

Undergraduate Course Description Packet

Fall 2016

Updated: 03-28-2016

ENGL 0002, Basic Writing

Teacher: Staff

Description: The course focuses on building skills in grammar and sentencng, 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* (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

Textbooks 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

Textbooks 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 1033, Technical Composition II

Teacher: Staff

Textbooks 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 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:

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

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 from the Beginning through the 17th Century**Teacher: M. Long****Textbooks Required:**

Broadview Anthology of British Literature, Concise Edition, Volume A, Second Edition
ISBN 978-1554810482

Description: This course covers a very full millennium (roughly 600-1700 AD) of English languages, ranging from the Anglo-Saxon of *Beowulf* to the Anglo-Norman of Marie de France, from the Middle English of Chaucer to the archaisms of Spenser, and from the heady Elizabethan English of Shakespeare to Milton's polyglot syntax. Genres range from church history (Bede) to pastoral verse (Sidney), from religious polemic (Tyndale, Bale, et al) to protofeminist memoirs (Margery Kempe), from political utopias (More) to otherworldly fairy tales (*Sir Orfeo*), from devotional texts (Julian of Norwich) to plays (*The Tragical History of Doctor Faustus*). The authors write from a tiny anchorhold, from the stage, and from the great English court to audiences who may or may not have sympathy (or even literacy, as we define it now); their religious beliefs take them from the monastery to the stake; their media run from recycled manuscripts to mass production via the printing press. We'll consider all these bolded words as categories—but not limitations—with which to frame and begin to understand the great variety of texts that this first millennium-or-so of “English” gives us.

Course requirements: two researched essays, regular reading response writing, active prepared attendance and participation in class discussion

ENGL 2313, Survey of English Literature from 1700 to 1900**Teacher: K. Madison****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. We will explore the development of literature in the British Isles through lectures, class discussions, and creative and scholarly writing assignments.

Essays exams and other major requirements: three exams, style study, research paper, quizzes, attendance, and active class participation. Prerequisite: ENGL 1013 and ENGL 1023.

ENGL 2323, Survey of Modern and Contemporary British, Irish, and Postcolonial Literature**Teacher: S. Burris****Textbooks Required:**

The Norton Anthology of English Literature, Volume F, Ninth Edition, ISBN: 978-0-393-91254-8, 2012.

The Quiet American, Graham Greene, ISBN: 978-0-14-303902-0, 1955.

Goals of the Course: To become a careful & *spontaneous* reader of literature. To begin an investigation of the recognizable temperament that characterizes the century. To contextualize the literature by examining some of the important historical, cultural, and political forces that helped to shape it. To develop a critical vocabulary that is both specific to the twentieth century and cognizant of the historical periods that precede the century.

Grading:

40%	10 reading quizzes (80 points, having dropped the two lowest)
25%	Mid-term (50 points)
25%	Final (50 points)
10%	Participation, attendance (20 points)
Total Points	200

ENGL 2323, Survey of Modern and Contemporary British, Irish, and Postcolonial Literature

Teacher: G. Gertz

Textbook Required:

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

Description: 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 pg. essay; informal reading responses Exams: A midterm and a final

ENGL 2343, Survey of American Literature from the Colonial Period through Naturalism

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 and Contemporary American Literature**Teacher: R. Cochran****Textbooks Required:**

Updike, ed., <i>Best American Short Stories of the Century</i>	ISBN 9780395843673
Edson, <i>Wit</i> .	ISBN 082221704X
Wilson, <i>The Piano Lesson</i>	ISBN 9780452265349
Pound, <i>The Pisan Cantos</i>	ISBN 9780811215589
Brooks, <i>Selected Poems</i>	ISBN 9780060882969
Eliot, <i>The Waste Land and Other Writings</i>	ISBN 9780375759345
Latham, ed., <i>The Poetry of Robert Frost</i>	ISBN 9780805069860
Robinson, <i>Lila</i>	ISBN 9781250074843
Haruf, <i>Plainsong</i>	ISBN 9780375724794

Description: This course reads widely in modern American fiction, poetry, drama.

Essays, exams, and other major requirements for undergraduates: four quizzes (40% of grade), term paper (40% of grade), final (20% of grade). Regular attendance is also required; participation is encouraged.

ENGL 2353, Survey of Modern and Contemporary American Literature**Teacher: S. Marren****Textbooks Required:**

<i>Norton Anthology of American Literature, shorter 8th ed., vol. 2</i> Nina Baym, ed.	ISBN 0393918874
<i>Wit</i> Margaret Edson	ISBN 0571198775

Description: 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, religions, and classes, paying particular attention to the social context of each work.

Essays, exams, and other major requirements: critical essay (5 pages), midterm and final exams, written reading responses, enthusiastic participation.

ENGL 2413, Introductory Topics in English: Introduction to Medieval and Renaissance Studies

Teacher: W. Quinn

Textbooks Required:

George Holmes, ed., *The Oxford Illustrated History of Medieval Europe*

ISBN-13: 978-0192854353

ISBN-10: 0192854356

Jerry Broton, *The Renaissance: A Very Short Introduction* (Oxford)

ISBN 978-0-19-280163-0

Description: This interdisciplinary course will investigate the circumstances that lead up to and follow from certain key dates. One key date will be the focus of each week's introductory lecture by the instructor. Class discussion will then focus on supplemental readings assigned. The texts assigned will include consideration of art, architecture and music, literature, historiography and philosophy—all to be read in Modern English translations.

Weekly foci:

476 a.d. (1229 a.u.c.) Odoacer

661 a.d. (41 a.h) The Umayyad Caliphate

800 a.d. The Coronation of Charlemagne

1066 a.d. The Norman Conquest

1088 a.d. The University of Bologna

1095 a.d. The First Crusade

1215 a.d. The Fourth Lateran Council and Magna Carta

1305 a.d. Avignon

1348 a.d. The Black Death

1453 a.d. The Fall of Constantinople

1469 a.d. Lorenzo de' Medici

1485 a.d. The Tudor Renaissance

1492 a.d. Columbus and Fall of Granada

1517 a.d. Luther's 95 Theses

1527 a.d. The Rape of Rome

1588 a.d. The Spanish Armada

Supplemental Readings (found online):

Augustine City of God excerpts

Boethius

Selection's from Bede's Ecclesiastical History

de laude militiae novae

Magna Carta

Einhard's Life of Charlemagne

The Alexiad of Anna Comnena

Canons of 4th Lateran Council
Chanson de Roland (John Duval's translation)
Boccaccio's Prologue to the Decameron

ENGL 2413 / 3553, Introductory Topics in English: Introduction to Indigenous Literature

Teacher: S. Teuton

Textbooks Required:

Lawana Trout, ed., *Native American Literature: An Anthology*
Leslie Marmon Silko, *Ceremony*

Description: North American Indigenous literature reaches back thousands of years to when the continent's original inhabitants first circled fires and shared tales. This introductory course tells that story, from when oral narratives first inspired Indigenous writers in English, through their later adaptations of the novel to serve creative and political needs.

Requirements: Regular attendance, active discussion, midterm and final exams, two essays

ENGL 3013, Creative Writing II

Teacher: Staff

Textbooks 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

Textbooks 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 3053, Technical and Report Writing

Teacher: A. Pope

Textbooks Required:

Eds. Johnson-Eilola & Selber, *Central Works in Technical Communication*. ISBN: 9780195157055

Description: 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.

Essays, exams, and other major requirements for undergraduates: Lecture, discussion, writing exercises, peer-review workshops, exams, and paper assignments.

ENGL 3173, Introduction to Linguistics

Teacher: T. Fukushima

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

Recommended Readings: Additional readings will be made available.

Purpose: 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

Textbooks Required:

Ferguson, Salter, Stallworthy, eds., *The Norton Anthology of Poetry*, 4th ed. (Norton)
ISBN 978-0-393-97920-6

Description: We will use a comprehensive anthology to provide us with poems for discussion from the whole history of poetry in English up to the early 21st century. We will read Shakespeare to reveal the power of the English language in the words of its greatest master, and to discover poetry's fullest range through and beyond the lyric tradition, as a medium for understanding the intricacies of human action and interaction. We will also read collections by three early modern poets whose work has had an impact on the poetry of the present.

Assignments: Students will be asked to contribute to class discussions and to write a substantial paper based on the readings.

ENGL 3213, Introduction to Fiction

Teacher: R. Lyons

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 3713, Introduction to Middle Welsh Literature and Language**Teacher: J.B. Smith****Textbooks 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 introduces students to the Celtic language and literature of Medieval Wales. One of Europe's richest literary traditions, Medieval Welsh literature contains the earliest surviving narratives of King Arthur and his knights, preserves valuable information concerning ancient Celtic mythology, and tells the story of a people struggling to retain their independence from England. Students in this course will study the genesis of Arthurian literature, compelling characters such as Gwydion the shape-shifter, Math the Magician, and Myrrdin (Merlin) the wild seer, and the intrusion of otherworldly beings—fairies, giants, and witches—into the lives of medieval people. The main goal of this class will be gaining the ability to read Middle Welsh.

While a great deal of our literature will be read in translation, a significant portion of this class will be spent learning to read Medieval Welsh. **Thus, this course is essentially a foreign language component, though without a spoken component.** Students will learn enough Middle Welsh to be able to navigate untranslated texts with a dictionary and grammar. Furthermore, because medieval Welsh is fairly close to modern formal Welsh, after this course students should be able to learn modern Welsh, the most widely spoken Celtic language, with little difficulty.

Essays, exams, and other major requirements for Undergraduates: Daily translation exercises; quizzes; midterm; final.

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

ENGL 3903 / 3923H, Special Topics: Medical Humanities

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 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, 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: History of the English Language**Teacher: J.B. Smith****Textbooks Required:***English as a Global Language*, David Crystal*An Introduction to Comparative and Historical Linguistics*, Hans Hock and Brian Joseph*A History of the English Language*, 5th ed; Albert C. Baugh and Thomas Cable, Course Pack

Description: In the last century, the English language has had a profound and continuing effect on international politics, art, and culture. In this course, we will explore how English got to where it is today. Why does English have so many foreign words? Why do we call a cow that we eat *beef*? Why is our spelling system so odd? Where did English itself come from?

We will begin by examining the prickly issue of English as a global literary language. Chinua Achebe, celebrating the reach of English, encourages African writers to fashion “an English which is at once universal and able to carry [their] particular experience.” Others, however, view writing in English as a betrayal of their native tongues and as a form of linguistic imperialism. Why do non-native English speakers choose to write in English? Is it possible to use a second language as effectively as your first?

We will then chart the history of English, beginning with its prehistoric roots in a language called Indo-European, which gave birth to languages as varied as Welsh, Russian, Persian, and Hindi. We then will trace the development of English as it accretes all manner of foreign influences, from Latin and French in the Middle Ages to the native languages of northern America. During this section of the course, we will acquire a basic understanding of the field of historical linguistics.

Finally, we will analyze the rise of “proper” English in the 18th and 19th centuries. You may be surprised to find out that many of our commonly taught grammatical rules—the prohibition about not ending a sentence in a preposition, for example—have no basis in linguistic reality and are themselves simply and demonstrably wrong. Why, then, are such rules insisted upon? Whom do they exclude? What cultural work do they do?

Essays, Exams, and Other Major Requirements for Undergraduates: Three Short Papers; Quizzes; Research Paper; Participation.

ENGL 3923H, Honors Colloquium: Narratives of Passing in African American Literature**Teacher: S. Marren****Textbooks Required:***Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft from Slavery* William and Ellen Craft ISBN 978-0-8203-2104-2*The House Behind the Cedars* Charles Chesnutt ISBN 0140186859*The Autobiography of an Ex-Colored Man* James Weldon Johnson ISBN 048628512X*Passing* Nella Larsen ISBN 0142437271*Plum Bun* Jessie Redmon Fauset ISBN 0807009199*Black No More* George Schuyler ISBN 0486480402*Flight* Walter White ISBN 0807122807*Black Like Me* John Howard Griffin ISBN 0807122807*The Human Stain* Philip Roth ISBN 0375726349

Description: Last year, Rachel Dolezal briefly erupted into unsought media celebrity when her white parents outed her--the Spokane NAACP president and an Africana Studies professor at Eastern Washington University--as a white woman passing for black. Why, everyone was wondering, would a white woman darken her skin and adopt elaborate African American hairstyles so as to seem black? Was this cultural appropriation, as her critics said, or was it an unusually public demonstration of the fictiveness of race, as her supporters held? It is quintessentially American to be a “self-made man”; why, then, has social mobility by means of passing most often been considered not enterprising but deceptive? In this honors colloquium, we will read an array of fictional and nonfictional narratives of racial passing, and watch a few films on the subject, examining how they seem both to reinforce and to undermine racial (and often gender and class) boundaries. We will attempt to make sense of the recent upsurge of interest in racial passing in our supposedly “postracial” society, and consider how the literature of passing challenges notions of family, social mobility and cultural progress.

Essays, exams, and other major requirements: critical essay (15 pages), oral presentation, reading responses, enthusiastic participation.

ENGL 4013, Undergraduate Poetry Workshop**Teacher: M. Heffernan**

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: P. Viswanathan****Textbooks Required (Doesn't include individual short stories and essays to be distributed by prof):**Wood, James, *How Fiction Works*. ISBN: 978-0312428471

Description: This is a workshop course for fiction writers. Our objectives are to become better readers and writers. Emphasizing the first will translate naturally to the second, so you will do a lot of reading and reflecting in this course, on published work, on your own writing, and on the work of your peers.

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. A *Complete Works* (ed. Bevington) will be made 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 4533 / 4713, Studies in Literature and Gender: / Studies in Medieval Literature and Culture: Marian Devotion and Desire in Medieval Literature

Teacher: M. Long

Textbooks Required:

Miracles of the Virgin in Middle English, ed. Williams-Boyarin (ISBN 978-1554812561)

Middle English Marian Lyrics, ed. Saupe (ISBN 978-1580440066) (available free online)

The N-Town Plays, ed. Sugano (ISBN 978-1580441162) (available free online)

Mélusine, or, The Noble History of Lusignan, ed. Maddox and Sturm-Maddox (ISBN 978-0271054155)

Seneca, *Medea*, trans. Ahl (ISBN 978-0801494321)

The Book of Margery Kempe, ed. Windeatt (ISBN 978-0140432510)

Description: This course might be accurately subtitled “How to be a [sexy] [teen] [virgin] [immortal] mom.” The medieval myths of the Blessed Virgin Mary encompass all the bracketed descriptors; she is revered in texts that describe her as fully human and yet appealingly (and usually helpfully) supernatural. She is, of course, best known to us as human mother of Christ, but to medieval readers she was also an object of devotion and (yes) desire in her own right.

We will focus on Middle English Marian miracle stories, ballads, biographies, and lyrics. We will also consider ancillary texts that explain aspects of Mary’s legend that particularly appealed to medieval sensibilities, such as virginity, (perfect) motherhood, physical beauty, and liminality on many fronts. In addition, we will read medieval narratives of women who defy or subvert the Marian model, such as Medea, Griselda, and Mélusine, as well as those who embrace it, such as Margery Kempe and Bridget of Sweden, to consider how their stories reinforce the ideal. Finally, the course will include a smattering of literary theory; relevant selections will be provided on Blackboard. Previous experience with Middle English will be helpful but not necessary. This course will earn credit for GNST, RLST, and MRST.

Essays, exams, and other major requirements for undergraduates: several short essays (~2 pages), a midterm and final paper, enthusiastic participation.

ENGL 4573 Studies in Major Literary Movements: Romanticism

Teacher: S. Dempsey

Textbooks Required:

Wordsworth, William, *Wordsworth's Poetry and Prose (Norton Critical Editions)*. ISBN 978-0393924787

Coleridge, Samuel Taylor, *Coleridge's Poetry and Prose (Norton Critical Editions)*. ISBN 978-0393979046

Keats, John. *Keats's Poetry and Prose (Norton Critical Editions)*.

ISBN 978-0393924916

Shelley, Percy Bysshe. *Shelley's Poetry and Prose (Norton Critical Editions)*.

ISBN 978-0393977523

Additional literary and critical readings will be placed on Blackboard.

Description: The Romantic Era was one of the most extraordinary periods of English literature. Between the outbreak of the French Revolution in 1789 and the passing of the Reform Act in 1832 the writers, artists, and thinkers of the age revolted against what Wordsworth called "pre-established codes of decision" and sought to forge new ways of understanding themselves and the turbulent world around them. In this course we will work toward understanding the Romantics within their own historical and cultural context, while also establishing why Romanticism continues to be so influential within our world today. Although supplemental readings will be offered from other authors and sources, our emphasis will be on the work of Wordsworth, Coleridge, Keats, and Shelley. Narrowing our focus onto these four poets will allow us to read widely both in their poetry and prose and in the secondary criticism surrounding their work.

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

ENGL 4753 Studies in Modern and Contemporary British Literature and Culture: Modern British Poetry

Teacher: J. DuVal

Textbooks Required:

Attachment handouts

Description: Getting to know poems by the great modern poets of Great Britain and Ireland including Houseman, Hopkins, Hardy, the World War I poets, Auden, Stevie Smith, Yeats, Charlotte Mew, Dylan Thomas, and Larkin.

	Grade weight
Mid-term exam	20%
Final exam	20%
Three 2-page papers closely examining one or two of the assigned poems.	30%
One longer paper or creative project	20%

Class participation, including semi-formal oral reports on poems assigned 10%

Students must consult with me before deciding on their paper or creative project.

ENGL 4853, Topics in African American Literature and Culture: Soul Food: African American Identity & the Politics of Food

Teacher: C. Bailey

Description: Literary texts and cultural productions ranging from Richard Wright's *Black Boy* to Aaron McGruder and Dave Chappelle's sketches about "The Itis" continue to attest to the way the function of food and its scarcity continue to evolve among African Americans. In this course we will critically read and evaluate such texts using foodways as a critical framework. Quite often folklore scholars limit a discussion of foodways to exploring the celebratory nature of food or the way foods and its associated traditions create community. In this course, however, we won't to complicate this understanding of food. Among other things, we will explore how food can contribute to boundary maintenance and social class distinctions. Most importantly, using texts including the film *Soul Food*, Marlon Riggs' documentary *Black Is, Black Ain't*, *Gloria Naylor's Mama Day*, and Toni Morrison's *Tar Baby* among others, we will explore how food has been used to create or undermine personal and communal identities.

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

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 1123H, Honors World Literature II**Teacher: Staff****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 3523, The Quran as Literature, Pre- to Post-modern**Teacher: M. Kahf****Textbooks Required:**

Your choice of translation of the Quran by Yusuf Ali, Laleh Bakhtiar, or Ahmed. Michael Sells, *Approaching the Quran*. White Cloud, 2007. Paperback. ISBN 978-1883991692.

Martin Lings, *Muhammad: His Life Based on the Earliest Sources*. Inner Traditions, 2006. Paperback. ISBN 978-1594771538.

James Kaltner, *Inquiring of Joseph: Approaching a Biblical Character through the Quran*. Michael Glazier Books, 2003. Paperback. ISBN 978-0814651537.

Description: This course offers academic perspectives on the Quran. Topics covered include: Structure, literary style, imagery, and rhetorical strategies of the Quran. Traditional Islamic views and critical academic views of the origins of the Quran. The Quran's treatment of Biblical figures. Gender and women in the Quran. The Quran's role in Islam and Muslim devotional practices. Comparison of translations of the Quran. Current and classical interpretative debates about the Quran. Orientalism, postcolonialism, & the Quran. The Quran and modern literature.

Undergraduate assignments: Exams, class presentation, paper