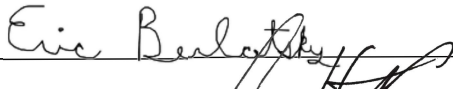
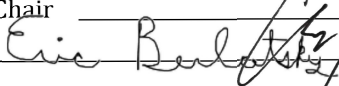


 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Languages, Linguistics, and Comparative Literature College Dorothy F. Schmidt College of Arts and Letters		
Current Course Prefix and Number LIT 6066		Current Course Title Introduction to Comparative Literature Study	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i> Consulted with English Department			
Change title to: Foundations of Comparative Literature Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐		Change description to: A graduate-level introduction to Comparative Literature in order to familiarize students with a range of theoretical approaches to the study of literature and issues in literary criticism. Theorists, critics, and literature will be drawn from various national and geographic traditions. Change prerequisites/minimum grades to: No prerequisites (other than Graduate Standing in Arts and Letters) Change corequisites to: Change registration controls to: Arts and Letters Graduate Level	
* See Definition of a Credit Hour . ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2026		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Mary Ann Gosser / gosser@fau.edu / 7-0612			
Approved by Department Chair  College Curriculum Chair _____ College Dean  UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 10/01/25 10/01/25 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



FLORIDA ATLANTIC UNIVERSITY

LIT 6066

Foundations of Comparative Literature

Date: Thursday 4:00 PM – 6:500 PM

Building: TBA Boca Room: TBA

3 Credit(s)

Spring 2026 - 1 Full Term

Instructor Information

Mary Ann Gosser

Email: gosser@fau.edu

Office: CU 232N

Office Hours: R 2-4 pm + other times by appointment

Phone: 561-297-0612

Course Description

A graduate-level introduction to Comparative Literature in order to familiarize students with a range of theoretical approaches to the study of literature and issues in literary criticism. Theorists, critics, and literature will be drawn from various national and geographic traditions.

Prerequisites: Graduate status

Further Information on the Course:

The study of Comparative Literature goes beyond the boundaries established by linguistic and cultural traditions. The course elaborates on the ties between various literary traditions and other areas of production including, but certainly not limited to philosophy, political science, sociology, history, film, religion, art, and translation.

This seminar introduces students to think comparatively about the literature of one culture as a whole and to the interrelations of the world's literatures, while developing their familiarity with literary theories.

Instructional Method

In-Person with Live Remote Option

Required Texts/Materials

Beckett, Samuel. *Waiting for Godot*.

Cervantes, Miguel de. *Don Quixote*. Trans. Edith Grossman.

Merwin, William S., translator. *The Life of Lazarillo de Tormes: His Fortunes and Adversities*.

Other required readings: Will be on reserve at the library or on our Canvas site and will be indicated as such on the course schedule.

Recommended Texts/Materials

MLA Handbook

ISBN: 9781603293518

Publisher: Hopkins Fulfillment Services

Edition: 9th

Baldick, Chris. *The Oxford Dictionary of Literary Terms*

ISBN: 9780198715443

Publisher: Oxford UP

Edition: 4th

Online: <https://10.1093/acref/9780198715443.001.0001>

Matthews, Peter H. *The Concise Oxford Dictionary of Linguistics*

ISBN: 9780199675128

Publisher: Oxford UP

Edition: 3rd

Online: <https://10.1093/acref/9780199675128.001.0001>

“Literary Terms.” *Purdue Owl*,

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_terms/index.html

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify literary genres
2. Identify literary periods
3. Interpret literary texts through various theoretical approaches
4. Analyze development in literary criticism throughout time
5. Produce theoretical analysis (written and/or oral research project) of a literary text
6. Appraise the analytical work of others

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

The instructor will calculate your grade based on the following weighted distribution:

Course Evaluation Method/Assessment	Weight (%)
Attendance and Class Participation (Including final meeting during finals week) Students are expected to attend all class sessions. Class sessions will primarily involve discussing assigned reading either in small groups or together as a class. You must come prepared to share your thoughts on the assigned material. As the semester advances, we expect to establish connections to previous assignments. May include Admission, Exit exercises, and/or Skeletal Outlines of assigned readings	20%
Independent Reading Responses (4)	8%
Critical Commentaries (6 critical readings + application to primary texts) uploaded to Canvas	15%
Midterm (2 out of 3 questions) (27 February) during class time	10%
Research Paper	
Topic: Description of research project and critical approach (16 February)	3%
Outline (5 March)	7%
Annotated Bibliography (23 March)	10%
Final Draft: Comparative in nature, based on MA reading lists (28 April)	15%
Oral Presentation (various dates)	
Primary presenter:	8%
Commentator/critique:	4%
	100%

* As a graduate student, you need a grade of B or better in order to pass this course.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Make every effort to attend this graduate seminar. If you must miss a class, you are allowed **one personal day** (for any reason). If you do know ahead of time that you will miss a class, please let me know as soon as possible and turn in any work due on that day by the next class.

*** Three unexcused absences will result in automatic failure of the course.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%

Letter Grade	Percentage
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late Work: No assignments will be accepted via email. If you turn work in a late, 5 points (penalty) will be deducted from the grade for each late day after the due date (uploaded to Canvas). For example: if you earn an 88, and the assignment is two days late, your final grade for that assignment will be 78.

After two weeks, items still not submitted will receive a 0.

Make-ups: In order to request a make-up, it is your responsibility to give me prior notice of any anticipated absences, including religious holy days, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting.

For religious holy days, students must speak with me prior to missing class in order to receive participation points and be able to make up any of the attendance exercises.

Incompletes: The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course and needs to be approved by the Department Chair.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for **specific** assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)

- [University Center for Excellence in Writing \(UCEW\)](#)

Course Topical Outline

The instructor reserves the right to adjust this syllabus as necessary. Changes will be announced via email and/or CANVAS announcements. CANVAS assignments are due by midnight on Mondays.

Due dates, assignments, descriptions, points will be available through our Canvas page.

[SEE detailed schedule at the end of this document]

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Participation/Attendance: In a graduate seminar, it is crucial to attend **all** classes and be ready to participate. Students are to engage in **all** discussions actively, critically, and respectfully. You are therefore expected to have completed all the assignments by the beginning of the class. (This certainly includes having the critical exercises submitted ahead of time—by midnight the Monday prior to class on Thursday). Be mindful of tardiness and extending the 10-minute break (this will adversely affect your grade). Absences will lower your grade as well. Participation cannot be made up.

Excessive absences (more than one without an excuse) or arriving late or leaving early and/or the resistance to participating in class will result in a lower grade. If you miss class, no participation points can be awarded for that day.

Critical commentaries: Each student is to submit a **critical** commentary of **selected** assigned theoretical readings. You must engage with the critical selection(s) of that week and explain how a particular theory or critical approach can be applied to the assigned literary selection for that week (e. g., *Don Quixote*, *Godot*, a poem). Please upload them to our Canvas. They will be graded according to a rubric. Please follow MLA guidelines when citing from the texts, giving credit whenever you cite a passage. The commentary has to be more than a simple reaction (I liked/didn't like it or I didn't understand) to or a summary of the material. Given the succinct nature of the exercise, if you must quote, please do so sparingly and not as filler.

Instructions on how to use AI to complete these commentaries are on our Canvas site.

Complete the exercise by Monday **night (11:59 pm)** before the Thursday class. I will accept late work up to noon on Thursday, but 5 (five) points per late day will be deducted from the grade. Spelling and grammar will be taken into consideration when assigning the grade. Recommended length of each piece should be 250 words. **Upload to Canvas.**

Independent Reading Responses

These are abstracts and brief analysis of 4 readings from your Comprehensive Exam reading list. Use the skeletal outline template and then write a short essay (250 words) addressing the texts' ideas/themes from a critical/theoretical perspective. Primary texts cannot be the same as those assigned for the course. Critical perspectives may be different from those assigned but not necessarily; they just have to be different for each of the responses. Linguistics MA students may choose any of the lists in consultation with me. At least two must be completed by the middle of the term (week of 23 February).

Oral presentations: Each student will be responsible for presenting critically and succinctly at least one theoretical article (10 minutes) and establishing a critical connection to the assigned primary text of that week (e. g., *Don Quixote*, *Godot*, a poem). I expect all class members to read **all** of them and be informed participants, especially since these readings will also be addressed in the midterm exam. There will be a respondent/commentator for each presentation (5 minutes) who will evaluate the presenter and will fill in any salient points that will necessarily be left out because of the time limit. I will provide a handout (under Resources in Canvas) that provides suggestions for preparing oral presentations. We will also be using a rubric to evaluate the presentations. You are responsible for completing **all** of these critical readings. PowerPoints must be uploaded by Wednesday at the latest.

Midterm: Our exam will consist of 3 questions. These questions will ask that you consider studied literary texts, primary texts, as well as **all** of the critical readings assigned up to that date. You will answer 2 out of the 3 questions.

Topic: Description of research project and critical approach. Include your primary text(s) (from MA reading list) (due 16 February)

Outline: MLA alphanumeric format. Needs to establish primary sources/texts and critical approach (e. g., structuralist, psychoanalytical). Models are provided on Canvas (5 March)

Annotated bibliography: It will consist of at least 10 entries, and it **will include the primary text(s), but these are not part of the 10 entries**. Please use peer-reviewed sources. **NO** dissertation abstracts, unpublished dissertations or theses, reviews, notes, blogs, or websites. Please include at least **1 entire book** (not just a chapter from a book and not just the introduction to the book). Please follow the most recent MLA guidelines (9th edition). **NO EMAIL SUBMISSIONS**. Models are provided on Canvas. (23 March)

Final Draft of research paper: Comparative in nature, based on MA reading lists. The research paper will be 17 pages minimum (excluding endnotes—not footnotes—and works cited pages) and a maximum of 25 pages (including endnotes and the works cited pages). It will be of a comparative nature. This can take various forms. You can discuss the works of two authors, but you must definitely adopt a critical or theoretical approach or a combination (e.g., new historicism and/or postmodern). Please follow the most recent MLA guidelines. **NO EMAIL SUBMISSIONS**. (28 April)

Important Dates: Go to the following link to the FAU academic calendar to find important dates:

<https://www.fau.edu/registrar/documents/acad-25-26-cal.pdf>

IN CLASS:

TO DO or TURN IN:

1/15 W 1	Introduction. What is Comparative Literature? Review the syllabus. Assign oral presentations. Go over the MA reading lists and start to think about 5 possible primary texts for final research paper and the various assignments associated to it (topic, outline, and annotated bibliography). Explain AI and how to use for critical commentaries.	Bring copies of your MA reading lists. These can be found on Canvas under “MA Reading Lists.” Linguistics MA students, select one. Read: Jonathan Culler: “Comparative literature, at last”
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TUESDAY, January 20: Last day to drop/add course without late fees

1/19 W 2	Critical commentary #1: “She let her gold hair scatter...” (sonnet 90) + Schiller	Uploaded to Canvas
1/22 W 2	Dulce et utile. Aesthetics. European Middle Ages Have you decided what primary text(s) you will examine in the final project? 1) Presentation: Horace’s <i>The Art of Poetry</i> + sonnet 1 Presenter: Commentator:	Bring a typed list of the texts which interest you (from Reading lists) 1) Horace: <i>The Art of Poetry</i> 2) Schiller: <i>On Naïve and Sentimental Poetry</i> 3) Petrarch: Sonnets 1 and 90
1/26 W 3	Critical commentary # 2: <i>Lazarillo de Tormes</i> + Aristotle (<i>Poetics</i>)	Uploaded to Canvas
1/29 W 3	Mimesis. End of the European Middle Ages. 1) Presentation: Plato’s <i>Republic</i> + <i>Lazarillo</i> Presenter: Commentator:	Read: 1) Selections Plato: <i>Republic</i> 2) Selections Aristotle: <i>Poetics</i> 3) <i>Lazarillo de Tormes</i> : Prologue up to Second Master
2/5 W 4	The “Rise of the Novel” 2) Presentation: Plato’s <i>Republic</i> + <i>Lazarillo</i> Presenter: Commentator:	Read: 1) Selections Plato: <i>Republic</i> 2) <i>Lazarillo de Tormes</i> : Third Master to Seventh Master+ conclusion

MONDAY, February 9: Last day to do withdraw with 25% tuition adjustment

2/9 W 5	Critical commentary # 3: <i>Don Quixote</i> + Marx	Uploaded to Canvas
2/12 W 5	Marxism. Dialectic materialism 3) Presentation: Wollstonecraft’s <i>A Vindication of the Rights of Women</i> + <i>Don Quixote</i> Presenter: Commentator:	Read: 1) Selections Marx: <i>Material Conditions</i> 2) Selections Wollstonecraft: <i>A Vindication of the Rights of Women</i> 3) <i>DQ</i> : Prologue-Chapter 18
2/19 W 6	Women Writing. New Historicism 4) Presentation: White’s “The Historical Text as Artifact” + <i>Don Quixote</i> Presenter: Commentator:	Read: 1) Selections Woolf: <i>A Room of One’s Own</i> 2) White: “The Historical Text as Artifact” 3) <i>DQ</i> : Chapters 18-28
2/23 W 7	Critical commentary # 4: <i>Don Quixote</i> + Freud	Uploaded to Canvas

2/26 W 7	Psychoanalysis 5) Presentation: Lacan's "The Mirror Stage" + <i>Don Quixote</i> Presenter: Commentator:	Read: 1) Freud: "The Uncanny" 2) <i>DQ</i> : Chapters 29-36
3/5 W 8	MIDTERM (2 out of 3 questions)	Should have turned in two of your Independent Reading Responses

7-13 March SPRING BREAK

3/16 W 9	Critical Commentary # 5: Bakhtin + <i>Don Quixote</i>	Uploaded to Canvas
3/19 W 9	Heteroglossia. Linguistic Focus 6) Presentation: Bakhtin's <i>Discourse on the Novel</i> + <i>Don Quixote</i> Presenter: Commentator:	Read: 1) Selections Bakhtin: <i>Discourse on the Novel</i> 2) <i>DQ</i> : Chapters 37-45
3/26 W 10	Semiotics. Linguistic Focus 7) Presentation: Saussure's "Nature of the Sign" + <i>Don Quixote</i> Presenter: Commentator:	Read: 1) Saussure: "Nature of the Sign" 2) Selections Jakobson: <i>Linguistics and Poetics</i> 3) <i>DQ</i> : Chapters 46-52

FRIDAY, March 27: Last day to drop with a "W"

4/2 W 11	Authorship. Linguistic Focus 8) Presentation: Barthes's <i>The Death of the Author</i> + <i>Don Quixote</i> Presenter: Commentator:	Read: 1) Barthes: <i>The Death of the Author</i> 2) Foucault: <i>What Is an Author?</i> 3) <i>DQ</i> : "To the Count of Lemos" + "Prologue"
4/6 W 12	Critical Commentary # 6: Lyotard + <i>En attendant Godot</i> (Act 1)	Uploaded to Canvas
4/9 W 12	Postmodernism. Deconstruction. Linguistic Focus (9) Presentation: Derrida's <i>The Discourse of the Human Sciences</i> + <i>En attendant Godot</i> (Act 1) Presenter: Commentator:	Read: 1) Selections Lyotard: <i>Postmodern Condition</i> 2) Selections Derrida: <i>The Discourse of the Human Sciences</i> 3) Beckett: <i>En attendant Godot</i> (Act 1)
4/16 W 13	Reader-Response. Linguistic Focus (10) Presentation: Iser's <i>The Reading Process</i> + <i>En attendant Godot</i> (Act 2) Presenter: Commentator:	Read: 1) Selections Iser: <i>The Reading Process: A Phenomenological Approach</i> 2) Beckett: <i>En attendant Godot</i> (Act 2)
4/23 W 14	Translation and Literary Texts. Linguistic Focus Comparative Literature, at last!	Read: 1) Grosman: Note to <i>DQ</i> translation (xvii-xx) 2) Eugene Nida: "Principles of Correspondence" RESEARCH PAPER DUE

Tuesday, 28 April and Wednesday, 29 April: Reading Days

4/30 W 15	COMPULSORY FINAL MEETING REVIEW FINAL PAPERS	
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Viktor Kharlamov

From: Oliver Buckton
Sent: Tuesday, September 30, 2025 2:56 PM
To: Eric Berlatsky; Viktor Kharlamov
Cc: Julieann Ulin
Subject: Re: crosslisted courses

Dear Victor and Eric,

The English graduate faculty approves the course name change for LIT 6066.

Best wishes,

Oliver

Oliver Buckton, Ph.D.
Chair and Professor
Department of English
Culture and Society CU 97 Ste 306
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561)297-3831
obuckton@fau.edu
<https://www.fau.edu/artsandletters/english/faculty/buckton/>

From: Eric Berlatsky <eberlats@fau.edu>
Date: Tuesday, September 30, 2025 at 2:50 PM
To: Oliver Buckton <obuckton@fau.edu>, Viktor Kharlamov <vkharlamov@fau.edu>
Cc: Julieann Ulin <julin@fau.edu>
Subject: Re: crosslisted courses

Dear Oliver,

We're still hoping for English's/your approval for our course name change for LIT 6066. Can you send an email indicating your approval of that to Viktor Kharlamov, cc'ed here?

EB

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