

Graduate Course Descriptions, Summer 2017

Summer A

51152 ENG 6138 Studies in Film

International Cinema

Jillian Smith, T/Th 6:10-9:40 (elective)

This summer seminar is designed to give students an overview of international cinema through its history. We will focus on national film movements that have been recognized for their influence on the development of cinema world wide—American Romantic Realism, German Expressionism, Soviet Montage, French New Wave—in order to get a sense of film vocabulary, film style, film technique, and some film theory. We will also read about the historical context for certain films and movements in order to get a sense of the politics of film. Students will be expected to read essays, write synopses and reflections on all of the films, and write short essays engaging in film analysis and/or creative projects engaging in film exploration. The goal of the course is to provide an introduction to international cinema, cinema history, and film analysis.

51156 LIT5934 Concepts of the Child

Betsy Nies, M/W 6:10-9:40 (elective)

Some historians have argued that people living in the Middle Ages conceived of children as small adults, with similar clothes, habits, and appearances as evidenced in paintings, sculptures, and fairy tales. Others disagree. This class will explore debates around the meaning of childhood from medieval, Victorian, and twentieth-century literature. Why might Little Red Riding Hood's titular character have undergone a transformation from being an escape artist of in the oral versions to later versions in which she must be rescued? Why did Charles Perrault in 1697 imagine Little Red might be duped by a hottie while the Grimm Brothers add a hunter to the scene? This course will examine child rearing manuals, fairy tales, and contemporary children's literature, with an eye towards understanding the various viewpoints of critics and "experts" on the concept of the child during the various time periods. Students will explore ideologies underlying "classic" children's books such as *Pinocchio* and *Peter Pan*, picture books, and Disney films.

Students will be responsible for reading and presenting theoretical material such as chapters from J. Zornado's *Inventing the Child* (2006) or histories of childhood with supporting visual and written texts for the class as a part of graduate participation. Consider this a teaching moment. Additionally, students will build a material history of one children's book, offering an interpretation informed by readings of child rearing manuals and a personal interview with an individual who valued that book.

Summer B

51142 AML 6506 Periods of Early American Literature

Making American Lit Great Again (Reading the Dead White Guys in the Time of Trump)

Keith Cartwright, T/Th 6:10-9:40 (Pre-1800, Early American)

In this seminar we will read the founding fathers of American literature. This is not a course in multiculturalism or the hyphenated American. This is *Amurican* lit, with an emphasis in the nation's foundational whiteness (though we will touch base with our southern neighbor, Mexico, from time to time, just to tend to the walls we've constructed between us). We will be reading key documents with care, and will be taking up arguments surrounding the US Constitution, the Mexican War, the Dred Scott Decision, the Civil War, and Plessy v Ferguson—from 1776 to *The Birth of a Nation* (1915). Thoughtful engaged dissent is encouraged in this class as we focus upon the nation's white nationalist foundations in writings by Thomas Jefferson (and other "founders"), Andrew Jackson, Washington Irving, John Pendleton Kennedy, Edgar Allan Poe, Henry David Thoreau, Nathaniel Hawthorne, Jefferson Davis, Herman Melville, Mark Twain, Joel Chandler Harris, Kate Chopin, Thomas Dixon, and others.

51150 LIT5934 Grant Writing

Jenni Lieberman, online

(Concentration in Composition and Rhetoric or elective)

Do you know of a community service organization that needs funding? Do you hope to start one of your own? Do you want to fund your own research one day? Grant writing is an important skill that could serve students in myriad professions—including students who want to help nonprofit organizations, students who want to fund their own research, and students who want to give back to their college and their community. We will begin by identifying the research and communication skills necessary to write a successful grant. Over the course of the semester, students will compose (and—if they choose—submit) grants for funding, gaining invaluable professional experience and potentially leaving an actual impression on their community in the process.?