

**Undergraduate Course Description Packet**  
**Spring 2021**  
**Updated: 10/16/21**

**ENGL 0002, Basic Writing**

**Instructor: Staff**

**Textbooks Required:**

ENGL 1013 textbooks are used in this corequisite course, so no additional books are required.

(These ENGL 1013 books are available through the “Inclusive Access” program.)

**Description:** A corequisite course with ENGL 1013 Composition I that provides writing labs and workshops to support completion of Composition I major assignments. In addition, this course provides instruction and practice in study skills and time management, grammar, sentence structure and citation activities, and mentorship from the instructor.

**Essays, exams, and other major requirements for undergraduates:** Weekly writing activities, reflection essays, writing skills exercises, revision and workshop of ENGL 1013 assignments, Accuplacer Next Generation exam on exit from course.

**Prerequisite:** a score below 19 on the ACT English test or 470 on the SAT verbal, and to be currently enrolled in ENGL 1013 Composition I.

**ENGL 1013, Composition I**

**Instructor: Staff**

**Textbooks Required:**

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg, *The Norton Field Guide to Writing with Readings and Handbook* 2<sup>nd</sup> ed. ISBN. 9780393329803.

Lukeman, Noah. *A Dash of Style: The Art & Mastery of Punctuation*. ISBN 9780393329803.

ISBN for package of both books: 9780393530629.

(These books are available through the “Inclusive Access” program.)

**Description:** Students learn how to approach writing as a methodical and persuasive task. They build a set of writing tools as the semester progresses, with each tool functioning as a building block for further work in the class. The course starts with one of the basic tasks of college writing: summarizing someone else’s work. Students then progress to an analysis of someone else’s work. Finally, they transition into synthesizing sources, or bringing together the work of multiple authors to help make a point to a particular audience. This course introduces research

techniques, integration of sources, and citation styles, as well as techniques and strategies for addressing specific rhetorical situations or contexts.

**Essays, exams, and other major requirements for undergraduates:** Four major writing assignments, weekly writing assignments, required attendance.

**Prerequisite:** a score of 19 on the ACT English test or 470 on the SAT verbal.

### **ENGL 1013H, Composition I Honors**

**Instructor: Staff**

This course is also offered at an Honors level, same textbooks and major assignments.

### **ENGL 1023, Composition II**

**Instructor: Staff**

**Textbooks Required:**

Bacon, Nora, *The Well-Crafted Sentence: A Writer's Guide to Style*, 3<sup>rd</sup> ed. ISBN 9781319354770.

Brailler, Amy and Elizabeth Kleinfield, *The Bedford Book of Genres: a guide and reader*, 2<sup>nd</sup> ed. ISBN 9781319354763.

(These books are available through the "Inclusive Access" program.)

**Description:** This course builds on the skills, tools, and concepts presented in ENGL 1013.

Students will now gain a rhetorical understanding of writing and composing genres in order to respond to different audience needs, contexts, and purposes. Students will also become familiar with using grammatical, graphical, and stylistic conventions as rhetorical choices in arranging their genre texts.

**Essays, exams, and other major requirements for undergraduates:** Four major writing assignments, weekly writing assignments, required attendance.

**Prerequisite:** ENGL 1013 Composition I or the equivalent.

### **ENGL 1023H Composition II Honors**

This course is also offered at an Honors level, same textbooks and major assignments.

## ENGL 1023 sections 040 and 087 Composition II Special Topic

### Death in the Time of COVID-19

Teacher: J. A. Savage

#### Textbooks Required:

Samuel, Lawrence R., *death, american style: A Cultural History of Dying in America*  
ISBN: 9780810895737 (paperback) or 978-1-4422-2224-3 (electronic)

Doughty, Caitlin, *From Here to Eternity: Traveling the World to Find the Good Death*  
ISBN: 9780393249897

Bacon, Nora, *The Well Crafted Sentence*  
ISBN: 9781319058623

**Description:** In light of the current events, our medical and death traditions and cultures are being forced to change due to COVID-19. According to the recently published New York Times article “It’s Time to Talk About Death” by Sunita Puri M.D., the COVID-19 crisis makes it more important than ever for us to work to erode the taboo and the stigma surrounding the topic of death. Puri says “Talking about death is ultimately talking about life – about who and what matters to us, and how we can live well even when we are dying. Rather than being motivated by fear and anxiety, we can open these discussions from a place of care and concern.”

This course begins to fill this void and create a necessary conversation about our own and others’ cultural practices surrounding death and what that means to us when those practices are suddenly forced to change. This moment is a valuable opportunity to reflect on and write about what our cultural and traditional ideas about death and memorials are and what this moment of change means or could mean to us moving forward.

**Essays, exams, and other major requirements for undergraduates:** three essays, a multimodal presentation, video journals, and researched bibliographic writing.

**Prerequisite:** ENGL 1013 Composition I or the equivalent.

## ENGL 1023 section 055 Composition II Special Topic

### Social Justice in the Digital Age: Writing about Culture, Causes, and Convergence

Teacher: Jeff Wright

#### Textbooks Required:

All course materials are Open Educational Resources (OER) or will be provided at no cost to the student. The course materials are 100% free and included.

**Description:** This course defines the umbrella term of *Social Justice* as causes, movements, and organizations that work towards goals of equality and/or civil rights, such as the Black Lives Matter (BLM), Deaf President Now (DPN), or environmental and/or global warming issues. The Social Justice topics will be chosen by the students. Topics/Issues covered will include: 1<sup>st</sup> Amendment Rights, Transgender, Racial, Ethnic, LGB, Civil Rights, Socio-Economic, Feminist, Disability Studies, Political, Religious, Environmental and/or Ecological issues, as well as any other Social Justice topics students choose to bring to the course. You, the student, will have agency to decide and provide approximately 50% of the course reading and discussion materials. You will learn to write for a variety of disciplinary styles and genres, and learn to incorporate modern, digital capabilities into traditional texts. Ultimately, this course is designed to develop your writing in your individual discipline, program, or major.

**Essays, exams, and other major requirements for undergraduates:** 3 essays, 1 multimodal presentation, ePortfolios, weekly discussion requirements about readings and rhetorical approaches to Social Justice issues.

**Prerequisite:** ENGL 1013 Composition I or the equivalent.

## **ENGL 1023 section 063 Composition II Special Topic**

### **Mutations, Monsters, and Media**

**Teacher: K. Figgins**

#### **Textbooks Required:**

*Charles Darwin's On the Origin of Species* by Michael Keller (Graphic Novel), ISBN: 1605299480

*Annihilation* by Jeff VanderMeer, ISBN: 0374537151

*Little Shop of Horrors* (1986) (Available to stream on various services for \$1.99-\$3.99)

Book Club Selection, TBD

Other short form texts and films will be provided on Blackboard or in class, as noted on the course schedule

**Description:** Do you love movies about things that creep and crawl? Are you fascinated by plant membranes, mycelial networks, or the science of genetic manipulation? In this class, we will examine the intersections between science and writing by looking at stories about shambling fungi, carnivorous plants, and hybrid animals and comparing them to the scientific research that inspired them. As part of this journey, we will also think about how you, as a writer, can choose to develop a voice along the spectrum between scientific prose and imaginative flair (and all the monstrous mutations in between).

**Essays, exams, and other major requirements for undergraduates:** Four writing assignments of varying length, enthusiastic participation. Students should expect to have reading and/or writing assignments due every week.

**ENGL 1023 section 031 Composition II Special Topic**

**Topics in African Literature and Culture: the African Renaissance and the Memories of the Past.**

**Teacher: Jean-Hugues BITA'A M.**

**Required Readings**

Bâ, Mariama. *Scarlet Song*. ISBN: 978-0582264557.

Fanon, Frantz. *The Wretched of the Earth*. ISBN: 978-0394173276.

Nganang, Patrice. *Mount Pleasant*. ISBN: 978-2848761770.

Ngugi, Mukoma Wa. *Nairobi Heat*. ISBN: 978-0143026884.

Thiong'o, Ngugi Wa. *Decolonizing the Mind*. ISBN: 978-0435080167.

**Course Description:**

This course surveys the explosion of literature in Africa from the 1960s to our current times.

Inspired by decolonization and the Negritude Movement, authors like Frantz Fanon, Chinua Achebe, Ferdinand Oyono or Ngugi Wa Thiong'o embraced literature and arts as a tool for political and cultural contestation. Using writings by these authors as course materials, the emphasis remains on writing skills and research. The overall objective is the discovery and study of writing genres such as conference papers, presentations, essays, fiction, and research papers. Students will develop writing and critical thinking skills that transfer to various contexts and genres.

**Essays, Exams, And Other Major Requirements:** four major writing assignments, minor writing assignments, active class participation, conferences, and journals.

**Prerequisite:** ENGL 1013 Composition I.

**ENGL 1103-001, Reading Literature: *Science Fiction***

**Instructor: R. Roberts**

**Textbooks Required:**

Short stories posted on Blackboard

Access to streaming services to watch science fiction programs, Amazon Prime and Disney recommended.

**Description:** This course will show you how to understand and analyze texts by focusing on a variety of science fiction texts from a diverse set of authors. We will focus on short stories and television science fiction programs. Topics will include space travel, aliens, time travel, science,

gender, race, sexual orientation. Authors will include Octavia Butler, Isaac Asimov, Anne McCaffrey, and many other writers. Texts will include *Star Trek*, *Dr. Who*, *Twilight Zone*, *Battlestar Galactica*, *Watchmen*, *Stranger Things*, *The Mandalorian*, and others.

**Essays, exams, and other major requirements for undergraduates:** weekly quizzes and short papers (1-2 pages), and one longer essay (3-5 pages). Emphasis on learning how to write analytical papers

## **ENGL 1033, Technical Composition II**

**Instructor: Staff**

### **Textbooks Required:**

Markel, Mike, *Practical Strategies for Technical Communication*, 3<sup>rd</sup> ed. ISBN 9781319361686.

Alred, G. J., *Handbook of Technical Writing*, 12<sup>th</sup> ed. ISBN 9781319361693.

(These books are available through the Inclusive Access program.)

**Description:** version of Composition II designed for Engineering and Business students, and available by request to other majors. The course focuses on learning technical writing conventions and genres, such as definitions, instructions, correspondence, proposals, and reports. This includes conducting the necessary research for these genres, and incorporating researched material effectively. Fulfills the Core Curriculum requirement for Composition II.

**Essays, exams, and other major requirements for undergraduates:** Four major writing assignments, weekly writing assignments, required attendance, and an oral presentation

**Prerequisite:** ENGL 1013 Composition I or the equivalent.

## **ENGL 2003, Advanced Composition**

**Instructor: Staff**

### **Textbooks Required:**

Comer, Denise K. *Writing in Transit: with Readings*. ISBN 9781598718034.

Bacon, Nora, *The Well-Crafted Sentence: A Writer's Guide to Style*, 3<sup>rd</sup> ed. ISBN 9781319354770

**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 used in their disciplines, as well as media and discursive conventions. Students engage in

rhetorical and stylistic analysis, and in adapting their stylistic choices to suit different rhetorical situations. Oral presentations with a visual or media component will be part of one or more of the major assignments.

**Essays, exams, and other major requirements for undergraduates:** Four major writing assignments, weekly writing assignments, required attendance.

**Prerequisite:** ENGL 1013 and 1023 or equivalent

## ENGL 2013, Essay Writing

**Instructor: Staff**

**Textbooks Required:**

Bacon, Nora, *The Well-Crafted Sentence*, 3<sup>rd</sup> ed. ISBN 9781319058623

Miller, Brenda and Suzanne Paola, *Tell It Slant*, 3<sup>rd</sup> ed. ISBN 9781307649918

(These books are available through the Inclusive Access program.)

**Description:** This course introduces students to various forms of the essay genre through the study and writing of creative nonfiction. The assignments progress from very personal essays, like memoirs, to literary journalism, which reflects on the larger world and culture in which we live. Through these assignments, students will learn how an essay's form affects its content, and will further develop their personal voice in writing and their ability to use rhetorical techniques and strategies in all forms of writing.

**Essays, exams, and other major requirements for undergraduates:** Four major writing assignments, weekly writing assignments, required attendance

**Prerequisite:** ENGL 1013 and ENGL 1023 or equivalent.

## ENGL 2023, Creative Writing I

**Instructor: Staff**

**Textbooks Required:**

Varies by instructor.

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

**Essays, exams, and other major requirements for undergraduates:** 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 2173-001, Literacy in America**  
**ENGL 2173-002, Literacy in America**

**Instructor: Staff**

**Textbooks Required:**

TBD.

**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.

**Essays, exams, and other major requirements for undergraduates:** TBD

**ENGL 2303-001, English Literature from the Beginning through the 17th Century**

**Instructor: A. Riley-Adams**

**Textbooks Required:**

Our main textbook will be the *Broadview Anthology of British Literature, Concise Edition, Volume A*, Second or Third Edition. Supplementary materials will be on Blackboard.

**Description:** This course covers the literature of Britain from earliest days until the 17th century, and includes epic poetry, elegy, parody, romance, chronicles, saints' lives, tales, and sonnets. Through the readings, lecture, and assignments, we will consider how the various literary forms relate to one another and contextualize them individually.

**Essays, exams, and other major requirements for undergraduates:** This is a course in which you will be expected to practice close reading and to learn and execute the basic research methods of our discipline. Your short papers will build your skills toward the final research essay, which will also involve an abstract and annotated bibliography. If you get behind on your work, or are unable to complete an assignment on time, please contact me immediately. Readings listed should be completed by that day. The page numbers listed are for the Broadview text.

**Assignments:** 2 short papers @ 10% each, 2 examinations @ 10% each, final paper at 50% (10%+10%+30%)

**ENGL 2313-001, Survey of English Literature from 1700 to 1900**

**Instructor: K. Madison**

**Textbooks Required:**

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

*The Longman Anthology of British Literature: The Romantics and their Contemporaries*, Volume 2A. ISBN 978-0205223169.

*The Longman Anthology of British Literature: The Victorian Age*, Volume 2B. ISBN978-0205655267.

**Description:** This course serves as a general introduction to English Literature from the long eighteenth century through the Romantic and Victorian periods of the nineteenth century. We will explore the development of literature in the British Isles through lectures, class discussions, and creative and critical writing assignments. We will also be investigating ways that empire, race, gender, and class shaped British literature and culture from 1700-1900.

**Essays, exams, and other major requirements for undergraduates:** Three exams, research note, conference presentation, creative style study, reading reflections or quizzes, attendance, and active class participation. Prerequisite: ENGL 1013 and ENGL 1023.

**ENGL 2323-001, Survey of Modern and Contemporary British, Irish, and Postcolonial Literature**

**Instructor: S. Marren**

**Textbooks Required:**

Greenblatt, Stephen, general ed. *The Norton Anthology of English Literature*. Vol. F. ISBN 978-0-393-60307-1.

**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.

**Essays, exams, and other major requirements for undergraduates:** three short critical essays (3 pages), midterm, final, enthusiastic participation.

**ENGL 2343-001, Survey of American Lit from the Colonial Period through Naturalism: *Colonial and Early Romantic Literature***

**Instructor: K. Yandell**

**Textbooks Required:**

Christopher Columbus, et al: *The Four Voyages* (ISBN 9780141920429), optional  
William Bradford, *Of Plymouth Plantation, 1620-1647* (ISBN 0486452603), optional  
Catherine Maria Sedgick, *Hope Leslie* (ISBN 9780140436761), optional  
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, between one and three short essays.

## **ENGL 2353-001, Survey of Modern and Contemporary American Literature**

**Instructor: C. Bailey**

### **Textbooks Required:**

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

*Ernest Gaines, "The Sky is Gray" (Blackboard)*

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

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

*Toni Morrison, "Recitatif" (Blackboard)*

*Gloria Naylor, Mama Day*, 978-0679721819

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

*Jesmyn Ward, Salvage the Bones*, 978-1-60819-626-5

*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.

**Essays, exams, and other major requirements for undergraduates:** Essays, exams, and other major requirements for undergraduates: Class participation including quizzes and response papers; midterm; one 5-page paper; Final Exam.

## **ENGL 3013, Creative Writing II**

**Instructor: 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 Professional Writing**

**Instructor: Staff**

### **Textbooks Required:**

Markel, Mike, *Practical Strategies for Technical Communication*, 3<sup>rd</sup> ed., ISBN 9781319361686.

Alred, G. J., *Handbook of Technical Writing*, 12<sup>th</sup> ed. ISBN 9781319361693.

(These books are available through the Inclusive Access program.)

**Description:** This course's goal is to hone students' reading, thinking, and writing skills, as taught in English 1013 and 1023 or 1033, and apply them to relevant writing tasks in career- focused fields. English 3053 is designed to familiarize students with the process of planning, drafting, and revising basic technical documents, and making oral presentations on that content. Assignments and group work will be oriented towards refining communication skills in professional discourses.

**Essays, exams, and other major requirements for undergraduates:** Four major writing assignments, weekly writing assignments, required attendance, and oral presentations.

**Prerequisite:** ENGL 1013 and 1023 or equivalent.

**ENGL 3203-001, Poetry**

**Instructor: J. DuVal**

**Textbooks Required:**

*The Hudson Book of Poetry*, ISBN: 0 07 248442-X, and attachments that I will send out at the beginning of class.

**Description:** Students will develop skills in reading, understanding, and appreciating poetry while becoming intimately acquainted with many poems: some contemporary; many well-known classics of English and American poetry; and a few classics translated into English.

**Essays, exams, and other major requirements for undergraduates:**

Read poems several times, aloud as well as silently. 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

**ENGL 3213-001, Fiction**

**Instructor: Staff.**

**Textbooks Required:**

TBD.

**Description:** TBD.

**Essays, exams, and other major requirements for undergraduates:** TBD.

**ENGL 3283-001, Topics in Popular Culture and Popular Genres: *Science Fiction Film***

**ENGL 4933-005, Studies in Popular Culture and Popular Genres: *Science Fiction Film*.**

**Instructor: K. Booker.**

**Textbooks Required:**

Digital textbook will be supplied free of charge.

**Description:** This course is intended to provide an advanced survey of science fiction film, with an emphasis on American science fiction films from the 1950s to the present. We will pay special

attention to the cultural history of this important genre and to the ways in which it resonates with trends in American history and society as a whole.

**Essays, exams, and other major requirements for undergraduates:** All students will be required to write one critical essay on some topic related to science fiction film. There will be mid-term and final examinations.

**ENGL 3283-003, Topics in Popular Culture and Popular Genres: *Multi-Ethnic Detective Fiction***  
**ENGL 3573-001, Special Topics in Diversity: *Multi-Ethnic Detective Fiction***

**Instructor: Y. Padilla**

**Textbooks Required:**

Lucha Corpi, *Cactus Blood*, ISBN 978-1558855892  
Dashiell Hammet, *The Maltese Falcon*, ISBN 978-0679722649  
Linda Hogan, *Mean Spirit*, ISBN 978-0804108638  
Natsuo Kirino, *Out: A Novel*, ISBN 978-1400078370  
Marcos McPeck Villatoro, *Home Killings*, ISBN 978-1558853362  
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.

**Required Viewing:**

*Knives Out* (2019), Directed by Rian Johnson (Students can access film via OpenAthens)

**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 of color, we will also look at works by writers from Latin America and/or 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 3543-001, Topics in US Latino/Latina Literature and Culture: *Writing the Self: Latinx Autobiographical Narratives***

**ENGL 4523-001, Studies in US Latino/Latina Literature and Culture: *Writing the Self: Latinx Autobiographical Narratives***

**Instructor: Y. Padilla**

**Textbooks Required:**

Capó Crucet, *My Time Among the Whites: Notes from an Unfinished Education*, ISBN: 978-1250299437

Cepeda, Raquel, *Bird of Paradise: How I Became Latina*, ISBN: 978-1451635874

González, Rigoberto, *Butterfly Boy: Memories of a Chicano Mariposa*, ISBN: 978-0299219048

Grande, Reyna, *The Distance Between Us*, ISBN: 978-1451661781

Hernández, Daisy, *A Cup of Water under my Bed*, ISBN: 978-0807062920

Thomas, Piri, *Down These Mean Streets*, ISBN 978-0679781424

**Description:** . In this class we will explore various texts that fall under the broad banner of “Latinx autobiographical narratives.” In some cases, we will be engaging with hybrid texts that blur the boundaries between the genres of autobiography, memoir, testimonio, essay, fiction, poetry. Although the majority of the class will be centered on the exploration of written texts, we will also examine works of performance/theatre/comedy. In our discussions of these texts we will be exploring: 1) the narrative/artistic strategies the authors employ in their constructions and writings of “self”; and, 2) the themes/topics related to Latinx livelihoods that the authors bring to bear in their works (questions of identity, communal and national belonging, transitions to adulthood, immigration, racism, sexism, sexuality, class, among others).

**Essays, exams, and other major requirements for undergraduates:** attendance and active participation in class discussions, 1 critical essay (4-5 pages), 1 final project (8-10 pages), mid-term, and final exam.

**ENGL 3553-002, Topics in Native American Literature and Culture: *Native Literature and the Environment***

**ENGL 4553-002, Studies in Native American Literature and Culture: *Native Literature and the Environment***

**Instructor: S. Teuton**

**Textbooks Required:**

1. Louise Erdrich, *Tracks*
2. Joy Harjo, *A Map to the Next World*
3. Linda Hogan, *Power*

4. N. Scott Momaday, *The Way to Rainy Mountain*
5. Tommy Orange, *There There*
6. Perdue and Green, *North American Indians: A Very Short Introduction*
7. Leslie Marmon Silko, *Ceremony*
8. Richard Wagamese, *Medicine Walk*
9. James Welch, *Fools Crow*

**Description:** Why do we associate the Native American with the natural world? From early encounters, Americans have viewed Indigenous people and their relationship to the North American land as an example of environmental perfection. Examining that myth, this course considers how Native people and the environment might serve a fantasy in American ideas of wilderness but also might provide a legitimate model of ecological stewardship. In drawing on novel and poetry, autobiography and essay, short story and film, this online course engages topics such as world views, sustainability, ethics, non-human relationships, and community.

**Essays, exams, and other major requirements for undergraduates:** Two multiple-choice exams, two essays, and active participation in discussion.

**ENGL 3593-001, Topics in Gender, Sexuality, and Literature: *Insurrection in Paradise Lost***

**ENGL 4723-001, Studies in Renaissance Literature and Culture: *Insurrection in Paradise Lost***

**Instructor: D. Stephens**

**Textbooks Required:**

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

Teskey, ed. *Paradise Lost*. Digital edition. 2<sup>nd</sup> edn. ISBN: 978-0-393-61716-0

(If you prefer the hard copy of Teskey, it is ISBN 978-0-393-61708-5.)

**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 about social ills, rebellion, punishment, and violence. What powers or institutions should have authority over us? When is power gendered, classed, or raced? What happens inside of us when we defy authorities that we previously revered? Would rule by a benevolent and well-educated autocracy be better than rule by a poorly educated and internally fractured democracy? These are questions that Milton asks himself and his readers.

We will read *Paradise Lost*, *Samson Agonistes*, selections of the shorter poetry, and extracts from several of the tracts on marriage, censorship, and the limitations of kingship. The format will be mostly discussion, with an occasional lecture. There will be a great emphasis upon class participation, including frequent informal paragraphs. If you expect to leave this class having received one neat set of truths about Milton's work, you will 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 for undergraduates:** One 8- to 9-page original analytical paper; frequent short paragraphs in response to the readings; two short exams. Students at the 4000 level will also make one oral report.

**ENGL 3593-003, Topics in Gender, Sexuality, and Literature: *Incarcerated Women***

**ENGL 3603-001, Topics in Rhetoric and Composition: *Incarcerated Women***

**Instructor: L. Sparks**

**Textbooks Required:**

Carter, Lisa M., and Catherine D. Marcum, eds. *Female Offenders and Reentry: Pathways and Barriers to Returning to Society*. ISBN 978-1-315-15514-2 (ebk).

Jacobi, Tobi, and Ann Folwell Stanford, eds. *Women Writing, and Prison: Activists, Scholars and Writers Speak Out*. ISBN 978-1-4758-0823-0.

**Other Required Readings:**

Assigned articles and other reading materials will be made available to students through Blackboard.

**Description:** This course is open to all undergraduate students interested in the course topic but is intended to be particularly beneficial to students who are majoring/minoring in the following fields: Communication, Criminology, Education, English, Gender Studies, Pre-Law, Rhetoric and Composition, Social Work, and Sociology. Course reading materials and class discussion will focus upon women's incarceration within the U.S. and the unique challenges they face after being released. In addition, the course will consider cultural, social, and professional rhetorics that can be brought together and applied for the purpose of discouraging women's recidivism and promoting successful reentry paths for them.

**Essays, exams, and other major requirements for undergraduates:** Assignments will take the form of weekly work, 1-2 short reports/presentations, and one longer research project and end-of-semester presentation on an original prison reentry program proposed by each student.

**ENGL 3593-004, Topics in Gender, Sexuality, and Literature: *The Premodern Woman's Body***

**ENGL 3713-001, Topics in Medieval Literature and Culture: *The Premodern Woman's Body***

**Instructor: M. Long**

**Textbooks Required:**

Joan Cadden, *The Meanings of Sex Difference*, ISBN 0521483786

*The Trotula: An English Translation of the Medieval Compendium of Women's Medicine*, ed. Monica Green, ISBN 978-0812218084

*Anchoritic Spirituality*, ed. Nicholas Watson, ISBN 0809132575

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

*The Book of Margery Kempe*, ed. Anthony Bale, ISBN 978-0199686643

*Catalina de Erauso, Lieutenant Nun: Memoir of a Basque Transvestite in the New World*, ISBN 978-0807070734

*The Life of Walatta-Petros: A Seventeenth-Century Biography of an African Woman, Concise Edition*, ISBN 978-0691182919.

**Description:** We'll read a wide range of medieval and early modern texts that offer fascinating partial answers to questions you didn't know you had: What was childbirth like? Were nuns ever each other's lovers? How was race defined? Could soldiers be women? Who controlled a married woman's body? What did premodern people think about cannibalism? witchcraft? prostitution? What happened when a woman got sick or died? We'll consider women's bodily experiences along several dimensions, including sexuality, race, religious expression, maternity, nutrition, violence, disease, pain, and pleasure. In addition to the required books, we'll read some Chaucer, some trial documents, and the juiciest current scholarship to find out what medieval and early modern authors imagined inhabiting a woman's body felt like, and why that matters.

**Essays, exams, and other major requirements for undergraduates:** regular short papers and a 7-9 page research-based final paper.

**ENGL 3743-001, Topics in Nineteenth-Century British Literature and Culture: *British Romanticism***

**ENGL 4573-002, Studies in Major Literary Movements: *British Romanticism***

**Instructor: S. Dempsey**

**Textbooks Required:**

*Norton Anthology English Literature, Volume D: The Romantic Period*

ISBN 978-0393603057

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 "preestablished 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 Blake, Wordsworth, Coleridge, Keats, and Shelley. Narrowing our focus onto these five 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 3743-002, Topics in Nineteenth-Century British Literature and Culture: *Late Victorian Fiction***

**ENGL 4743-001, Studies in Nineteenth-Century British Lit & Culture: *Late Victorian Fiction***

**Instructor: K. Madison**

**Textbooks Required:**

*Shelley, Mary, Bram Stoker, R.L. Stevenson, Frankenstein, Dracula, Dr. Jekyll and Mr. Hyde. ISBN 9780451523631*

*Wells, H.G., The Invisible Man. ISBN 9780141439983*

*Verne, Jules, Twenty Thousand Leagues Under the Sea. ISBN 9780486448497*

*Haggard, Rider, King Solomon's Mines. ISBN 9780140366877*

**Description:** This course is an examination of the Late-Victorian fascination for adventure, paranormal, or "science fiction" texts (Wells, Haggard, Verne, Stevenson, Stoker, Doyle), as well as their place in the development the novel.

**Essays, exams, and other major requirements for undergraduates:** Students will write one substantial critical essay (8 pages), take a final exam, write short in-class response essays or quizzes, participate in assigned group Virtual World discussions, and present research findings during our in-class VW conference.

**ENGL 3853-004, Topics in African-American Literature and Culture: *Soul Food, African American Identity and the Politics of Food***

**ENGL 4853-004, Studies in African American Literature and Culture: *Soul Food, African American Identity and the Politics of Food***

**Instructor: C. Bailey**

**Textbooks Required:**

Eds. Jennifer Jensen Wallach and Rebecca Sharpless, *Dethroning the Deceitful Pork Chop: Rethinking African American Foodways from Slavery to Obama* ISBN 978-1557286796

Gloria Naylor, *Mama Day*, ISBN 978-0679721819

Toni Morrison, *Paradise*, ISBN 978-0804169882

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

Ernest Gaines, *A Lesson Before Dying*, ISBN 978-0375702709

Randall Keenan, *Let the Dead Bury Their Dead*, ISBN 978-0156505154

\* Other supplementary materials should be downloaded from Blackboard

**Description:** This course critically examines African American literary works and cultural texts using foodways as a critical framework. Texts range from the prose fiction of Ernest Gaines to Dave Chappelle and Aaron McGruder skits. Such texts continue to attest to the evolving function of food (or its lack) in African American literature and culture. In this course, however, we want to complicate this understanding of food. Among other things, we will explore how food has been used to create and subvert personal and communal identities. Most importantly, using texts including the films *Soul Food*, *Princess and the Frog*, Marlon Riggs' documentary *Black Is, Black Ain't*, and Toni Morrison's *Paradise*, we will explore how ideas about food, food preparation, and food consumption, contribute to gender and racial inequality, and create social class distinctions.

**Essays, exams, and other major requirements for undergraduates at the 3000 level:** weekly responses (250 words minimum), one film critique or analytical essay (4-5 pages), final exam

**Essays, exams, and other major requirements for undergraduates at the 4000 level:** bi-weekly responses of 250 words each, one conference length paper (8-10 pages), final exam

**ENGL 3863-001, Topics in Literature and Culture of the American South: *Eco-Souths***

**Instructor: L. Hinrichsen**

**Textbooks Required:**

Sherri L. Smith, *Orleans* (Speak, 978-0147509963)

Janisse Ray, *Ecology of a Cracker Childhood* (Milkweed, 978-1571313256)

James Dickey, *Deliverance* (Delta, 978-0385313872)

Linda Hogan, *Power* (Norton, 978-0393319682)

Steve Duin and Shannon Wheeler, *Oil and Water* (Fantagraphics, 978-1606994924)

Jeff VanderMeer, *Annihilation* (Farrar Straus and Giroux, 978-0374104092)

Natasha Trethewey, *Beyond Katrina: A Meditation on the Mississippi Gulf Coast* (U Georgia, 978-0820349022)

In addition to these texts, we will screen several films and read a wide range of short stories, poems, and critical essays on Blackboard.

**Description:** The South has always existed, as Edward Ayers writes, “on the edge of extinction, for “as long as people have believed there was a South they have also believed it was disappearing.” Against constructed, fantasized notions of the region—as an abundant paradise; a pastoral haven of order and simplicity; a feudal, aristocratic anachronism; a place cursed and ruined by its legacy of chattel slavery—there has been a parallel natural history of ecological dislocation and environmental degeneration, collapse, and commodification. Marked (but not exceptionally so) by the transition to modern ecological regimes characterized by the draining of the land by monoculture agriculture, asset-stripping, the exploitation of bio-capital, heightened privatization, and shifts from production to consumption, the U.S. South, like the broader Global South, is an increasingly precarious ecosystem.

Working against outdated notions of a southern “sense of place,” this course will engage a wide range of southern literature and cutting-edge literary criticism that complicates traditional conceptions of “nature” and “place” in order to emphasize the often dirty, polluted, compromised spaces of the U.S. South. In making sense of the non-sublime and the ecologically degraded, we will survey the concepts, questions, methods, and materials that have shaped the development of ecocriticism since its emergence in the 1990s, while examining the particular ways that southern literary texts register and respond to ecological crises, including climate change, carbon and chemical emissions, the loss of biodiversity, rising sea levels, ocean acidification, air toxification, and severe floods and droughts. In exploring ecological apocalypticism, petroculture, globalized risk, bioregionalism, animal studies, and other topics key to ecocriticism, we will contemplate what “greening the field” of southern studies means, and how and why issues of gender, race, and class continue to color debates about the meaning of “environment” in the humanities more broadly.

**Essays, exams, and other major requirements for undergraduates:** Class participation and regular Blackboard discussion board responses; reading quizzes; annotated bibliography of

criticism for one novel; presentation of annotated bibliography; final project (TBD individually, with creative and scholarly options); presentation of final project.

**ENGL 3903-001, Special Topics: *Humanities at Work***

**HUMN 425V: Professionalization/Humanities at Work**

**Instructor: L. Szwydky-Davis**

**Textbooks Required:**

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

Blythe Camenson, *Great Jobs for Liberal Arts Majors* ISBN 978-0071482141

Sheila Curran and Suzanne Greenwald, *Smart Moves for Liberal Arts Grads* ISBN 978-1580087094

**Description:** What are the professional options for humanities, fine arts, and liberal arts majors outside of the conventional paths of teaching and publishing? This workshop will focus on preparing students to develop professional profiles and effective job application materials for a range of careers, including graduate school (for those interested). Readings will include book-length career guides and shorter web articles and blogs. We will cover strategies to make the most of academic time-to-degree in order to diversify career options. This course is for undergraduate students in all fields, but especially arts and humanities. (MA and MFA students can enroll with special permission from the instructor.) The course will focus on job applications for careers outside of traditional teaching jobs as well as (optional) graduate school applications. (This course does not cover the academic job market for MFA or PhD students.) All arts and humanities majors are welcome—similar advice and strategies apply for English, History, Philosophy, Theater, Communications, Art, and other liberal arts majors. Sample student blog posts and course reflections can be found at <https://theadaptivehumanist.wordpress.com/>

**Essays, exams, and other major requirements for undergraduates:** Drafting and revising several job application documents including multiple cover letters and résumés with (3) different professional focus areas (optional graduate school application may be used as 1 professional focus area); active participation and peer review feedback; mock job interview; informational interview/career research poster presentation; professional web/LinkedIn presence; 2 reflective blog posts.

**ENGL 3903-002, Special Topics: *Pandemic Literature***

**Instructor: C. Kayser**

**Textbooks Required:**

(Tentative)

Boccaccio, Giovanni. *The Decameron*. ISBN 979-8628503331.  
Defoe, Daniel. *Journal of the Plague Year*. ISBN 978-1734852608.  
Ma, Ling. *Severance*. ISBN 978-1250214997.  
Mandel, Emily St. John. *Station Eleven*. ISBN 978-0804172448.  
Porter, Katherine Anne. *Pale Horse, Pale Rider*. ISBN 978-0141195315.  
Shelley, Mary. *The Last Man*. ISBN 978-1420968231.  
Walker, Karen Thompson. *The Dreamers*. 978-0812994162.  
Whitehead, Colson. *Zone One*. ISBN 978-0307455178

**Description:** While living through COVID-19 is a new experience for most of us, pandemics, epidemics, and plagues have been a part of the human experience throughout time and across cultures. In this course, we will read fiction and non-fiction texts that explore these occurrences in a variety of genres, such as short fiction, poetry, film, novels, and historical accounts. We will consider how history and literature can help us to understand the medical, cultural, and political aspects of COVID-19.

**Essays, exams, and other major requirements for undergraduates:** One presentation, one essay (4-6 pages), midterm exam, final exam.

### **ENGL 3903-003 Special Topics: *Young Adult Literature***

**Instructor: S. Connors**

**Textbooks Required:**

*TBD*

**Description:** In *Literature for Today's Young Adults*, Nilsen and Donelson (2009) write, "Young adult literature is not the whole of literature, but it is an increasingly important part. The future teacher or librarian unfamiliar with young adult literature begins disadvantaged and, given the flow of the presses, is likely to remain so. To remain ignorant is to be professionally irresponsible with the result being a disaster for students who will miss out on the delights of reading for pleasure." This course invites students to collaboratively investigate topics and issues that are of interest to scholars and educators in the field of young adult literature. Throughout the semester, students will read a diverse range of young adult novels with the goal of understanding how the genre mirrors and critiques contemporary social and political issues, how it imagines the relationship between teenagers and social institutions, and how it acknowledges teenagers' potential to work for social justice.

**Essays, exams, and other major requirements for undergraduates:** research paper (10 pages); critical response paper (8 pages); creative/multimedia projects; quizzes; poster presentation; attendance and participation.

### **ENGL 3903-004, Special Topics: *Literary Magazine Production***

**Instructor: J. Blunsch**

**Textbooks Required:**

*TBD*

**Description:** This course is designed to give students a practical magazine publishing experience. Students will demonstrate an understanding of the process of literary magazine production, from assigning staff roles, submission selection, composing a budget, layout and design, and print publication and circulation through direct instruction and hands-on experience.

**Essays, exams, and other major requirements for undergraduates:**TBD.

**Pre-requisite:** ENGL 2023

**ENGL 3903-012, Special Topics: *Literature of Nonviolence***

**Instructor: S. Burris  
& Geshe Dorjee**

**Textbooks 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
- 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.

**Essays, exams, and other major requirements for undergraduates:** A mid-term examination, final examination, and 10 reading quizzes.

**ENGL 3923H-003, Honors Colloquium: *Writing History and Making Films***

**Instructor: S. Burris &  
C. Pasquino**

**Textbooks Required:**

*The Voice that Remembers: A Tibetan Woman's Inspiring Story of Survival.* Ama Adhe.  
Wisdom Publications. ISBN: 978-0861711499

**Description:** This innovative course and film-lab will introduce students to the two fundamental skills that structure the most important media outlets that we consult on a daily basis: historical research and basic video editing skills. No prior knowledge of film-editing is required. The course will require two projects that dynamically support and enrich one another: 1) a paper that explores your personal response to the assigned book by Ama Adhe (8-10 pp.) and that will supply the background for 2) a documentary film (5-10 minutes). The course will focus on the Tibetan refugee situation and will use the extensive film archives of The TEXT Program (Tibetans in Exile Today)—the University's oral-history project that chronicles the lives of Tibetan refugees currently living in India, and is directed Professor Sidney Burris, one of the instructors of the class. For the documentary film, students will be given access to these archives and photographs that include not only interviews with Tibetans, but hours of footage from The TEXT Program's travels throughout India—all of this material will be available to students in the class, as they organize their paper and design their film.

Make sure to check out our course website (<http://readwrite.typepad.com/historyfilm/>) as well as the website for The TEXT Program (<http://textprogram.uark.edu>).

**Essays, exams, and other major requirements for undergraduates:**

- Research paper—8-10 pp. on a topic designed by students in consultation with the teachers of the course. The paper will be due midway through the semester.
- Documentary film—5-10 minutes that supplements, arises from, or otherwise enhances and illustrates the research paper.
- Reading & lecture quizzes—These will occur mainly in the first half of the semester, and will be derived from the lecture and readings on Tibetan history, culture, politics, and religion.

**ENGL 4013-001, Undergraduate Poetry Workshop**

**Instructor: D. McCombs**

**Textbooks Required:**

*TBD*

**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.

**Essays, exams, and other major requirements for undergraduates:** 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 4023-001 Undergraduate Fiction Workshop**

**Instructor: T. Jensen**

**Textbooks Required:**

Hobson, Brandon. *Where the Dead Sit Talking*. ISBN 164129017X.

**Description:** This course focuses on the craft of fiction. Students will read one novel by visiting writer Brandon Hobson, and students will write two short stories or novel chapters for workshop. The class will explore craft concepts, and students will be expected to demonstrate knowledge of these craft concepts in their written workshop feedback to the other students. Hobson's novel and the work written by the students will comprise most of the reading for the course, but there may also be short pieces assigned and provided online.

**Essays, exams, and other major requirements for undergraduates:**TBD.

**ENGL 4133-003 Writing Nature: *Writing about Animals***

**Instructor: R. Cochran**

**Textbooks Required:**

Engel, *Bear*

Heinrich, *Ravens in Winter*

Hughes, *Crow*

London, *Call of the Wild*

Macdonald, *H Is for Hawk*

Quammen, *Monster of God*

Svensson, *The Book of Eels*

These will be supplemented by shorter, article-length pieces uploaded on Blackboard

**Description:** This course will examine animal-centered writing of various kinds, ranging from overtly fictional novels, poems, and stories with animals at their center, to memoirs similarly constructed, to works of popular science. Something animal for every interest—that's the idea.

**Essays, exams, and other major requirements for undergraduates:** .grade-determining exercises (exams, quizzes, midterms) will be established in consultation with the class. The only thing set in stone is a term paper.

## ENGL 4303-002, Introduction to Shakespeare

**Instructor: J. Candido**

### **Textbooks Required:**

Any respectable edition of Shakespeare's plays or individual editions of the plays containing full glossarial and explanatory notes. The Complete Works of Shakespeare (ed. David Bevington) will be available through the university bookstore

**Description:** 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*  
*Macbeth*  
*The Tempest*

**Essays, exams, and other major requirements for undergraduates:** Two in-class exams (a midterm and a final) and one 5-page out-of-class writing assignment.

## ENGL 4303-004, Introduction to Shakespeare

**Instructor: D. Stephens**

### **Textbooks Required:**

Ed. Greenblatt, Stephen, *The Norton Shakespeare eBook*. ISBN: 978-0-393-26957-4. This superb digital Shakespeare at \$42 is cheaper than buying well-annotated individual volumes of the four plays. I do not recommend free online editions of the plays, especially since editorial essays from the *Norton* will be assigned. (If you want the hard copy of *The Norton Shakespeare*, that ISBN is 978-039393499.)

I recommend a subscription to Prime Video, which is between \$6 and \$9 per month for students, so you'll have access to all sorts of Shakespeare films. This is not required, but if you are interested, the information is here, under "See More Plans":

[https://www.amazon.com/amazonprime?encoding=UTF8&pd\\_rd\\_r=ce6f99f1-b9cb-4ff6-85fc-d80d65691ced&pd\\_rd\\_w=zi5Kz&pd\\_rd\\_wg=7XCJZ&qid=1601330401](https://www.amazon.com/amazonprime?encoding=UTF8&pd_rd_r=ce6f99f1-b9cb-4ff6-85fc-d80d65691ced&pd_rd_w=zi5Kz&pd_rd_wg=7XCJZ&qid=1601330401)

**Description:** We will read some of Shakespeare's sonnets and six of his plays, learning about the poetry's engagement with some of the intersectional issues of Shakespeare's day—political, artistic, sexual, psychological, theological, medical, and economic. We will look closely at the ways Shakespeare creates verbal music, and we will pay attention to the serious fun he has with puns. Previous knowledge of Shakespeare is not required, but students should be avid readers and good writers. An open and inquiring mind is also necessary; Shakespeare addresses controversial topics, uses earthy language, and resists moral reduction. The format of the class will include discussion, lecture, film viewing, small groups, and reading scenes aloud.

**Essays, exams, and other major requirements for undergraduates:** There will be frequent but easy reading quizzes, a midterm, and a final. You will write seven highly concentrated one-page essays.

**ENGL 4563-001, Studies in Major Authors: *James Joyce***

**Instructor: M. K. Booker**

**Textbooks Required:**

Digital textbook will be supplied free of charge.

**Description:** This course is intended to provide an advanced survey of the fiction of James Joyce, widely regarded as the most important literary figure of the twentieth century. Our readings of *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses* will provide a good basic knowledge of Joyce's fiction, as well as an advanced introduction to literary modernism, of which he was the most important practitioner. This course will also provide a survey of the historical background of Joyce's fiction, which involves some of the most important events of the first half of the twentieth century.

**Essays, exams, and other major requirements for undergraduates:** All students will be required to write one critical essay on some topic related to Joyce's writing. There will be mid-term and final examinations.

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

**Instructor: S. Dempsey**

**Textbooks Required:**

Austen, Jane, *Northanger Abbey*. ISBN 9780199535545.  
\_\_\_\_\_. *Sense and Sensibility*. ISBN 9780198793359.  
\_\_\_\_\_. *Pride and Prejudice*. ISBN 9780198826736.  
\_\_\_\_\_. *Mansfield Park*. ISBN 9780199535538.  
\_\_\_\_\_. *Emma*. ISBN 9780199535521.  
\_\_\_\_\_. *Persuasion*. ISBN 9780199535552.

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.

## ENGL 4903, Editing and Document Design

**Instructor: A. R. Pope**

### **Textbooks Required:**

*The Copy Editor's Handbook, 4<sup>th</sup> Edition* by Amy Einsohn and Marilyn Schwartz. ISBN: 0520286723

*White Space is Not Your Enemy, 3<sup>rd</sup> Edition* by Kim Golombisky and Rebecca Hagen. ISBN: 1138804649

*The Subversive Copy Editor, 2<sup>nd</sup> Edition* by Carol Fisher Saller. ISBN: 1138804649

*The Chicago Manual of Style, 17<sup>th</sup> Edition* (**available for free via UARK library online**) by UCP Editorial Staff. ISBN 9780226287058

*The Adobe Creative Cloud* (available via University IT for a steep discount)

**Description:** How do editors work and find work? What is the process for developmental editing, copy editing, and final proofreading? How do documents get designed for print? How do you develop and maintain a house style guide for publications? In this course, we'll tackle these questions and more by building a solid foundation of editing skills while concurrently building our skills with industry-standard software such as Adobe InDesign and Illustrator. By the end of the course, you'll be able to edit prose, lay out documents for print publication, and create ready-for-press books, flyers, or manuals.

**Essays, exams, and other major requirements for undergraduates:** Small-Scale Copyediting Project, Style Guide, Large Scale Copyediting Project, Document Portfolio

## World Literature

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**WLIT 1113, World Literature I: Beginning Through 1650 CE**

**Instructor: Staff**

**Textbooks Required:**

Puchner, M., et al, Eds. *The Norton Anthology of World Literature, Volume 1*,  
Shorter 4th ed. ISBN 9780393535815

**Description:** A study of world literatures from approximately 2500 BCE to approximately 1650 CE, 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 goal is to provide students with the proper analytic tools and background information that will enable them to appreciate, and to analyze critically, texts from diverse genres, periods, and cultural traditions.

**Essays, exams, and other major requirements for undergraduates:** Two essays, weekly readings and responses, Midterm and Final exams, required attendance.

**Prerequisite:** ENGL 1013 and ENGL 1023 or equivalent.

**WLIT 1113H World Literature: Beginning through 1650 CE, Honors**

This course is also offered at an Honors level, same textbook.

**WLIT 1123, World Literature II: 1650 CE through Present**

**Instructor: Staff**

**Textbooks Required:**

Puchner, M., et al, Eds. *The Norton Anthology of World Literature, Volume 2*, Shorter  
4th ed. ISBN 9780393535822.

**Description:** A study of world literatures from approximately 1650 CE to the present, and from a wide range of cultural traditions that can include East and Central Asia, Europe, the Americas, Africa, and other regions through various periods of time and culture. The 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.

**Essays, exams, and other major requirements for undergraduates:** Two essays, weekly readings and responses, Midterm and Final exams, required attendance.

**Prerequisite:** ENGL 1013 and ENGL 1023 or equivalent.

**WLIT 1123H World Literature: 1650 CE through Present, Honors**

This course is also offered at the Honors level, same textbook.

