ENGLISH

ENGL 4956 | Footfalls & Excursions: Walking, Literature, and Landscape | Honeycutt
This course will explore the connections between the physical act of walking and the creative process of writing. The course will consider how walking functions in works of literature and how characters use walking to understand landscape and to amplify their worlds. In addition to classroom meetings, students will join the instructor on rambles through local landscapes in an effort to foster a stronger relationship between themselves and landscapes of southern Appalachia. For more information, please contact Dr. Scott Honeycutt at honeycut@etsu.edu

Required texts:

ENGL 5956 | Footfalls & Excursions: Walking, Literature, and Landscape | Honeycutt
See ENGL 4956

LANGUAGES

JAPN 3005 | Japanese Language and Culture in Japan (Study Abroad) | Arnold
Prerequisite(s): JAPN 1010 or equivalents. The dates for this Study Abroad are May 6 - May 27. This course is taught in Japan. It is based on new communicative approaches rather than traditional methods of language education that focus purely on grammar and sentence structure. It uses the Marugoto Course books, new textbooks published by the Japan foundation. The aim of this course is to use Japanese language skills to get to know people, order in Japanese restaurants, and take part in many other Japanese related events. At the end of each session, participants will be able to perform specific, practical tasks in Japanese. The students will try to do these tasks by communicating with Japanese people in Japan as assignments in each chapter. Learning about Japanese culture and people is a very important part of this course. The students will learn about them by communicating with Japanese college students, visiting historical places and museums, and watching traditional Kabuki theater and a traditional Japanese sports, Sumo, and so forth.
ENGLISH

ENGL 1010 | Critical Reading and Expository Writing | Prater
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 | Fullam
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:

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:

ENGL 2210 | British Literature to 1785 | Canter
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:

ENGL 2220 | British Literature since 1785 | Slagle
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:
ENGL 3200 | History of the English Language | Michieka
*Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent.* This course traces the development of the English language from an unnamed language of invading tribes from northern Europe to its present unmatched status as a global language. How and why did this dramatic shift take place? What happened to transform this small parochial language into a medium of international communication in the modern world? If you are curious to know how we got here from there, then join us as we explore the story of the English language.

**Required text:**

ENGL 3280 | Mythology | Holland
*Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent.* Mythology from the world over will be our first topic. Then we will move to a study of five particular figures from ancient Greek mythology, stopping along our way to examine literary works, ancient and modern, that develop mythological themes, situations, dilemmas.

ENGL 3290 | Introduction to Film Studies | Briggs
*Prerequisite(s): ENGL 1020 or equivalent.* “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 serves as an introduction to the study of film in the way Bazin describes. The course provides students with a basic set of tools for analyzing film. For this purpose, we will break down the complex processes of filmmaking in order to understand the many different aspects that determine the meaning of a finished shot, scene, or film. We will look at the basic components of film style – from *mise-en-scène* through cinematography to editing and sound – and we will consider different principles of narration as well as the construction of non-narrative films. We will also familiarize ourselves with the basic terminology for film analysis, and we will explore the relation between film form and culture in selected case studies.

ENGL 4077 | Literature for Adolescents | 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, 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. This online course is geared toward individuals interested in becoming secondary English teachers, but all are welcome. For more information about course content, texts, and requirements, you may email the instructor at thompsop@etsu.edu.

ENGL 4507 | Shakespeare and Film | Sawyer
*Prerequisite(s): ENGL 1010 and 1020 or equivalents.* By looking at Shakespearean films as exciting, rich, and meaningful texts themselves, this class will consider cinematic Shakespeare as a contribution to the reinterpretation and appropriation of his works. We will also discuss relevant issues as they arise (race, class, gender, sexuality). The course will focus primarily on film adaptations that follow the texts closely, but it will also examine films that might incorporate Shakespeare in a more original manner. The course will be taught online.
Required text:

**ENGL 4957 | Contemporary Appalachian Literature | Holmes**
“Contemporary Appalachian Literature” explores diverse Appalachian writing from the past decade. Taught seminar style, this class will include student presentations, two essay assignments, and an engaged, prolonged discussion about what makes Appalachian literature. For questions, contact Thomas Alan Holmes (holmest@etsu.edu).

**Required texts:**

**ENGL 5077 | Literature for Adolescents | Thompson**
See ENGL 4077

**ENGL 5507 | Shakespeare and Film | Sawyer**
See ENGL 4507

**ENGL 5957 | Contemporary Appalachian Literature | Holmes**
See ENGL 4957

**LANGUAGES**

**FREN 2010 | Second-Year French I | Davis**
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.

**JAPN 4975 | People and Culture in Japan | James**
This course will cover several subjects about Japan and its culture including but not limited to: food, history, martial arts, societal concepts, religion, and current pop culture. Students will be asked to create short presentations on a topic about Japan of their own choosing, creating discussions that all will participate in. By the end of this course, students will have an up to date understanding of how Japan as a society functions, and the roots of its many traditions.

**SPAN 1010 | Beginning Spanish I | Feskens**
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 | Heil
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 | Cummings
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 | Fernandez
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
(7/9/18 – 8/10/18)

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 | Carpenter
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:

ENGL 2120 | American Literature since 1865 | O'Donnell
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:

ENGL 2220 | British Literature since 1785 | Childress
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:
ENGL 3010 | Poetry | Graves
Prerequisite(s): ENGL 1010 and 1020 or equivalents. This course is a study of poetry as a genre with attention to its form and techniques. Reading and analysis of poems written by acknowledged masters of the genre will be included.
Required texts:
*Collected Poems*, Sylvia Plath.

ENGL 3956 | Fairy Tales for the Ages | Cody
A study of fairy tales and folk literature that explores their variety of form and approach. Topics under investigation include the relationships between different versions of particularly widespread tales (e.g., "Little Red Riding Hood"), how different versions are constructed to appeal to audiences of different ages and places, the transformation of tales from an oral setting to a literary (print) setting, the relation of folk/fairy tales to myth, and the presence of folk/fairy tales in popular culture, especially film and television.
Required text:

ENGL 4117 | Grammar & 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.
Required text:
*A Student’s Introduction to English Grammar* by Rodney Huddleston and Geoffrey Pullum, ISBN: 0521612888

ENGL 4360 | Screenwriting | Baumgartner
Prerequisite(s): ENGL 1020 or equivalent. This course will give students a guided introduction to screenwriting. The screenwriter is often author, architect and inventor of a film, yet in American cinema the writer of a script rarely receives due credit. In this class we will discuss the difficult role of the screenwriter, paying particular attention to issues of process and technique that differentiate writing for the screen from other narrative forms. Students will be introduced to screenplay format and structure through reading assignments, in-class discussions, film analysis and writing exercises. Assignments include a film treatment, a synopsis, and various exercises on character/scene development. Students will have an opportunity to begin an original screenwriting project of their own. Students should come to each class prepared to write both critically and creatively, and to share their work with fellow students in a workshop setting.
Required texts:
ENGL 5117 | Grammar & Usage | McGarry
See ENGL 4117

LANGUAGES

FREN 2020 | Second-Year French II | Kolzow
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 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.

SPAN 1020 | Beginning Spanish II | Detwiler
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 1021 | Beginning Spanish for Health Care II | Gomez-Sobrino
Prerequisite(s): SPAN 1011. A continuation of the study of the four language skills: speaking, listening, reading, and writing, with an emphasis on vocabulary and cultural situations appropriate for health care professions.

SPAN 2020 | Second-Year Spanish II | Adams
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
(6/4/18 – 8/10/18)

ENGLISH

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 texts:
Norton Anthology of Western Literature, Volume One. 9th Ed. Puchner ISBN: 9780393933642
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 | Michieka
Prerequisite(s): ENGL 1010, ENGL 1018 or equivalent and permission of the English Honors Director. “Sign, sign, everywhere a sign / Blockin’ out the scenery, breakin’ my mind / Do this, don’t do that, can’t you read the signs?” (Signs’ – Five Man Electrical Band, 1970) In this critical thinking and argumentation course, we will explore the language in our environment i.e the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings in and around ETSU. What messages do these signs communicate? We will analyze how these signs shape the way we think and interact in our communities. We will learn various information gathering and documenting techniques as well as argumentation skills culminating in a documented research essay. Selected readings will be available on D2L.

ENGL 2030 | Literary Heritage | Various Sections
Prerequisite(s): 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:

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:

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:**

**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:**

**ENG 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:**

**ENG 2330 | World Literature | Elhindi**
The goal of this class is to introduce you to diverse cultures and literary traditions. At the beginning of the semester, we will study the literary terms used in analyzing and evaluating literature. Then we will read and analyze texts from Africa, Asia, The Middle East, and South America. Although some of these texts are religious and/or philosophical in nature, we will approach them from a literary perspective. The required textbook for this class is *The Norton Anthology of World Literature*, Shorter Third Edition, Volume 2, 2013. If you need further information, contact me. I am in 310 Burleson hall; my telephone number is 439-5992; and my electronic address is elhindi@etsu.edu.

**ENG 2438 | Honors Survey of European Literature | Reid**
This course offers a survey of European works from Biblical, Classical, Medieval, and Renaissance eras. We will read some of the most important authors of these literary periods (Homer, Ovid, Virgil, Dante, Cervantes, among others), considering their historical and cultural contexts and their enduring influence on our stories today. Some of the themes and genres we shall explore will include heroes & gods, visual arts & literature, gender & society, epic & romance. For further information regarding this class, contact Dr. Reid by email at reidjs@etsu.edu.

**Required text:**

**ENG 3020 | Fiction | Baumgartner**
*Prerequisite(s): 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 a novel by J.M. Coetzee and stories by Nathaniel Hawthorne, 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.
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/2018fall/engl3040/

ENGL 3065 | Southern Appalachian Literature | Sutton
"In the Appalachian mountains, the oldest mountains on earth, a different story was told.” - C.E. Morgan – The Sport of Kings

Perhaps no area of the country is more misunderstood than Appalachia, simultaneously exalted as an American homebase and denigrated as the nation’s intransigent problem region. In this course, we’ll investigate Appalachian lore and literature, misconceptions and truths. Through our readings and discussions, we’ll discover how the area has both adapted to and resisted change and hear Appalachia’s “different story” told and retold in the voices of its people. Primary texts for this class will include Robert J. Higgs and Ambrose N. Manning, eds. Voices from the Hills (2nd edition); Harriette Arnow, The Dollmaker; and William Wright and Jesse Graves, eds. The Southern Poetry Anthology, Volume 2: Contemporary Appalachia.

ENGL 3100 | Intro to Linguistics | Michieka

The purpose of this course is to introduce students to the scientific study of human language, and to the similarity and the diversity of the languages of the world. 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:

ENGL 3118 | Honors Literature Focus | Lichtenwalner

This course will explore the role of place in eighteenth and nineteenth-century British literature including poetry, fiction, and plays, working specifically with the double meaning of the word "place" as both a location and a social station. This lens will allow us a means of accessing and analyzing a number of social and political issues commonly addressed by the literature of the day. Texts will include (but are not limited to) Gulliver's Travels, Northanger Abbey, Black Beauty, and The Importance of Being Earnest.
ENGL 3130 | Advanced Composition | O'Donnell
Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This course emphasizes readability, creativity, and writing for real audiences. I will encourage you to develop a readable voice, and to incorporate narrative elements—character, setting, plot—along with information from source materials, into your writing. Assignments include five nonfiction pieces, of about 1500 words each. Students will write in a variety of modes and genres, choosing topics in consultation with me. 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. Readings include recent nonfiction from an American magazine- writing anthology. For more information: faculty.etsu.edu/odonnell/2018spring/engl3130/

ENGL 3134 | Computers, Writing and Literature | Haley
Prerequisite: ENGL 1020. The focus of this course is the exploration of connections among computers, writing, and literature—the implications that the Internet and computers have for writing, literacy, and uses of texts. We will begin by examining a variety of texts available in full or in part on the Internet; then we’ll proceed to the rhetorical and technical aspects of these texts; and we will conclude with the production of student text resources. Format and layout of documents (whether they’re prepared in HTML or as word-processed texts) are important aspects of this course and will be considered among the graded activities and in the broader context of good writing.

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:

ENGL 3150 | Literature, Ethics, and Values | Jones
How do we live a good life? What is right, and what is wrong? How do we find purpose in a life that ends in death? What is freedom, and what is freedom's relationship to responsibility? The greatest religious, philosophical, and literary thinkers have sought answers to those perennial human issues: thinkers like Plato, Jesus, Buddha, Shakespeare, Emerson and Thoreau, Friedrich Nietzsche, Virginia Woolf, Sartre and De Beauvoir, Eve Sedgwick, Cormac McCarthy, and Roberto Bolanò. By the end of this class, you will be able answer the question: how do I achieve sustainable happiness?

ENGL 3270 | Literature of Popular Culture: Sport Literature | Baumgartner
Prerequisite(s): ENGL 1020. This course will examine the interplay between sports, art and popular culture. We will begin the semester with one of the most beloved (and most haunting) children’s books of all time, The Kid from Tomkinsville, by John R. Tunis—a novel Philip Roth once referred to as the “boys’ Book of Job.” We will look closely at complex and often conflicting notions of “grace,” “talent,” “myth” and “authority,” and explore how these aspects of sport culture populate our dreams and shape our identities. Books assigned will include The Natural by Bernard Malamud, Fences by August Wilson (baseball), and End Zone by Don DeLillo (football). We will look at contemporary examples of sports journalism and creative nonfiction, as well as short fiction by Andre Dubus and Stuart Dybek, poetry by William Carlos
Williams, Marianne Moore, Don Johnson, Ron Smith, and others. Film adaptations of great sports novels will also be examined. Feel free to contact Dr. Mark Baumgartner (baumgartnerm@etsu.edu) if you would like more information about the course.

ENGL 3280 | Mythology | Holland
Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from the world over will be our first topic. Then we will move to a study of five particular figures from ancient Greek mythology, stopping along our way to examine literary works, ancient and modern, that develop mythological themes, situations, dilemmas.

ENGL 3290 | Introduction to Film | 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 directorial œuvres. The coursework covers a wide range of styles and historical periods in order to assess the multitude of possible film techniques (camera techniques, editing, shot selection, etc.) and principles of narrative structuring. 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 extensively about the films seen in class.

Required text:
The Film Experience: An Introduction (5th edition), Timothy Corrigan and Patricia White

ENGL 3400 | Survey of African American Literature | Holmes
Our “Survey of African American Literature” class features works by historically significant and influential writers, with material ranging from slave narratives to contemporary authors. Featured writers will include such figures as Frederick Douglass, Zora Neale Hurston, Richard Wright, and Toni Morrison. Class format will feature a mix of lecture, discussion, and student presentation. Our required text for the class is The Norton Anthology of African American Literature, third edition (ISBN: 978-0393911558). For more information, please contact Dr. Holmes at holmest@mail.etsu.edu.

ENGL 3500 | Women Authors | Thompson
This course surveys more than seven centuries of women’s poetry, fiction, and drama. We will consider better-known authors such as Jane Austen, Emily Dickinson, George Eliot, Gwendolyn Brooks and Sandra Cisneros along with many less prominent, but no less talented writers such as Aemilia Lanyer, Fanny Fern, Pauline Hopkins, Radclyffe Hall, and Margaret Edson. We will use The Norton Anthology of Literature by Women: The Traditions in English, Third Edition. For more information about course content and texts, you may email the instructor at thompsop@etsu.edu.

ENGL 4008 | Honors Shakespeare: Shakespeare and Politics | Waage
At a time of continuing political turmoil in the U.S., we will focus (not exclusively, though) on the politics of five Shakespeare plays and how they analyze both the political circumstances of his time and of ours. Our background book will be Bruce Altshuler’s and Michael Genovese’s Shakespeare and Politics: What a 16th Century Playwright Can Tell Us about 21st Century Politics. Our Shakespeare plays, all discussed in the above text, are Antony and Cleopatra, Cymbeline, Macbeth, Measure for Measure, and A Midsummer Night’s Dream. Participants will be asked to do a daily writing on each play, a (short) paper on each, and
a final project which, in my Honors tradition, can be collective or individual, in any medium, not just written. The course is open to suggestions from any person at any time, to taking new directions. Participants are encouraged to bring in any contemporary materials relevant to the plays we're discussing.

**ENGL 4010 | British Novel | Westover**
The British novel was born in the 18th century, but the novel as we know it—the modern novel of human psychology and interior emotional space—emerged from the 19th. Set amidst class divisions, industrial revolutions, human rights struggles, devastating wars, and continually changing political and social structures, these novels register the impact of history at the level of the individual. They also talk to each other in surprising ways, and we will follow the inter-textual threads through the 19th, 20th, and 21st centuries. For more information, contact Dr. Daniel Westover.

**Required texts:**

**ENGL 4012 | The American Novel | Cody**
Dark of night. Wilderness. The civilized and the savage. Secrets of the human heart. Terrors of the soul. Madness and monsters. Obsession. Haunted places. Haunted pasts—of a nation, a region, a family, an individual. Life and literature offer so much to make us uncomfortable, but it’s often in our discomfort that we learn most about ourselves, like it or not. This semester’s survey of the American novel focuses on the Gothic character of the genre from the late eighteenth century to the present. Beginning in 1798 with Charles Brockden Brown's idea that American gothic conventions must be different from the European, we'll progress through the course with the assistance of Nathaniel Hawthorne, Henry James, William Faulkner, Flannery O'Connor, Shirley Jackson, Stephen King, and others. American Novel (Gothic Edition) meets in the light of day, but you're encouraged to read your assignments at midnight.

**ENGL 4022 | American Poetry | Graves**
*Prerequisite: ENGL 1010 and 1020 or equivalent(s).* In this class, we will read poetry written in the United States from its very English origins to its distinctly American present. We will examine the forms American poetry has taken, as well as the subject matter it has addressed, considering why some poets are thought to be “major” writers and others “minor, what audiences they had in mind for their work, and how they have represented both public and private crises in their art. We will look in close detail at some of our best-known and most-accomplished poets, such as Emily Dickinson, Robert Frost, T.S. Eliot, Sylvia Plath, Allen Ginsberg, and particularly Walt Whitman.

**Required texts:**

**ENGL 4030 | Modern Drama | Weiss**
Modern Drama ... it’s all Greek to me! This class aims to familiarize students with plays and playwrights of the 20th and 21st century. Many of the most renowned playwrights of the modern period draw on Greek theatrical traditions and mythology. Drawing on the ancients, these modern writers speak of their contemporary moment and to their contemporary audiences. Together we will explore modern drama’s intersections with the Greeks.
Required texts:
Parks, Suzan Lori. *Father Comes Home from the Wars (parts 1, 2, &3)*. Theatre Communication Group, 2015. ISBN: 978-1559365000

ENGL 4077 | Literature for Adolescents | 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 4100 | Writing in the Professions | Haley
*Prerequisite(s): ENGL-1010 and 1020 or equivalents.* Writing in the professions is a somewhat vague concept, embracing a myriad of forms, formats, and persuasive approaches. In this course, we will explore this concept through increasingly interactive modules, designed to expose you to the basic elements of a new and growing field. Prepare to suspend reality and enter the world of HalCorp, a fictional company that will serve as the focus for this course. We’re compressing several years of employment into a single term. You will begin the semester as an applicant to HalCorp, progress through several company assignments, and end with a multimedia conference presentation based on your years of HalCorp experience. You will work alone and in small groups, using the computer, Internet, and multimedia resources available in the Literature and Language Computer Lab. You will produce a portfolio of work that will be assessed as your final examination. Along the way you’ll learn about using the computer to extend the writing process and to facilitate process interruption; the importance of layout/format in technical and professional writing; research and collaboration via networks (and in the larger context of the internet); electronic writing groups; and writing for the World Wide Web. Although you will learn about computers and the Internet as part of the class, the focus of the course is writing in a workshop environment. Textbook: All materials for this course are drawn from the Internet and from instructor handouts. There is no textbook for the course.
ENGL 4117 | Grammar and Usage | Guigelaar
Prerequisite(s): A grade of C or above in ENGL 1020 or equivalent. 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 The Teacher’s Grammar of English by Ron Cowan, ISBN 978-0521007559. Please email with any questions at guigelaar@etsu.edu or stop by my office in Gilbreath Hall 214C.

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

ENGL 4207 | Literature of the South | Holmes
As our survey course, “Literature of the South,” progresses, we develop a working definition of what it means to have “southern” literature and perhaps an idea of “Appalachian” literature as well. The text for this course will be The Literature of the American South (a Norton anthology edited by William L. Andrews [ISBN 978-0393972702]). Graduates and undergraduates will submit three essays; graduate students will also make class presentations. For more information, please contact Dr. Holmes at holmest@mail.etsu.edu.

ENGL 4290 | Film Genres | Wessels
This course will examine film genres through theory, history, and culture by working through some of the major genres: the western, the 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. Sample films to be screened include The Babadook (Jennifer Kent, 2014), The Brother from Another Planet (John Sayles, 1984), Bride and Prejudice (Gurinder Chadha, 2004), and Meek’s Cutoff (Kelly Reichardt, 2010).
ENGL 4340 | Topics in Film: Archiving Appalachia - Media, Memory, Materiality | Wessels

The study of film history has increasingly demanded a focus on the relationships between local and global contexts of cinema. Studying the local history of cinema production and reception, as well as how images of a particular location develop meaning, is important to understanding how cinema works in broader national and international spheres of circulation. Through studying film on a local level, we can better understand both the origins of cinema in a particular place and the continued relevance of film history more broadly – as its beginnings reveal the ways in which films reflects and influences social, political, and cultural contexts. We will also consider how archives inform our understanding of media today, by looking at contemporary manifestations of the archive, such as YouTube, the uses of archival footage in fiction films and news, and the fake found footage film.

Much of the work that goes into this kind of research requires archival expertise – the ability to sift through newspapers, film collections, web-based archives, etc. This course will provide both a theoretical framework for archival research and practical experiences in engaging with archival materials.

ENGL 4417 | Research I: Teaching English in Middle School and High School | 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 readicide, 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 Screen Fictions | Holtmeier

This course will explore the convergence of twentieth-first century narrative and technology. 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, while maintaining its viability in the new media ecology. Through theories of cybernetics, we’ll be analyzing the relationship between print texts and electronic media, including novels incorporating technology, films engaging the interface between human and machine, and digital storytelling. We’ll engage in media-specific analysis, which attends to the specificity of form as well as to citations and imitations 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
*Crash*, J. G. Ballard
*House of Leaves: The Remastered Full-Color Edition*, Mark Danielewski
*Writing Machines*, N. Katherine Hayles

ENGL 4690 | Milton and his Age | Reid

Our subject will be the work and life of one of the most influential and controversial writers in all of English Literature: John Milton (1608-1674). Readings will include his short poetry, important prose tracts like *Areopagitica*, his closet drama *Samson Agonistes*, and excerpts from *Paradise Regained*. But the main focus of the semester will be our exploration of his great epic *Paradise Lost* in its entirety. Yes, you are reading that right—we will be reading all of *Paradise Lost*, and you will have bragging rights on all other
English majors thereafter. You will also add many unique experience lines on your resume: As a class project, we will provide content for “Darkness Visible: Paradise Lost Illustrated,” an online scholarly edition of rare 17th -19th century illustrations of Paradise Lost. The culminating event of the course will be a day-long “Milton Marathon” event, which you will help organize and advertise. Along the way, we shall see how Milton has inspired everyone from American Revolutionaries like Thomas Paine to contemporary authors like Philip Pullman in his His Dark Materials series, and we shall discover how our concepts of free speech, rebellion, Satan, Eden, and the Fall itself all have a Miltonic flavor to them even today. This is still very much Milton’s world—we are just living in it. *This course is writing-intensive.*

For more information, contact Dr. Josh Reid: reidsj@etsu.edu.

**Required texts:**


**ENGL 4857 | Technical Writing | Haley**

Although research and critical writing about literature provides a partial foundation for technical writing, it omits many skills and methods that are necessary to succeed in this growing and lucrative profession. In this course we will discuss some of the theory behind technical communication, and will experiment with some of the methods and skills that are important in this field.

**Required texts:**


**ENGL 4907 | Creative Writing II: Fiction | Baumgartner**

Prerequisite(s): 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:**


**ENGL 4957 | Shakespeare between the World Wars: 1920-1940 | Sawyer**

The course covers both critical theories and specific productions of Shakespeare’s plays during the twenty-year period, known variously as the “Late Modern Age,” “The Inter-war Period,” and even “The Moribund Age.” We will focus most closely on the relationship between historical events and Shakespearean productions such as Orson Welles’ modernized *Julius Caesar*, subtitled “Death of a Dictator,” as well as his “Voodoo *Macbeth*.” The film versions we will consider include Max Reinhardt’s and William Dieterle’s *A Midsummer Night’s Dream* (1935) and *As You Like It* (1936) directed in the UK by Paul Czinner.

**Required texts:**

Shakespeare, William. *As You Like It* (any version)
---. *A Midsummer Night’s Dream*. (any version)
---. *Julius Caesar*. In Richard France above.
---. *Macbeth*. In Richard France above.

**ENGL 5077 | Literature for Adolescents | Honeycutt**
See ENGL 4077

**ENGL 5117 | Grammar & Usage | Various Sections**
See ENGL 4117

**ENGL 5180 | TESOL Internship | McGarry**
The students in this course will teach at least 30 hours of ESL. They will receive guidance and practice in lesson planning, teaching, self-evaluation, and other relevant aspects of teaching. The student’s interests in teaching will be taken into consideration when the specific placement is decided. Those wishing to take the course should contact the instructor in Spring or Summer 2018.

**ENGL 5190 | Second Language Acquisition | Elhindi**
The purpose of this course is to introduce the various theories of second language acquisition. In addition to surveying the current research in this important discipline, the course also overviews the variables that affect second language acquisition and it examines the relationship between learning theory and teaching methodology. The textbook is Lourdes Ortega’s *Understanding Second Language Acquisition*, Routledge, 2009. Besides Ortega’s, we will read a variety of articles available at Sherrod’s and through interlibrary loan services. Should you need further information regarding this class, please stop by, call, or email. Office: 310 Burleson Hall; telephone: 439-5992; electronic address: elhindi@etsu.edu.

**ENGL 5207 | Literature of the South | Holmes**
See ENGL 4207

**ENGL 5250 | The Eighteenth-Century British Novel | Slagle**
ENGL 5250 is an intensive look at the first English novels written by men and women during the Restoration and long eighteenth century. The course focuses on form, content, and theoretical interpretations of the genre. We will begin with Restoration playwright/novelist/poet Aphra Behn and move on to eighteenth-century novelists such as Defoe, Haywood, Richardson, Fielding, Austen and others to examine what their stories tell us about individual priorities and social life in early modern England. We will also examine how class, gender, politics, economic forces, and love/lust construct the individual and force him/her into a particular role in society—meanwhile considering how the novels criticize that society’s institutions and values.

**Required texts:**
ENGL 5417 | Research I: Teaching English in Middle School and High School | Honeycutt
See ENGL 4417

ENGL 5420 | Twentieth-Century British Literature | Westover
Because November 11, 2018 marks 100 years since the signing of the armistice that ended WWI, this graduate seminar in twentieth-century British literature will be devoted to the influence and legacy of the Great War within British cultural and literary memory. Through close reading of poetry, memoir, short fiction, novels, and drama, we will examine how writing changed forever beneath the pressure to articulate the inexpressible. We will also discuss many of the formal and thematic attributes of literary Modernism and Postmodernism, relating text-level concerns to political and social questions surrounding art and culture. For more information, contact Dr. Daniel Westover, westover@etsu.edu.

Required texts:
Bob Blaisdell, ed., World War One Short Stories (Dover, ISBN 978-0486485034)
Pat Barker, Regeneration (Plume, ISBN 978-0142180594)

ENGL 5500 | Nineteenth-Century American Poetry | Cody
We’ll begin with Philip Freneau 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 John Greenleaf Whittier and Stephen Crane. And...

Required text:

ENGL 5507 | Literature in Film: Cybernetic Screen Fictions | Holtmeier
See ENGL 4507

ENGL 5680 | Seminar in Linguistics | McGarry
In this course we look at the ways in which human languages, both spoken and signed, can be similar and different with regard to words, affixes, sounds, grammar, speech acts, and change over time.

Required text:
ENGL 5730 | Seminar in British Lit: Irish Theatre - Staging of Cultural and National Identity
Weiss

In “Irish Theatre: Staging of Cultural and National Identity,” we will begin by examining the image of the staged Irishman in pre-20th century plays by Irish or English writers. After encountering Paddwhackery, we will move to our main topic: How have the Irish reimagined their identity in the 20th and 21st centuries? In establishing an Irish National Theatre at the turn of the 20th century, W.B. Yeats, Lady Gregory, among others, address the very stereotype of the Irish buffoon on stage. By doing so, the Irish National Theatre, also known as the Abbey, embarked on a new tradition of playwriting – a tradition which brought about new political and cultural awareness in Eire, and changed the stages of Ireland, England, and America. We will explore the Abbey plays as well as more contemporary works to see how Ireland stages its cultural and national identity.

Required texts:
Murphy, Tom. She Stoops to Folly. Methuen, 1996. ISBN: 978-0413714008

ENGL 5857 | Technical Writing | Haley
See ENGL 4857

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 | Shakespeare between the World Wars: 1920-1940 | Sawyer
See ENGL 4957
LANGUAGES

FREN 1010 | Beginning French I | Various Sections
Introduction to the French language and to the culture, geography, and history of French-speaking countries.

FREN 1020 | Beginning French II | Various Sections
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 | Briscoe
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 | Briscoe
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 | Kolzow
This course centers on the four basic language skills of reading, writing, speaking, and listening, with particular emphasis on improving students’ conversational and compositional abilities. Through cultural readings and guided exercises, students will develop their ability to discuss timely events as well as to offer and justify their opinions on them. Oral work will include discussions, role-playing, debates, and presentations, while written work will consist primarily of compositions on topics that require analysis and synthesis.

FREN 3210 | Readings in French | Harrington
This course will focus on the study of techniques and strategies to improve reading skills in French. Students will develop reading skills in the target language with emphasis on interpretive strategies, stylistic techniques, and literary terminology and devices. Students will have the opportunity to improve their critical written, thinking, and speaking skills through analysis and discussion of timely and stimulating sociocultural issues that relate to French-speaking cultures. In addition, class discussions of the texts will provide practice in speaking while video and audio materials encourage listening practice. Written assignments will enable students to apply their skills and demonstrate an understanding of the material learned.

FREN 4617 | Twentieth-Century French Literature | Kolzow
The past hundred years has been a time of globalization, alienation, innovation, and war that has brought, and often forced, people of vastly different groups into contact with one another. Driven especially by colonization but also by changing social norms, much of the literature of twentieth-century France presents the experiences of this contact, in particular the experiences of those who attempt to better understand themselves by comparing themselves to groups they are not a part of. At the same time, however, there was often a reluctance, and even a refusal, to consider the full impact of these comparisons, leaving certain aspects of them unexplored. Among the most common social differences examined, at least in part, are those defined by masculinity and femininity, age and youth, health and sickness, as well as dominance and subjugation. While not always thorough, these comparisons nonetheless shed light onto how and why people come to define themselves and their place in the world.
as they do. Among the texts this course will study are Albert Camus’s *L’Exil et le Royaume*, Jean-Paul Sartre’s *Huis clos*, André Gide’s *L’Immoraliste*, Alain Robbe-Grillet’s *La Jalousie*, in addition to the films *Hiroshima mon amour* and *Outremer*.

**FREN 5617 | Twentieth-Century French Literature | Kolzow**
See FREN 4617

**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 3120 | Enchanted Worlds: Form and Meaning of the Brothers Grimm’s Fairy Tales | Jost-Fritz**
*Prerequisite(s):* GERM 2020 or equivalent. Throughout the ages, fairy tales have fascinated listeners, readers, and since the 20th century movie-goers and television viewers as well. Fairy tales’ sometimes abrupt but seemingly natural transitions between the ‘real’ world and worlds in which the rules of the everyday are suspended have served as a medium for various aspects of the human condition. A careful look at fairy tales reveals at times a dark world of abandonment, persecution, and desires behind a shiny and happy facade. In this class, we will look at what fairy tales are, how they have changed through the centuries, why they were collected and printed, and how they are used and appropriated in today’s popular culture. We will also look at various approaches to the interpretation of fairy tales, and discuss topics such as family, gender relations, and ideological uses and misuses of fairy tales. Primary texts and discussions are mostly in German, secondary readings are partly in English and German.

**GERM 3210 | Germany I: Myth and Nation | Jost-Fritz**
*Prerequisite(s):* GERM 2020 or equivalent. This conversation / composition class discusses how and why Germany is as it is today against the backdrop of historical and cultural developments of the past 200 years. The class offers a coherent and comprehensive overview of events that shaped contemporary German culture and society. We will discuss topics such as Germans and their relationship to the nature, the rise of nationalism in the 19th century, urban culture in German speaking metropoles in the early 20th century, and Germany’s dark history during the Nazi-years. We continue to improve conversation and composition skills, and will enhance reading and aural proficiency on the intermediate level. This class is exclusively taught in German.

**GERM 4230 | Applied German: Theory and Practice of Translation | Negrisanu**
*Prerequisite(s):* GERM 3141 or permission from the instructor. This course provides students a foundation in translation and language theory while addressing the practical aspects of translation as applied to business, medical, technical, legal, and literary fields. Students will produce practical translations from English to German, and from German to English. The purpose of this course is to strengthen the language skills of students and refine their abilities in analyzing language as needed for translations. It teaches basic translation skills through an interdisciplinary approach, by including translations from various professional fields.
**GREK 1010 | Introductory Ancient Greek I | Crofts**
Acquaints students with the phonetics, grammar and morphology of the Greek language as it was used in fifth-century (B.C.E.) Athens.

**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 | James**
*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 | Tezuka-Arnold**
*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 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 a 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.

**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 | Heil
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 3003 | Basic Spanish Grammar | Hall
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:

SPAN 3033 | Hispanic Readings & Composition | Heil
Prerequisite(s): SPAN 3003 Basic Spanish Grammar and SPAN 3113 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 3113 | Spanish Conversation and Composition | Gomez-Sobrino
Prerequisite: SPAN 3003. The objective of this course is to perfect the student’s speaking and writing abilities in Spanish through a variety of activities – including an extensive use of technology – that provides examples of authentic Spanish in context. The coursework and conversations will be based on the activities, readings and essays from the book Revista. This work will prepare the student for success in higher-level Spanish courses at the 3000 and 4000 levels.

SPAN 3123 | Applied Spanish: Introduction to Translation | Detwiler
Prerequisite(s): SPAN 3003 Basic Spanish Grammar and SPAN 3113 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 | Hall
Prerequisites: SPAN 3113. Geography, history, and culture of Latin America.
Required text:

SPAN 3513 | Survey of Spanish Literature | Heil
Prerequisite(s): SPAN 3033 and SPAN 3113. 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:

SPAN 4133 | Applied Spanish: Translation and Community Outreach | Fiuza
Prerequisite(s): SPAN 3003 and SPAN 3113. This course teaches basic translation and interpreting skills with a focus on healthcare scenarios. Students prepare written translation and oral interpretation exercises that are presented and critiqued in class. This class includes a 10-hour service-learning requirement.
Required texts:

SPAN 4607 | Modernist Movement in Spanish America | Fehskens
This course focuses on the transatlantic literatures of Spanish and Spanish American modernity, specifically works written between 1885-1920. The critical approach is a denationalized discussion of the works in their modern context, analyzing the different manifestations of the modern and the tragic literature that this paradigm shift produced. Special attention will be given to the creation of alternative modernities in the literary discourse, constructed to counteract the triumphant value system of rational-scientific bourgeois modernity. The student will read some of the great masterpieces in contemporary Spanish poetry, fiction and travel literature, and exercise critical faculties of literary criticism and academic writing. The course will be conducted in Spanish.

SPAN 4957 | Spain Today | Gomez-Sobrino
This course is designed for students that would like to expand their knowledge of Spanish culture, literature, art, cinema, and social-political issues of the 21st century. We will learn new cultural approaches, the latest trends in literature, as well as the most important problems that Spanish society faces today. The students will be required to do various readings, watch films, and get familiarized with current newspapers and magazines. The students will debate different cultural, social and political topics in groups and each student will be in charge of several presentations throughout the course. The class will be taught entirely in Spanish.
SPAN 5607 | Modernist Movement in Spanish America | Fehskens
See SPAN 4607

SPAN 5957 | Spain Today | Gomez-Sobrino
See SPAN 4957