AML 6934002 (42784)
**Early African-Amer Print Cltre**
*Monday, 7:10–10 p.m., CU 321*
Dr. RJ Boutelle, English
(561) 297-3830
rboutelle@fau.edu

What is print culture studies and how have nineteenth-century African Americanists expanded, critiqued, and revised some of the central questions of that field? In this course, we will explore the archival methodologies and conceptual concerns of print cultural approaches to early African American literature, a field that continues to experience an “archival turn.” As scholars move away from canonical authors and genres (e.g. the slave narratives of Douglass and Jacobs) to Black print production in less familiar venues (e.g. newspapers, convention minutes, speeches, reading rooms, etc.), what is gained and what might we overlook? This class will involve hands-on methodological training in print culture studies and archival work: students will develop a more thorough understanding of texts as material objects and will learn new strategies for reading and writing about literature.

ANG 6587 002 (42764)
**Sem: Biological Anthr 1 (Gen)**
*Wednesday, 6-8:50 p.m., SO 190*
Dr. Susan L. Brown, Anthropology
(561) 297-2325
sllbrown@fau.edu

No course description available.

ANG 6084
**Sem Anthropological Theory 2**
*Monday, 6-8:50 p.m., SO 190*
Dr. Susan L. Brown, Anthropology
(561) 297-2325
sllbrown@fau.edu

No course description available.

ANG 6486 002 (42763)
**Quan Reasoning in Anthro Res**
*Tuesday, 6-8:50 p.m., SO 190*
Dr. Kate Detwiler, Anthropology
(561) 297-1355
kdetwile@fau.edu

No course description available.

ANG 6930
**Gender, Health & Powers**
*Thursday, 6-8:50 p.m., CU 126*
Dr. Mary Cameron, Anthropology
(561) 297-1207
mcameron@fau.edu

No course description available.
History and theory of translation in Europe and in the Americas beginning with the early Roman translators and continuing through Medieval, Renaissance, Neoclassical, Modernist, and Post-colonial theory and practice. The course poses questions about language and meaning, canon and culture, and cross-cultural communication. **Course Description:** Translation is a basic human activity that expands boundaries of time and place. In the literary context, translation is what allows texts and authors to gain global prominence. But of course translation is never a neutral practice; it is always influenced by social, intellectual, aesthetic, political, and economic conditions. Who translates, in what context, from/into which languages, for which new audiences, and for what reasons? How have theories of translation changed over time, and in response to what ideas or circumstances? Crucially, how have translators and their texts helped to frame centuries-long debates over such heavily contested terms as “original” and “copy” “self” and “other,” “secular” and “sacred,” “civilization” and “barbarity,” “domestic” and “foreign,” “colonizer” and “colonized”? What is the historical role of translation in emergent nations? What role do discourses of nationalism and globalization have on translation? This seminar explores the history and theory of translation in Europe and the Americas, beginning with early Roman translators and continuing through medieval, renaissance, neoclassical, colonial, modernist, and post-colonial translation theory and practice. Our case studies will take us from medieval Europe to the postcolonial Americas. Historical readings and discussions are paired with theoretical readings designed to illuminate critical issues in translation theory and studies.

This is an interdisciplinary cultural studies course (drawing on literature, history, film, and performance) that examines feminist work on colonialism and slavery. Representative theorists may include Anne McClintock, Saidiya Hartman, Lisa Lowe, Chandra Mohanty, Stephanie Smallwood, Deborah Miranda, Diana Taylor, Dorothy Roberts, etc., along with literature by Toni Morrison, Jamaica Kincaid, Andrea Levy, Gaiutra Bahadur, and performance art by Coco Fusco. This course will focus on the gender and sexual politics of colonialism and slavery, while also drawing out feminist critical methods for comparative and relational work that grapples with multiple, nonequivalent forms of violence and dispossession.

No course description available.

This course will focus on orienting students in literary criticism. Theoretical approaches will be discussed along with practical matters of MLA style usage and bibliography construction. Students will learn about book reviewing, planning their graduate careers and beyond, and writing full-length critical essays. While much attention will be given to the elements of academic careers, at this juncture in history it is also crucial to focus on careers outside of academia, and the course will ponder the role of MA students in society.
No course description available.

Electric meters, nebular rhyme, thermopoetics, neural sublime: this interdisciplinary seminar cuts across poetry and science of the Victorian period. During the latter half of the nineteenth century, the disciplines as we now know them solidified: William Whewell coined the term “scientist” in 1834, a new epistemic framework—objectivity—took decisive shape, and increasingly specialist vocabularies partitioned humanistic and non-humanistic inquiry. And yet, even as knowledge became increasingly specialized, Victorian poetry and science trafficked heavily in one another. Poets theorized poetic form and performance as something akin to a science. Scientists, like poets, employed figuration as a tool for conceptual experiment and synthesis. Both poetry and science were organized around a common set of formal concerns. Thus, Alfred Lord Tennyson’s *In Memoriam* did not simply invoke but rather interpreted Darwinian speciation for an imperial reading public, while Charles Lyell’s *Principles of Geology* was consumed not in spite but because of its lyrical meditations on curiosities ranging from bog bodies to iguanodons resurrected anew.

This course is organized around the following questions: what is the relationship between poetry and science in the Victorian period? How might we understand Victorian poetry and science as parallel forms of inquiry? As co-constitutively engaged with questions that were not only aesthetic but also deeply material? In what ways did Victorians consider poetry, like science, to be a serious form of knowledge-making? How do Victorian poetry and science unsettle conventional theorizations of cross-disciplinary exchange (such as models of direct influence)? Last but not least: which methods might best enable us to read across disciplinary boundaries while at the same time preserving (rather than flattening) the essential differences that make interdisciplinary study so valuable?


**Disclaimer:** Graduate students enrolled in this course need not know anything about science whatsoever!

This course will provide sufficient background on major issues in German history during the Nazi era to write a research paper. These issues include the levels of participation by Germans in the anti-Semitic policies of the Third Reich, and the problem of resistance against Nazism. It will also explore the debate as to whether the Nazi state was an aberration or culmination of trends in German history. During the first six weeks of the semester, students will make presentations in class on assigned course readings. Students will then meet to discuss progress on their term papers, and engage in peer review of paper theses, bodies of supporting evidence, and conclusions. During the last weeks of the semester, students will make presentations on their research papers.

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FIL 6026 002 (42687)
Film Hist and Historiography
Wednesday, 7:10-10 p.m., CU 222
Dr. Anthony Guneratne, School of
Communication and Multimedia Studies
954-236-1182
guneratn@fau.edu

FIL 6935 002 (42001)
Focus: Radical Film
Tuesday, 7:10-10 p.m., CU 222
Dr. Chris Robé, School of
Communication and Multimedia Studies
561-297-1306
crobe@fau.edu

FRW 6938 003 (42747)
Comp Caribbean Idea(l)s
Thursday, 4-6:50 p.m., CU 120
Dr. Mary Ann Gosser-Esquelin,
Languages, Linguistics and Comparative
Literature
561-297-0612
gosser@fau.edu

FRW 6938 004 (42771)
La Tradition Comique
Thursday, 4-6:50 p.m., CU 120
Dr. Frédéric Conrod, Languages,
Linguistics and Comparative
Literature
561-297-3313
fconrod@fau.edu

INR 6607
Smnr Intrntnl Relations Thry
Monday, 6 - 8:50 p.m., SO 377
Dr. Jeffrey Morton, Political Science
561-297-3212
jmorton@fau.edu

ITW 6938 002 (41567)
Poetic Geographies of Italy
Tuesday, 4-6:50 p.m., BU 402
Dr. Ilaria Serra, Languages,
Linguistics and Comparative
Literature
561-297-0286
iserra1@fau.edu

LIN 6674-002 (42749)
Grammaticalization
Tuesday, 4 –6:50 p.m., CU 131
Dr. Martha Mendoza, Languages,
Linguistics and Comparative
Literature
561-297-1090
mmendoza@fau.edu
LIN 6674-002 (42749)
**Grammaticalization**
*Tuesday, 4 – 6:50 p.m., CU 131*
Dr. Martha Mendoza, Languages, Linguistics and Comparative Literature
561-297-1090
mmendoza@fau.edu

LIN 6720-002 (39764)
**Second Language Acquisition**
*Tuesday, 7:10 – 10 p.m., SO 390*
Dr. Justin P. White, Languages, Linguistics and Comparative Literature
561-297-0497
jwhite94@fau.edu

A survey of theoretical models of communicative competence and second-language acquisition and a discussion of the practical implications of these models for instruction and assessment, including the application of course concepts to authentic second/foreign language data.

LIN 6938-002 (42750)
**Applied Phonetics**
*Wednesday, 4 – 6:50 p.m., AH 204*
Dr. Viktor Kharlamov, Languages, Linguistics and Comparative Literature
561-297-4676
vkharlamov@fau.edu

LIN 6128
**Historical Linguistics**
*Thursday, 7:10 – 10 p.m., BU 112*
Dr. Fred Greenspahn, Gimelstob Eminent Scholar in Judaic Studies, LLCL
561-297-0645
greenspa@fau.edu

This course examines contemporary interfaith relationships among the three Abrahamic traditions – Judaism, Christianity, Islam. We inquire into the nature of their historic and current interactions. Among the questions we ask are: can interfaith dialogue be a force for peace? And if so how? This course presupposes a fundamental familiarity with the basic tenets of Judaism Christianity and Islam. The purpose of this course is neither to cheerlead nor react against any of the three faiths.

LIT 6246 002
**Jews/Christians/Muslims Trialogue**
*Wednesday, 4 – 6:50 p.m., AH 205*
Dr. Alan L. Berger, Raddock Family Eminent Scholar Chair in Holocaust Studies
561-297-2979
aberger@fau.edu

LIT 6932
**Afrofuturism: Race to the Future**
*Thursday, 4 - 6:50 p.m., CU 321*
Dr. Ian MacDonald, English
561-297-3830
imacdonald@fau.edu

No course description available.
Postcolonial Environments are sites where the social and environmental legacy of colonial occupation has influenced a body of literature that antagonizes conventional approaches to “nature” or “wilderness.” As a study of Postcolonial Environments, this seminar will explore the imbricated chronologies of aesthetic expression, landscape ideology, and historical trauma. We will examine the colonial origins of modern development, or "improvement," as the material basis of the pastoral, the picturesque, and the sublime, paying particular attention to the forced removal of local communities through parliamentary enclosure or corporate mandate. Writers interested in the “land question,” from Aimé Césaire to Ranajit Guha to Jamaica Kincaid to Arundhati Roy to Rob Nixon, will serve as our guides as we explore the lasting impact of colonial-era systems of land tenure on postcolonial states. Among the many questions animating the course, we shall ask: how do we bring together the historically polarized and polarizing discussions around Postcolonialism and Environmentalism? Furthermore, how, in an era marked by cataclysmic shifts in our global climate can we begin to think collectively about the fate of our species without eschewing the long history of combined and uneven development that has rendered postcolonial states more vulnerable to the exigencies of climate change? In addition to the theoretical readings outlined above, we will read fiction and poetry from Mahasweta Devi, Amitav Ghosh, Ken Saro-Wiwa, Ursula LeGuin, Pablo Neruda, Chris Abani, Muriel Rukeyser, Indra Sinha, and others.

Requirements for the course include informal discussion forums, a conference abstract, oral presentation, and seminar paper.

[This course counts toward the Multicultural and World Literatures concentration.]
**SPC 6715**  
**Intercultural Communication**  
*Monday, 4 – 6:50 p.m.*  
Dr. Nannetta Durnell--Uwechue,  
School of Communication and Multimedia Studies  
(954) 236-1102  
uwechue@fau.edu

No course description available.

**SPC 6639**  
**Feminist Rhetor Theory**  
*Thursday, 4 – 6:50 p.m.*  
Dr. Becky Mulvaney, School of Communication and Multimedia Studies  
(561) 297-3839  
bmulvane@fau.edu

No course description available.

**SPW 6206-002 (42761)**  
**Latin American Women Writers**  
*Monday, 2 – 4:50 p.m.*  
Dr. Nora Erro Peralta, Languages, Linguistics, and Comparative Literature  
561-297-2724  
peralta@fau.edu

No course description available.

**SPW 6427 002 (42760)**  
**Spanish Golden Age Literature**  
*Thursday, 7:10 – 10 p.m., CU 120*  
Dr. Yolanda Gamboa, Languages, Linguistics, and Comparative Literature  
561-297-2530  
ygamboa@fau.edu

No course description available.

**SPW 6939 002 (42758)**  
**Comp Caribbean Idea(l)s**  
*Thursday, 4-6:50 p.m., CU 120*  
Dr. Mary Ann Gosser-Esquillin, Languages, Linguistics and Comparative Literature  
561-297-0612  
gosser@fau.edu

No course description available.

**SYA 6315-002 (42781)**  
**Sem in Adv Qualitative Methods**  
*Wednesday, 4–6:50 p.m., CU 249*  
Dr. Phillip Lewin, Sociology  
(561) 297-3278  
lewinp@fau.edu

This course will provide students with an overview of qualitative research methods in the social sciences. While the readings I have selected will foreground you in the various logics of qualitative inquiry, the course is organized as a practicum: this means you will primarily learn the realities, limitations, and logistics of qualitative research—especially ethnography, but also interviews and life stories—by carrying it out. By the end of the course, you will have the capacity to formulate research questions that are appropriate to qualitative inquiry; design research projects utilizing qualitative methods; evaluate qualitative research for validity, reliability and moral turpitude; collect data using several different observational and interviewing techniques; analyze and present data using different coding schemes and reporting strategies; and construct sound arguments from collected data that contribute to social scientific knowledge.
What does it mean to be a child in society today? Who is a child? How do children shape the social contexts in which they live and how does the social world shape them? In this course, we will examine how childhood is a socially constructed part of the life course, how race, class, and gender shape childhood experiences, and how peers and family impact children’s self and identity. We will critically examine children’s media, consumer culture, and the construction of social problems surrounding childhood. To successfully meet the requirements of this graduate level course, students will critically analyze academic writings, use sociological research methods to study childhood, and complete an original research study for the final paper.

No course description available.

No course description available.

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No course description available.