, and writing for real audiences. I will encourage you to develop an engaging, readable voice. You will learn to incorporate narrative elements, along with information from source materials, into your own writing. Our working hypothesis in this class is that all human experience -- even academic work, research, and reportage -- is, in some sense narrative, which is to say that it's all about people, in particular places and times, doing things (i.e. character, setting, plot). Readings include a range of recent, prize-winning nonfiction, from a magazine-writing anthology. For more info, see faculty.etsu.edu/odonnell/2020fall/engl3130/.

ENGL 3141 | Creative Writing I: Poetry | Graves

Prerequisite(s): ENGL 1020 or equivalent; and one 2000-level literature course. Creative Writing I will focus on poetry this fall. This class is designed to help you learn the techniques, habits, and discipline of writing literary poems. We will study in the whole craft of writing poetry, generally based on the model used successfully in the other arts, and will learn by observing, imitating, and practicing the approaches used by accomplished poets. It is not simply a "writing workshop," though we will spend a good deal of time considering and discussing poems that you write and submit to the class. We will read great poems from the past and present, and do our best to write some great poems of our own.

Required texts:

A Book of Luminous Things, edited by Czeslaw Milosz, ISBN: 0156005743
The Poetry Home Repair Manual, by Ted Kooser, ISBN: 0803259786.

ENGL 3150 | Literature, Ethics, and Values: | Lichtenwalner

What is the relationship between human and non-human animals? Do animals have moral status? Do we have a right to harm or kill some animals in order to benefit or save others? Which types of animal use are acceptable? What are the benefits of human and non-human animal interaction, and do those benefits go both ways (are the non-human animals also benefitted by such interactions)? This course will explore ethical questions concerning animal rights through the study of both fiction and criticism, with a special focus on advocacy.

ENGL 3280 | Mythology | Cody

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from the world over will be our semester-long topic. Along the way, we will first pay particular attention to selected figures from the Greek pantheon and then examine literary works, ancient and modern, that develop mythological themes, characters, and situations.

ENGL 3500 | Women Authors | Childress

In his course, subtitled *Women Writing Appalachia*, we will explore the voices of women from Appalachia, their political, intellectual, and emotional experiences, and their broad contribution to the cultural understanding of the lives of women in the region. We will consider fiction, poetry, essays, and creative non-fiction (some in their entirety, excerpts from others) within their literary contexts, as well as within their social contexts, to discover how Appalachian women authors wield literary force as well as political and social influence.

Required Texts:

Davis, Rebecca Harding. *Life in the Iron Mills: A Bedford Cultural Edition*, edited by Cecelia Tichi, Bedford Books, 1998. ISBN: 0031213360X

Dykeman, Wilma. *The Tall Woman*. Wakestone Books, 1982. ISBN: 978-0961385910

Hooks, Bell. *Appalachian Elegy: Poetry and Place*. University Press of Kentucky, 2012. ISBN: 978-0813136691

Miles, Emma Bell. *The Common Lot and Other Stories*, edited by Grace Toney Edwards, Ohio University Press, 2016. ISBN: 978-0-8040-1174-7

Walls, Jeanette. *The Glass Castle*. Scribner Book Co. 2006. ISBN: 978-0743247542

Whittaker, Kayla Rae. *The Animators*. Random House, 2017. ISBN: 978-0812989304

ENGL 4008 | Honors Shakespeare | Sawyer

This Honors Shakespeare course will begin with a classic biography of Shakespeare, before turning its attention to six of Shakespeare's plays. During the reading of each one, we will also look at the play's afterlife by focusing on various appropriations of the play in novels, films, poetry, later plays, and literary criticism. For example, after reading *Hamlet*, we will consider Julie Taymor's *Lion King* discussing how it both borrows from, even as it rewrites, Shakespeare's classic tragedy. This plan of study will provide us with a solid background of Shakespeare's own life and cultural context before we trace his works as they travel through time and are transformed in other ages and genres. In addition to a midterm and a final exam, students will give one graded presentation on their research towards the cumulative Final Paper of 8-10 pages in length. Occasional quizzes may also occur during the semester.

ENGL 4012 | American Novel | Holmes

"The American Novel" offers a representative survey of influential works where authors offer outsider perspectives to "afflict the comfortable." If you are thinking you have read these novels before, you have not read them before with the rest of us in this context. Besides, you have not really read *Moby-Dick* until you have read it again—which we can say about every book on this list. Each student will make one oral presentation to the class and write three essays. For your convenience, please review the booklist and specified editions. For more information, contact Dr. Holmes at holmest@etsu.edu.

Required Texts:

Baldwin, James, *Go Tell It on the Mountain*, ISBN 9780375701870, Vintage International (Penguin/Random House)

Cather, Willa, *My Ántonia*, ISBN 9780525562863, Vintage International (Penguin/Random House)

Chopin, Kate, *The Awakening*, ISBN 978-0393617313, Norton

Ellison, Ralph, *Invisible Man*, ISBN 9780679732761, Vintage International (Penguin/Random House)

Faulkner, William, *As I Lay Dying*, ISBN 9780679732259, Vintage International (Penguin/Random House)

Hawthorne, Nathaniel, *The Scarlet Letter*, ISBN 978-0393264890, Norton

Hurston, Zora Neale, *Their Eyes Were Watching God*, ISBN: 9780060838676, Amistad (Harper Collins)

Larsen, Nella, *Passing*, ISBN 978-0393979169, Norton

Melville, Herman, *Moby-Dick*, ISBN 978-0393285000, Norton

Morrison, Toni, *Beloved*, ISBN 9781400033416, Vintage International (Penguin/Random House)

ENGL 4040 | Modernism and Postmodernism | Jones

Prerequisite: ENGL 1010 and 1020 or equivalent(s). Lamenting the end of storytelling after the unspeakable catastrophes of World War I, Walter Benjamin gets at the heart of modernism when he asks: "Was it not noticeable at the end of the war that men returned from the battlefield grown silent – not richer, but poorer in communicable experience?" The silence Benjamin identifies is the birth of modernism, incapable of being didactic in the face of a newly shattered world. The silence of modernism

continues into postmodernism with greater intensity. In this course, we will gaze into the silence by reading novels, plays and poetry of the post-war periods. We will explore modernism as a response to a newly mechanized world, which culminated in WWI, and postmodernism as a response to the horrors of the Holocaust, colonialism, and racism. While it may appear as though the world has recovered from these wars, modern and postmodern writers remind us that these catastrophes stripped up of all we thought was whole. The writers of the modern age bear witness and testify to the need to reimagine and question assumptions about historical narratives and social and ideological constructions. A must take class for students that want to have a cosmopolitan understanding of our world today.

ENGL 4077 | Young Adult Literature | Honeycutt

Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course explores popular, exciting, and ever-expanding literature written for and about adolescents. Students will read widely in YA literature; study various genres and formats, including realistic fiction, romance and adventure, science fiction/fantasy, poetry, graphic novels, and film; and become familiar with current scholars and scholarship. The course is designed primarily for students interested in teaching English in high school; therefore as our class reads these works, we should consider their appropriateness, role, and value (or lack thereof) to the secondary classroom. For more information about course content and texts, you may email the instructor at honeycut@etsu.edu.

ENGL 4117 | Grammar and Usage | Elhindi

This class will introduce the system of rules that underlie English usage. Our task in this course would be bringing these rules that you have already learned as a native speaker of English from a subconscious or tacit level to a conscious or focal level. We will study the structure of words, phrases, clauses, and sentences. Moreover, we will examine the distribution of these linguistic units and investigate the rules that determine their classification and combination. This class is essential to students who want to develop their confidence as English writers and teachers. Should you need further information regarding this class, you are welcome to stop by, call, or e-mail. I am in room 310 Burleson Hall; my telephone number is 439-5992; and my electronic address is Elhindi@etsu.edu

Required Text:

Analyzing English Grammar, 7th Edition, by Thomas Klammer, ISBN: 9780205252527

ENGL 4117 | Grammar and Usage (Online) | McGarry

This course takes a descriptive approach to English grammar, i.e. we examine the rules by which English speakers form phrases, clauses, and sentences. Among the topics we address are word classes (nouns, verbs, etc.) and their properties, types and structure of phrases and clauses, principles of grammatical analysis and description, and grammatical variation among varieties of English. The course provides essential understanding for future teachers of English, increases the ability to speak and write English effectively, and heightens critical thinking and analysis skills. The text is *A Student's Introduction to English Grammar* by Rodney Huddleston and Geoffrey Pullum, ISBN 0521612888.

ENGL 4137 | Dialectology | Elhindi

This class will introduce the system of rules that underlie English usage. Our task in this course would be bringing these rules that you have already learned as a native speaker of English from a subconscious or tacit level to a conscious or focal level. We will study the structure of words, phrases, clauses, and sentences. Moreover, we will examine the distribution of these linguistic units and investigate the rules that determine their classification and combination. This class is essential to students who want to develop their confidence as English writers and teachers. Should you need further information regarding

this class, you are welcome to stop by, call, or e-mail. I am in room 310 Burleson Hall; my telephone number is 439-5992; and my electronic address is Elhindi@etsu.edu

Required Text:

Analyzing English Grammar, 7th Edition, by Thomas Klammer, ISBN: 9780205252527

ENGL 4200 | Shakespeare and his Age | Sawyer

This course examines a wide range of Shakespeare's plays, including two comedies, four tragedies, and one romance. We will also read one play by Christopher Marlowe, comparing his most important work, *Dr. Faustus*, to the plays of Shakespeare. While we will focus on interpretation of the text itself, we will also consider the cultural context of the plays and apply various critical theories to them. Although I will present some lectures, class discussion is also an important part of this course.

Required texts:

The Norton Shakespeare, W.W. Norton & Company, 3rd ed. (2015). ISBN: 978-0-393-93863-0

Hamlet: Case Studies in Contemporary Criticism, ed. Susanne Wofford. ISBN: 0-312-05544-7

Dr. Faustus, ed. David Bevington and Eric Rasmussen. ISBN: 0-719-01643-6

ENGL 4417 | Residency I: Teaching English in Middle and High Schools | Honeycutt

Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course explores methods of teaching Secondary English. Its aim is to provide class participants with practical teaching strategies and concrete curriculum that will prepare them well for their student teaching experience. Discussions will be grounded in current theories about effective classroom practices and the teaching of writing, literature, and language and will address reading strategies versus reading, passion for poetry, effective uses of film in the ELA classroom, lesson plans that matter, the first days of school, classroom management, and the paper load. Class activities will include designing supplementary instructional materials, constructing a full unit of study, and teaching mini-lessons on poetry, fiction, film, or graphic novels. This course takes a "hands-on" approach to methodology and is geared toward individuals interested in becoming secondary English teachers.

ENGL 4507 | Literature in Film: Cybernetic Fiction | Holtmeier

This course will explore the convergence of twentieth-first century narrative and technology through literature, film, and video games. In particular, we explore the influence of cybernetics on the arts, or the feedback loop created between animal and machine. Accordingly, we'll look at the ways in which the novel has enlarged and redefined its territory of representation and its range of technique and play. With film, we will examine how digital technology communicates the interface between human and machine, and how it alters classical formal practices to communicate this relationship. Finally, we look to the influence of both literary and filmic traditions on games and the role of play within digital storytelling. We'll engage in media-specific analysis, which attends to the specificity of form as well as to citations of one medium in another, and finish the course by producing critical or creative technotexts that engage with the interface between written work and screen technologies.

Required Texts:

If on a Winter's Night A Traveler, Italo Calvino (\$6)

Crash, J. G. Ballard (\$16)

House of Leaves: The Remastered Full-Color Edition, Mark Danielewski (\$13)

Writing Machines, N. Katherine Hayles (\$11)

ENGL 4907 | Creative Writing II: Fiction | Baumgartner

Prerequisites: ENGL 3142 or permission of the instructor. In this advanced workshop course, students will read contemporary short fiction from a range of cultures and traditions, and have an opportunity to

write and submit new work of their own. Special emphasis will be given to advanced issues of form and technique in the short story. We will observe—and attempt to emulate—the process used by writers of successful literary fiction. After we've examined some of the finest published stories around, we'll shift our attention to exploring outstanding student fiction submitted for workshop. Although we will dedicate a significant portion of the semester to student writing, you should come prepared to read and write critically (as well as creatively) on a weekly basis.

Required Texts:

The Anchor Book of New American Short Stories, by Ben Marcus (editor) [ISBN-13: 978-1400034826]

The Girl in the Flammable Skirt: Stories, by Aimee Bender [978-0385492164]

Burning Bright: Stories, by Ron Rash [ISBN-13: 978-0061804120].

ENGL 4957 | Topics in English: Arthurian Literature | Crofts

From the first reference in early medieval chronicles to an obscure 'Dux bellorum' (Leader of battles) to the late-flowering romance of Sir Thomas Malory, the tales and characters associated with the court of King Arthur were in constant circulation, not in Britain only but throughout Europe. Concentrating on texts produced between the ninth and fifteenth centuries, this course will explore the continual invention and reinvention of King Arthur and his court in poetry and prose, epic and romance, history and fable. Since this is also a course in medieval literature, we will engage with some texts in the original Middle English, and also seek some familiarity with the medieval manuscripts by which the texts are transmitted. Though no knowledge of any language other than English is required to take this course, students of Greek, Latin, French, Spanish, and German will have the opportunity to study Arthurian texts written in those languages; students taking the course as a Special Topics in Classical Studies will be expected to engage with texts in the original Greek or Latin. Finally, though this course is primarily concerned with the Middle Ages, there will be scope for exploring later iterations of Arthurian literature—such as Spenser's *Faerie Queene* and Wagnerian opera—and we will totally be watching *Monty Python and the Holy Grail*.

ENGL 5077 | Young Adult Literature | Honeycutt

See ENGL 4077

ENGL 5117 | Grammar & Usage | Various Sections

See ENGL 4117

ENGL 5137 | Dialectology | Elhindi

See ENGL 4137

ENGL 5190 | Second Language Acquisition | McGarry

This course is designed to enable students to understand and be able to think critically about the general assumptions, research goals and methods, and ideology of the field of SLA. I also intend for you to have a more defined and refined concept of how SLA fits into your teaching philosophy and methodology and better understand the thinking and learning processes of second and foreign language learners. We will study methods and recent findings in the field and analyze learner data. The main text for the course is *Understanding Second Language Acquisition* by Lourdes Ortega, 2013, ISBN 978-0-340-90559-3

ENGL 5200 | Restoration and the 18th Century | Slagle

Disguise, intrigue, desire, adultery and sexual politics—you are invited to a literary romp through Britain's long eighteenth century. The course focuses on drama, poetry *and* several important novels of the period

and includes such authors as Aphra Behn, William Wycherley, Susanna Centlivre, Daniel Defoe, Henry Fielding, Jane Austen and others. We will examine how the politics of marriage, economic forces, desire, etc., construct the individual and determine his/her priorities, thus determining society's institutions and values. We will also see some excellent film adaptations of individual works.

ENGL 5300 | Romantic Literature | Lichtenwalner

ENGL 5417 | Research I: Teaching English in Middle School and High School | Honeycutt

See ENGL 4417

ENGL 5440 | Twentieth-Century British Novel | Westover

Postmodernism shifts us from the epistemological questions of modernism (How can I interpret this world? What is my place in it? What are its truths? How can I best describe reality?) to ontological questions (Which world is this? Which modes of narration created it? Which of my selves exist here? How can I re-narrate this unreality in meaningful ways?). Postmodern fiction is more concerned with simulation than with realism. Paradoxically, it creates meaning by destabilizing relationships between author, text, and reader. In this graduate course, we will explore key elements of postmodernism in the 20th/21st-century British novel, including historiographic metafiction, temporal distortion, spatial reconfiguration, intertextuality, deconstruction, defamiliarization, pastiche, parody, subjectivism, and disjunctive form. Along the way we will also discuss narratives of Britishness and relate text-level concerns to political and social questions surrounding art and culture. For more information, contact Dr. Daniel Westover, westover@etsu.edu.

Required Texts:

- *1. B.S. Johnson, *The Unfortunates* (New Directions), ISBN: 978-0811217439
2. Angela Carter, *The Infernal Desire Machines of Doctor Hoffman* (Penguin), ISBN: 978-0140235197
3. Graham Swift, *Waterland* (Vintage), ISBN:978-0679739791
4. Julian Barnes, *Flaubert's Parrot* (Vintage), ISBN: 978-0679731368
5. Jeanette Winterson, *Oranges Are Not the Only Fruit* (Grove), ISBN: 978-0802135162
6. Kazuo Ishiguro, *The Remains of the Day* (Vintage), ISBN:978-0679731726
7. A.S. Byatt, *Possession* (Vintage), ISBN: 978-0679735908
8. Pat Barker, *Regeneration* (Plume), ISBN: 978-0142180594
9. Zadie Smith, *White Teeth* (Vintage), ISBN:978-0375703867
10. Mark Haddon, *The Curious Incident of the Dog in the Night-Time* (Vintage), ISBN: 978-1400032716
11. David Mitchell, *Cloud Atlas* (Random House), ISBN: 978-0375507250
12. Ali Smith, *How to Be Both* (Anchor), ISBN:978-0307275257

*Note to students: While you may begin reading these books over the summer, please do not read either *The Unfortunates* or *How to Be Both* before the semester begins. In order to discuss these books in the most productive way, we all need to read them at the same time. Thank you!

ENGL 5500 | Nineteenth-Century American Poetry | Cody

We'll begin with Phillis Wheatley and Joel Barlow and read through Stephen Crane and Paul Laurence Dunbar. Our focal points, of course, will be Walt Whitman and Emily Dickinson, two of the few 19th-century American poets who survived the demands of 20th-century poetics and literary criticism. Along the way we'll read little known poets such as the Cary sisters and Emma Lazarus and try to understand the work and reputations of the 19th century's favorite poets, such as William Cullen Bryant and Henry Wadsworth Longfellow. And don't forget Emerson, Poe, and Melville. And Jones Very. And the Lydias—Lydia Huntley Sigourney and Lydia Maria Child. And Sarah Morgan Bryan Piatt and Zitkála Šá and Paul Laurence Dunbar. And . . .

ENGL 5507 | Literature in Film: Cybernetic Fiction | Holtmeier

See ENGL 4507

ENGL 5800 | Continental Literature | Fehskens

Continental Modernism

The objective of this course is to provide the student with an in-depth study of Literary Modernism as it was developed on the European continent from the late 19th century to the first few decades of the 20th. Crossing genres and political borders, we will be reading literary masterpieces that engage the paradigm shift and ideological revolution implied by modernization in critical and original ways.

Representative texts from Germany, France, Spain, Norway, Italy and Portugal. We will establish a dialogue between these texts and parallel movements in music, architecture, religion and society. The end of the course will explore the transitional aesthetics from Modernism to the Avant-Garde and a study of the -isms of the early 20th century. Special consideration will be given to the diversity of modernisms, including the voices of women in modernism (Virginia Woolf, Delmira Agustini, María Eugenia Vaz Ferreira), modernisms from colonized nations (W.B. Yeats, Rubén Darío, Machado de Assis), Asian Modernisms (Rabindranath Tagore, Yone Noguchi, José Ruiz) and modernisms from the New World as they dialogued with and nurtured European Modernism. Coursework includes extensive readings and two essays, as well as presentations and in-class participation.

TEXTS TAUGHT IN THIS COURSE IN THE PAST

D'Annunzio, Gabriele. *The Triumph of Death*.

Baudelaire, Charles. *The Flowers of Evil*.

Rilke, Rainer Maria. *The Notebooks of Malte Laurids Brigge*.

Rilke, Rainer Maria. *Duino Elegies & The Sonnets to Orpheus: A Dual-Language Edition*

Machado, Antonio. *Fields of Castile/Campos de Castilla*.

Baudelaire, Charles. *The Painter of Modern Life*

Nietzsche, Friedrich. *The Birth of Tragedy*.

De Unamuno, Miguel. *San Manuel Bueno, Martyr*.

Hansen, Knut. *Growth of the Soil*.

FOR THIS COMING SEMESTER

Machado de Assis (Brazil). *Posthumous Memories of Bras Cubas*.

Agustini, Delmira. *The Empty Chalices*.

ENGL 5907 | Creative Writing II: Fiction | Baumgartner

See ENGL 4907

ENGL 5950 | Methods of Research | Cody

This graduate course introduces students to the intensive study of literature and language at the graduate level by considering and applying questions of theory, textuality, genre, authorship, reception, research, and bibliography. It features an introduction to the library, Interlibrary Loan (ILLiad), and print and computer databases (including Internet resources). During the semester, students will develop a sense of the history of the profession and its current structures, norms and functions. This course encourages students to develop professional attitudes toward the study of literature and language, presents forms of study meant to remain useful to students throughout their careers, and offers a common intellectual base and vocabulary to students in the profession.

ENGL 5957 | Topics in English: Arthurian Literature | Crofts

See ENGL 4957

FILM STUDIES

FILM 3000 | Methods in Film Studies | Various Sections

“As good a way as any towards understanding what a film is trying to say to us is to know how it is saying it” (André Bazin). This course introduces core concepts of film analysis, which are discussed through examples from different national cinemas, genres, and modes of production. The coursework covers a wide range of styles and historical periods in order to assess the multitude of possible film techniques (cinematography, editing, shot selection, etc.) and principles of narrative structure. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Success in the course demands rigorous attention to both the films and the readings and requires students to watch, analyze, and write about film in new ways. Throughout the semester, students will learn different methods of viewing, analysis, exposition, and criticism and will have the opportunity to write about the films seen in class.

Required Text:

The Film Experience: An Introduction, 4th edition, Timothy Corrigan and Patricia White

FILM 3100 | Rise of the Moving Image | Wessels

Emerging in the late nineteenth century, at the height of technological change and imperial politics, cinema is sometimes called one of the first global mediums. This course offers a historical survey through World War II, treating all kinds of cinema, including narrative, documentary, and experimental films and their hybrids. We will range widely in time and space, watching films made in a variety of styles and genres from the United States, Germany, France, Britain, Italy, the Soviet Union, China, etc. Cautioning against a simple understanding of cinema history as a history of technological progress, the course will explore a variety of ways in which filmmakers in different countries developed different ways of telling stories visually. We will also consider how experimental, documentary, and narrative films responded to contemporary issues, such as urbanization, modern technological innovation accompanied by widespread poverty, changing notions of gender, etc. Together, the films considered in this course do not constitute a comprehensive list, but offer a chronological, geographical, stylistic, generic, and thematic overview.

FILM 4100 | Film Genres | Wessels

This course will examine film genres through theory, history, and culture by working through some of the major genres: the western, musical, melodrama, horror, science fiction, and film noir. For each, we will consider both theoretical lenses for genre more broadly, as well as the ways in which the genre works to respond to contemporary issues for different historical, social, and political contexts. Films screened may include *The Babadook* (Jennifer Kent, 2014), *The Brother from Another Planet* (John Sayles, 1984), *Bride and Prejudice* (Gurinder Chadha, 2004), and *Meeek's Cutoff* (Kelly Reichardt, 2010).

FILM 4200 | Topics in Film: Environmental Media | Holtmeier

This course introduces the ways that environments are communicated through media representation. It covers a variety of media, from film to new media and video games, to consider how they represent and engage with environments and environmental issues. We will explore questions of human impact on the environment, but also non-anthropocentric representations of environments. Films range from narrative, to documentary, and experimental media.

After surveying various ways in which we might communicate the environment, we will experiment with our own creation of media. Leveraging the potential of technology to document the non-human, we will take a closer look at the environments of Appalachia.

FOREIGN LANGUAGES

FREN 1010 | Beginning French I | Kölzow

Introduction to the French language and to the culture, geography, and history of French-speaking countries.

FREN 1020 | Beginning French II | Staff

Prerequisite(s): A grade of at least a C- in FREN 1010, credit received from CLEP exam, or with consent of the coordinator for French. Introduction to the French language and to the culture, geography, and history of French-speaking countries.

FREN 2010 | Second-Year French I | Coulson

Prerequisite(s): A grade of at least a C- in FREN 1020, credit received from CLEP exam, or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

FREN 2020 | Second-Year French II | Coulson

Prerequisite(s): A grade of at least a C- in FREN 2010 or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

FREN 3010 | French Conversation and Composition | Kölzow

This course centers on developing students' proficiency in the four basic language skills of listening, speaking, reading, and writing, with particular emphasis on conversation and composition. Through the study of texts and films, students will also improve their ability to discuss ideas and events as well as to justify their opinions on them. Speaking activities will include discussions, role-plays, debates, and presentations, while written work will consist primarily of essays on topics that require analysis and synthesis.

FREN 3510 | French Literature before 1700 | Kölzow

In this course, students will study French literary history from the Middle Ages to the end of the seventeenth century. Readings and activities will focus on improving students' language abilities in French as well as on developing their understanding of literary terminology, stylistic techniques, and interpretive strategies. Through class discussions and group work, students will also hone their critical thinking skills as they examine the texts, writers, culture, and society of the period.

Required Text:

Moments littéraires: An Anthology for Intermediate French

FREN 4957 | Special Topics in French: « La Cuisine française » | Kölzow

Although Charles de Gaulle may not have said, « Comment voulez-vous gouverner un pays où il existe deux cent quarante-six variétés de fromage ? » (How can you govern a country where there are two hundred forty-six varieties of cheese?), the expression nevertheless strikingly conveys not only the many different groups and mindsets that make up France but also the prominent social role of its cuisine. Perhaps because food and drink are essential to life, cuisine is among the most accessible starting points for the examination and analysis of culture, and this course proposes exactly that: Through the study of the history of French cuisine and its relationship to other cultural practices and products, students will deepen their understanding of the French people and the French language.

FREN 5957 | Special Topics in French: « La Cuisine française » | Kölzow

See FREN 4957

GERM 1010 | Beginning German I | Various Sections

Introduction to the German language, and to the culture, geography, and history of German-speaking countries.

GERM 2010 | Second-Year German I | Negrisanu

Prerequisite(s): A grade of at least a C- in GERM 1020, credit received from CLEP exam, or with consent of the coordinator for German. A continuation of first year, with an introduction to German literature.

GERM 3151 | Business German | Jost-Fritz

Prerequisite(s): GERM 2020 or equivalent. This intermediate level course introduces students to concepts and issues relevant to German business and economics and helps them to develop the language skills necessary to succeed in the German business world. We will concentrate on the basic elements of the German economic system and geography, looking at Germany as a site of production and exchange, the legal structure of German firms, the relations between labor and management, and general corporate culture. We will also focus on a variety of hands-on activities, such as writing a CV, job applications, or designing a business portfolio. Students will learn business vocabulary, writing skills for business correspondence, oral presentation techniques, and reading and comprehension strategies for German newspapers and news reports. All discussions, readings, and assignments will be in German.

GERM 3210 | Germany: Myth and Nation | Negrisanu

Prerequisite(s): GERM 2020 or equivalent. This course explores how history between 1800 and 1945 shaped contemporary German culture and society. How, for instance, did romantic poets of the early 19th century shape current discussion on nature and ecology? How did Germany become a nation, and what does nationalism and patriotism mean in the light of 20th century German history? To tackle questions like these, we will read a variety of materials, such as poems, newspaper articles, excerpts from books on German history, and online texts, as well as listen to music, look at paintings and artworks, and discuss three films that deal with German history. Along the way, we practice conversation and composition with an emphasis on idioms and syntax, and we will expand your scope of active vocabulary.

GERM 4137 | Age of Goethe | Jost-Fritz

Prerequisite(s): GERM 3120 or permission from the instructor. What does it mean to be an individual? The literature of the Age of Goethe was created as a reaction to significant cultural, social, and economic changes in the late 18th century. The American and French Revolutions, as well as subsequent wars in Europe, brought old political and social orders to collapse. Simultaneously, philosophy and the emerging natural sciences revealed the limits of rationality, something that was once the hallmark of European Enlightenment. In this time of critical changes, poets re-assessed what it means to be a human individual. In this class, we will read seminal texts from the main literary genres – prose, drama, and poetry – by Goethe, Schiller, Tieck, Kleist, and Hoffmann. We will focus on topics such as love, nature, art, and the complex relationship between private and public life in order to explore how the poets of Weimar Classicism and German Romanticism invented modern individuality.

GERM 5137 | Age of Goethe | Jost-Fritz

See GERM 4137.

JAPN 1010 | Beginning Japanese I | Various Sections

Introduction to the Japanese language, both spoken and written, and to the culture and customs.

JAPN 1020 | Beginning Japanese II | Tezuka-Arnold

Prerequisite(s): A grade of at least C- in JAPN 1010 or with consent of the coordinator for Japanese.

Introduction to the Japanese language, both spoken and written, and to the culture and customs.

JAPN 2010 | Second-Year Japanese I | James

Prerequisite(s): A grade of at least C- in JAPN 1020 or with consent of the coordinator for Japanese. A continuation of the first year.

JAPN 2020 | Second-Year Japanese II | James

Prerequisite(s): A grade of at least a C- in JAPN 2010 or with the consent of the coordinator for Japanese. A continuation of the first year.

JAPN 2025 | Japanese Pop Culture | James

Prerequisite(s): A grade of at least a C- in JAPN 2010 or with the consent of the coordinator for Japanese.

This course will examine Japan's popular culture and perceptions of Japan through music, film, animation, video games, and more. Students that take this course will have a well-rounded understanding of how Japan conveys itself through media both on national and international stages.

JAPN 3015 | Japanese Conversation and Composition I | Tezuka-Arnold

Japanese Conversation and Composition I is the first semester of the third year in Japanese. It is designed for students who have mastered basic grammatical structures and who wish to develop productive ability with linguistic accuracy in conversation and speech as well as in writing at an intermediate level. Students are required to participate in various classroom activities in Japanese, such as group discussions, pair-works, role-plays, presentations, etc. Students are also required to write short compositions on a bi-weekly basis on topics related to the classroom conversations or reading materials. Increasing student's knowledge about Japanese culture will also be encouraged in this course.

JAPN 4015 | Advanced Japanese I | Tezuka-Arnold

Advanced Japanese is the first semester of the fourth year in Japanese. This course is designed to prepare students' linguistic and cultural competency for advanced Japanese courses. In this course, students will learn how to communicate effectively both in spoken and written language. It will focus particularly on improvement of comprehension skills grounded in real life conversation and reading essays on contemporary cultural issues. Various topics such as speech style, food culture, education system, pop cultures and consumer issues will be discussed throughout semester. Japanese TV shows or movies will be shown to improve the students' listening and speaking skills. Students are also required to write short compositions on bi-weekly basis on topics related to classroom conversations or reading materials. Class instruction will be done in Japanese language as a general rule.

LATN 1010 | Beginning Latin I | Toye

Introduction to Latin vocabulary, syntax, conjugations, and declensions, working toward prose and poetry.

LATN 2010 | Second-Year Latin I | Toye

A continuation of first year, with reading from Latin prose and poetry and some prose composition.

LATN 4957 | Special Topics: Arthurian Literature | Crofts

See ENGL 4957

LATN 5957 | Special Topics: Arthurian Literature | Crofts

See ENGL 4957

SPAN 1010 | Beginning Spanish I | Various Sections

A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 1011 | Beginning Spanish for Health Care I | Fiuza

A study of the four language skills of speaking, listening, reading and writing, with an emphasis on vocabulary and cultural situations appropriate for health care professions.

SPAN 1020 | Beginning Spanish II | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 1010 or with consent of Spanish coordinator. A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 2010 | Second-Year Spanish I | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 1020 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 2020 | Second-Year Spanish II | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 2010 or with consent of the coordinator for Spanish. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 3010 | Basic Spanish Grammar | Detwiler

Prerequisites: SPAN 2020 or equivalent. A review of basic Spanish structures, such as the uses of ser and estar, object pronouns, and verb conjugation. This course is designed to consolidate the language skills acquired in the introductory-level courses and to build communicative skills and cultural competency.

Required text:

Holton, James S. *Spanish Grammar in Review*, 3rd ed. ISBN: 978- 0130283351

SPAN 3020 | Spanish Conversation and Composition | Heil

Prerequisite: SPAN 3010. Delivery Method: This course will be offered in person, on campus.

The objective of this course is to perfect the student's speaking and writing abilities in Spanish through a variety of activities that provide examples of authentic Spanish in context. There will be multiple short writings assigned, as well as various speaking activities. The coursework and conversations will be based on the short films, activities, readings and essays from the book *Revista (Vista)*. This work will prepare the student for success in higher-level Spanish courses at the 3000 and 4000 levels.

SPAN 3030 | Hispanic Readings & Composition | Fehskens

Prerequisite(s): SPAN 3010 Basic Spanish Grammar and SPAN 3120 Spanish Conversation and Composition, or by permission of instructor. This course is an introduction to Hispanic literature with an emphasis on literary analysis in Spanish and becoming more familiar with Hispanic culture. We will look at a wide variety of authentic literature in Spanish while simultaneously learning some of the main approaches to literary criticism in the field. In addition, we will improve grammatical accuracy in written

work and greatly expand vocabulary through examples of literature using regional dialects from many different Spanish-speaking countries.

Required text:

Aproximaciones al Estudio de la Literatura Hispánica by Carmello Virgillo, Valdivieso & Friedman. 7th ed.
ISBN: 978-0073385372

SPAN 3123 | Applied Spanish: Introduction to Translation | Fiuza

Prerequisite(s): SPAN 3010 Basic Spanish Grammar and SPAN 3020 Spanish Conversation and Composition, or by permission of instructor. This course teaches basic translation skills through an interdisciplinary approach. We will review key grammar concepts through translation and then move to a study of translation in a variety of specific fields such as medicine, business, information technology, etc. A large percentage of the final grade comes from the written translations in: daily homework, exams, and your final project. An integral segment of the class involves a service learning community project that engages students and faculty in the promotion of cordial, supportive, and meaningful relationships between Spanish-Speaking and English-speaking community members.

SPAN 3413 | Civilization of Latin America | Fehskens

Prerequisites: SPAN 3020. Geography, history, and culture of Latin America.

Required text:

Fox, Arturo. *Latinoamérica: presente y pasado*, 4th ed. ISBN: 978-0205794263

SPAN 3513 | Survey of Spanish Literature | Gómez-Sobrino

Prerequisite(s): SPAN 3030 and SPAN 3020. This class will be conducted in Spanish. In this course, students will familiarize themselves with the major movements and authors of Spanish literature from the Middle Ages to the present day. Class discussions will focus on comprehension, the literary style and techniques, social and political commentary by the author, and the relationship between the work and the historical moment when it was written.

Required text:

Voces de España: Antología literaria, by Francisca Paredes Méndez, Harpring & Ballesteros. 2nd ed. ISBN: 978-1285053837

SPAN 4017 | Advanced Spanish Grammar | Gómez-Sobrino

This course is designed for students to develop an advanced use of Spanish grammar in the context of writing. As we review the main topics of Spanish grammar, such as the difference between *ser* and *estar*, preterite and imperfect, the use of the subjunctive, prepositions, etc., we will focus on how to put this knowledge into practice. The students will have to use different types of writing skills, from fiction (poetry and prose) to non-fiction writing (essay, articles, letters). In order to work on oral skills, students will be asked to give presentations on the different grammar points we will be working on using specific examples from their readings. By the end of the semester, the students will be able to:

1. Create different written works at a proficient level in Spanish.
2. Master new vocabulary related to different writing skills.
3. Develop proficiency in the use of advanced Spanish grammar.
4. Discuss and describe, in Spanish, the main characteristics of fiction and non-fiction writing.

Required Text:

Cañón, Paula. *Taller de escritores. Grammar and Composition for Advanced Spanish*. 3rd Edition. Vista Higher Learning, 2021.

SPAN 4167 | Spanish for Law and Business | Fiuza

SPAN 4507 | Spanish Short Story | Heil

Delivery Method: This course will be offered in person, on campus.

A study of short stories written in Spanish. We will consider the origins of storytelling and its role in society. We will also study short stories as a literary genre, the influence of other cultures on Spanish-language short stories, and how the genre has evolved in the Spanish-speaking world over time. This is a Transatlantic course, meaning we will read stories from Spain and Latin America. All materials and course instruction will be in Spanish. There is no required textbook for this course. All readings are open access.

SPAN 5017 | Advanced Spanish Grammar | Gómez-Sobrino

See SPAN 4017.

SPAN 5167 | Spanish for Law and Business | Gómez-Sobrino

See SPAN 4167.

SPAN 5507 | Spanish Short Story | Hall

See SPAN 4507

TECHNICAL AND PROFESSIONAL WRITING

TECW 2100 | Introduction to Technical and Professional Writing | Haley

The course introduces the field of technical and professional writing, and serves as an overview of the various concepts, skills, and technologies required for its practice. Students will learn how to write and design print and digital content—resumes, cover letters, reports, etc.—by deploying various textual genres across contexts.

TECW 3132 | Digital Texts and Networked Worlds | Mitchell

The course explores the history, theory, and discourse surrounding communication technologies, digital literacy, and networked media. Ubiquitous and fast-moving cultural and technological changes continually present readers and writers with various new ways to consume, produce, and interact with media. Students will read thinkers such as Walter Ong, Marshall McLuhan, and Nicholas Carr, among others, and apply their ideas to discuss and write about mediated texts in networked worlds. Students will also consider how contemporary literacies and digital texts emerged from former paradigms—oral/aural, visual, written/script, and typographic/print.