

Spring 2018 Undergraduate Courses

Course Information	Course Description	Instructor
ENG 110.01 T Th 8:00–9:45 am AH 208	Introduction to Literature (4 cr.) Study and analysis of elements of prose, poetry, and drama in English from earlier periods through contemporary. Emphasizes critical reading of literature. May include such genres as poem, short story, novel, memoir, creative nonfiction, play, or graphic novel. Fulfills GE 6	Staff
ENG 146.01 T Th 4:00–5:45 pm AH 202	Introduction to Shakespeare (4 cr.) Although William Shakespeare was certainly not the only popular and influential poet or dramatist writing in the Early Modern period, a steadfast and nearly universal admiration for his work has positioned his poetry and plays at the center of modern literary study. This course will give students a broad introduction to the works of Shakespeare and the cultural context within which he wrote. We will primarily focus on the ways Shakespeare manipulated language and literary conventions to create unforgettable characters and to respond to the social and cultural practices of his time. To that end, we will begin with the sonnet sequence in order to develop a habit of attending to Shakespearean language and style before exploring the major dramatic modes of history, comedy, and tragedy – and the complications Shakespeare brings to these genres. Students will be responsible for careful reading, active participation in class discussions, and several short essays and tests. Potential readings include the sonnets, <i>The Taming of the Shrew</i> , <i>Henry V</i> , <i>Othello</i> , and <i>The Tempest</i> . Fulfills GE 6, 8	Liz Williamsen
ENG 275W.01 M W 2:00-3:45 pm AH 208	Introduction to Literary Studies (4 cr.) This course will introduce you to the field of literary studies. We will consider a series of questions: What is literature? Why do we read it? What forms does it take? What kinds of knowledge does it produce? How does it reflect the culture of its moment? The primary goal of the course is to develop, through study and practice, your critical reading and writing skills. We will learn to interpret figurative language and thematic elements, as well as how to place literature in its cultural and historical contexts. We will consider how literary forms shape content and meaning. We will read a variety of genres, including poetry, short stories, memoir, essays, creative nonfiction, novels, and graphic fiction. In addition to becoming conversant in literary and critical terminology and traditions, you will learn how to undertake literary research and engage literature creatively.	Danielle Haque
ENG 275W.02 T Th 12:00-1:45 pm PA 104	Introduction to Literary Studies (4 cr.) In this course we will read short fiction, novels, poetry, and nonfiction. We will also learn fundamental techniques of literary analysis, gain a critical vocabulary to apply to our readings, and explore some of the cultural and historical contexts from which our texts emerge. Emphasis will be placed on developing the skills necessary to write an effective literary research paper.	Melissa Purdue
ENG 285.01 M T W Th 2:00-2:50 pm	Practical Grammar (2 cr.) This course is designed for those who will work with language professionally – language arts teachers, writer, and editors. It may be useful to modern language students. <i>It is not intended as a remedial course for students who have difficulty writing correct sentences.</i> By the	Jacqueline Arnold

<p>AH 202</p> <p>Note: this course will meet for the first 8 weeks of the semester.</p>	<p>end of the course you should be able to identify the part of speech and the grammatical function of every word in most English sentences and to identify the most common kinds of phrases in English sentences. You should be able to understand a traditional grammar text and be ready for the study of linguistic theory. Class time will be devoted to lecture and to doing exercises.</p>	
<p>ENG 318.01</p> <p>T Th 10:00-11:45 am</p> <p>PA 104</p>	<p>Multicultural Literature: Transnational Latina/o Narratives (4 cr.)</p> <p>Students will investigate the literary production of late-twentieth and twenty-first century narratives by U.S. Latina/o writers of Puerto Rican, Dominican, and Mexican heritages. Moreover, this course will analyze the intersection of gender, race, class, and nationality within each writer's cultural heritage in transnational context. Beginning with the assumption that these texts emerge from the contexts of physical migrations and through individual and collective memories between the United States and other Latin American countries and regions, how, then, do these texts participate in a revision of official and popular histories about the U.S., Puerto Rico, the Dominican Republic, and Mexico? As a consequence of transnational migrations, how might these literary texts articulate the complexities, nuances, and contradictions of forging hybrid identities from a fusion of Latin American and U.S. cultural influences? In what specific ways do these texts imaginatively articulate and, perhaps, reconfigure the notion of identity formation of mixed ethnicities? How might cultural contact forge complex gendered identities? National identities? Racial or ethnic identities? Lastly, in what ways do these selected texts engage with and resist the legacies of colonialism in transnational context? Neocolonialism? Necropolitics? Neoliberalism? Selected novels include Marta Moreno Vega's <i>When the Spirits Dance Mambo</i> (2004), Angie Cruz's <i>Let It Rain Coffee</i> (2005), Sandra Cisneros' <i>Caramelo</i> (2002) and short stories, poems, spoken word, and essays by Edwidge Danticat, Gloria Anzaldúa, Juanita Heredia, Judith Ortiz Cofer, Martín Espada, Elizabeth Acevedo, Denice Frohman, and Mercedes Holtry.</p> <p>Fulfills GE Purple</p>	<p>Edward Ávila</p>
<p>ENG 321.01</p> <p>M W 4:00-5:45 pm</p> <p>AH 208</p>	<p>British Literature: 1785-Present (4 cr.)</p> <p>This course is partly a traditional survey, moving chronologically through history from the Romantics to the 20th century in order to trace changes and continuities among canonical British literary texts. Yet, it also covers some non-canonical texts including <i>The History of Mary Prince</i> and New Woman short fiction that revise traditional literary history. In addition to reading this literature, we will also study some historical documents from the periods we look at in order to trace the interconnections among literary works and their cultural contexts.</p>	<p>Melissa Purdue</p>
<p>ENG 325.01</p> <p>T Th 12:00-1:15 pm</p> <p>AH 202</p>	<p>Children's Literature (3 cr.)</p> <p>Our topics are the study of a variety of books for children, the purposes and types of children's literature, and ways of responding to children's literature. (Course texts: children's trade books and Tunnell and Jacobs, <i>Children's Literature Briefly</i>).</p>	<p>Jacqueline Arnold</p>
<p>ENG 328.01</p> <p>M W 10:00-11:45 am</p> <p>AH 202</p>	<p>American Literature: 1865-Present (4 cr.)</p> <p>This course examines some of the major developments in American literature from 1865 to the present. In reading a variety of canonical works, students will develop a greater understanding of American literature in an era of sweeping and radical social, economic, political, and cultural change. The course is designed to introduce students to the</p>	<p>Edward Ávila</p>

	major literary movements of this period, including Realism, Modernism, and Postmodernism, and selected subgenres within each of these major literary movements. For example, in our study of Modernism, we will look at the following subgenres: the Impact of World War I and the “Lost Generation,” Aestheticism & Formal Experimentation, Radical Modernism, and the Harlem Renaissance. In addition to helping students develop a greater understanding and appreciation of major issues and movements in this period of literary history, the course also intends to help students develop critical thinking skills important to both literary studies and humanities courses that require close, critical readings of various texts. Required texts include <i>The Norton Anthology of American Literature</i> , Vols. C & D. Selected shorts stories and poems will be available on D2L.	
ENG 328.02 T Th 4:00-5:45 pm AH 208	American Literature: 1865-Present (4 cr.) <i>See description for ENG 328.01 above.</i>	Edward Ávila
ENG 361.01 M 6:00-9:45 pm AH 203	Teaching English Literature, Grades 5-12 (4 cr.) Our major topics will be language and the adolescent, the teaching of reading, literature, and writing about literature, evaluation and curriculum. As much as possible, the course will be run as a workshop, with students designing assignments, carrying them out, and evaluating them.	Jacqueline Arnold
ENG 381.01 M W 10:00-11:45 am AH 302	Introduction to Linguistics (4 cr.) This course’s purpose is to give participants a new appreciation and understanding of the language we speak and of linguistic processes in general, making explicit and understandable the way in which the communicative practices we already use operate successfully. In this course, students will become familiar with the structures of language on a number of levels – with particular reference to the English language. For many native speakers of English, the idea of language structures brings to mind prescriptive grammar, the rules that say how people should speak and write. But our concern in this class is not about how people should communicate (and just who is telling us this, anyway?) but rather how people do communicate. We will explore concepts such as phonology (the sounds of a language), morphology (the shapes of words), syntax (the patterns through which words work together) semantics (the way language produces meaning), and various social aspects of language use. Students will be expected to apply these concepts in practice exercises, short writing assignments, three tests, and a mid-length research project. Side-effects of completing this course may include memorization of the International Phonetic Alphabet and patterns of syntactic structure, as well as an ability to recognize a number of American regional dialects.	Liz Williamsen
ENG 405.01 T Th 12:00-1:45 pm AH 334 Note: this course will meet	Shakespeare: Comedies and Histories (2 cr.) This course will explore Shakespeare’s work in the dramatic genres of comedy and history and examine his manipulation of generic conventions to create unforgettable characters and stories. Because these genres both deal with the construction of a community—whether political or domestic—we will give particular attention to the ways Shakespeare’s plays reflect and respond to the social and cultural circumstances of early modern England. Students should have some background reading English literature from before 1800, as well as	Liz Williamsen

<p>for the first 8 weeks of the semester.</p>	<p>academic articles: the plays will be accompanied by readings early modern culture. In addition to regular short analytical writings about the primary texts, students will conduct a research project culminating in a mid-length essay (8-10 pages). Plays will potentially include <i>The Taming of the Shrew</i>, <i>Much Ado about Nothing</i>, <i>Measure for Measure</i>, <i>The Tempest</i>, <i>Henry V</i>, and <i>Richard II</i>.</p>	
<p>ENG 406.01</p> <p>T Th 12:00-1:45 pm</p> <p>AH 334</p> <p>Note: this course will meet for the second 8 weeks of the semester.</p>	<p>Shakespeare: Tragedies (2 cr.)</p> <p>In this class we will read some of Shakespeare’s most well-known tragic plays while considering the generic conventions of tragedy against the background of the early modern theatre. We will also place the plays into their historical and cultural context in order to better understand the representations at work in the literature. Because tragic characters often find themselves at odds with cultural norms, we will use this background to consider the ways characters react to the structures—cultural, social, religious, political, etc.—that shape, support, and constrain their ideas and actions. Students should have some background reading English literature from before 1800, as well as academic articles: the plays will be accompanied by some scholarly readings about Shakespeare’s works and early modern culture. In addition to regular short analytical writings about the primary texts, students will conduct a research project culminating in a mid-length essay (8-10 pages). Plays will potentially include <i>Romeo and Juliet</i>, <i>Julius Caesar</i>, <i>Hamlet</i>, <i>Othello</i>, <i>King Lear</i>, and <i>Macbeth</i>.</p>	<p>Liz Williamsen</p>
<p>ENG 410.01</p> <p>T Th 12:00-1:45 pm</p> <p>AH 208</p>	<p>21st-Century Literature (4 cr.)</p> <p>In this course we will study literature from the 21st century, with an emphasis on how these works reflect contemporary concerns. All the works on the syllabus have been published in the last five years, most within the past three. They all play with genre, transforming what we think we know about literature. In many, writing and storytelling, and even the idea of what makes us human, evolve into new and strange forms. We will be talking about animal studies and the environment, migration and asylum, conflict zones and recent events. How does contemporary literature comment on the past and envision the future? What does it have to say about what it means to be human in our present moment? About how we should live with one another, and on the planet? How are contemporary authors working with genres like the graphic novel, speculative fiction, and poetry? Works may include <i>On Such a Full Sea</i>, <i>Exit West</i>, <i>American War</i>, <i>The Argonauts</i>, <i>Citizen: An American Lyric</i>, <i>We Are All Completely Besides Ourselves</i>, and <i>Baddawi</i>.</p>	<p>Danielle Haque</p>
<p>ENG 435.01</p> <p>W 6:00-9:45 pm</p> <p>PA 104</p>	<p>The World Novel (4 cr.)</p> <p>This course will introduce you to the contemporary global novel, in addition to other forms of writing and film. You will learn key concepts, questions, and debates in postcolonial studies through a process of reading, reflection, and research-based discovery. Our focus will be transnational throughout – we will ask what the categories of postcolonial and global reveal and conceal about art and literature in transnational contexts. What does it mean for literature to be “global”? How has writing contributed to the process of imagining the space of the nation in the wake of colonization? How does literature challenge us to think beyond national and geographic identities? Focusing on issues of gender, sexuality, migration, and the environment, we will ask how these texts challenge us to think about what it means to be human. We will read literature and watch films from and about Nigeria, Somalia, Antigua, the US, Iraq, and more.</p>	<p>Danielle Haque</p>

ENG 441.01 M W 12:00-1:45 pm AH 202	Literary Theory and Criticism (4 cr.) The Literary Theory seminar provides an introduction to the landmark works in and various competing theories of literary analysis that shape scholarly and interpretive practices in the contemporary field of English Studies and Literature. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural, political, and global contexts in which particular practices and theories have emerged and been valued.	Kirsti Cole
ENG 463.01 W 6:00-8:45 pm AH 214	Adolescent Literature (3 cr.) This course is an introductory survey of literature for high school and middle school students. The books chosen for the class represent a range of genres and audiences and introduce students to some of the best-known writers of books for young adults. In addition to reading, students will employ a variety of methods for understanding literary texts and become familiar with resources for the study and teaching of young adult literature. (Course text besides listed tradebooks: <i>An Introduction to Poetry</i> by Kennedy).	Jacqueline Arnold

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ENG 535.01 Th 6:00-9:45 pm AH 202	The World Novel (4 cr.) This course will introduce you to the contemporary global novel, in addition to other forms of writing and film. You will learn key concepts, questions, and debates in postcolonial studies through a process of reading, reflection, and research-based discovery. Our focus will be transnational throughout – we will ask what the categories of postcolonial and global reveal and conceal about art and literature in transnational contexts. What does it mean for literature to be “global”? How has writing contributed to the process of imagining the space of the nation in the wake of colonization? How does literature challenge us to think beyond national and geographic identities? Focusing on issues of gender, sexuality, migration, and the environment, we will ask how these texts challenge us to think about what it means to be human. We will read literature and watch films from and about Nigeria, Somalia, Antigua, the US, Iraq, and more.	Danielle Haque
ENG 563.01 W 6:00-8:45 pm AH 214	Adolescent Literature (3 cr.) This course is an introductory survey of literature for high school and middle school students. The books chosen for the class represent a range of genres and audiences and introduce students to some of the best-known writers of books for young adults. In addition to reading, students will employ a variety of methods for understanding literary texts and become familiar with resources for the study and teaching of young adult literature. (Course text besides listed tradebooks: <i>An Introduction to Poetry</i> by Kennedy).	Jacqueline Arnold
ENG 606.01 Th 6:00-7:30 pm	British Literary History and Criticism (3 cr.) This course is designed to give first-year graduate students a foundation in British literary history and criticism. The course focuses on some major authors and pulls from different genres, covering the	Melissa Purdue

online	late 18 th century through the 20 th century. There will be an emphasis on historical and critical trends in order to provide an analytical framework that will support subsequent work. Authors may include Jane Austen, George Eliot, Thomas Hardy, Emily Bronte, E.M. Forster, James Joyce, Virginia Woolf, and Kazuo Ishiguro.	
ENG 618.01 T 6:00-7:30 pm online	Seminar in Multicultural American Literature: Native American Literature (3 cr.) In this seminar, we will be considering the prose of five major American Indian writers, as well as selections from other Native writers and critics. The works of these authors not only attest to the connections between literature and life, but also help reveal the abundance and diversity of American writing. We will focus on increasing your understanding and appreciation of Native American literature in general, of contemporary prose writers specifically, and of your knowledge of the cultural and critical contexts of the works studied.	Gwen Westerman
ENG 625.01 M 7:00-8:30 pm online	Seminar in Composition Theory (3 cr.) Composition Theory provides an introduction to the landmark works in and various competing theories of composition that shape scholarly and pedagogical practices in the contemporary field of rhetoric and composition. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural and political contexts in which particular practices and theories have emerged and been valued. One of the goals in this class will be to understand that our beliefs and those of others concerning the study and teaching of composition are corrigible. That is, theories are contingent, working explanations. Theorizing is a dynamic process. Understanding theorizing in these terms will help us to heed Richard Young's warning in the opening epigraph. Exploring landmark studies in composition studies beside and against each other and imagining alternative explanations will help us on this rich, theoretical journey.	Kirsti Cole
ENG 671.01 W 6:00-7:30 pm online	Seminar in Literary Theory and Criticism (3 cr.) The Literary Theory seminar provides an introduction to the landmark works in and various competing theories of literary analysis that shape scholarly and interpretive practices in the contemporary field of English Studies and Literature. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural, political, and global contexts in which particular practices and theories have emerged and been valued. Graduate students will engage in critical discussion and analysis of schools of theory, as well as foundational full-length theory texts ranging from formal language analysis to gender and sexuality studies, to post-human theory.	Kirsti Cole