

The Clarion

Descriptions of English and Foreign Language Courses Offered at East Tennessee State
University, Summer / Fall 2024

Pre-Summer
(5/13/24 – 5/31/24)

ENGLISH

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. 10th ed. ISBN: 978-0-393-88442-5.

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

JAPN 3005 | Japanese Language and Culture in Japan (Study Abroad) | James

Prerequisite(s): JAPN 1010 or equivalents. The dates for this Study Abroad are May 15-June 2. 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 traditional Japanese sports, Sumo, and so forth.

SPAN 1010 | Beginning Spanish I | Fehskens

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

SUMMER SESSION I (6/3/24 – 7/5/24)

ENGLISH

ENGL 1010 | Foundations in Writing | Bennett

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 | Written Communication and Critical Thinking | Miller

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 Explorations | Wick

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. 5th ed. ISBN: 9781319215033.

ENGL 2120 | American Literature since 1865 | Holmes

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. 10th ed. ISBN: 978-0-393-88443-2.

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, Flannery O'Connor, Ursula K. Le Guin, Gabriel García Márquez, Amy Hempel, and many others.

Required Text:

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

ENGL 4117 | Grammar and Usage | Michieka

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 | Michieka

See ENGL 4117.

FILM STUDIES

FILM 4100 | Film Genres: The Western| Wessels

Beginning with questions of genre more broadly, this course will trace the evolution of the western genre from early cinema to contemporary examples. We will examine westerns from America and around the world to consider how the western is shaped by history, politics, and culture. Through

screening films and reading texts drawn from Latin America, Europe, Australia, and East Asia, we will consider the interrelation of national and global factors that have led to the emergence and the adoption of the western as a popular genre. Films screened may include: *My Darling Clementine* (John Ford, 1946), *Django* (Sergio Corbucci, 1966), *The Ballad of Little Jo* (Maggie Greenwald, 1993), and *Brokeback Mountain* (Ang Lee, 2005)

LANGUAGES

FREN 4747 | Study Abroad Paris | Labbé

Studies the influence of literary figures, artists and movements on contemporary French culture. This course requires a minimum three-week stay in France, including visits to relevant sites and attendance at cultural events such as exhibits, concerts, plays, or lectures.

FREN 5747 | Study Abroad Paris | Labbé

See FREN 4747

JAPN 2010 | Second-Year Japanese I | Boteilho

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.

SPAN 1020 | Beginning Spanish I | Heil

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 | Korfhagen

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 5903 | Special Studies in Spanish: Healthcare Spanish Immersion | Heil

SUMMER SESSION II

(7/8/24 – 8/9/24)

ENGLISH

ENGL 1010 | Foundations in Writing | Briggs

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 | Written Communication and Critical Thinking | 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 Explorations | 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. 5th ed. ISBN: 9781319215033.

ENGL 2110 | American Literature to 1865 | Hubbard

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. 10th ed. ISBN: 978-0-393-88442-5.

ENGL 3010 | Poetry | Graves

Prerequisites: ENGL-1010 and 1020 or equivalent. This course is an introduction to the art of poetry. Through reading, discussion and collaborative activities, students learn how to analyze, evaluate and take pleasure in poems by a wide-range of established masters. We talk about form, technique, themes, social and historical influences while considering what distinguishes poetry from other kinds of creative writing. Moreover, we explore the ideas and perceptions weaved into poems and how they speak to our lives and the larger world.

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.

LANGUAGES

FREN 2020 | Second-Year French II | Labbé

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 2020 | Second-Year Japanese II | Arnold

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.

SPAN 2010 | Second-Year Spanish I | Martinelli de Medeiros Fiuza

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 | 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
(6/3/24 – 8/9/24)

ENGLISH

ENGL 2330 | World Literature | Lewis

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
(8/28/24 - 12/14/24)

ENGLISH

ENGL 1010 | Foundations in 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 | Written Communication and Critical Thinking | 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 Explorations | Various Sections

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. Introduces literature, short fiction, poetry, and drama, as a vehicle for exploring Western and Non-Western cultures and identities.

Required text:

Literature: A Portable Anthology. Ed. Gardner et al. 5th ed. ISBN: 9781319215033.

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. 10th ed. ISBN: 978-0-393-88442-5.

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. 10th ed. ISBN: 978-0-393-88443-2.

ENGL 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. 11th ed. ISBN: 978-1-324-07280-5.

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: 978-1-324-07281-2.

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. ISBN: 9780393656022

ENGL 2338 | Honors Survey of World Literature | Elhindi

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. During the first two weeks of the semester, we will survey the principles and schools of literary criticism, focusing on postcolonialism. Then we will read four novels by African women writers from Egypt, Nigeria, Sudan, and Zimbabwe. These novels are listed below in the order in which they will be read and discussed.

Required Texts:

Nervous Conditions by T. Dangarembga, ISBN 978-1644450710

Purple Hibiscus by C. Adichie, ISBN 978-1616202415

Granada by R. Ashour, ISBN 9780815607656

Minaret by L. Aboulela, ISBN 978-0802170149

Get your books early, preferably by the end of August, and read Dangarembga's. There are online bookstores that sell books at bargain prices; ThriftBooks is one of them. If you have any questions about this course please contact me. My electronic address is elhindi@etsu.edu

ENGL 2430 | European Literature | Negrisanu

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 2550 | Exploring Creative Writing | Snapp

Explores three genres of creative writing, including fiction, creative nonfiction prose, and poetry. This course focuses on providing an understanding of the various elements of literary craft and composition through studying different approaches to creative writing using individual poems, essays, stories, and novels as examples. The assigned textbook is *Imaginative Writing: The Elements of Craft*, 4th Edition, by Janet Burroway.

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 a novel by Jeff VanderMeer, 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]

Annihilation: A Novel, by Jeff VanderMeer [ISBN13: 978-0374104092]

ENGL 3030 | Drama | Mazzara

What makes drama different from other literature? How does theatrical performance influence the composition of a play? And if plays are written for performance, what does it mean to read them? This class will be a study of drama as a unique literary form in which our interpretation of the script is constantly influenced by the practice of theatrical performance—even when we read plays as literature. Starting from selected Greek and Roman plays in translation, we will define the distinctive characteristics of tragedy and comedy and learn to recognize the techniques each genre uses to encourage its audience to sympathize with, fear for, and laugh at its characters and storylines. As we go, we will learn strategies for performance analysis that help us imagine how stage production—with its sights, sounds, and social interactions—would have contributed further meaning to the plays that we read. Finally, we will apply our knowledge of ancient theater and performance to selected modern plays that reflect the ongoing relevance of Greek and Roman drama. All readings will be assigned in English.

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 3070 | Native American Literature | Cody

Indigenous America doesn't receive much attention from the U.S. political realm, news media, or entertainment industry. Literature and other cultural expressions by American Indians, however, recently experienced a tremendous renaissance beginning in the late 1960s. ENGL 3070 explores historical and developing literary traditions that are part of America's indigenous cultures in an effort, first, to dispel the damaging stereotypes—both negative and supposedly positive—that have long affected views of "Indians" and, second, to discover how contemporary authors, especially, are writing to create a more accurate image of native peoples and the lives they lead. We will experience Native American oratory in creation myths, trickster tales, and narratives of contact with Europeans; documents related to 19th-century Indian removal and the war over the American West; literature of the "Native American Renaissance" in the late 20th and early 21st centuries—this last grouping will make up the majority of our reading.

ENGL 3100 | Intro to Linguistics | Michieka

The purpose of this course is to introduce students to the nature of the human language and the different approaches to languages in various disciplines, such as psychology, sociology, computer linguistics, and speech-language pathology. In order to provide a broad understanding of the human language, this course covers major subfields of linguistics such as Phonetics, Phonology, Morphology, Syntax, Semantics and pragmatics. For more information, please feel free to contact Dr. Martha Michieka (michieka@etsu.edu).

Required Text:

Open access resource <https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>

ENGL 3118 | Honors Special Topics: Stylistics | McGarry

This honors literature course will introduce stylistics, the linguistic analysis of literature, with the goals of preparing the students to understand and critique stylistic analyses, to design and implement stylistic analyses of their own, and to link stylistic analysis to broader societal issues such as social and socio-political identities and ideologies. The main text for the course will be *Contemporary Stylistics: Language, Cognition, Interpretation*, available free at <https://www.jstor.org/stable/10.3366/j.ctt1tx9wz>.

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.

ENGL 3141 | Creative Writing I: Poetry | Various Sections

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: Social Justice and Human Rights | Briggs

Would the world be a better place if we all just read more books? Research does seem to indicate that reading increases one's sense of empathy and emotional intelligence, but what about ethics and values. This course will explore questions of ethics and values in works of fiction from the 19th and 20th centuries with an emphasis on social justice and human rights. We will be asking questions such as: What responsibilities do humans have to their environment and to their creations within that environment? What rights do we have as human beings and citizens of this nation? Do citizens have the right to live as they desire? Where does social justice fit into our sense of ethics and values? What responsibilities do we have to one another in a functioning society? For more information, please contact Dr. Briggs at briggsm@etsu.edu

ENGL 3150 | Literature, Ethics, and Values: Ambiguity, Apathy, and Action | Lichtenwalner

Often in life we are faced with choices, big and small, that affect how we move through and interact with the world. Through a variety of nineteenth and twentieth century texts we will explore the complexities of how we find our way when what is "right" might not be clear, how we surmount our own reluctance or apathy, and how those who have taken effective action in the face of injustice have found their way.

ENGL 3270 | Literature of Popular Culture: Supernatural Literature | Briggs

This section of ENGL 3270 is designed to introduce students to literature and film that include elements of the supernatural. We will read and discuss several novels and other forms of literature that build upon the supernatural as a distinct force. We will also view films and clips that use the supernatural to induce mystery and fear in the viewing audience. The main objective for this course is to define literature of the supernatural as a distinct genre within the larger literary canon. As such, we will spend time discussing specific elements associated with this type of literature, including the treatment of fear, mystery, psychological reactions, monsters, etc. Please contact Dr. Michael Briggs (briggsm@etsu.edu) for a reading list and a copy of the syllabus.

ENGL 3280 | Mythology | Mazzara

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. From gods and goddesses to monsters, heroes, and legendary rulers, the mythology of classical Greece and Rome continues to capture imaginations, both in ancient sources and in modern media adaptations. Why does ancient mythology remain so popular, and what does it have to do with the modern world? This class will be a study of selected Greek and Roman myths in literature, visual art, drama, and popular culture. In addition to studying mythological narratives, we will define mythology and explore its relationships with religion, history, and politics. As we become familiar with what myths meant to those who told and heard them in the classical world, we'll compare them with recent adaptations to learn both what myths mean today and how they make meaning in the modern day. All readings will be assigned in English.

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 | Byington

This course examines what Eva C. Keuls calls the “split-feminine psyche” to better understand the origins of the dead girl trope by looking at women authors from the ancient world through today.

ENGL 4010 | British Novel | Jones

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.

ENGL 4022 | American Poetry | Graves

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:

The Oxford Book of American Poetry, Lehman. Oxford UP. ISBN: 019516251X, and other texts as assigned.

ENGL 4032 | African Literature | Michieka

This course explores the exciting and extremely diverse literature from Africa. One of the main objectives of the course is to help students develop a greater appreciation of cultural, thematic, and aesthetic representations in African literature. The course also aims at equipping students with skills to enable them make accurate judgments of both style and meaning in the various genres of African literature – fiction, drama, and poetry. Readings will range from Africa's rich pre-colonial oral traditions to its contemporary fiction, poetry, and drama and will include works by such well-known figures as

Chinua Achebe, Ngugi wa Thiong'o, Nawal el Saadawi, Mariama ba as well as fiction and poetry by less known writers across the continent.

Required Text :

The Rienner Anthology of African Literature by Anthonia C. Kalu (editor) ISBN 978-1626375833 Lynne Rienner Publishers, Inc. 2016

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 4200 | Shakespeare and his Age | Reid

This course examines a wide range of Shakespeare's literary output, including comedies, tragedies, histories, romances, and sonnets. We will range from his early efforts on the stage with the outrageously blood-bedecked Titus Andronicus to his late play of forgiveness and self-transformation through art, *The Winter's Tale*, with *Romeo and Juliet*, *Richard III*, *Midsummer Night's Dream*, *Twelfth Night*, *Hamlet*, *King Lear*, and *The Tempest* in between. Students will sharpen their literary analysis skills through short writings and vigorous class discussions, and we will dissect the Bard and his works with some of the following critical tools: prosody, visual arts, film, performance, cultural & historical context, gender, and race. Students in the secondary education minor will have an assignment option to design Shakespeare teaching activities, and students with a creative bent will have an assignment option to create their own Shakespeare-inspired art. To join or not to join us this fall—is there really a question?

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 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: Feminist Adaptations | Wessels

Combining the study of adaptation, film and literary form, and feminist film theory, this course will consider women’s writing as it is adapted to a new medium and cultural moment. Issues of fidelity and authorship are critical to this shift, alongside film-specific understandings of agency, the gaze, and representations of gender and sexuality. Case studies will include Jane Austen’s *Emma* and Nella Larsen’s *Passing*. Students will have the opportunity to work with additional texts of their choosing. Films screened may include: *Emma* (Autumn de Wilde, 2020), *Clueless* (Amy Heckerling, 1995), *Carol* (Todd Haynes, 2015), *The Miseducation of Cameron Post* (Desiree Akhavan, 2018), and *Passing* (Rebecca Hall, 2021).

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 the greatest epic poem in English, and the greatest work of Biblical fanfiction ever written: *Paradise Lost*. The culminating project of the course will be a “Milton Marathon” literary event at the Reece Museum, 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. Class Preview Trailer: <https://www.youtube.com/watch?v=hN96xF7fO00>

ENGL 4896 | Studies in English: Jane Austen and Her World | Lichtenwalner

Jane Austen is one of Britain’s most famous and influential writers. A master of social satire, Austen offers an incisive look into the manners and social proprieties of her time, and the values they reflect. This course will investigate the world of early nineteenth-century Britain—Jane Austen’s world through her written work.

This is an asynchronous online class.

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:

Willful Creatures, by Aimee Bender [ISBN-13: 978-0385720977]

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

The Lottery and Other Stories, by Shirley Jackson [ISBN-13: 978-1250910158]

ENGL 4957 | Special Topics in English: Brothers Grimm Fairy Tales | Jost-Fritz

ENGL 4957 | Special Topics in English: Poetry and Power: Virgil in the Middle Ages and Beyond | Crofts

ENGL 5060 | Literature of Southern Appalachia | Holmes

Our study of Southern Appalachian literature focuses on representational women-authored novels as they examine gender and race issues in the context of resource extraction, wartime economy, and environmental justice. The course follows a seminar format, featuring regular student presentations and discussions of the works under consideration. Each student will write two essays, as well. Please feel free to contact Professor Holmes via email should you have any questions: holmest at etsu dot edu. We will study the following texts in the indicated editions:

Arnow, Harriette, *The Dollmaker*, 1954, 978-1439154434, 2009, Scribner

Clapsaddle, Annette Saunooke. *Even as We Breathe*, 978-1950564323, 2023, Fireside Industries U P of Kentucky

Giardina, Denise. *Storming Heaven*, 978-0804102971, 1988, Ivy Books

Haun, Mildred. *The Hawk's Done Gone*, 1940. You can access this book through the Sherrod Library.

Hudson, Patricia. *Traces*. 978-1950564286, 2022, Fireside Industries (U P of Kentucky)

Kingsolver, Barbara, *Demon Copperhead*, 2022, 978-0063251922, 2022, Harper

Pancake, Ann, *Strange as This Weather Has Been*, 2007, 978-1593761660, 2007, Shoemaker & Hoard

Smith, Lee. *Oral History*, 1983, 978-0425245460, 2011, Berkley Trade

Townsend, Jacinda. *Saint Monkey*, 978-0393350821, W. W. Norton, 2015

Wilkinson, Crystal, *The Birds of Opulence*, 2016, 978-0813174990, 2018, University Press of Kentucky

ENGL 5077 | Young Adult Literature | Honeycutt

See ENGL 4077

ENGL 5117 | Grammar & Usage | Various Sections

See ENGL 4117

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.

Required Text:

Lourdes Ortega (2013). *Understanding Second Language Acquisition*. New York: Routledge

ENGL 5200 | Restoration and 18th Century Literature | Slagle

Disguise, intrigue, desire, adultery, sexual politics, and race—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, Elizabeth Inchbald, Daniel Defoe, Henry Fielding, Jane Austen and others. We will examine how the politics of marriage, economic forces, desire, race, cultural identity, and colonial power, 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 5417 | Research I: Teaching English in Middle School and High School | Honeycutt

See ENGL 4417

ENGL 5500 | 19th 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 Edwin Arlington Robinson. And . . .

ENGL 5507 | Literature in Film: Feminist Adaptations | Wessels

See ENGL 4507

ENGL 5680 | Seminar in Linguistics: | McGarry**ENGL 5907 | Creative Writing II: Fiction | Baumgartner**

See ENGL 4907

ENGL 5950 | Methods of Research | Holtmeier

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 | Special Topics in English: Brothers Grimm Fairy Tales | Jost-Fritz

See ENGL 4957

ENGL 5957 | Special Topics in English: Poetry and Power: Virgil in the Middle Ages and Beyond | Crofts

See ENGL 4957

FILM STUDIES

FILM 3000 | Methods in Film Studies | Wessels

“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 industries. 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.), organizational principles such as narrative structuring and documentary, and introduces formative film theories. 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. Required coursework entails both films and readings and requires students to watch, analyze, and write about film in new ways.

Required Text:

The Film Experience: An Introduction, 6th 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 4200 | Topics in Film: The Video Essay | Holtmeier

The video essay has emerged as a popular critical form with the rise of screen communication via hosting sites like YouTube and various forms of social media. Video essays often dissect films, television, video games, or other media, using their own images and sounds reconfigured to make an argument about them, while others creatively highlight themes and ideas through remixing the material. More recently, video essays have been accepted as a critical form of scholarship, peer-reviewed and published by digital journals. We will study the proliferation of methods, types, and styles of this new form of critical audio-visual composition and build the skills to create our own. No previous production experience is required, but through this course you will learn the principles of editing video using Adobe Premiere. By the end of the course you will create a video essay that contributes to this growing field of practice.

Required Text:

The Videographic Essay, Keathley, Grant, and Mittell

Note: No purchase required, the book is now free online:

<http://videographicessay.org/works/videographic-essay/contents>

FOREIGN 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 | Nischan

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 | Labbé

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 | Labbé

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 | Labbé

In this course, students will develop oral expression in French by engaging in conversation and debate on a variety of topics based on real-world themes and authentic media. With an emphasis on speaking, this course also aims to further develop students' listening, reading, and writing skills.

FREN 3310 | French and Francophone Civilization | Nischan

This course covers major movements in French Cinema with an emphasis on historical, cultural, and social change. We will view films and discuss issues such as the occupation of France and Second World War, colonization and decolonization, May 1968, Feminism and LGBTQ+ movements, and immigration. Course will be taught in French.

GERM 1010 | Beginning German I | Various Sections

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

GERM 1020 | Beginning German II | Negrisanu

Prerequisite: A grade of at least a C- in GERM 1010 or with consent of the coordinator for German. 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 | Brothers Grimm Fairy Tales | 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 | Jost-Fritz

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 4230 | German Translation | Negrisanu

Prerequisite(s): GERM 2020 or permission from the instructor. When one browses through the children's book section of a bookstore or recommendation lists for books online, it quickly becomes obvious that children's literature does not simply provide a form of entertainment. Children's literature rather always was and still is a reflection of the social norms, expectations, and values of a culture at a given point in

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.

GREK 2010 | Intermediate 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 | 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 2015 | Japanese Pop Culture | 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 3015 | Japanese Conversation and Composition I | 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 | 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.

JAPN 4975 | Topics in Japanese: Japanese Linguistics | Boteilho**JAPN 4975 | Topics in Japanese: Ethnic Studies of Japan | Boteilho****JAPN 4975 | Topics in Japanese: Japanese Manga as Literature | James****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 4910| Special Topics: Poetry and Power: Vergil in the Middle Ages and Beyond | Crofts**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 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 | Heil

Prerequisites: SPAN 2020 or equivalent. A high- intermediate grammar course intended for students who have completed beginning and intermediate Spanish. This is a review of basic Spanish structures. Students are exposed to the more technical aspects of grammar, while practicing speaking, listening, reading and writing skills. The objectives of this course are: to enhance intermediate language skills through detailed focus on Spanish grammar; to improve students' speaking ability through group work and conversational interaction; to broaden students' cultural perspectives of Spain, Spanish America, and Hispanics living in the United States through readings and other class activities; to use writing and discussion in Spanish to explore the relationship of the course materials to students' own lives and values with a view to understanding the perspectives of others.

Required text:

Jordon, Isolde, and José Manuel Pereiro-Otero. *Curso de gramática avanzada del español: comunicación reflexiva*. Pearson Education Inc., New Jersey. 2006.

SPAN 3020 | Spanish Conversation and Composition | Gómez-Sobrino

Prerequisite: SPAN 3010. The objective of this course is to perfect the student's speaking and writing abilities in Spanish through a variety of activities – including short films and readings – that provides examples of authentic Spanish in context. The coursework and conversations will be based on the materials in the textbook *Revista*. This work will prepare the student for success in higher-level Spanish courses at the 3000 and 4000 levels.

SPAN 3030 | Hispanic Literary Criticism | Fehskens

SPAN 3123 | Introduction to Translation and Interpretation | Fiuza

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 3313 | Diversity in Spanish History | Gómez-Sobrino

Prerequisites: SPAN 3020. Studies the history of Spanish America through its diverse languages, cultures and identities. While providing a general overview of the geography, history and ethnicities of the area, special focus is given to the pre-Colombian history, the dialogue between Spanish America and the United States, and Spanish America as a catalyst and example of modernity and modernization. Topics may include: the worldviews of Indigenous Peoples, religious syncretism, the Conquest of Mexico, the Conquest of Peru, ethnic/linguistic/cultural mestizaje, race, architecture, art and literature.

Course is given in Spanish

SPAN 4107 | Don Quixote and the Novel | Fiuza

SPAN 4387 | Meaning in the Spanish Language | Korfhagen

This course explores the historical development of the Spanish language from a number of approaches and perspectives. We will look at the complex social and demographic background that gave rise to the “birth” of Spanish, starting in pre-Roman times, leading up to the Middle Ages. We will then move on to developments that occurred after the establishment of Spanish as a distinct language from other Romance languages, leading up to the present day, and touch on some differences that have arisen between different varieties (or “dialects”) of Spanish, in a first approach toward the discipline of dialectology.

SPAN 4507 | Fantasy and Magical Realism | Fehskens

Ancient Mayan idols that come to life, children swimming on rays of light, a traffic jam that lasts for years, a man who has a motorcycle accident and wakes up on an Aztec altar, an angel that falls to Earth and is kept in a chicken coop. The uncanny, fantastic world of Magical Realism represents one of literature’s high points in infusing the everyday with magic.

The literature of Spanish America explodes onto the world scene in the decade of the 1950s-60s with the works of the authors of the Boom: Nobel Prize winners such as Gabriel García Márquez, Mario Vargas Llosa, Miguel Ángel Asturias, as well as great writers Julio Cortázar, Jorge Luís Borges, Carlos Fuentes, Juan Rulfo and Alejo Carpentier. The diverse elements of Spanish America’s African, Indigenous, and European cultures fuse into a fully mature literary expression that marries fantasy and reality, the world of dreams and the world of Latin-American politics, and produces the richest collection of short-stories in the Magical Realism aesthetic. We will read short stories from many of these authors, and explore the 20th century flowering and maturation of Spanish American expression.

Course is given in Spanish.

SPAN 5011 | Intensive Healthcare Spanish I | Heil

An intensive online beginning Spanish course—intended for students in healthcare-related fields with little-to-no experience using Spanish—focused on cultural competency, grammar structures, and vocabulary most relevant to a healthcare setting, with an emphasis on building oral proficiency. The course enables healthcare professionals to converse with Spanish-speaking patients in Spanish and to interact with all patients of Hispanic origin with a higher level of cultural competency.

Required text:

Chase, Robert O. & Clarisa B. Medina de Chase. *An Introduction to Medical Spanish: Communication and Culture* 5th ed. Yale University Press, 2019. ISBN: 9780300226027

SPAN 5021 | Intensive Healthcare Spanish II | Korfhagen

SPAN 5107 | Don Quixote and the Novel | Fiuza

See SPAN 4107

SPAN 5123 | Spanish for Health Equity | Korfhagen

SPAN 5387 | Meaning in the Spanish Language | Korfhagen

See SPAN 4387.

SPAN 5507 | Fantasy and Magical Realism | Fehskens

See SPAN 4507.

TECHNICAL AND PROFESSIONAL WRITING

TECW 2100 | Introduction to Technical and Professional Writing | Bocchi

The course is an introduction to the theory and practice of technical and professional communication. It serves as an overview of the various concepts, skills, and technologies required for its practice. Students will learn how to write and design content by authoring texts considering rhetorical contexts, genre conventions, and digital applications. The course also examines the discipline's relevance and applicability across various sectors, industries, and careers, and provides students opportunities to create professional development materials.

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 canonical and contemporary thinkers in the field of media ecology, such as Marshall McLuhan, Neil Postman, Elizabeth Eisenstein, Walter Ong, Sherry Turkle, Jacques Ellul, Dennis Cali, and Nicholas Carr, among others, and apply their ideas to discuss and write about mediated texts in networked worlds. Students will consider how contemporary literacies and media ecologies emerged from former paradigms—oral/aural, visual, written/script, and typographic/print.

TECW 3200 | Technical Editing and Style | Bocchi

The course identifies and applies the concepts, practices, and tools required to edit technical documents and employ appropriate style. Students will discuss the theories, methodologies, and application of technical editing in various genres and contexts. They will learn how to edit their own and others' writing in genres such as proposals, reports, instructional documentation, and more.