

Department of English Course Description Packet Undergraduate Courses, Spring 2017

Updated: 11-02-2016

ENGL 0013, Reading Strategies

Teacher: Staff

Texts Required:

McWhorter, Kathleen. *Efficient and Flexible Reading*, 10th Ed. ISBN 10: 0-205-90359-2

Description: This course focuses on developing reading skills and strategies essential for college success. The areas of concentration include vocabulary development, advanced comprehension skills, and critical reading. Comprehension is developed primarily through study of main ideas, supporting details, and organizational patterns, while critical reading addresses inference and analytical thinking. University credit is earned, but the course does not count toward a degree. This course is required of students not meeting state reading placement standards of (less than a 19) on the ACT reading score.

Examinations: Five tests and a final examination.

ENGL 1013, Composition I

Teacher: Staff

Texts Required:

Lunsford, Andrea. *St. Martin's Handbook* (8th Ed.) Bedford/St. Martin's. ISBN 9781319088262.

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing* (6th Ed.) Pearson. ISBN 978-0321906816.

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say/I Say with Readings* (3rd Ed.) Norton. ISBN 978-0393937510.

Description: To teach students how to use written sources from across the curriculum; and how to draft, revise, and edit for reflective analysis, sound argumentation, clear organization, well developed paragraphs, and correct sentences.

Requirements: Discussion; workshop; lecture; and the writing of papers, essay examinations, and exercises. The quality of writing will largely determine the final grade.

ENGL 1023, Composition II

Teacher: Staff

Texts Required:

Lunsford, Andrea. *The St. Martin's Handbook* (8th Ed.) Bedford/St. Martin's. ISBN 9781319088262.

Wardle, Elizabeth and Doug Downs. *Writing About Writing* (2nd Ed.). Bedford/St. Martin's. ISBN 9781457636943.

Description: To continue to teach students the research and writing strategies and processes emphasized in Composition I but doing so through the analysis of the discursive and writing practices in their chosen fields of study. Students will reflect on writing as a communicative practice and will write critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms.

Requirements: Discussions; workshops; lectures; formal and informal analytical writing; exercises and activities that promote metadiscursive awareness. The quality of writing will largely determine the final grade.

ENGL 1023H, Composition II Honors

Teacher: Staff

Texts Required:

Lunsford, Andrea. *The St. Martin's Handbook* (8th Ed.) Bedford/St. Martin's. ISBN 978-1319021375.

Wardle, Elizabeth and Doug Downs. *Writing About Writing* (2nd Ed.). Bedford/St. Martin's. ISBN 978-0312534936.

Description: To continue to teach students the research and writing strategies and processes emphasized in Composition I but doing so through the analysis of the discursive and writing practices in their chosen fields of study. Students will reflect on writing as a communicative practice and will write critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms.

ENGL 1023, Composition II: The Body and Disembodiment

Teacher: J. Paganelli Marín

Texts Required:

Coates, Ta-Nehisi. *Between the World and Me*. New York City: Spiegel and Grau, 2015.

Print.

Gerard, Sarah. *Binary Star*. Columbus: Two Dollar Radio, 2015. Print.

Sharif, Solmaz. *Look*. Minneapolis: Graywolf, 2016. Print.

Smith, Danez. *[insert] boy*. Portland: Yes Yes Books, 2014. Print.

Description: How do our bodies connect to our minds? How does society change what our bodies mean? In this course, students will discuss the ways race, gender, sexuality, disorder, disability, and trauma affect the meaning we assign to our own bodies and project meaning onto the bodies of other people. We will also discuss “disembodiment,” the ways we separate ourselves from our bodies and other people from their bodies.

In the first unit, we will read *Between the World and Me* and *[insert] boy* in order to discuss the ways we understand race, gender, and sexuality in different spaces. Unit two will focus on *Binary Star*, a novel about food and the way the main character splits herself from her body. Our final unit will focus on *Look*, a book of poetry that examines war and its effects on the body. Other readings will be provided in class by the instructor. The goals of the course are to write, read, and think critically about contemporary texts and to help students understand and create meaning for their bodies through writing.

Requirements: There will be four papers due during this course, as well as frequent responses to class readings. Other assignments include small group and classroom discussions, in-class activities, peer review workshops and individual conferences.

ENGL 1023, Composition II: Immigrant Narratives

Teacher: R. Maiti

Texts Required:

Crossing Into America: The New Literature of Immigration. Loius Mendoza and S. Shankar, eds. New York: The New Press, 2003. Available on *Amazon* and *Half EBay*.

The St. Martin's Handbook, 7th ed., by A. Lunsford. (Bedford/St. Martin's).

In addition to the books on the book list, the instructor will provide students with excerpts of other writings and essays on Blackboard.

Description: This course will continue to teach students the research and writing strategies and processes emphasized in Composition I (ENGL 1023) but doing so through application in the field of contemporary immigrant narratives. America is an extremely diverse country with people from various countries, races, cultures, and ethnicities. This class will study immigrant literature of the US, discuss issues of race, ethnicity, multiculturalism, feminism, and nationalism, and analyze American political rhetoric. Students will read, discuss, and write about contemporary American immigrant literature and related texts from different genres, becoming conversant in issues surrounding recent immigration to the United States and how authors respond to them in literature,

understand the reasons and circumstances surrounding immigration to America, the contrasts in the experiences of different generations in immigrant families, the challenges of adjusting to life in a new land, and overall the role of storytelling in coming to terms with the immigrant experience.

Essays, exams, and other major requirements: a critique and response (possibly a piece of literature in conjunction with a political speech, a public document, or a historical event), and a community analysis (interviewing members of a particular immigrant community, with help from the various RSOs on campus), and a research argument with an annotated bibliography.

Other minor assignments include active class participation, and journals.

ENGL 1023, Composition II: Secrets and Creatures

Teacher: G. Jeter

Texts Required:

James, Henry. "The Turn of the Screw." 1898. Ed. Stanley Applebaum. US: Dover Publications, 1991. ISBN 978-04862668484

Poe, Edgar Allan. Great Tales and Poems of Edgar Allan Poe (Enriched Classics). New York: Simon & Schuster, Enriched Classic edition, 2007. ISBN 978-1416534761 (Mass Market Paperback).

Shelley, Mary [Wollstonecraft]. Frankenstein, or The Modern Prometheus. 1818. Mineola, NY: Dover Publications, 2010. ISBN 978-0486282114

Stevenson, Robert Louis. The Strange Case of Dr. Jekyll and Mr. Hyde. 1884. NY: Dover Publications, 1991. ISBN 978-0486266886

Stoker, Bram. Dracula. 1897. Mineola, NY: Dover Publications, 2000. ISBN 978-0486411095

Description: "Gothic," the word conjures up ideas of fear, horror, terror, suspense, secrets, and darkness. Certain 19th-century texts defined these emotions and concepts. This course examines various novelistic and short-story works that evoked them: Frankenstein, Dr. Jekyll and Mr. Hyde, Poe, "The Turn of the Screw," and Dracula. Its 4-essay Focus will include personal reader experience, examination of Gothic narrative, and study of genre. Students will have the opportunity to study adaptative works of their choice in the areas of film, TV, and graphic novels.

English Majors: the course design is intended to promote understanding of the discipline of English, of literary studies, and of genre. You do not have to be an English major to enroll, but the course design is heavily literature-based.

ENGL 1023, Composition II: Making a Murderer: Examining the Documentary

Teacher: C. Autrey

Texts Required:

Access to Netflix

Lunsford, Andrea, *The St. Martin's Handbook*, 8th ed. ISBN 978-1319021375

Readings posted on Blackboard

Description: This class will examine the role of documentaries in popular culture by watching and discussing the *Making a Murderer* series and other documentaries in conversation with reality television and the news. This course will have three units. In the first unit, we will discuss the evolution of documentary films and our assumptions about them. In the second unit, we will analyze the similarities and differences between documentaries and reality television. In the final unit, we will discuss documentaries as texts, examining structure and format, purpose, language, rhetorical strategies, and audience.

Essays, exams, and other requirements: Three major essays, one formal presentation, participation in daily discussions, quizzes, in-class writing assignments, and documentary and reading responses.

ENGL 1023, Composition II: Adolescent Identity and Young Adult Literature

Teacher: S. Morris

Texts Required:

Collins, Suzanne. *The Hunger Games*. Scholastic. ISBN: 9780439023528

Green, John. *The Fault in Our Stars*. Penguin. ISBN: 014242417X

Hinton, S.E. *The Outsiders*. Speak. ISBN: 014240733X

Lowry, Lois. *The Giver*. HMH Books. ISBN: 0544336267

Meyer, Stephenie. *Twilight*. Little, Brown. ISBN: 0316015849

Rowling, J.K. *Harry Potter and the Prisoner of Azkaban*. Scholastic. ISBN: 0439136369

Lunsford, Andrea A. *The St. Martin's Handbook*. 8th ed. ISBN: 978-1319021375

Description: This Composition II Special Topics course will focus on making new knowledge based on something that you already know: what it's like to be an adolescent. By analyzing experiences that you have had in high school as well as participation in clubs, youth groups, and online communities, we will investigate how these organizations work to help shape who you are. Along with these personal investigations, we will also explore how these organizations are treated in young adult literature, specifically *Harry Potter and the Prisoner of Azkaban*, *The Fault in Our Stars*, *The Outsiders*, *Twilight*, *The Giver*, and *The Hunger Games*. This course will seek to achieve two central goals: to validate your experiences as a young adult and to further prepare you for participation in

academic and professional discourse communities. This course will satisfy your Composition II requirement.

Essays, exams, and other major requirements: Daily reading assignments, film viewing, four essays (similar to those in the regular Comp II course), in-class writing assignments, a reading journal, and enthusiastic participation.

ENGL 1023, Composition II: Rhetoric in Contemporary Speculative Fiction

Teacher: MK. Messimer

Texts Required:

The St. Martin's Handbook, 8th ed., by A. Lunsford. (Bedford/St. Martin's)

Gold Fame Citrus, by Claire Vaye Watkins. (Hardcover or Kindle edition, Riverhead Books, 2015) ISBN: 978-1594634239.

Oryx & Crake, by Margaret Atwood. (Paperback or Kindle edition, Doubleday, 2003) ISBN: 978-0385721677

Description: This course will analyze contemporary social issues through the viewing and analysis of different forms of media. We will use three works of speculative fiction as our main texts: *Mad Max: Fury Road*, Margaret Atwood's *Oryx & Crake*, and Claire Vaye Watkins' *Gold Fame Citrus*. Students will compose three major essays to develop rhetorical skills that will benefit them throughout their college career. We will focus on unbiased research, development of ideas, logical organization in writing, and critical response to texts of any type.

ENGL 1023, Composition II: Perfect Practice and Writing

Teacher: J. Green

Texts Required:

Wardle, Elizabeth and Doug Downs. *Writing About Writing* (2nd Ed.). Bedford/St. Martin's. ISBN 978-0312534936.

Additional readings posted to Blackboard

Description: “I just can’t write.” “I’m not a natural-born writer.” “I’ve never been good at writing.” Does this sound like you? If so, this is the course for you! In this special topics Composition II course, we will debunk the myth that writing is a mysterious talent possessed only by the lucky few and demonstrate that—on the contrary—writing can be learned, practiced, and eventually mastered in the same way as any other skill. By investigating proven practice habits from other fields such as music, art, and even weightlifting, we will learn the best ways to improve our writing. The central goal of the course is to foster in students the habit of *metacognition*, an ability that cognitive psychology suggests may be the single most important distinguishing factor between

novices and experts in any skill. Metacognition is the ability to know what you do and, more importantly, why you do it. To that end, the course's essays, journal entries, and discussions encourage students to examine and analyze their own writing experiences and strategies.

Essays, exams, and other major requirements for undergraduates:

Four essays—each of which is accompanied by a two-page “meta-analysis” and an in-class presentation, four peer review workshops, daily journal entries

ENGL 1023, Composition II: Queer Theory and Composition II

Teacher: M. Pitts

Texts Required:

The St. Martin's Handbook, 8th ed., by A. Lunsford. (Bedford/St. Martin's)

Queer Studies: A Lesbian, Gay, Bisexual, and Transgender Anthology, by Brett Beemyn and Mickey Eliason. (NYU Press)

Description: To continue to teach students the research and writing strategies and processes emphasized in Composition II by doing so through the analysis of contemporary queer and gender theory. Students will write critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms.

ENGL 1023, Composition II: Before *The Hunger Games*: Exploring Nineteenth-century Dystopian Literature

Teacher: S. Fox

Texts Required:

The St. Martin's Handbook, 7th ed., by A. Lunsford. (Bedford/St. Martin's)

The Time Machine (Graphic Novel), *H.G. Wells* (ISBN: 978-1906814335)

Online Required Reading:

The Time Machine, *H.G. Wells*. Full text found at:

<http://www.gutenberg.org/ebooks/17401>

The Revolt of Man, Walter Besant. Full text found at:

<http://www.gutenberg.org/ebooks/48690>

The Fixed Period, Anthony Trollope. Full text found at:

<https://www.gutenberg.org/ebooks/27067>

Erewhon, Samuel Butler. Full text found at: <http://www.gutenberg.org/ebooks/1906>

Articles on BlackBoard.

Paper copies of the books are available. and if you are interested in using the same copies as the instructor contact the instructor for the ISBN numbers.

Description: Dystopian literature has had a place on bookshelves for centuries, and has always had more to say about the time in which it is written than the future in which the novels are set. This course will require the students to critically engage with British Nineteenth-century dystopian novels as historical artifacts that offer insight into societal anxieties in the Victorian period. We will explore technological, race/class, and gender issues within Victorian Britain found in the novels of Wells, Besant, Trollope, and Butler. The class will also examine film and graphic novel adaptations of these novels and analyze how they bring Victorian anxieties into our own time. The course will be grounded in Nineteenth-century history and should be of interest to students interested in Victorian Britain. Note that this curriculum will satisfy the Composition 2 requirement.

Other Requirements: The assignments will include four papers, peer-review workshops, weekly reading summaries, and in-class activities.

ENGL 1033, Technical Composition II

Teacher: Staff

Texts Required:

Markel, Mike. *Practical Strategies for Technical Communication* Bedford/St. Martin's. ISBN 9781319003364 Alred, et al. *Handbook of Technical Writing* (11th Ed.) Bedford/St. Martin's. ISBN 978-1-457-67552-2

Description: The general goal of English 1033 is to teach students in technical fields the principles of effective written communication. The specific goal of this course is to introduce students to particular principles, procedures, and formats used in preparing some common types of documents encountered in technical fields.

Requirements: Lecture, discussion, exercises, peer-review workshops, exams, and several major writing assignments.

Prerequisite: ENGL 1013 Composition I Note: This course is designed for Engineering and Business majors.

ENGL 2003, Advanced Composition

Teacher: Staff

Texts Required:

Comer, Denise, *Writing in Transit*. ISBN 978-1-59871-803-4

Bacon, Nora, *The Well-Crafted Sentence*. ISBN 978-1-4576-0673-1

Students will also need two essays they have written for a previous course, preferably two researched essays.

Description: A course designed to continue to teach students the research and writing strategies and processes emphasized in Composition II by focusing on a variety of document genres, media, and discursive conventions. Students engage in rhetorical analysis, stylistic analysis, and adapting their stylistic choices to suit differing rhetorical situations. **PREREQUISITES:** ENGL 1013 and ENGL 1023.

Essays, exams, and other major requirements for undergraduates: four essays (5-6 pages), in-class writing exercises, quizzes, presentations and/or annotated bibliographies may be included as well.

ENGL 2013, Essay Writing

Teacher: Staff

Texts Required:

Textbooks pending

Description: To teach students strategies for analyzing and writing creative nonfiction. Special attention will be given to certain forms that have served creative nonfiction well.

Procedures and Assignments: Discussion, workshop, lecture, and the writing of papers, essay examinations, and exercises. The quality of writing will largely determine the final grades.

Note: Students must possess a sound knowledge of sentence structure, standard usage, and the writing of expository essays. Students who do not have this knowledge should not enroll in the course.

ENGL 2023, Creative Writing I

Teacher: Staff

Texts Required:

Varies by instructor.

Description: A beginning-level lecture and workshop course introducing students to the writing of poetry and fiction.

Requirements:

Students produce both poetry and fiction. Final grade based mainly on a portfolio of

writing and revisions produced during the semester, with class participation and attendance a high priority.

ENGL 2173, Literacy in America

Teacher: S. Connors

Description: This introductory course examines different definitions of literacy and their connections to issues of socio-economic class, occupational status, economic and political structures, educational institutions, cultural organizations, and various media. Students will examine the social, as well as the cognitive, dimensions of literacy and consider the implications for literacy instruction in school.

ENGL 2303, English Literature: Beginning to 1700

Teacher: M. Kahf

Texts Required:

The Norton Anthology of English Literature, volumes A & B

Volume A: ISBN 978 0 393 91249 4

Volume B: ISBN 978 0 393 91250 0

Description: Students will read literature of the British Isles from beginnings to approximately 1700, with attention to how global literary relations as well as internal cultural developments influence English literature in those eras.

Exams: essay and identification format; mid-term and perhaps a final

One 5-page paper

One in-class presentation

Prepared attendance & participation, which may include pop quizzes

ENGL 2303, English Literature: Beginning to 1700

Teacher: W. Quinn

Texts Required:

Abrams, *The Norton Anthology of British Literature*, Norton et al, eds Vol. A & B

Description: A critical and historical survey of the development of literature in Great Britain from its origins to 1700.

Procedures: Class meetings will be primarily formal lectures. This course entails intense and extensive reading assignments.

Examinations: Two in-class objective exams, 1 take-home essay exam.

ENGL 2313, Survey of British Literature, 1700-1900

Teacher: L. L. Szwydky

Texts Required:

The Longman Anthology of British Literature, Volume 1C: The Restoration and the Eighteenth Century. ISBN 0205655270 | 978-0205655274.

The Longman Anthology of British Literature, Volume 2A: The Romantics and Their Contemporaries. ISBN 0205223168 | 978-0205223169.

The Longman Anthology of British Literature, Volume 2B: The Victorian Age. ISBN 0205655262 | 978-0205655267.

Description: This course serves as a general introduction to English Literature from the eighteenth century, Romantic, and Victorian periods. The readings listed in the course schedule below will frame our investigations of how empire, colonialism, race, gender, class, and political movements shaped the literature and culture of eighteenth- and nineteenth-century England. Lectures, class discussions, and assignments will approach the period's writing through a combination of close reading techniques, historical contexts, and cultural studies approaches.

Essays exams and other major requirements for undergraduates: three exams, 1 course blog entry (1000-1200 words), quizzes, attendance and active class participation.

ENGL 2323, Survey of Modern British, Irish, and American Post-Colonial Literature

Teacher: K. Booker

Texts Required:

Chinua Achebe, *Things Fall Apart*

Joseph Conrad, *Heart of Darkness*

James Joyce, *Dubliners*

Roddy Doyle, *The Commitments*

Description: The purpose of this course will be to survey the literature written by British, Irish and postcolonial writers from the beginning of the twentieth century to the present. It will also include a significant amount of coverage of nonprint cultures, especially film. The course will be organized around four major topic clusters: "Modernism and Modernization"; "Colonialism and Postcolonialism"; "Postmodernism and Globalization"; "The Rise of New Media."

Papers: 5-pp. essay; informal reading responses

Exams: a midterm and a final

ENGL 2353, Survey of Modern and Contemporary American Literature

Teacher: R. Cochran

Texts Required:

Edson, *Wit*

Eliot, *The Waste Land*

Morrison, *Home*

Latham, ed., *The Poetry of Robert Frost*

Pound, *The Pisan Cantos*

Erdrich, *Tracks*

Moore and Pitlor, eds., *100 Years of the Best American Short Stories*

Wilson, *Joe Turner's Come and Gone*

Description: This class will read widely in modern (20th century) American literature (poetry, fiction, drama).

Exams, attendance, participation, papers, grades, weather policy: Grades will be based upon four quizzes (40%), a 5-page paper discussing a work or (more likely) part of a work not read in class (40%), and a final exam essay (20%). I take roll intermittently; three recorded absences gets you docked one letter grade (highest mark you could make would be B); more than five absences your best hope is a C.

I do not grade participation, though I do call on students for contributions to class discussions (which I hope will be spirited). I will discuss paper topic guidelines before the end of January.

I make every effort to meet classes in inclement weather—unless the University is closed, expect me to be there, expecting you.

ENGL 2353, Survey of Modern and Contemporary American Literature: Food, Class, and Culture

Teacher: C. Bailey

Texts Required:

Suzanne Collins, *The Hunger Games* ISBN 978-0439023528

Lorraine Hansberry, *A Raisin in the Sun* ISBN 978-0679755333

Shirley Jackson, *We Have Always Lived in the Castle* ISBN 978-0143129547

Tova Mirvis, *The Ladies Auxillary* ISBN 978-0345441263

Gloria Naylor, *Linden Hills* ISBN 978-0140088298

Anne Tyler, *Dinner at the Homesick Restaurant* 978-0449911594

Kevin Young, *The Hungry Ear: Poems of Food and Drink* ISBN 978-1608197682

Description: Although the goal of this course is to provide students with a broad introduction to American literature, spanning from the turn of the twentieth century until the present, we will examine the way contemporary American writers approach the consumption of food and scarcity in their works. While we will explore the celebratory nature of food and how its associated traditions create community, the course also reveals the boundary maintenance and social class distinctions that food can create. Lastly, the course exposes how women writers critique the stereotypical notion of the kitchen as a feminized domestic space.

Requirements: Essays, exams, and other major requirements for undergraduates: Class participation, including quizzes and response papers; midterm; one 5 page paper; final.

ENGL 3013, Creative Writing II

Teacher: Staff

Texts Required:

Handouts and weekly worksheets only.

Description: To develop skills in writing poetry and fiction.

Assignments:

- 1) Writing exercises in both fiction and poetry.
- 2) Self-motivated short story and/or poems. Student writers should complete a portfolio of a few poems and/or a short story before the last week of class.

Prerequisite:

In order to enroll in this course, students must have taken and successfully completed Creative Writing I (ENGL 2023).

ENGL 3053, Technical and Report Writing

Teacher: Staff

Texts Required:

Markel, Mike, *Practical Strategies for Technical Communications*.
ISBN 9781319003364

Alred, Brusaw, and Oliu, *Handbook of Technical Writing*, 11th ed. ISBN 978-1-4576-7552-2

Description: A course designed to teach students aspects of the content and formatting of technical documents including unsolicited proposals and formal researched reports.

Essays, exams, and other major requirements for undergraduates: four essays (5-6 pages); in-class writing exercises, quizzes, presentations, and/or annotated bibliographies may be included as well.

ENGL 3123, Folk and Popular Music Traditions

Teacher: R. Cochran

Texts Required / Schedule:

Stephen Wade, *The Beautiful Music All Around Us* (paper) [U. of Illinois Press]

I've taught this class many times, but this iteration will be structured differently. Each class session will have an announced topic, with associated readings from textbook and/or articles on Blackboard. The detailed schedule will be handed out at the initial session. I formerly asked students to acquire Harry Smith's Anthology of American Folk Music set, but that's less essential now that two superb websites address themselves often to Smith's collection—one's called "The Celestial Monochord," the other is "The Old Weird America." We'll look at both. There will also be the occasional film.

Description: Music is central to cultural life the world over. Close attention to music teaches a great deal about a wide range of subjects—politics and religion, race and gender, sex, food, sports and games, war, you name it. We'll be concentrating on the U.S.—our primary goal will be to become better acquainted with the nation's varied musical traditions, and especially with the history of the astonishingly successful hybrids produced by their mixture.

Exams, papers, presentations, grades: Grades will be assigned on the basis of a series of four short quizzes (dates on schedule), one term research project, and a final examination. Most of you will prepare your term research project as a CD with extensive liner notes. Guidelines for this project will be discussed in class. Quizzes will account for 40% of the grade; the term project will count for another 40%; the final (at the scheduled time) will count for 20%. There will be no midterm. The **FINAL EXAM** is not yet scheduled.

ENGL 3173, Introduction to Linguistics

Teacher: T. Fukushima

Texts Required:

Fromkin, Rodman, and Hyams. *An Introduction to Language*, Wadsworth.

Recommended Readings:

Additional readings will be made available.

Description: This course aims to approach a scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include structures, variation, and historical development of various world languages as well as their relation to culture and society.

Requirements:

Exercises (homework) 30%, term paper 30%, term paper presentation 10%, term paper summary 10%, final exam, 20%.

ENGL 3203, Introduction to Poetry

Teacher: M. Heffernan

Texts Required:

The Norton Anthology of Poetry, 5th edition, 2005.

Description: An extended inquiry into the poetry of the English language from Anglo-Saxon beginnings to the present, with strong emphasis on poems from the last 100 years.

Paper: a study of poems selected by the student from the anthology, to be presented at the end of the semester.

ENGL 3213, Introduction to Fiction

Teacher: P. Viswanathan

Texts Required:

(Subject to change. Doesn't include individual short stories, to be distributed by prof.)

Miguel de Cervantes, *Dialogue of the Dogs*

Aphra Behn, *Oroonoko*

Shahrnush Parsipur, *Women Without Men*

Muriel Barbery, *The Elegance of the Hedgehog*

Martin Amis, *Time's Arrow*

Kamila Shamsie, *Burnt Shadows*

Alison Bechdel, *Fun Home*

Colson Whitehead, *The Underground Railroad*

Nicholson Baker, *The Mezzanine*

Description: This is a course on literary analysis for creative writers. We will read pieces of fiction from various eras and countries, and parse their elements: narrative voice,

characterization, structure, the handling of time, the inclusion or exclusion of events in plot creation, the evocation of a geographic and historical moment. All our discussions will circle this vexed question: what constitutes “truth” in an imagined work? Students should come away 1. better able to develop and defend a personal canon based on their own reading tastes, 2. with a stronger understanding of how stories and their effects are constructed, and 3. better able to employ all this knowledge in their writing.

Assignments: Weekly reading responses, one take-home test, one creative paper (fiction-writing) and a final paper which may be creative or analytic. No final exam.

ENGL 3593-001, Topics in Gender, Sexuality, and Literature: Gender & Sexuality in Arabic Literature in Translation

Teacher: N. Fares

Description: This course will focus on understanding the different aspects of representation of gender and sexuality in modern Arabic literature in English translation versus in Arab societies today, including structures of power and domination such as sexism and racism, which are interconnected and co-constitutive. A central focus of the course is the exploration of how these authors use a gendered lens in their writings to theorize about the lives of Arab women and men. Among the issues raised in their works and, which we will be discussing, are: gendered oppression, sexuality, racial and social inequality, ethnic identity, nationalism, bilingualism, violence, and relationships across generations. In addition to creative works of fiction and poetry, we will also read theory, personal essays, and critical histories by many of these same authors, as well as by others that will help guide and foreground many of our discussions. At the end of the course, students will be familiar with various approaches to the representations of gender and sexuality in modern Arabic literature.

DV (Meets the English Major Diversity Requirement)

ENGL 3593-002, Topics in Gender, Sexuality, and Literature: Women writing Women: Has the Angel left the House?

Teacher: G. Gertz

Tentative Reading List:

The Grass is Singing

The Golden Notebooks

The Summer Before the Dark

Mrs. Dalloway

The Voyage Out

Between the Acts

Wide Sargasso Sea

After Leaving Mr. Mackenzie
Good Morning Midnight
Voyage in the Dark

Description: We will explore 20th c. British women writing about women during a time of wars, de-colonization and a new sexual politics. We will examine the perspectives and experimental writing styles of the three modernist writers Virginia Woolf, Doris Lessing and Jean Rhys at the volatile intersection of identity and gender politics.

Requirements:

Midterm, Final
Weekly responses
Class project, Final Paper

DV (Meets the English Major Diversity Requirement)

ENGL 3593-003, Topics in Gender, Sexuality, and Literature: Medieval Romance

Teacher: M. Long

Texts Required:

Many texts are available free online; additional required textbooks are:

James Winny, ed. *Sir Gawain and the Green Knight*, Broadview, ISBN 978-0921149927

Sarah Roche-Mahdi, ed., *Silence: A Thirteenth-Century French Romance*, ISBN 978-0870135439

The Lais of Marie de France (ed. Hanning and Ferrante, 978-0801020315)

The Middle English Breton Lays (ed. Laskaya and Salisbury, 978-1879288621)

Norton's *Canterbury Tales*, 2nd ed. (978-0393925876)

Description: According to Dante, reading medieval romance sent Paolo and Francesca to hell. We will begin our descent with a workshop on reading Middle English so that you can get the most from reading Havelok the Dane, Sir Gowther, Sir Launfal, Lay le Freine, Chevrefoil and Sir Tristrem, Sir Orfeo, Floris and Blancheflour, Sir Gawain and the Green Knight, Amis and Amiloun, a couple of Robin Hood ballads, and Chaucer's Knight's Tale (and others), with a nod to the French influences of Marie de France, Chrétien de Troyes, and the surprises of Silence, Mélusine, and Perceforest. Except for the French romances (in modern English translation), all texts will be read in Middle English. The nature of the genre requires us to consider issues of gender and sexuality throughout; as you'll see, this lens will quickly become complicated.

Essays, exams, and other major requirements for undergraduates: regular short-form response writing, one midterm essay (4-5 pages), final presentation and essay (6-8 pages).

DV (Meets the English Major Diversity Requirement)

ENGL 3593-004, Topics in Gender, Sexuality, and Literature: New Orleans on Television

Teacher: R. Roberts

Texts required:

Voodoo Dreams by Jewell Parker Rhodes, Picador 9780312119317

The Free People of Color of New Orleans by Mary Gehman, Createspace 978150843670

Fevre Dream by George RR Martin Random House 9780553383058

A Confederacy of Dunces by John Kennedy Toole Grove 9780802130204

Creole Belle by James Lee Burke Simon and Schuster 9781451648140

Madam: A Novel of New Orleans by Cari Lynn Penguin 9780142180624

A Free Man of Color by Barabara Hambly Random House 9780553575262

DVD's or streaming television shows: Frank's Place, Faubourg Treme; All on a Mardi Gras Day; Treme; American Horror Story; Vampire Chronicles

Description: Focus on narratives of New Orleans, with an emphasis on its representation on television. Emphasis on race and gender.

Essays, exams, and other major requirements for undergraduates: two critical essays (5-6 pages); midterm and final exams, and in-class writing and quizzes.

DV (Meets the English Major Diversity Requirement)

ENGL 3713-001, Topics in Medieval Literature and Culture: Heroes and Monsters of the North Sea

Teacher: Prof. J.B. Smith

Texts Required:

The Saga of the Volsungs, trans. Jesse L. Byock. 978-0140447385

Grettir's Saga, trans. Jesse L. Byock. 978-0192801524

The Mabinogion, trans. Sioned Davies. 978-0199218783

Tales of the Elders of Ireland, trans. Ann Dooley and Harry Roe. 978-0199549856

The Táin, trans. Thomas Kinsella. 978-0192803733

The Anglo-Saxon World: An Anthology, ed. & trans. Kevin Crossley-Holland. 978-0199538713

Description: This course examines the literature of the North Sea cultures of medieval Europe, which includes Britain, Ireland, Iceland, and Scandinavian countries. In particular, this class will explore the concepts of the heroic and the monstrous in North Sea literature, and the very thin line that often separates the two. During the semester we will read literature that both satisfies and defies your medieval stereotypes: we will see dragons and cattle raids, tricky elves and “misbehaving” women, fickle gods and demon-fighting saints, ancient giants and native North Americans, bloody feuds and memorable

acts of kindness, brave exhortations and moving meditations on nature, and Christian piety and pagan rites. One uniting theme in this course will be how the literature and culture of the Vikings shaped the North Sea world: far from being a singularly destructive force, the Vikings forged international kingdoms and spurred on trade and cultural exchange. We will also explore how the new religion of Christianity adapted to heroic North Sea culture. This course should appeal to students with interests in international exchange, literary representations of heroism, Christianity and paganism, folklore, and the medieval roots of modern fantasy literature.

Essays, exams, and other major requirements for undergraduates: 2-3 writing assignments; quizzes; final project.

ENGL 3713-004, Topics in Medieval Literature and Culture: Medieval Romance

Teacher: M. Long

Texts Required:

Many texts are available free online; additional required textbooks are:

James Winny, ed. *Sir Gawain and the Green Knight*, Broadview, ISBN 978-0921149927

Sarah Roche-Mahdi, ed., *Silence: A Thirteenth-Century French Romance*, ISBN 978-0870135439

The Lais of Marie de France (ed. Hanning and Ferrante, 978-0801020315)

The Middle English Breton Lays (ed. Laskaya and Salisbury, 978-1879288621)

Norton's *Canterbury Tales*, 2nd ed. (978-0393925876)

Description: According to Dante, reading medieval romance sent Paolo and Francesca to hell. We will begin our descent with a workshop on reading Middle English so that you can get the most from reading Havelok the Dane, Sir Gowther, Sir Launfal, Lay le Freine, Chevrefoil and Sir Tristrem, Sir Orfeo, Floris and Blancheflour, Sir Gawain and the Green Knight, Amis and Amiloun, a couple of Robin Hood ballads, and Chaucer's Knight's Tale (and others), with a nod to the French influences of Marie de France, Chrétien de Troyes, and the surprises of Silence, Mélusine, and Perceforest. Except for the French romances (in modern English translation), all texts will be read in Middle English. The nature of the genre requires us to consider issues of gender and sexuality throughout; as you'll see, this lens will quickly become complicated.

Essays, exams, and other major requirements for undergraduates: regular short-form response writing, one midterm essay (4-5 pages), final presentation and essay (6-8 pages).

DV (Meets the English Major Diversity Requirement)

ENGL 3753, Modern British Drama: Women writing Women: Has the Angel left the House?

Teacher: G. Gertz

Tentative Reading List:

The Grass is Singing
The Golden Notebooks
The Summer Before the Dark
Mrs. Dalloway
The Voyage Out
Between the Acts
Wide Sargasso Sea
After Leaving Mr. Mackenzie
Good Morning Midnight
Voyage in the Dark

Description: We will explore 20th c. British women writing about women during a time of wars, de-colonization and a new sexual politics. We will examine the perspectives and experimental writing styles of the three modernist writers Virginia Woolf, Doris Lessing and Jean Rhys at the volatile intersection of identity and gender politics.

Requirements:

Midterm, Final
Weekly responses
Class project, Final Paper

DV (Meets the English Major Diversity Requirement)

ENGL 3833-001, Topics in American Literature and Culture to 1900: Longfellow's Dante

Teacher: William A. Quinn

Texts Required:

The Divine Comedy by Dante Alighieri, trans. by Henry Wadsworth Longfellow (Pilgrim, 2013) Paperback or Kindle. Or <http://www.gutenberg.org/ebooks/1004>

Supplemental texts:

The Complete Poetical Works of Henry Wadsworth Longfellow (Classic Reprint, 2016)
The Poets and Poetry of Europe: With Introductions and Biographical Notices, edited by Henry Wadsworth Longfellow (Cornelius Conway Felton, 1871)
Matthew Pearl, *The Dante Club* (Mass Market, 2006)

Description: Longfellow was the first poet to translate Dante's medieval masterpiece into modern English. We will pursue a detailed examination of Longfellow's success

(and failures) in this endeavor. We will be concerned with the challenges of both cultural and formal “equivalence” between fourteenth-century Italy and nineteenth-century America. We will also address the significance of the Comedy to both poets’ lives.

Essays, exams, and other major requirements for undergraduates: two critical essays (5-6 pages), final exam, enthusiastic participation.

ENGL 3843-001, Topics in Modern and Contemporary American Literature and Culture: Jewish American Literature: Schlemiels, Shmegegges and Shayna Maidelehs: What is this Jewish American Fiction?

Teacher: G. Gertz

Description: Between 1890 and 1924 over two million Jews arrived in America from Eastern Europe. Most of these Yiddish-speaking –or *mamaloshen*-- Ashkenazi Jews initially settled in New York City and surroundings to begin new lives. How did these immigrants construct a new American identity through the stories they told? Are the assimilation stories they tell similar to those of other immigrant groups who come to America? Just what does it mean to be Jewish—or “Yiddishkeit”—and American? What are some of the tensions between these two identities, or “double-consciousness” to borrow a phrase from W.E.B. Dubois, and how is this tension reflected and perhaps created in the fictional narratives? What happens when a vernacular Yiddish encounters Standard English? While the realist genre is traditionally the style we associate with immigrant narratives, how and where did Jewish-American fiction also depart from this traditional genre to reflect modernist and even postmodernist influences? These are some of the questions, along with those that you bring to our class discussions, which we will engage within our introductory exploration of twentieth-century Jewish American literature.

Requirements:

We will read approximately 9-10 works of fiction.

Midterm, Final

Weekly responses

Class project

Final Paper

English 3843-002, Topics in Modern and Contemporary American Literature and Culture: Edith Wharton and Henry James

Teacher: S. Marren

Texts Required:

Henry James

The Turn of the Screw and Other Short Novels

The Ambassadors
Portrait of a Lady
Washington Square

Edith Wharton
Roman Fever and Other Stories
The House of Mirth
The Age of Innocence
The Custom of the Country
Ethan Frome
The Touchstone

Description: Although turn-of-the-century novelists of manners Henry James and Edith Wharton depicted the same affluent, exceedingly rarefied social class, and though they both left the United States to live in Europe, there seemed to their mutual acquaintances little that might draw the two together. Wharton bemoaned the “critics’ continued cry that I am an echo of Mr. James,” and James envied her social position, wealth, and greater professional success. Nonetheless, by the turn of the century they had developed a close and enduring friendship, counseling each other through personal difficulties and reading one another’s work. In this class we will read numerous novels and some short stories by each author, discussing, among other things, their renderings of the subtlest imaginable differences in social prestige; the significance and impact of social climbing; and the crisis for masculinity provoked by the emergence of the New Woman.

Papers: 8-10 pg term paper; informal reading responses

One or two oral presentations

ENGL 3863, Topics in Literature and Culture of the American South: New Orleans on Television

Teacher: R. Roberts

Texts required:

Voodoo Dreams by Jewell Parker Rhodes, Picador 9780312119317
The Free People of Color of New Orleans by Mary Gehman, Createspace 978150843670
Fevre Dream by George RR Martin Random House 9780553383058
A Confederacy of Dunces by John Kennedy Toole Grove 9780802130204
Creole Belle by James Lee Burke Simon and Schuster 9781451648140
Madam: A Novel of New Orleans by Cari Lynn Penguin 9780142180624
A Free Man of Color by Barabra Hambly Random House 9780553575262

DVD’s or streaming television shows: Frank’s Place, Faubourg Treme; All on a Mardi Gras Day; Treme; American Horror Story; Vampire Chronicles

Description: Focus on narratives of New Orleans, with an emphasis on its representation on television. Emphasis on race and gender.

Essays, exams, and other major requirements for undergraduates: two critical essays (5-6 pages); midterm and final exams, and in-class writing and quizzes.

DV (Meets the English Major Diversity Requirement)

ENGL 3903-001, Special Topics: Medical Humanities Colloquium

Teacher: C. Kayser

Texts Required:

Edson, Margaret. *Wit*. ISBN: 978-0571198771

Gawande, Atul. *Complications: A Surgeon's Notes on an Imperfect Science*. ISBN: 978-0312421700

Reynolds, Richard, and John Stone, eds. *On Doctoring: Stories, Poems, Essays*. 3rd ed. ISBN: 978-0743201537

Silko, Leslie Marmon. *Ceremony*. ISBN: 978-0140086836

Description: This course combines literary and critical texts that attend to the social rather than technical aspects of medicine, focusing on such topics as the human condition, personal dignity, social responsibility, cultural diversity, and the history of medicine. Through readings, class discussion, writing activities, and first-hand observation, students will practice critical analysis and reflection to instill in them a commitment to compassionate, community responsive, and culturally competent medical care. This course requires a service-learning component that involves close interaction with a physician at a local clinic and medically-relevant service hours at a local agency in addition to the classroom time commitment. This course is only open to premedical students, who must meet with Dr. Jackson Jennings in order to enroll.

Essays, exams, and other major requirements for undergraduates: three essays, annotated bibliography for research essay, reflective journals.

ENGL 3903-002, Special Topics: Shakespeare and Opera

Teacher: J. Candido

Texts Required:

Any respectable edition of the following plays:

Othello

Macbeth

Romeo and Juliet

The Merry Wives of Windsor

A Midsummer Night's Dream
The Tempest

Description:

We will read and discuss each of the above plays, then view an opera based upon them with an eye toward how these various operas may be considered either as interpretations of the Shakespearean original or an entirely different work of art in their own right. Our discussions will be wide-ranging and various.

Requirements:

All students (undergraduate and graduate) will write six short papers (5 pages or so), one on each of the operatic adaptations of Shakespeare.

Graduate students will, in addition, be expected to write a long (20 pages or so) research paper on a subject of their choice.

Special Requirements:

None. No previous knowledge of Shakespeare or opera is required.

ENGL 3903-003 Special Topics, Sacramental Poetics

Teacher: S. Dempsey

Texts Required:

Dillard, Annie. *Pilgrim at Tinker Creek*. ISBN 978-0061233326.

McCarthy, Cormac. *The Road*. ISBN 978-0307387899.

Pynchon, Thomas. *Crying of Lot 49*. ISBN 978-0060913076.

Additional readings will be distributed via Blackboard.

Description: This course will test Allen Grossman's hypothesis that the "narration of the loss and intended recovery of the orienting a priori of the body [is] the principle motive of strong poems of the post-Enlightenment modernity." We will consider how this view of poetry relates to what T. S. Eliot called the "dissociation of sensibility" experienced in modernity and whether a sacramental poetics is still possible within a secular age. A poem functions sacramentally "as a thing subjected to the senses, which has the power not only of signifying but also of effecting grace." The close reading of specific poems will be central to what we do, but an emphasis will also be placed on incorporating multimedia into the classroom experience. Ample class time will be devoted to listening to recordings of these poems (often spoken by the poet themselves), as well as to the viewing of pictorial and cinematic adaptations of the poems. Examples will be drawn primarily from Romantic and post-Romantic poetry and authors will include: Dante, Milton, Blake, Wordsworth, Coleridge, Rossetti, Swinburne, Hopkins, Whitman, Dickinson, Poe, T. S. Eliot, Hart Crane, Wallace Stevens, H.D., Bishop, Ginsberg, and Oliver. In addition, we will explore how an understanding of sacramental poetics may

also offer insight into longer works by Dillard, McCarthy, and Pynchon.

Essays, exams, and other major requirements for undergraduates: Several short response papers, midterm, two papers and enthusiastic participation.

Essays, exams, and other major requirements for graduate students at the 5000 level: Several short response papers, seminar paper or two shorter papers, enthusiastic participation. In order to offer an overview of how to approach these issues critically graduate students will be given several additional short supplemental readings in literary criticism and theory.

ENGL 3903-004, Special Topics: Longfellow's Dante

Teacher: William A. Quinn

Texts Required:

The Divine Comedy by Dante Alighieri, trans. by Henry Wadsworth Longfellow (Pilgrim, 2013) Paperback or Kindle. Or <http://www.gutenberg.org/ebooks/1004>

Supplemental texts:

The Complete Poetical Works of Henry Wadsworth Longfellow (Classic Reprint, 2016)
The Poets and Poetry of Europe: With Introductions and Biographical Notices, edited by Henry Wadsworth Longfellow (Cornelius Conway Felton, 1871)
Matthew Pearl, *The Dante Club* (Mass Market, 2006)

Description: Longfellow was the first poet to translate Dante's medieval masterpiece into modern English. We will pursue a detailed examination of Longfellow's success (and failures) in this endeavor. We will be concerned with the challenges of both cultural and formal "equivalence" between fourteenth-century Italy and nineteenth-century America. We will also address the significance of the Comedy to both poets' lives.

Essays, exams, and other major requirements for undergraduates: two critical essays (5-6 pages), final exam, enthusiastic participation.

ENGL 3903-006, Special Topics: The Literature of Nonviolence

Teachers: S. Burris, G. Dorjee

Texts Required:

Gandhi, Mahatma, *On Nonviolence*, Ed., Thomas Merton. ISBN: 978-0-8112-1686-9.
Hunt, Lynn. *Inventing Human Rights*. ISBN: 978-0-393-33199-8
Chödrön, Pema, *Practicing Peace in Times of War*. ISBN: 978-1-59030-500-3
Nagler, Michael, *The Nonviolence Handbook: A Guide for Practical Action*. ISBN: 978-1-62656-145-8

Description: The philosophy and practice of nonviolence are venerable disciplines that reside in every major religious tradition and stand at the beginning of Indian spirituality. Yet to this day, nonviolence, or *ahimsa* in Sanskrit, remains a marginal topic, often ignored in serious discussions of protest and civil disobedience. In this class, we will read a few of the classic texts that make the case for nonviolence, as well as spend a generous portion of our time looking at a few contemporary applications of the philosophy.

Exams and projects: A mid-term examination, final examination, and a 3-5 minute documentary film made by student-groups, with approximately five students per group. We will have a GA who will offer instruction and assistance in making the films—mastering the fundamentals of simple film-making will be one of the stated goals of the course.

ENGL 3923H, Honors Colloquium: Medical Humanities Colloquium

Teacher: C. Kayser

Texts Required:

Edson, Margaret. *Wit*. ISBN: 978-0571198771

Gawande, Atul. *Complications: A Surgeon's Notes on an Imperfect Science*. ISBN: 978-0312421700

Reynolds, Richard, and John Stone, eds. *On Doctoring: Stories, Poems, Essays*. 3rd ed. ISBN: 978-0743201537

Silko, Leslie Marmon. *Ceremony*. ISBN: 978-0140086836

Description: This course combines literary and critical texts that attend to the social rather than technical aspects of medicine, focusing on such topics as the human condition, personal dignity, social responsibility, cultural diversity, and the history of medicine. Through readings, class discussion, writing activities, and first-hand observation, students will practice critical analysis and reflection to instill in them a commitment to compassionate, community responsive, and culturally competent medical care. This course requires a service-learning component that involves close interaction with a physician at a local clinic and medically-relevant service hours at a local agency in addition to the classroom time commitment. This course is only open to premedical students, who must meet with Dr. Jackson Jennings in order to enroll.

Essays, exams, and other major requirements for undergraduates: three essays, annotated bibliography for research essay, reflective journals.

ENGL 4013, Undergrad Poetry Workshop

Teacher: G. Davis

Texts Required:

Diaz, Natalie, *When My Brother Was an Aztec*. ISBN 978-1556593833.

Gay, Ross, *Catalog of Unabashed Gratitude*. ISBN 978-0822963318.

Glück, Louise, *The Wild Iris*. ISBN 978-0880013345.

Hicok, Bob, *This Clumsy Living*. ISBN 978-0822959533.

Howe, Marie, *What the Living Do*. ISBN 978-0393318869.

Límon, Ada, *Bright Dead Things*. ISBN 978-1571314710.

Sharif, Solmaz, *Look*. ISBN 978-1555977443

Siken, Richard, *Crush*. ISBN 978-0300107890.

Van Clief-Stefanon, Lyrae, *Open Interval*. ISBN 978-0822960362.

Vuong, Ocean, *Night Sky with Exit Wounds*. ISBN 978-1556594953.

Description: To develop as poets, we must cultivate a dedicated reading practice and precise study of prosody with an informed appreciation of its craft. Our promise as writers is inextricably linked with our integrity as readers—of people, of relations, and, most certainly, of texts. As such, we will be reading contemporary books of poetry and will explore places where poetry takes place outside of the classroom: namely, in performances like readings. Most importantly, you will write often and in an environment as welcoming as it is demanding.

Major requirements: several new drafts of original poetry, in-class recitations, final portfolio of revised work, regular attendance, and lively participation in workshops and class discussions.

ENGL 4023, Undergraduate Fiction Workshop

Teacher: T. Jensen

Texts Required:

Jones, Stephen Graham. *After the People Lights Have Gone Off*.

Johnson, Kij. *At the Mouth of the River of Bees*.

Richmond, Michelle. *Hum*.

Description: In this course, students will write three short stories, will revise one story, and will read selected stories from three contemporary collections as diverse models or examples. The emphasis in this workshop is on honing craft, learning about and trying to write within new frameworks or structures. At least one of the three stories must fit into either the experimental or the fabulist genre of short fiction. Prerequisite: A grade of A or B in Creative Writing I and II.

ENGL 4133, Writing Nature: Wild Hemingway

Teacher: R. Madison

Textbooks Required:

Hemmingway, *The Green Hills of Africa*
“*Old Man and the Sea*”

Description: This course examines four key Hemingway works in light of natural history writing in Britain and America. Through *The Green Hills of Africa* and “The Short Happy Life of Francis Macomber” we will examine British nature writing in Africa roughly from the Jubilee to early modernism, while through “Big Two-Hearted River” and *The Old Man and the Sea* we will trace American nature writing from the early Republic through the era of *Huckleberry Finn*, the point according to Hemingway at which American literature begins. We will also examine Hemingway contemporaries like Zane Grey.

Requirements: creative, research, or critical term essay; graduate students in American Lit will additionally lead seminar discussions of assigned American Hemingway antecedents. Reading quizzes as necessary.

ENGL 4303-001, Introduction to Shakespeare

Teacher: J. Candido

Texts Required:

Any respectable edition of Shakespeare or individual editions of the plays. *The Complete Works of Shakespeare*, ed, Bevington 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
As You Like It
Twelfth Night
King Lear
Hamlet
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 (20-25 pp.)

ENGL 4303-002, Introduction to Shakespeare

Teacher: R. Quoss-Moore

Texts Required:

Any respectable edition of Shakespeare or of the individual plays (listed below). The edition available at the bookstore will be:

The Complete Works of Shakespeare Ed. David Bevington ISBN 978-0321886514

Description: This course introduces students to Shakespeare, regularly emphasizing the cultural concerns and currencies of the work for his contemporary audience and to audiences of the intervening centuries. We will read *Richard II*, *1 Henry IV*, *2 Henry IV*, *Coriolanus*, *Macbeth*, *Antony and Cleopatra*, *The Tempest*, *A Midsummer Night's Dream*, and *The Winter's Tale*, as well as a selection of Shakespeare's sonnets. Every student will read one additional play for their class presentation, choosing from *Hamlet*, *King Lear*, *Romeo & Juliet*, *The Merchant of Venice*, or *Othello*. The class will also include material on Shakespeare in media, global Shakespeares, and collaboration and performance in the Early Modern theatre.

Essays, exams, and other major requirements: regular quizzes, one class presentation, two exams, three short response papers (1-1.5 pages), final analysis paper (7-10 pages)

ENGL 4523, Studies in US Latino/Latina Literature and Culture: Chicana/Latina Feminist Thought and Fiction

Teacher: Y. Padilla

Texts Required:

Anzaldúa, Gloria, *Borderlands/La Frontera* ISBN 978-1879960855

Castillo, Ana, *So Far From God* ISBN 978-0393326932

Chavez, Denise, *Loving Pedro Infante* ISBN 978-0743445733

Chinchilla, Maya, *The Cha Cha Files: A Chapina Poética* ISBN 978-0988967380

Cofer, Judith Ortiz, *The Latin Deli* ISBN 978-0393313130

Cruz, Angie, *Soledad* ISBN 978-0393313130

Murray, Yxta Maya, *Locas* ISBN 978-0802135643

Required Viewing:

Girlfight (2000)

Dirt (2003)

Mosquita y Mari (2012)

Description: This course centers on feminist literature written by U.S. Latinas. Although a significant portion of the course will be devoted to the works of Chicana authors, we will also read literature by Dominican American, Nuyorican, Cuban American, and U.S. Central American women. A central focus of the course is the exploration of how these authors use a gendered lens in their writings to theorize about the lives of Chicana/Latina women. Among the issues raised in their works and, which we will be discussing, are: gendered oppression, sexuality, racial and social inequality, ethnic identity, nationalism, bilingualism, violence, and relationships across generations. In addition to creative works of fiction, poetry, performance, and film, we will also read theory, personal essays, and critical histories by many of these same authors, as well as by other feminists of color that will help guide and foreground many of our discussions.

Essays, exams, and other major requirements for undergraduates: attendance and active participation in class discussions, 4-5 short written assignments, 2 critical essays (4-5 pages, 8-10 pages), mid-term, and final exam.

DV (Meets the English Major Diversity Requirement)

ENGL 4563-002, Studies in Major Authors: Jane Austen.

Teacher: S. Dempsey

Texts Required:

- _____. *Northanger Abbey*. ISBN 019953554X.
- _____. *Sense and Sensibility*. ISBN 0199555362.
- _____. *Pride and Prejudice*. ISBN 0199535566.
- _____. *Mansfield Park*. ISBN 0199535531.
- _____. *Emma*. ISBN 0199535523.
- _____. *Persuasion*. ISBN 0199535558.

Additional readings will be distributed via Blackboard.

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, and several one-page response papers.

Essays, exams, and other major requirements for graduate students at the 5000 level: Several short response papers, seminar paper or two shorter papers, enthusiastic participation. In order to offer an overview of how to approach these issues critically,

graduate students will be given several additional short supplemental readings in literary criticism and theory.

ENGL 4573, Studies in Major Literary Movements: Early American Short Story

Teacher: E. Ardeneaux

Texts Required:

The Norton Anthology of Short Fiction, full 7th edition, ISBN 978-0-393-92611-8

Description: This course surveys the growth and development of short fiction as a genre from the 18th century to the present day. Our interests will be formal (What counts as a short story? What are the distinctive narrative tactics we associate with shorter narratives? How do short stories persuade, inform, delight, appall, etc?), historical (Under what conditions are certain short fictions produced? What events or circumstances do they represent? How do short stories imagine historical events?), and philosophical (What sorts of truth do short narratives convey? How do short fictions provide models for cognition?). We'll draw from the literary tradition of the United States primarily, but will also look briefly at the broader American and European cultural context in which the short story develops. Authors might include Brown, Irving, Poe, Hawthorne, Twain, James, Fitzgerald, Hemingway, Faulkner, O'Connor, Walker, Erdrich, Viamontes, or others.

Major Course Requirements: enthusiastic class participation, three exams, three short essays.

ENGL 4593, Studies in Gender, Sexuality, and Literature: Chicana/Latina Feminist Thought and Fiction

Teacher: Y. Padilla

Texts Required:

Anzaldúa, Gloria, *Borderlands/La Frontera* ISBN 978-1879960855

Castillo, Ana, *So Far From God* ISBN 978-0393326932

Chavez, Denise, *Loving Pedro Infante* ISBN 978-0743445733

Chinchilla, Maya, *The Cha Cha Files: A Chapina Poética* ISBN 978-0988967380

Cofer, Judith Ortiz, *The Latin Deli* ISBN 978-0393313130

Cruz, Angie, *Soledad* ISBN 978-0393313130

Murray, Yxta Maya, *Locas* ISBN 978-0802135643

Required Viewing:

Girlfight (2000)

Dirt (2003)

Mosquita y Mari (2012)

Description: This course centers on feminist literature written by U.S. Latinas. Although a significant portion of the course will be devoted to the works of Chicana authors, we will also read literature by Dominican American, Nuyorican, Cuban American, and U.S. Central American women. A central focus of the course is the exploration of how these authors use a gendered lens in their writings to theorize about the lives of Chicana/Latina women. Among the issues raised in their works and, which we will be discussing, are: gendered oppression, sexuality, racial and social inequality, ethnic identity, nationalism, bilingualism, violence, and relationships across generations. In addition to creative works of fiction, poetry, performance, and film, we will also read theory, personal essays, and critical histories by many of these same authors, as well as by other feminists of color that will help guide and foreground many of our discussions.

Essays, exams, and other major requirements for undergraduates: attendance and active participation in class discussions, 4-5 short written assignments, 2 critical essays (4-5 pages, 8-10 pages), mid-term, and final exam.

DV (Meets the English Major Diversity Requirement)

ENGL 4603, Special Studies: Shakespeare and Opera

Teacher: J. Candido

Texts Required:

Any respectable edition of the following plays:

Othello

Macbeth

Romeo and Juliet

The Merry Wives of Windsor

A Midsummer Night's Dream

The Tempest

Description: We will read and discuss each of the above plays, then view an opera based upon them with an eye toward how these various operas may be considered either as interpretations of the Shakespearean original or an entirely different work of art in their own right. Our discussions will be wide-ranging and various.

Requirements:

All students (undergraduate and graduate) will write six short papers (5 pages or so), one on each of the operatic adaptations of Shakespeare.

Graduate students will, in addition, be expected to write a long (20 pages or so) research paper on a subject of their choice.

Special Requirements:

None. No previous knowledge of Shakespeare or opera is required.

ENGL 4603H / MRST 4003H, Honors Special Studies: Milton

Teacher: D. Stephens

Texts Required:

Rosenblatt, ed. *Milton's Selected Poetry and Prose*. ISBN 978-0-393-97987-9

Teskey, ed., *Paradise Lost*. ISBN 978-0-393-92428-2

Gibaldi, ed. *MLA Handbook for Writers of Research Papers*, 8th edition. ISBN 978-1-60329-262-7 (Or large print edition ISBN 978-1-60329-263-4)

Description: Milton's *Paradise Lost*, whose story of Eden is so woven into Western culture that we quote it even when we've never read it, perplexes readers with its charismatic Satan, its seemingly petty God, and its smiling tensions between Adam and Eve even before the fall. Prepare to find Milton both enchanting and aggravating—but always awe inspiring. We will seek to understand Milton on his own terms rather than holding him to our own religious or irreligious beliefs. At the same time, we will ask ourselves how, even when we disagree with Milton, his poetry can help us reexamine some of the hardest questions in our modern world: would rule by a benevolent and well-educated autocracy be better than rule by a poorly educated and internally fractured democracy? What is more important in a marriage: emotional attachment; mutual goals or beliefs; mutual activities; or space for independence? What is the dividing line between selfish ambition and the drive to do better—or between self-confidence and self-delusion? How can we know something is harmful and yet still do it? Does the notion that pride is sinful have any useful place in modern society? What is moral innocence—and is it ever compatible with sexual desire? Does the passion for revenge differ from the passion for justice?

We'll read *Paradise Lost*, *Samson Agonistes*, selections of the shorter poetry, and extracts from several of the political tracts. The format will be mostly discussion, with an occasional lecture. There will be a great emphasis upon class participation, including frequent informal paragraphs written on questions like those above in order to get discussion going (though you will not be graded on your social beliefs, of course). If you expect to leave this class having received one neat set of truths about Milton's work, you'll be sorely disappointed. I will introduce various important critical debates over his work, without necessarily attempting to settle these debates. I will, however, give you the tools to address those debates in your own ways. Previous expertise in Renaissance literature is not necessary.

Essays, exams, and other major requirements: One 8- to 9-page analytical paper; guided contributions to the online discussion board; one poetry memorization; two short exams; one oral report. The memorization will be of a brief passage or short poem, which the you will then recite to me during my office hours. (I find that this is the

quickest way for students to begin noticing how intricate Milton's seemingly regular meters are.) I make the experience as low-key as possible by not even looking at students while they recite, and I allow two attempts. I give lots of suggestions for people who, like me, have poor memories. Almost all students end up doing well at this assignment.

ENGL 4713 / MRST 3013(H), Studies in Medieval Literature and Culture: Medieval Welsh II

Teacher: Joshua Byron Smith

Texts Required:

None. Students will be provided with a free draft of *An Introduction to Middle Welsh*, a work in progress by Prof. Smith.

Description: This course continues our Fall course, *Introduction to Medieval Welsh*. You must have taken the first part of the course to take *Medieval Welsh II*.

We will continue reading Middle Welsh texts from a wide variety of genres in the original language.

Essays, exams, and other major requirements for undergraduates: Daily translation; final project.

ENGL 4903, Grant Writing and Crowdfunding

Teacher: A.R. Pope

Texts Required:

Johnson-Sheehan, Richard, *Writing Proposals*. ISBN 978-0205583140.

Description: This course introduces students to writing for fundraising with focus on grant writing and the quickly expanding world of crowdfunding. In the course students can expect to learn about the process of locating, assessing, and writing a grant, as well as the process of putting together the components of a crowdfunding campaign.

Essays, exams, and other major requirements for undergraduates: one CFP analysis, one short grant application, one crowdfunding analysis, and a final project submission

World Literature

WLIT 1113, World Literature I

Teacher: Staff

Texts Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. A, B, C* (3rd Ed.). Norton. ISBN 978-0393933659.

Description: A study of world literatures from approximately 2500 B.C. to approximately 1650, and from a wide range of cultural traditions that can include Mesopotamia and ancient Egypt, Greece, Rome, China, India, the Middle East, Japan, Europe, Africa and the Americas. The general goal is to provide students with the proper analytic tools and background information that will enable students to appreciate, and to analyze critically, texts from diverse genres, periods, and cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.

WLIT 1113H, Honors World Literature I

Teacher: Staff

Texts Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. A, B, C* (3rd Ed.). Norton. ISBN 978-0393933659.

Description: A study of world literatures from approximately 2500 B.C. to approximately 1650, and from a wide range of cultural traditions that can include Mesopotamia and ancient Egypt, Greece, Rome, China, India, the Middle East, Japan, Europe, Africa and the Americas. The general goal is to provide students with the proper analytic tools and background information that will enable students to appreciate, and to analyze critically, texts from diverse genres, periods, and cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.

WLIT 1123, World Literature II

Teacher: Staff

Texts Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. D, E, F* (3rd Ed.). Norton. ISBN 978-0393933666.

Description: A study of world literatures from approximately 1650 to the present. The general goal of WLIT 1123 is to provide students with the proper analytical tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.

WLIT 1123H, Honors World Literature II

Teacher: Staff

Texts Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. D, E, F* (3rd Ed.) Norton. ISBN 978-0393933666.

Description: A study of world literatures from approximately 1650 to the present. The general goal of WLIT 1123 is to provide students with the proper analytical tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.