

Graduate English Course Description Packet

Fall 2015

Revised 03-17-2015

ENGL 5003, Composition Pedagogy

Teacher: E. Domínguez Barajas

Textbook Required:

Williams, James D. *Preparing to Teach Writing*. ISBN 978-0-415-64057-2

Description:

This course introduces first-time composition instructors to the history, theory, and practices in the field of English composition. Students will read and discuss scholarly articles and they will engage in activities that may be used in their composition classrooms to facilitate instruction.

Assessment: Two exams; three portfolio submissions; two classroom observations reports.

ENGL 5023, Writing Workshop: Fiction

Teacher: E. Gilchrist

Textbooks Required: none

Description: Graduate Fiction Writing Workshop

Requirements: three short stories or novel chapters, written responses to fellow writers' work, engaged participation in the workshop process

ENGL 5033, Writing Workshop: Poetry

Teacher: G. Brock

Textbook Required:

None

Description: The workshop is a training-ground for serious poets, in which their work will be discussed critically. There will also be brief weekly reading assignments.

Requirements: Students will be expected to submit their own poems, sometimes in response to specific assignments, for workshop discussions. Full participation,

both as a writer and critic, is expected of each member of the workshop.

NOTE: MFA STUDENTS ONLY.

ENGL 5043, Writing Workshop: Translation

Teacher: G. Brock

Textbooks Required: none

Description: Graduate Translation Workshop

Requirements: Students will submit their own translations of literary works from a source language into English for the workshop to review. Students are also expected to provide written responses to fellow writers' work and to participate actively in the workshop process.

ENGL 5173, Representations of the Jew in Medieval England

Teacher: William A. Quinn

Textbooks Required:

Jeremy Cohen, *Living Letters of the Law: Ideas of the Jew in Medieval Christianity* (1999)
The York Mystery Plays: A Selection (2009)

Supplemental Readings:

Daniel 3 (Vulgate)
 Matthew 2:15-20
 Epistle to Romans 1-11
Acts 6-8
 Images of Synagoga and Ecclesiastica (ppt.)
 Peter Abelard, *Dialogue of a Philosopher with a Jew and a Christian* (selections pdf.)
 Peter the Venerable, *Against the Inveterate Hardness of the Jews* (selections pdf.)
Andreas (pdf.)
Judith (pdf.)
 Ephraim of Bonn, "On the York Massacre of 1189-90" (web)
 Chaucer's "Prioress Tale" (pdf.)
 'The Jewish Boy' from the *Vernon Manuscript* (pdf.)
 John Lydgate, *Praier to St Robert* (pdf.)
 'The Jew's Daughter' from *The Alphabet of Tales* (pdf.)
 Selections from *Mandeville's Travels* (pdf.)
 Marlowe, *The Jew of Malta*

Shakespeare, *The Merchant of Venice*
(Additional secondary readings to be supplied.)

Description: This class will be an interdisciplinary study that focuses on perceptions of the Jew as Other in three distinct eras of English history: 1) the Anglo-Saxon period when actual Jews were absent; 2) the Anglo-Norman period and Crusade era; 3) the Middle English period after the 1290 Edict of Expulsion.

Essays, exams, and other major requirements: Consistent and enthusiastic class participation will be a crucial component this class's success. There will be three written assignments.

For graduate credit: a take-home midterm exam (5-8 pp.), a take-home final exam (5-8 pp.), and a research report or critical paper (10 -15 pp.).

Grading:
Class participation = 20%
Each exam = 25%
Paper = 30%

MA Advisory Code: A

ENG 5173, Topics in Medieval Literature and Culture: Introduction to Old English

Teacher: Dr. J. B. Smith

Textbooks Required:

Murray McGillivray, *A Gentle Introduction to Old English* (1551118416)
Murray McGillivray, *Old English Reader* (1551118424)

Description:

In this course students will learn how to read and understand Old English, the language that was written and spoken in England from around 500 to 1100 AD. Its haunting and evocative literature recounts the deeds of heroes like Beowulf, the plights of exiles, surprisingly funny riddles, and encounters with saints and monsters. Influencing writers as diverse as J. R. R. Tolkien and Jorge Luis Borges, Old English literature has remained a potent force in recent and contemporary literary culture.

As Old English is something like a foreign language for Modern English speakers, we will spend the first several weeks gradually learning the basics of the language and good translation practices. By the end of the course, we will be reading entire works in Old English, as well as studying Anglo-Saxon culture.

This course will be followed by another Old English class in the Spring, in which we will read all of *Beowulf* in the original Old English.

Essays, exams, and other major requirements for graduate students at the 5000 level: The same as for undergraduates, although your midterm and final will be more difficult.

Essays, exams, and other major requirements for graduate students at the 6000 level: The same as for undergraduates, although your midterm and final will be more difficult.

MA Advisory Code: A

ENGL 5243, The Beat Generation

Teacher: M. Heffernan

Description:

We will read the work of major figures of the Beat Generation, including John Clellon Holmes, Jack Kerouac, Allen Ginsberg, Anne Waldman, Gregory Corso, Lawrence Ferlinghetti, William Burroughs, and other writers whose work grew out of the literary culture the Beats created.

ENGL 5243/5233, Writing about Writing

Teacher: J. Duval

Description:

The purpose of this course is to write a publishable article about fiction, poetry, and/or literary translation from a writer's perspective.

The first weeks of the class will be researching to find out which magazines, literary, translation journals, and literary reviews and journals (such as Poetry) are most open to articles by creative writers about writing. During this time student writers will be proposing topics and outlines for their articles. For secondary sources, the students may use illustrious critics who are not known best for their imaginative fiction, poetry, or translation, such as Aristotle or George Steiner, but their primary secondary sources should be fellow writers such as Ben Jonson, John Keats, John Gardner, Jorge Luis Borges. The students should hold themselves to the same high standards of writing for their articles as for their fiction or poetry. Many of the classes will be conducted as workshops, where student writers read sections from each other's articles and offer suggestions. Each student, by the end of the class, shall have written one article, presentable for a literary journal, and the same article modified as an oral presentation for a listening audience.

ENGL 5243, Shakespeare for Writers**Teacher: E. Gilchrist****Textbook Required:**

Shakespeare, William. *The Riverside Shakespeare*, Edition I or II. ISBN: 9780395044025.

Description: We will read aloud the plays of William Shakespeare, with special attention to the great comedies. We will read HAMLET, MACBETH, KING LEAR, RICHARD III, JULIUS CAESAR, ANTONY AND CLEOPATRA, MIDSUMMER NIGHT'S DREAM, THE TEMPEST, and as many of the comedies as we can. The professor will reread them this summer to decide which ones are still funny in 2015.

ENGL 5243, Special Topics: Modernist Narrative, Modernist Lyric**Teacher: G. Davis****Textbooks Required:**

Sherwood Anderson, *Winesburg, Ohio* ISBN 1613823347
 T. S. Eliot, *The Waste Land* ISBN 0393974995
 William Faulkner, *As I Lay Dying* ISBN 067973225X
 Robert Frost, *North of Boston* ISBN 1481204157
 Ernest Hemingway, *A Farewell to Arms* ISBN 0684801469
 Langston Hughes, *The Weary Blues* ISBN 0385352972
 Nella Larsen, *Quicksand* ISBN 0486451402
 Edna St. Vincent Millay, *A Few Figs from Thistles* ISBN 1605975524
 Gertrude Stein, *Tender Buttons* ISBN 0486298973
 Jean Toomer, *Cane* ISBN 0871402106
 William Carlos Williams, *Imaginations* ISBN 0811202291
 Virginia Woolf, *Jacob's Room* ISBN 048640109X

Description:

This course will study modernist literary aesthetics with the aim of better understanding narrative and lyric genres, as well as each genre's dynamically involved history. We will also examine the results from an unprecedented innovative intermingling of narrative and lyric. We will consider structures and meanings of narrative and lyric genres in the light of modernist self-reflection, autobiographical accounts, and current critical thought.

Essays, exams, and other major requirements for graduate students at the 5000 level: One group presentation, two conference papers (7-10 pages), enthusiastic participation.

ENGL 5243, Job Market(s) Workshop: Academic, Alt-Ac, Post-Ac**Teacher: L. Lopez Szwydky****Textbooks Required:**

Susan Basalla and Maggie Debelius, “*So What Are You Going to Do with That?*”:
Finding Careers Outside Academia (2007) ISBN 978-0226038827

Katharine Brooks, *You Majored in What?: Mapping Your Path from Chaos to Career* (2010) ISBN 978-0452296008

Kathryn Hume, *Surviving Your Academic Job Hunt: Advice for Humanities PhDs*
 (2nd edition, 2010) ISBN 978-0230109469

Description:

How do you put together solid application materials for an academic job? What are the professional options for liberal arts and humanities majors outside of the conventional paths of teaching and publishing? What is the Alt-Ac “track” and how might you get on it? What about Post-Ac options? How should you prepare for interviews for each of these types of jobs? How does medium (in-person, phone, or video) affect interviews? This workshop will focus on preparing students to develop professional profiles and effective job application materials for a range of careers. Readings will include three (3) book-length career guides, as well as online articles and blogs. We will cover strategies to make the most of academic time-to-degree in order to diversify career options. Students will learn how to discuss their skills and experiences to multiple, diverse audiences. (Although there are several web-based projects, only minimal technical competence is necessary to complete the assignments.) PhD, MA, and MFA students at all stages of their academic careers will find this preparation beneficial. Students who will be on the job market within the next 2 years will find this workshop invaluable. Assignments will be tailored as appropriate to meet the needs of individual students at their respective academic stages.

Requirements for students enrolled at the 5000-level: drafting and revising several job application documents including multiple cover letters and résumés/CVs for three different job categories (academic, alt-ac, and post-ac); teaching philosophy; active peer review feedback; several mock interviews; developing professional web and social media presences; collaborative social media project including (5) blog entries on course WordPress blog and (10) pins on class Pinterest board.

ENGL 5283, Craft of Fiction II**Teacher: T. Jensen**

Textbooks Required (Subject to change): Course packet to be distributed by professor. Possibility of reading several complete collections, tba.

Description: A seminar-style course in literary analysis, in which we will read together as broad (geographically, stylistically, chronologically) a selection of short fiction as time allows, with a slight bias toward the twentieth century. How has this form evolved? What distinguishes it from its cousin the novel (and its other cousin, the lyric poem), in form, function, and content? How are the techniques and characteristics of fiction—voice, perspective, the elasticity of time, etc.—on display in each piece, and how do these operate on us as readers or transfer into our work as writers?

Requirements: (also subject to modification) Three reading responses (2-5 pp), which may be fictional or analytic; plus one short story (7-25 pp), with accompanying short reflective essay. No final exam. Students will take turns leading classes and be graded on participation.

ENGL 5293 Craft of Poetry II

Teacher: M. Heffernan

Textbooks Required:

Elizabeth Bishop, *The Complete Poems 1927-1979* (Noonday) ISBN 0-374-51817-3

Anthony Hecht, *Collected Earlier Poems* (Knopf) ISBN 0-679-73357-4

Randall Jarrell, *The Complete Poems* (FSG) ISBN 978-0-374-51305-4

Description:

Craft of Poetry II extends the study of prosody and poetic forms pursued in Craft of Poetry I. We will attempt to experience the metrical line, particularly iambic pentameter in the variety known as blank verse, along with an array of received forms, as instruments of experimental composition in an ongoing act of expressive poetic discovery. Students should aim to create a body of new work that may expand some boundaries. A good many poems produced in this course can take important places in a thesis and eventual first book.

We will read collections of three 20th –century poets, whose work embraced a range of formal options. The poems of Bishop, Hecht and Jarrell can help awaken one’s ear to new sounds on the given day. The product of the course will be a portfolio of poems developed and completed during the semester.

ENGL 5403, Topics in Major Authors: Jane Austen

Teacher: S. Dempsey

Textbooks Required:

Austen, Jane, *Northanger Abbey*. ISBN 019953554X.

_____. *Sense and Sensibility*. ISBN 0199555362.

- _____. *Pride and Prejudice*. ISBN 0199535566.
_____. *Mansfield Park*. ISBN 0199535531.
_____. *Emma*. ISBN 0199535523.
_____. *Persuasion*. ISBN 0199535558.

Description: In this course we will study Jane Austen's six completed novels as well as read several representative Romantic texts in order to position Austen's achievements within the context of Romantic literature and culture. We will also consider Austen's continuing significance by examining the wide range of contemporary film adaptations, imagined sequels, and zombified mash-ups of Austen's work.

Essays, exams, and other major requirements for undergraduates: Two tests, two essays, several one-page response papers, active class participation.

MA Advisory Code: D, I

ENGL 5543, Migration and Belonging in Latino/American Film

Teacher: Y. Padilla

Textbooks Required:

Selected readings will be available via Blackboard.

Description: In this course we will explore films (both fictional and documentaries) from Latin America and the United States that focalize the experiences of internal (rural to urban) and international migration. Our analyses of these films will consist of looking at how they represent the migratory experience, including the reasons why people migrate, the obstacles they face throughout the process, and the hopes and dreams they harbor. Among the most prominent themes guiding our discussion will be the notion of (cultural, social, and national) belonging, which is inherently linked to such processes of migration. However, we will also tend to related questions regarding gender and sexuality, class, race and ethnicity, and citizenship. Although the main cultural texts for this course will be the films assigned, students will be required to read secondary articles (contextual and theoretical) in Latin American and Latino film studies and be provided with a brief introduction to the analysis of and writing about film. Most, if not all of the films, will be in Spanish with English subtitles.

Essays, exams, and other major requirements for graduates: attendance and active participation in class discussions, 2 critical essays (4-5 pages, 12-15 pages), and midterm. Additional theoretical readings will also be assigned.

MA Advisory Code: G, H

English 5563, Indigenous Poetry**Teacher: S. Teuton****Description:**

While inheriting ancient poetics, Native American poets of North America today draw also on Western forms and devices to write in English what we call “contemporary Indigenous poetry.” Whether recalling ancestral homes, critiquing colonialism, or imagining rock and roll, these poets invoke the past as they demand the present. In reading several books of poetry that range across decades and tribal groups, we will seek to understand the changing place of contemporary Indigenous poetry and to identify those literary techniques and narrative themes that forge a new poetics. Whatever our findings, the ancestral beginnings of Native poetry offer this truth: poetry belongs to the people. The course will create a community to enable the expression of that ideal. Students will thus actively read aloud, share, and respond to the poetry.

Textbooks Required:

Sherman Alexie, *The Summer of the Black Widows*
 Louise Erdrich, *Original Fire*
 Eric Gansworth, *Nickel Eclipse*
 Simon Ortiz, *Out There Somewhere*
 Theda Perdue and Michael Green, *North American Indians*
 Brian Swann, ed., *Native American Songs and Poems*
 Laura Tohe, *No Parole Today*
 Mark Turcotte, *Exploding Chippewas*
 Ray Young Bear, *Black Eagle Child*

Other Requirements: Attendance and participation, midterm and final examinations

Graduate Requirements: Students may meet with Dr. Teuton to discuss an additional project.

MA Advisory Code: G

ENGL 5653, Introduction to Shakespeare**Teacher: J. Candido**

Textbooks Required: Any respectable edition of Shakespeare or individual editions of the plays. Used copies of *The Riverside Shakespeare* will be available through the University Bookstore.

Area of Coverage: We shall examine the basic contours of Shakespeare’s career as a dramatist, drawing upon some of his most representative plays. Likely works to be read include the following:

Richard II
1 Henry IV
2 Henry IV
A Midsummer Night's Dream
Measure for Measure
Twelfth Night
King Lear
Macbeth
The Tempest

Papers and Examinations: Two in-class exams and one 5-page critical paper. Graduate students will be expected to write a research paper of considerable length (15-25 pp.)

MA Advisory Code: B

ENGL 5703, Telecommunications in Nineteenth-Century American Literature

Teacher: K. Yandell

Texts Required:

Frank Linderman, *Pretty-shield, Medicine Woman of the Crows* (ISBN 0803280254)

Jeffrey Sconce, *Haunted Media* (ISBN 9780822325727)

Nathaniel Hawthorne, *The House of the Seven Gables* (ISBN 9781416534778)

All other course texts are available online.

Description:

This course examines the literature of a time when, in the minds of most Americans, talk itself changed forever. In 1844, Samuel Morse (1791-1872) strung a wire between Washington D.C. and Baltimore to send America's first public telegram. From that day in Baltimore, telecommunications media created a social revolution analogous to that following the printing press in the fifteenth, or the internet in the twentieth century. Writers responded with a literature imagining the pitfalls and possibilities of disembodied, "instantaneous," long-distance speech. This course investigates this substantial and diverse, but almost wholly unexamined body of nineteenth-century telecommunications literature, as it creates an imagined space for authors' often opposed, sometimes astonishing fantasies for how telecommunications media might forever alter American society. This nineteenth-century literary space itself resembles the disembodied realm that many Americans believed Morse's telegraph invented, and which we today commonly refer to as the virtual realm. Within this virtual realm, as imagined within telecommunications literature, authors present a proliferation of alternative worlds, worlds often distinctly utopic or dystopic in nature, worlds that manifest their fantasies for how they hope or fear telecommunications media will change the "real world." This course investigates the technotopias of telecommunications literature, to intervene both in accepted ideas about the nineteenth-century American individual, community, and divine,

and in some ingrained social narratives commonly invoked throughout the century's literature.

Essays, exams, and other major requirements for graduate students: one conference paper (7-10 pages), one oral presentation of same conference paper, one journal article draft (15-20 pages), one day teaching the class, additional critical readings.

MA Advisory Code: F

ENGL 5973, Advanced Studies in Rhetoric, Composition, and Literacy: History of Rhetorical Theory, Classical through Renaissance

Teacher: D. Jolliffe

Textbooks Required:

Bizzell, Patricia, and Bruce Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present*, 2nd ed. (Bedford St. Martin's, 2000) ISBN 0312148399

Description:

This course examines the primary texts and secondary scholarship on how effective writing and speaking have been conceived and taught from the 5th century BCE through the 17th century CE.

Essays, exams, and other major requirements: Several two-page response papers throughout the semester, a mid-term examination, and a final paper, around 15 pages. Students who receive permission to take the course for seminar credit will write a more substantial final paper.

MA Advisory Code: I

ENGL 6113, Seminar in Medieval Literature and Culture: The Medieval Lyric

Teacher: W. Quinn

Textbooks Required:

James J. Wilhelm, ed. and trans., *Lyrics of the Middle Ages: An Anthology* (1990)
Richard L. Hoffman and Maxwell S. Luria, eds., *Middle English Lyrics* (1974)
Robert M. Durling, ed., *Petrarch's Lyric Poems*

Description:

This is a graduate seminar that will examine the formal and thematic features of the medieval lyric (and one Early Modern poet). All primary readings will be accompanied by modern English translation EXCEPT for the Middle English poetry. Particular

attention will be paid to aspects of the actual presentation of the lyric (i.e., as song or for recital or for solitary reading). Classes will be informal lectures followed by close, collaborative readings.

Essays and other major requirements: Perfect attendance and active participation in any graduate seminar are normative expectations. Students will produce conference-quality papers (8-10 pp.) for actual class presentation by October 21; these papers will then be amplified into article-length submissions (20-30pp.) due by December 14. All students (M. A. and Ph.D. as well as M.F.A.) also have the option of proposing a suitable and substantial translation project.

Grading:

Participation = 20%. Written Projects = 80%

MA advisory code: A

ENGL 6723, Telecommunications in Nineteenth-Century American Literature

Teacher: K. Yandell

Texts Required:

Frank Linderman, *Pretty-shield, Medicine Woman of the Crows* (ISBN 0803280254)

Jeffrey Sconce, *Haunted Media* (ISBN 9780822325727)

Nathaniel Hawthorne, *The House of the Seven Gables* (ISBN 9781416534778)

All other course texts are available online.

Description:

This course examines the literature of a time when, in the minds of most Americans, talk itself changed forever. In 1844, Samuel Morse (1791-1872) strung a wire between Washington D.C. and Baltimore to send America's first public telegram. From that day in Baltimore, telecommunications media created a social revolution analogous to that following the printing press in the fifteenth, or the internet in the twentieth century. Writers responded with a literature imagining the pitfalls and possibilities of disembodied, "instantaneous," long-distance speech. This course investigates this substantial and diverse, but almost wholly unexamined body of nineteenth-century telecommunications literature, as it creates an imagined space for authors' often opposed, sometimes astonishing fantasies for how telecommunications media might forever alter American society. This nineteenth-century literary space itself resembles the disembodied realm that many Americans believed Morse's telegraph invented, and which we today commonly refer to as the virtual realm. Within this virtual realm, as imagined within telecommunications literature, authors present a proliferation of alternative worlds, worlds often distinctly utopic or dystopic in nature, worlds that manifest their fantasies for how they hope or fear telecommunications media will change the "real world." This course investigates the technotopias of telecommunications literature, to intervene both in accepted ideas about the nineteenth-century American individual, community, and divine,

and in some ingrained social narratives commonly invoked throughout the century's literature.

Essays, exams, and other major requirements for graduate students: one conference paper (7-10 pages), one oral presentation of same conference paper, one journal article draft (15-20 pages), one day teaching the class, additional critical readings.

MA Advisory Code: F

ENGL 6973, Advanced Studies in Rhetoric, Composition, and Literacy: History of Rhetorical Theory, Classical through Renaissance

Teacher: D. Jolliffe

Textbooks Required:

Bizzell, Patricia, and Bruce Herzberg, *The Rhetorical Tradition: Readings from Classical Times to the Present*, 2nd ed. (Bedford St. Martin's, 2000) ISBN 0312148399

Description:

This course examines the primary texts and secondary scholarship on how effective writing and speaking have been conceived and taught from the 5th century BCE through the 17th century CE.

Essays, exams, and other major requirements: Several two-page response papers throughout the semester, a mid-term examination, and a final paper, around 15 pages. Students who receive permission to take the course for seminar credit will write a more substantial final paper.

MA Advisory Code: I

World Literature

WLIT 5193, Introduction to Comparative Literature

Teacher: K. Booker

Textbooks Required:

BAKHTIN, *THE DIALOGIC IMAGINATION*, TEXAS 9780292715349

BOOKER, *A PRACTICAL INTRODUCTION TO LITERARY THEORY AND CRITICISM*, LONGMAN 0801317657

HAYOT, *THE ELEMENTS OF ACADEMIC STYLE*, COLUMBIA 978-0231168014

JAMESON, *THE POLITICAL UNCONSCIOUS*, CORNELL 080149222X

Description:

This course is intended to provide a general introduction to modern literary theory and critical practice, with references to the problems encountered both in the study of English and American literature and in comparative literature.

Special assignments: One formal, conference paper–style presentation will be required, applying a theoretically-informed critical approach to one of three assigned literary/cultural texts.

Examinations: The take-home final examination will involve a detailed discussion (including outside research) of one of the major theoretical approaches covered during the semester. Students who so choose may substitute a critical essay (15-25 pages, typed, double-spaced) on a literary or cultural text, which may be the same as the text from the conference paper presentation.

MA Advisory Code: I

WLIT 603V, Literature of Spain 711-1615 C.E.

Teacher: M. Kahf

Description:

Graduate students will gain understanding of multiple cultural traditions of Muslims, Jews, and Christians in Spain between 711 and 1615 C.E. and train to produce scholarship pertinent to field. Integrated approach includes translations of literature originally in Arabic (50%+ of course content), Hebrew, Spanish, and French. Students with reading abilities in original languages encouraged to use them.

MA Advisory Code: H

Online

ENGL 5513, Document Design for Technical Writers (ONLINE SECTION)

Teacher: A. Pope

Textbooks Required:

Golombisky, Kim. *White Space is Not Your Enemy, Second Edition*. ISBN: 0240824148

Lupton, Ellen. *Thinking with Type, 2nd Edition*. ISBN 1568989695

Tufte, Edward R. *Visual Explanations*. ISBN: 0961392126

Tufte, Edward R. *Envisioning Information*. ISBN: 0961392118

Tufte, Edward R. *The Visual Display of Quantitative Information*. ISBN: 0961392142

Description:

To communicate information effectively today, you need to understand document design. As technical writers, the content of our written prose only goes so far. We have to be able to package that information in visually appealing and more importantly visually-useful forms. In this course, we'll tackle the issue of document design from multiple angles, looking at visualization of data, typography, page layout, and more as we examine the most effective ways to package the information we're communicating. As part of this process, we will work on creating texts to meet real-world scenarios, ranging from manuals to posters to infographics. In putting this content together, we'll work with the Adobe Creative Suite, wedding our theoretical understanding of document design with the practical skills needed to create print or web-ready documents and visuals.

Essays, exams, and other major requirements for graduate students at the 5000 level: weekly reading responses (almost always integrating document design), a document design analysis/critique, a small-scale document project, and a large-scale document project.

M.A. Advisory Coding

The advisory codes indicate what course distribution requirement(s) will be satisfied by the designated listing. If more than one code is listed in the description for a particular class, a student may satisfy only one of those distribution requirements with that class.

- A Satisfies Medieval literature and culture requirement
- B Satisfies Renaissance literature and culture requirement
- C Satisfies Restoration and 18th-century literature and culture requirement
- D Satisfies 19th-century British literature and culture requirement
- E Satisfies British literature and culture after 1900 requirement
- F Satisfies American literature and culture before 1900 requirement
- G Satisfies American literature and culture after 1900 requirement
- H Satisfies world literature and culture written in English requirement
- I Satisfies theory requirement