

Undergraduate English Course Description Packet

Fall 2015

Revised 03-13-2015

ENGL 0002, Basic Writing

Teacher: Staff

Description: The course focuses on building skills in grammar and sentencing, the development of various types of essays for academic writing, and revision through lab work and lecture. Individual and group work models are practiced. A required course for entering freshmen with ACT English scores lower than 19 or SAT verbal scores lower than 470. These students must also enroll in ENGL 1013, Composition I, as a corequisite and successfully complete both courses to fulfill the remediation requirement. Credit earned in this course may not be applied to the total required for a degree.

Corequisite: ENGL 1013

ENGL 0013, Reading Strategies

Teacher: Staff

Textbook 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

Textbooks Required:

Lunsford, Andrea. *St. Martin's Handbook* (7th Ed.) Bedford/St. Martin's. ISBN 978-0312602932.

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing* (5th Ed.) Pearson. ISBN 978-0205172887.

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say/I Say with Readings* (2nd Ed.) Norton. ISBN 978-0393912753.

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

Textbooks Required:

Lunsford, Andrea. *The St. Martin's Handbook* (7th Ed.) Bedford/St. Martin's. ISBN 978-0312602932.

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.

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 1213, Introduction to Literature

Teacher: J. Candido

Description:

The focus of this course will be on how to read, understand, and write about serious literature. We will spend roughly an equal amount of time on the three major literary genres: poetry, prose fiction, and drama.

Exams and Papers: Three in-class exams, one of each of the three sections of the course. One out-of-class critical paper on a subject of the students' choice.

ENGL 2003, Advanced Composition**Teacher: Staff****Textbooks Required:**

Alred, Brusaw, and Oliu. *Handbook of Technical Communication* (10th Ed.) Bedford/St. Martin's. ISBN 978-1250004413.

Kolin, Philip C. *Successful Writing at Work*. Wadsworth/Cengage. ISBN 978-1111834791.

Purpose: The general goal of English 2003 is to encourage students to discover and develop the writing and reading processes involved in academic and professional discourses. The specific goal of English 2003 is to help students investigate and engage the cultural values, issues, forms, media, and discursive conventions they will encounter as college writers and, later, as graduates who enter professions from various academic majors.

Requirements: Discussion, workshop, lecture, and the writing of papers, essay examinations, and exercises. Some sections may include a service-learning component. The quality of writing will largely determine the final grades.

ENGL 2013, Essay Writing**Teacher: Staff****Textbook 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

Textbooks 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 2303, English Literature: Beginning to 1700

Teacher: L. Gray

Textbooks Required:

The Norton Anthology of British Literature, volume I

Description: We shall read and discuss the basic contours of English literature from the earliest times to 1700, focusing on major and representative texts from the Middle Ages through the 17th Century.

Course Requirements:

Two Exams: a midterm and a final

One 5-page paper

Regular attendance

ENGL 2303, English Literature: Beginning to 1700

Teacher: M. B. Long

Textbooks Required:

The Norton Anthology of British Literature, volume I

Description: We shall read and discuss the basic contours of English literature from the earliest times to 1700, focusing on major and representative texts from the Middle Ages through the 17th Century.

Course Requirements:

Two Exams: a midterm and a final

One 5-page paper

Regular attendance

ENGL 2313, Survey of British Literature, 1700-1900**Teacher: L. Lopez Szwydky****Textbooks 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, blog entry (1000-1200 words), quizzes, attendance and active class participation.

ENGL 2323, Survey of Modern British, Irish, and American Post-Colonial Literature**Teacher: Sidney Burris****Textbooks Required:**

The Norton Anthology of English Literature, Volume F: The Twentieth Century and After. Eds., Jon Stallworthy, Jahan Ramazani. (New York: W.W. Norton & Company, 2006). ISBN: 0-393-92722-9.

Excerpt from Frantz Fanon's *The Wretched of the Earth* (handout).

Excerpt from George Orwell's "The Lion and the Unicorn" (handout).

Excerpt from John Berger's *Ways of Seeing* (download from "Painting" page on website).
Johnson, Mat. *Incognegro*, (DC Comics, New York, 2008). ISBN: 978-1-4012-1098-4.

Eggers, Dave. *Zeitoun*. (McSweeney's Books, San Francisco, 2009). ISBN: 978-1-934781-63-0

Description:

In this class, we will attempt to become a careful reader of literature, including the graphic novel. And listener of music (blues/jazz). And viewer of paintings (Francis Bacon). Period. To do this, we will contextualize the material that we read, hear, and see by examining some of the important historical, cultural, and political forces that helped to shape it. And all the while, we will engage the vocabulary native to each field so that

we'll finally feel comfortable using it. Reading quizzes. Mid-term. Final.

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

Teacher: G. Gertz

Textbook Required:

Stallworthy and Ramazani, eds. *Norton Anthology of English Literature, 9th ed.*
(Volume F: The 20th Century and After) Publisher: Norton

Purpose: The purpose of this course will be to survey the literature written by British, Irish and Postcolonial writers from around the turn of the last century to the present. The course will be organized around four major topic clusters: “Transition, Modernity and Modernism”; “History, Memory, and Politics”; “Gender, Desire and Sexuality”; and “Culture, Language, and Identity”. Within those topics, it will proceed more or less chronologically.

Papers: 5-pp. essay; informal reading responses

Exams: a midterm and a final

ENGL 2343, The Romance of Colonialism

Teacher: K. Yandell

Textbooks Required:

Christopher Columbus, et al: *The Four Voyages* (ISBN 9780141920429)
William Bradford, *Of Plymouth Plantation, 1620-1647* (ISBN 0486452603)
Catherine Maria Sedgick, *Hope Leslie* (ISBN 9780140436761)
Charles Brockton Brown, *Wieland* (ISBN 9780140390797)
Nathaniel Hawthorne, *The House of the Seven Gables* (ISBN 9781416534778)

Description: This course examines Romantic American literatures from the era surrounding American colonization. The course places literatures of indigenous American peoples in conversation with the upheavals prompted by Columbus’s invasion of “India,” and ends with literatures of the early Romantic period. Throughout this era in American Literature, various nations’ authors have sought to forge – through conflict and cooperation – a relationship to American lands and peoples across the American continent. Colonial-Era considerations of ethnicity, gender, class, and nation serve to challenge prevailing definitions of “America,” and provide a more complete portrait of what it means to belong to the American land. This course will explore through reading, discussion, and critical essay how traditional as well as alternative narratives enrich our conceptions of self and nation in American literature and culture, from antiquity through the early nineteenth century.

Essays, exams, and other major requirements for undergraduates: enthusiastic participation, three exams, three short essays.

ENGL 2353, Survey of Modern American Literature

Teacher: S. Marren

Textbook Required:

Norton Anthology of American Literature, shorter 8th ed., vol. 2 Nina Baym, ed.

Purpose: The purpose of this course will be to survey the literature written by Americans from around the turn of the last century to the present. We will read selections by male and female writers of different racial and ethnic backgrounds, regions, and classes, paying particular attention to the social context of each work.

Papers: 5 pp. essay; informal reading responses

Exams: a midterm and a final

ENGL 2413, Intro Topics in English: Art of Being Human

Teacher: S. Dempsey

Textbooks Required:

Plato, *Phaedrus*. ISBN 978-0140449747.

Augustine, *Confessions*. ISBN 978-0199537822.

Hesse, Herman, *Siddhartha*. ISBN 978-0553208849.

Anonymous, *Bhagavad Gita*. ISBN 978-0140447903.

Nietzsche, Friedrich, *Thus Spoke Zarathustra*. ISBN 978-0140441185.

Thoreau, Henry David, *Walden*. ISBN 978-0140390445.

De Bois, W. E. B., *The Souls of Black Folk*. ISBN 978-0486280417.

Woolf, Virginia, *Mrs. Dalloway*. ISBN 978-0156628709.

Description:

What is the good life? How should we live? Can literature help us address these questions? In this course we will study a variety of classic works in an effort to obtain insight into the art of being human while also developing our capacity to read, interpret, and write about great works of literature.

Essays, exams, and other major requirements for undergraduates:

Two tests, two essays, several one-page response papers, active class participation.

ENGL 3013, Creative Writing II

Teacher: Staff

Textbook 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 completion of short stories 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

Textbooks Required:

Markel, Mike. *Technical Communication* (10th Ed.) Bedford/St. Martin's. ISBN 978-1457632846 (package)

Alred, et al. *Handbook of Technical Communication* (10th Ed.) Bedford/St. Martin's. ISBN 978-1457632846 (package)

Purpose: English 3053 is designed to familiarize students with the process of planning, drafting, and revising basic technical documents. Assignments, group work, and exams will be oriented towards refining communication skills in professional discourses.

Procedures and Assignments: Lecture, discussion, writing exercises, peer-review workshops, exams, and paper assignments.

ENGL 3113, Introduction to Folklore

Teacher: R. Cochran

Textbooks Required:

Rourke, Constance, *American Humor* ISBN 1-59017-079-2.

Brown, Cecil, *Stagolee Shot Billy* ISBN 0674016262

Burrison, John, *From Mud to Jug* ISBN 0820333255

Marcus, Greil, *Mystery Train* ISBN: 0452289181

Description:

The term “folklore” has fallen out of general use in recent years, often replaced by “traditional culture” as less burdened by implications of rusticity and “quaintness.” It remains useful and intellectually provocative, however, to investigate the enormous arena of cultural practice characteristically ignored both by the cognoscenti of “high culture” and the huckster glow of “popular culture.” That’s what this class does. It generally splits into thirds, beginning with verbal genres (tales, oral history, jokes, and the like) and moving first to music before closing with material culture.

Essays, exams, and other major requirements:

Grades will be generated from three sources: we’ll have four quizzes adding to 40% of the total grade, one paper counting for another 40% of the total, and one final contributing the final 20%. There will be no midterm.

ENGL 3203, Introduction to Poetry**Teacher: J. Duval****Textbooks Required:**

Hudson Book of Poetry and attachments that I will send out at the beginning of class.

Description:

The purpose of course is to develop skills in reading, understanding, and appreciating poetry; also to become intimately acquainted with many poems: some contemporary, many well-known classics of English and American poetry, and a few classics translated into English.

Reading assignments: read poems several times, aloud as well as silently, from *The Hudson Book of Poetry* and attachments of poems. Make sure you understand each sentence of a poem. Come back to them so that you know them almost by heart. Come to class prepared to read the poems aloud, with cell phones and texters off.

Writing assignments: three two-page typed papers on some aspect of one poem. One five- or six-page paper reporting on a single volume of poetry by a single poet.

Tests: Frequent quizzes; one midterm, one final.

ENGL 3213, Introduction to Fiction**Teacher: T. Jensen**

Description: This is an intensive reading and discussion course that approaches fiction, both novels and short stories, from a writer's perspective. Issues of plot, characterization, narrative style, structure, and general technique are discussed. Students will be expected to write papers and possibly stories over the course of the semester.

ENGL 3593, Women in the American Novel**Teacher: S. Marren****Textbooks Required:**

<i>Charlotte Temple</i>	Susanna Rowson
<i>The Scarlet Letter</i>	Nathaniel Hawthorne
<i>The Bondwoman's Narrative</i>	Hannah Crafts
<i>Maggie: A Girl of the Streets</i>	Stephen Crane
<i>The House of Mirth</i>	Edith Wharton
<i>O Pioneers!</i>	Willa Cather
<i>Sula</i>	Toni Morrison

Description:

This course will examine women in the American novel, and more particularly various treatments of the social “problem” of the unmarried woman. This will lead us into discussions of a wide range of issues, including the social construction of gender, the relationship between gender and genre, the cultural positions of women as writers and readers, courtship and the marriage market, women and work, female sexuality and sexual freedom, and the intersections of gender with race and class.

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

One or two oral presentations

ENGL 3713, Topics in Medieval Literature and Culture: Medieval and Early Modern Women's Literacies**Teacher: Mary Beth Long****Textbooks required:**

The Letters of Abelard & Heloise, ed. Clanchy (Penguin 2004, ISBN 978-0140448993)
 Diane Watt, ed. *Medieval Women's Writing* (Polity 2007, ISBN 978-07456-3255-1)
 Paul Salzman, ed. *Early Modern Women's Writing: An Anthology 1560-1700* (Oxford 2008, ISBN 978-0199549672)
 Margaret Ferguson and Barry Weller, eds. *The Tragedy of Mariam, the Fair Queen of Jewry: with The Lady Falkland Her Life* (U of California 1994, ISBN 978-0520079694)

Description:

The medieval definition of “*auctoritee*” is at least as different from ours as is the early modern understanding of “*publish*.” We will use “literacies,” then, as shorthand for all the ways that medieval and early modern European women read, wrote, and commissioned texts. In other words, every form of evidence that women participated in reading culture is fair game for this class. We will read conventional examples of

women's writing, such as poetry, spiritual revelations, biography, letters, and drama, but will also consider broader examples of women's literacy, including cookbooks, dictations, obituaries, translations, and manuscripts that women probably owned, such as the Findern MS. Our consideration of these literacies will be theoretically and historically informed, and so we will also read a smattering of theory and of scholarship on book history. Authors (modern definition) will include Héloïse d'Argenteuil, Marie de France, Christine de Pisan, Margery Kempe, Julian of Norwich, the Paston women, Margaret Beaufort, Mary Sidney, Mary Wroth, Aemilia Lanyer, Katherine Philips, and Elizabeth Cary. We will employ Blackboard for shorter, sometimes-unedited texts and several relevant articles.

Essays, exams, and other major requirements for undergraduates:

Weekly or biweekly short response papers, one in-class presentation, one end-of-term research-based paper.

ENG 3713 MRST 3013/3013H, 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 undergraduates: Attendance, participation, quizzes, translations, a midterm, and a final.

ENGL 3843, Jewish American Literature**Teacher: G. Gertz****Textbooks Required:**

The Bread Givers (1925) by Anzia Yeziarska
Goodbye, Columbus (1959) by Philip Roth
Portnoy's Complaint (1969) by Philip Roth
The Fixer (1966) by Bernard Malamud
The Magic Barrel by Bernard Malamud
Mr. Sammler's Planet (1970) by Saul Bellow
The Shawl (1989) by Cynthia Ozick
Puttermessaer Papers (1997) by Cynthia Ozick
Complete Maus: Part 1: A Survivor's Tale (1986) by Art Spiegelman
Part 2: My Father Bleeds History (1991)
Paradise Park (2001) by Allegra Goodman

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 Jewish American literature.

Essays, exams and other major requirements: weekly comment cards, one final 10 p. paper, one class led discussion with work sheet, one midterm, one final, occasional quizzes.

ENGL 3843, Multiethnic Detective Fiction**Teacher: Y. Padilla****Textbooks Required:**

Horacio Castellanos Moya, *The She-Devil in the Mirror*, ISBN 978-0811218467
 Angela S. Choi, *Hello Kitty Must Die*, ISBN 978-1935562023
 Lucha Corpi, *Cactus Blood*, ISBN 978-1558855892
 Linda Hogan, *Mean Spirit*, ISBN 978-0804108638
 Natsuo Kirino, *Out: A Novel*, ISBN 978-1400078370

Michael Nava, *Rag and Bone*, ISBN 0425184706
 Barbara Neely, *Blanche on the Lamb*, ISBN 978-0140174397
 Walter Mosley, *Devil in a Blue Dress*, ISBN 978-0671740504
 Martín Solares, *The Black Minutes*, ISBN 978-0802170682

Additional stories and secondary materials will be available via Blackboard.

Description: In this course we will explore detective fiction, mainly pertaining to the hard-boiled and noir variety of recent years, written by contemporary authors from diverse racial and ethnic backgrounds. Although most of the texts for the course are by US-based authors, we will also look at works by writers from Latin America and Asia. Our goal will be to examine the ways in which these authors appropriate and, at times, reconfigure conventions associated with the detective or crime fiction genre in order to foreground broader issues related to gendered violence, sexuality, racial and ethnic-based exclusion, class divisions and oppression, and immigration. Moving beyond the “whodunit” and the specifics of the obvious homicide, our sleuthing in this class will therefore consist of uncovering larger societal crimes and their mostly invisible perpetrators.

Essays, exams, and other major requirements for undergraduates: attendance and active participation in class discussions, 4-5 short written assignments, (reading responses), 2 critical essays (5-6 pages), mid-term, and final exam.

ENGL 3853 Topics in American Literature and Culture Passing Through: Hybridity in American Literature

Teacher: W. Martin

Textbooks Required:

Twain, Mark, *Pudd'nhead Wilson* 0553211587
 Chesnut, Charles “Wife of His Youth” 0141185023
 “The Passing of Grandison”
 House Behind the Cedars 0486461440
 Johnson, James Weldon, *Autobiography of an Ex-Colored Man* 048628512X
 Larsen, Nella, *Passing and Quicksand* 0813511704
 Fauset, Jessie, *Plum Bun* 0807009199
 Faulkner William, *Light in August* 0679732268
 Ellison, Ralph, *Juneteenth* 0375707549
 West, Dorothy, *The Wedding* 0385471440
 Senna, Danzy, *Caucasia*, 1573227161
 Roth, Philip, *The Human Stain* 0375726349
 Griffin, John Howard, *Black Like Me* 0451234219
 Harris, E. Lynn, *Invisible Life* 0385469683
 Hobbs, Allyson, *A Chosen Exile: A History of Racial Passing in American Life*
 067436810X

Description: This course focuses on hybridity in American literature. The texts in the class primarily concern passing, or when African Americans pass themselves off as white to gain social advantages. In addition to literature, we will examine films that feature racially hybrid characters. Through lecture and class discussion, the course will consider race as a social construct with very real consequences. We will also review secondary readings of literary and film studies on passing, as well as aspects of racial theory.

Requirements: Reading quizzes, two critical essays (5-7 pages and 7-10 pages), final exam, enthusiastic participation in discussions.

ENGL 3903, Special Topics: Young Adult Literature

Teacher: S. Connors

Description:

This course invites students to explore issues and questions that concern scholars interested in the study of literature for adolescents, while creating opportunities for them to read and write about young adult literature through the lens of literary theory.

ENGL 3903, Special Topics: Medical Humanities Colloquium

Teacher: C. Kayser

Textbooks Required:

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

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 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 Jeanne McLachlin, Associate Director of the Premedical Program, in order to enroll.

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

ENGL 3923H, Honors Colloquium: History of the Book in Early America**Teacher: B. Schweiger****Description:**

Early America was full of readers. People as different as Benjamin Franklin, Abigail Adams, Frederick Douglass, and Abraham Lincoln said that they built their lives around books. Why did people read? How did people acquire what they read? This seminar will examine what and why people read and how books were produced and distributed before 1860. Historical study can offer us wisdom and perspective at time when monumental changes are occurring in what is being read, how people read, and how texts are distributed. Are the changes brought to our reading by digital media good or bad? Why do we worry about reading? What difference does it make?

Textbooks Required:

Required articles will be posted to Blackboard in addition to:

Manguel, *A History of Reading*, Penguin, 1996.

Finkelstein and McCleery, eds., *The Book History Reader*, 2nd ed., Routledge, 2006.

Franklin, *Autobiography*.

Nord, *Faith in Reading: Religious Publishing and the Birth of the Mass Media in America*, Oxford, 2004.

Requirements:

Discussion, three essays, take-home final.

ENGL 3923H, Honors Colloquium: Reel Narratives: Angling in Literature and Culture.**Teacher: G. Davis****Textbooks Required:**

Richard Brautigan, *Trout Fishing in America* ISBN 0547255276

Chris Dombrowski, *By Cold Water* ISBN 0814334229

David James Duncan, *The River Why* ISBN 1578050847

Heid E. Erdrich, *Fishing for Myth* ISBN 0898231744

Percival Everett, *Damned If I Do* ISBN 1555974112

Ernest Hemingway, *Old Man and the Sea* ISBN 0684801221

Norman Maclean, *A River Runs Through It* ISBN 0226500667

Thomas McGuane, *The Longest Silence: A Life in Fishing* ISBN 0679777571

Holly Morris, ed. *Uncommon Waters: Women Write About Fishing* ISBN
1878067761

Izaak Walton, *The Compleat Angler* ISBN 0199650748

Description:

The art of fishing has captured the imaginations in literary works from Izaak Walton's *Compleat Angler* in the sixteenth century to Ernest Hemingway's *Old Man and the Sea* in

the twentieth. With its analogy to humanity's ongoing search for truth and purpose in life, angling continues to inspire the creation of art. As such, this course will take a deeper look at literary and popular narratives that engage the subject of fishing: short stories, novels, poetry, memoir, and also film and television. While you will find that some texts assume an audience of anglers, you need never have picked up rod and reel to appreciate the insights discovered via cultural narratives and artwork about fishing. By the course's end, however, you may feel compelled to find some fish "lies" of your own in order to contemplate angling's meanings and metaphors.

Essays, exams, and other major requirements for undergraduates:

Shorter reading responses, one short personal essay, one longer critical essay, enthusiastic participation.

ENGL 3923H, Special Topics: Medical Humanities Colloquium

Teacher: C. Kayser

Textbooks Required:

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

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 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 Jeanne McLachlin, Associate Director of the Premedical Program, in order to enroll.

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

ENGL 4003, Composition for Teachers

Teacher: K.L. Madison

Textbooks Required:

Writing Good Sentences. Claude W. Faulkner, Third Edition.

ISBN 13:9780023364709

Writing Good Prose. Alexander E. Jones and Claude W. Faulkner, Fourth Edition.

ISBN 13:9780023612909

Description:

Subject matter and methods of approach for the teaching of composition in high school.

Essays, exams, and other major requirements for undergraduates and graduate students: Four exams for undergraduates. Four exams and one research paper/project for graduate students.

ENGL 4013, Undergraduate Poetry Workshop

Teacher: D. McCombs

Purpose: Close attention to individual manuscripts in a workshop environment. For advanced students, preferably those who have completed CWI and CWII or the equivalent.

ENGL 4023, Undergraduate Fiction Workshop

Teacher: T. Jensen

Textbooks Required:

Wood, James, *How Fiction Works*. ISBN

Description: We will read aloud and edit the stories that you write. This is a workshop. We can't work miracles, but if you are willing to work hard, your writing might actually become better and more likely to be published.

Requirements: 3 stories or revisions (5-15 pp. each), presentation on a writer or work of fiction that has influenced you, final portfolio, participation. No final exam.

Prerequisite: A grade of A or B in Creative Writing I and II.

ENGL 4303, 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.)

ENGL 4303, Shakespeare

Teacher: R. Madison

Textbooks Required:

You are required to have individual copies of the plays:

The Taming of the Shrew

Richard III

Richard II

Romeo and Juliet

A Midsummer Night's Dream

The Merchant of Venice

Henry IV Part 1

As You Like It

Hamlet

Twelfth Night

Measure for Measure

King Lear

Macbeth

The Tempest

Description:

This course is an introduction to the plays of William Shakespeare as they were performed in the theatre of his day. Close reading will emphasize Shakespeare's humanism, stagecraft, and metrical art. Plays will be selected from the histories, comedies, tragedies, and romances. Neither line-memorization nor acting skill is required, but scenes of each play will be produced as staged readings. Students *will* be required to read aloud.

Essays, exams, and other major requirements for undergraduates: Weekly reading quizzes; final objective exam.

Essays, exams, and other major requirements for graduate students: Weekly reading quizzes; term essay.

ENGL 4523/LAST 4003/4003H, 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 undergraduates: attendance and active participation in class discussions, 2 critical essays (3-4 pages, 8-10 pages), mid-term, and final exam.

ENGL 4553, 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

ENGL 4563, 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.

ENGL 4833, 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 undergraduates: three critical essays (5 pages), three exams, enthusiastic participation.

ENGL 4933, Studies in Popular Culture and Popular Genres: New Orleans on Television

Teacher: R. Roberts

Textbooks required:

deLavigne, Jeanne. *Ghost Stories of Old New Orleans*. ISBN 978-0-8071-5291-1

Gehman, Mary and Nancy Rues, *Women and New Orleans*. 0-9616377-1-4

Rose, Chris, *I Dead in Attic*. 0-9777715-0-4

Abrahams, Roger et al. *Blues for New Orleans: Mardi Gras and America's Creole Soul*. 978-0-8122-3959-1

Mitchell, Reid. *All on a Mardi Gras Day: Episodes in the History of New Orleans Carnival*. 0-674-01622-x

Dvds or streaming television shows: *Frank's Place, Faubourg Tremé; All on a Mardi Gras Day; Tremé; 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.

World Literature

WLIT 1113, World Literature I

Teacher: Staff

Textbook 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

Textbook 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****PREREQUISITE:** WORLD LITERATURE 1113**Textbook 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.**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****PREREQUISITE:** WORLD LITERATURE 1113**Textbook 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 3713, Literature of Spain 711-1615 C.E.****Teacher: M. Kahf****Description:**

Students will gain understanding of the multiple cultural traditions of Muslims, Jews, and Christians in Spain between 711 and 1615 C.E. Course's integrated approach includes translation of literature originally in Arabic (50%+ of course content), Hebrew, Spanish, and French.

Courses that meet the Diversity Requirement

These courses are described above but are listed here together for convenience. Note that courses with the numbers listed below *but topics other than those listed below* will *not* satisfy the DV requirement.

ENGL 3593 Women in the American Novel

ENGL 3713 Medieval and Early Modern Women's Literacies

ENGL 3843 Jewish American Literature

ENGL 3843 Multiethnic Detective Fiction

ENGL 3853 Passing Through: Hybridity in American Literature

ENGL 4523 Migration and Belonging in Latino/American Film

ENGL 4553 Indigenous Poetry