

Spring 2017

Course Number	Course Description	Instructor	Days/Times	Room
ENG 110.01	<p><b>Introduction to Literature</b> 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</p>	Staff	M W 8:00–9:45 am	PA 104
ENG 125.01	<p><b>International Children’s Literature</b> This course’s purpose is to increase students’ knowledge eof international children’s literature that is written in or translated into English. Students will be introduced to individual books, authors, and methods of responding to literature. Fulfills GE 6, 8, Purple</p>	John Banschbach	M T Th 9:00-10:00 am	AH 208 and online
ENG 275W.01	<p><b>Introduction to Literary Studies</b> 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.</p>	Melissa Purdue	M W 12:00-1:45 pm	PA 104
ENG 275W.02	<p><b>Introduction to Literary Studies</b> 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</p>	Danielle Haque	M W 10:00 am –12:00 pm	AH 202

	undertake literary research and engage literature creatively.			
ENG 275W.03	<p><b>Introduction to Literary Studies</b></p> <p>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.</p>	Danielle Haque	T Th 12:00-1:45 pm	PA 104
ENG 285.01	<p><b>Practical Grammar (2 cr.)</b></p> <p>This course is designed for those who will work with language professionally— language arts teachers (grades 5-12), writers, and editors. By the end of the course, students should be able to identify the part of speech and grammatical function of every word in most English sentences and to identify the most common kinds of phrases. While some attention is paid to basic punctuation, this is not intended as a remedial course for those who have difficulty writing correct sentences. There will be exercises and quizzes over each chapter, and the final exam will be cumulative. The textbook is Marilyn Silva's <i>Basic Grammar in Many Voices</i>.</p>	John Banschbach	M T W Th 2:00-2:50 pm  Note: this course meets for the first 8 weeks of the semester.	AH 202
ENG 321.01	<p><b>British Literature: 1785-Present</b></p> <p>This course is partly a traditional survey, moving chronologically through history from the Romantics to the 20<sup>th</sup> 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 <i>New Woman</i> short fiction that revise traditional literary history. In addition to reading this literature,</p>	Melissa Purdue	T Th 2:00-3:45 pm	AH 208

	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.			
ENG 325.01	<p><b>Children's Literature</b></p> <p>While the primary audience for the course is elementary education majors, anyone with an interest in children's literature is welcome. By the end of the course, you should be able to describe the major features of a work of children's literature and to discuss in some detail its ideas and purpose, and you should be able to describe kinds of children's literature, criteria for evaluating books, and resources for teaching. The reading list has not been finally determined, but is likely to include <i>Charlotte's Web</i>, <i>Number the Stars</i>, <i>Ramona Quimby, Age 8</i>, <i>On the Banks of Plum Creek</i>, <i>Children of the Wild West</i>, <i>The Birchbark House</i> and <i>Harry Potter and the Sorcerer's Stone</i>. We will also consider graphic novels, picture books, and poetry for children. There will be two examinations, a research report, and a variety of in-class activities.</p>	John Banschbach	T Th 12:00-1:15 pm	AH 202
ENG 328.01	<p><b>American Literature: 1865-Present</b></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 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 &amp; 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.</p>	Edward Ávila	M W 2:00-3:45 pm	AH 208

<p>ENG 361.01</p>	<p><b>Teaching English Literature, Grades 5-12</b> 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.</p>	<p>Jacqueline Arnold</p>	<p>M 6:00-9:45 pm</p>	<p>AH 203</p>
<p>ENG 381.01</p>	<p><b>Introduction to Linguistics</b> 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.</p>	<p>Elizabeth Williamsen</p>	<p>T Th 2:00-3:45 pm</p>	<p>PA 104</p>
<p>ENG 405.01</p>	<p><b>Shakespeare: Comedies and Histories (2 cr.)</b> 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—</p>	<p>Elizabeth Williamsen</p>	<p>T Th 12:00-1:45 pm  Note: this course will meet for the first 8 weeks of the semester.</p>	<p>AH 225</p>

	<p>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 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>			
ENG 405.02	<p><b>Shakespeare: Tragedies (2 cr.)</b>  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>	Elizabeth Williamsen	<p>T Th  12:00-1:45 pm</p> <p>Note: this course will meet for the second 8 weeks of the semester.</p>	AH 225
ENG 425.01	<p><b>Topics in Children's Literature: Books into Film</b>  The course's topic is the study of film adaptations of children's books, in particular how a film version helps us to understand the literary work. The course's books include <i>Charlotte's Web</i>, <i>Harry Potter and the Prisoner of Azkaban</i>, <i>Bridge to Terabithia</i>, <i>Millions</i>, <i>The Book Thief</i>, and <i>The Tale of Despereaux</i>. Assignments include a variety</p>	John Banschbach	<p>T  6:00-8:45 pm</p>	AH 202

	of in-class activities, essay examinations, and a project.			
ENG 435.01	<p><b>The World Novel</b></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 it 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 Nigeria, Morocco, South Africa, Antigua, New Zealand, and more.</p>	Danielle Haque	Th 6:00-9:45 pm	AH 202
ENG 436W.01	<p><b>Native American Literature</b></p> <p>In this course we will be considering the fiction and poetry of contemporary American Indian writers, as well as selections from other Native writers and critics. 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, and your knowledge of the cultural contexts of the works studied. Authors will include Heid Erdrich, Linda LeGarde Grover, Eric Gansworth, Gordon Henry, Louise Erdrich, Stephen Graham Jones, and Richard Van Camp. Fulfills Purple.</p>	Gwen Westerman	M W 10:00-11:45 am	AH 302
ENG 441.01	<p><b>Literary Theory and Criticism</b></p> <p>This undergraduate course provides an introduction to the major theories of literary analysis that shape scholarly and interpretive practices in the contemporary field of literary studies. To orient students to the complexities and nuances of literary theory and criticism, this course examines the</p>	Edward Ávila	T Th 10:00-11:45 am	AH 225

	<p>historical, cultural and political contexts in which particular theoretical practices to literary studies have emerged and been contested. The seminar examines the following theoretical “schools”: Structuralism, Semiotics, Post-structuralism and Deconstruction, Historicisms, Marxist Cultural Theory, Feminist Literary Theories, Gender Studies and Queer Theory, Postcolonialism, and Transnationalism. Upon completion of this course, students will have (1) gained a greater understanding of the historical development of literary theory and criticism from the early 1900s to the present in both the U.S. and European academic contexts and (2) developed the skills necessary to apply several of these theoretical frameworks towards the study of literature.</p>			
ENG 448	<p><b>Contemporary Writers</b> This course examines literature published after 1970 with an eye toward the variety of work within the current period, as well as each work’s historical, cultural, and aesthetic context. Fulfills Purple.</p>	Richard Robbins	M W 4:00-5:45 pm	AH 208
ENG 463.01	<p><b>Adolescent Literature</b> 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.</p>	Jacqueline Arnold	W 6:00-8:45 pm	AH 202
ENG 525.01	<p><b>Topics in Children’s Literature: Books into Film</b> The course’s topic is the study of film adaptations of children’s books, in particular how a film version helps us to understand the literary work. The course’s books include <i>Charlotte’s Web</i>, <i>Harry Potter and the Prisoner of Azkaban</i>, <i>Bridge to Terabithia</i>, <i>Millions</i>, <i>The Book Thief</i>, and <i>The Tale of Despereaux</i>. Assignments include a variety of in-class activities, essay examinations, and a project.</p>	John Banschbach	T 6:00-8:45 pm	AH 202

<p>ENG 535.01</p>	<p><b>The World Novel</b> 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 it 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 Nigeria, Morocco, South Africa, Antigua, New Zealand, and more.</p>	<p>Danielle Haque</p>	<p>Th 6:00-9:45 pm</p>	<p>AH 202</p>
<p>ENG 536.01</p>	<p><b>Native American Literature</b> In this course we will be considering the fiction and poetry of contemporary American Indian writers, as well as selections from other Native writers and critics. 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, and your knowledge of the cultural contexts of the works studied. Authors will include Heid Erdrich, Linda LeGarde Grover, Eric Gansworth, Gordon Henry, Louise Erdrich, Stephen Graham Jones, and Richard Van Camp.</p>	<p>Gwen Westerman</p>	<p>M W 10:00-11:45 am</p>	<p>AH 302</p>
<p>ENG 563.01</p>	<p><b>Adolescent Literature</b> 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.</p>	<p>Jacqueline Arnold</p>	<p>W 6:00-8:45 pm</p>	<p>AH 202</p>



<p>ENG 608.01</p>	<p><b>Seminar in British Literature to 1800: Chaucer</b>          Geoffrey Chaucer has been called the “father of English poetry,” but many of his most famous works are actually translations and adaptations of existing stories and poems. So how are his contributions particularly English or particularly poetic? In this class we will consider the ways in which Chaucer appropriated the works of his literary predecessors to produce some of the most creative and innovative poetry of the Middle Ages. In addition to Chaucer’s texts, we will also need to become familiar with the literary traditions and sources he draws from, as well as with his historical and cultural context. Because the basis for literary interpretation is a close reading of language, we will be reading all Chaucerian texts in their original Middle English. Readings may include <i>The Canterbury Tales</i>, <i>The Book of the Duchess</i>, <i>The Parliament of Fowls</i>, <i>The Legend of Good Women</i>, and <i>The Romance of the Rose</i>.</p>	<p>Elizabeth Williamsen</p>	<p>W 6:00-8:45 pm</p>	<p>AH 302</p>
<p>ENG 612.01</p>	<p><b>Seminar in Gender and Literature: The <i>Fin de Siècle</i></b>          This course introduces students to varied constructions of sexuality and gender in <i>fin de siècle</i> British literature. We will examine constructions of masculinity and femininity; links between race, colonialism and sexuality; preoccupations with the “monstrous;” and representations of “fallen women”/prostitution. Further, we will discuss the intersection of sexual identity/ies in relationship with ideologies of class, gender, race, and nationality. The course aims to introduce students to critical scholarship on this material as well, pairing literary criticism and theory with fictional works. Possible authors include Sarah Grand, Thomas Hardy, H. Rider Haggard, Florence Marryat, G.B. Shaw, Oscar Wilde, and Victoria Cross.</p>	<p>Melissa Purdue</p>	<p>T 6:00-7:30 pm</p>	<p>online</p>
<p>ENG 657.01</p>	<p><b>Teaching Writing with Literature</b>          We will examine the vexed relationship between composition and literature, writing and reading. Even though the argument is mostly carried on at the college level and in some advanced high school courses, re-considering the teaching of reading at the secondary and college levels is a recent,</p>	<p>Jacqueline Arnold</p>	<p>T 5:00-6:00 pm</p>	<p>online</p>

	<p>worthy topic of discussion. In this course we will consider, during the first half, various theories and emphases in the teaching of writing (and a few in reading) which have arisen in the last 50 years, the history of the use of literature in college composition classrooms during this same time span, and various attempts to balance and relate instruction in reading and literature. In the second half, the readings and discussion will focus more on classroom practices as we look at various course and assignment designs which translate some of the more abstract points raised in the first half. The readings and writings during this course should serve people who teach literature and writing in secondary classrooms, in college composition, or in college introductory literature courses.</p>			
<p>ENG 671.01</p>	<p><b>Seminar in Literary Theory and Criticism</b>  This graduate seminar examines a number of theoretical perspectives and approaches central to the contemporary field of literary studies. The objective of the seminar is to provide students with an opportunity to review a number of theoretical approaches and analytical frameworks as well as key categories for the study of cultural texts within particular historical, cultural, and aesthetic contexts. The seminar examines the following theoretical “schools”:  Structuralism, Semiotics, Post-structuralism and Deconstruction, Historicisms, Marxist Cultural Theory, Feminist Literary Theories, Gender Studies and Queer Theory, Postcolonialism, and Transnationalism.  Upon completion of this course, students will have (1) gained a greater understanding of the historical development of literary theory and criticism from the early 1900s to the present in both the U.S. and European academic contexts and (2) developed the skills necessary to apply several of these theoretical frameworks towards the study of literature.</p>	<p>Edward Ávila</p>	<p>M 6:00-8:45 pm</p>	<p>AH 310</p>