

ENGLISH

Course Descriptions

*“Books give a soul to the universe, wings to the mind,
flight to the imagination, and life to everything.”*

— Plato



Forest of Fontainebleau – Jean Baptiste Camille Corot (1834)

Spring 2019

THE ONLY THING UPDATED IS THE TITLE PAGE – 10-3-2018 - ellen

ENG 101: College Composition

Prerequisites: All beginning college writers sign up for ENG 101

Satisfies the following general education requirement(s): ENG 101 is mandatory for all students

Satisfies the following English major requirement(s): None

Course description: Students practice the ways in which writing serves to expand, clarify, and order experience and knowledge, with particular attention to persuasive writing. Satisfactory completion of the course depends upon quality of weekly writing assignments as well as demonstration of proficiency in college-level writing.

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Start</u>	<u>End</u>	<u>Days</u>	<u>Instructo</u>	
0001	86664	BW131	08:00 AM	09:15 AM	TTh	Eaton	Paul
0002	86665	NV204	08:00 AM	08:50 AM	MWF		
0003	86666	J104	11:00 AM	11:50 AM	MWF	Zavodny	Elizabeth
0004	86667	SL320	09:00 AM	09:50 AM	MWF	Jewett	Morgan
0005	86668	J102	12:00 PM	12:50 PM	MWF	Masters	Molly
0006	86669	A422	09:00 AM	09:50 AM	MWF	Posey	Zachary
0007	86670	S355	01:00 PM	01:50 PM	MWF	Bursch	Cody
0008	86671	DU316	09:30 AM	10:45 AM	TTh	Gerow	Kristyn
0009	86672	BW133	10:00 AM	10:50 AM	MWF	Tidd	Morgan
0010	86673	LH206	09:30 AM	10:45 AM	TTh	Allen	Brendan
0011	86674	BW133	11:00 AM	11:50 AM	MWF	Racine	Daniel
0012	86675	J106	11:00 AM	11:50 AM	MWF	Lowe	Peter
0013	86676	SL320	10:00 AM	10:50 AM	MWF	Adent	Abigail
0014	86677	NV204	12:00 PM	12:50 PM	MWF	Hathaway	Tessa
0015	86678	S375	12:30 PM	01:45 PM	TTh	Manning	Ashley
0016	86679	S375	11:00 AM	12:15 PM	TTh	Dendinger	Reuben
0017	86680	LH202	09:00 AM	09:50 AM	MWF	Robertson	Cheryl
0018	86681	J104	08:00 AM	09:15 AM	TTh	Sanders	Nicholas
0019	86682	BW130	11:00 AM	12:15 PM	TTh	Terrell	Tiara
0020	86683	SL320	12:30 PM	01:45 PM	TTh	Colburn	Shelby
*0021	86684	SN119	10:00 AM	10:50 AM	MWF	Mitchell	Paige
0501	86688	NV206	12:30 PM	01:45 PM	TTh	Crouse	Joanna
0502	86689	NV206	09:30 AM	10:45 AM	TTh	Larlee	Mary
0503	86690	NV204	04:00 PM	04:50 PM	MWF	Hartwell	Kelly
0504	86691	DPC109	03:00 PM	03:50 PM	MWF	Hartwell	Kelly
0505	86692	SN119	03:30 PM	04:45 PM	TTh	Dixon	Erika
0506	86693	NV204	05:00 PM	06:15 PM	TTh	Welton	John
0507	86694	DPC109	02:00 PM	03:15 PM	TTh	Elkins	Anthony
0508	86695	BW119	02:00 PM	03:15 PM	TTh	Parker	Jeremy
0509	86696	BW133	11:00 AM	12:15 PM	TTh	Larlee	Mary
0510	86697	SL311	01:00 PM	01:50 PM	MWF	Davis	Kristen

0511	86698	J104	03:30 PM	04:45 PM	TTh	Parker	Jeremy
0512	86699	J106	02:00 PM	02:50 PM	MWF	Davis	Kristen
0513	86700	SL311	03:00 PM	03:50 PM	MWF	Dendinger	Maia
0514	86701	LH206	02:00 PM	03:15 PM	TTh	Welton	John
0515	86702	SN121	02:00 PM	02:50 PM	MWF	Dendinger	Maia
**0665	86685	FHC	05:00 PM	06:15 PM	MW	Crowley	Adam
0669	86686	FHC	05:30 PM	06:45 PM	MW	Elkins	Anthony
0869	86687	NV206	05:30 PM	06:45 PM	MW	Elkins	Anthony

*The Translingual Sections of ENG 101: Half the seats are reserved for multilingual students; half are reserved for other students who have a personal or professional interest in language difference (journalism, international business or engineering, social work, education, etc.). The logic of the section is twofold: first, we assume that putatively monolingual native speakers of English and multilingual speakers of English have much to learn from each other; second, the rapidly globalizing workplace needs people who can negotiate productively across multiple languages.

Please confirm that your students are specifically interested in enrolling in the Translingual Section due to the explanations above; please have them submit a brief description of their interests to our Writing Center Director Paige Mitchell via email: paige.mitchell@maine.edu

**This section is located in Belfast at the Hutchinson Center – FHC.

The Multiliteracy Writing Center: Traditionally the Writing Center provides one-on-one tutor support for any writing and reading assignment. We still provide that support and beginning in the 2016 spring semester we will support multimodal projects. This means we can help with document and website design such as incorporating images and/or sounds, posters, flyers, publishing iBooks, and we'll also support PowerPoint presentations and have podiums and resources to support public speaking assignments. Please view our schedule to see the new Writing Workshop programs we provide, and please consider using the Multiliteracy Writing Center as a comfortable place to read, compose, and design projects.

If you're interested in learning more about what the Multiliteracy Writing Center supports, or in having a representative from the center visit your class, please contact our Writing Center Director Paige Mitchell via email: paige.mitchell@maine.edu

ENG 106: College Composition Stretch II

Prerequisite: ENG 100: College Comp Stretch I

Satisfies the following general education requirement(s): ENG 101 (preceded by ENG 100)

Satisfies the following English major requirement(s): None

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Time</u>	<u>Day</u>	<u>Instructor</u>
0001	89505	J108	09:30 AM	TTH	Sara Lello

Course description: This course provides intense practice with habits of reading, writing, thinking, and revising essential to post secondary academic work. Designed for students who want to create a strong foundation for themselves in academic reading and writing. Available only during the spring semester.

Students will not earn credit or grades for completing both ENG 101 and either course in the College Composition Stretch Sequence, ENG 100 and ENG 106

Students must complete both ENG 100 **and** ENG 106 with a grade of C or better in each course to satisfy the General Education College Composition requirement. Neither course taken alone will satisfy the requirement.

Prerequisite: C or better in ENG 100.

ENG 129:0400/0990 (87780/87781): Topics in English: WEB

Prerequisites: First-year students only. May be taken before or after ENG 101 or concurrently with permission.

Satisfies the following general education requirement(s): Writing Intensive

Course description:

Required texts:

Tech Help: Email CEDTECHHELP@UMIT.MAINE.EDU or call 1-877-947-4357 or 207-581-3199.

Please check the following web page for course description, technical requirements and support information

ENG 129:0030 (28197): Topics in English: Writing About Film (Stephen David Wicks)

SL313 – 2:00 p.m. – TTH

Prerequisites: First-year students only. May be taken before or after ENG 101 or concurrently with permission.

Satisfies the following general education requirement(s): Writing Intensive

Course description: The film aspects of the course form a useful foundation for advancing essential writing skills including creating a thesis, using supporting resources effectively, proper formatting, giving and receiving peer criticism, and revising.

ENG 129:0001 (87778): Topics in English: Modern Fantasy Literature (Reuben Dendinger)

NV208–8:00a.m. –TTH

Prerequisites: First-year students only. May be taken before or after ENG 101 or concurrently with permission.

Satisfies the following general education requirement(s): Writing Intensive

Course description: Rather than conceiving of fantasy as a narrow literary genre, this course will examine diverse literary, artistic, and critical works from the late 19th and early 20th century which draw on medieval and pre-modern source material and emphasize the supernatural and the fantastic. The course will begin with readings from medieval literature before moving on to modern writers including John Ruskin, William Morris, Oscar Wilde, Lord Dunsany, and W.B. Yeats. Students will be expected to read, discuss, and write critically on course texts.

ENG 131:0001 (87782): The Nature of Story (Margaret Lukens)**N 100 – 12:30 p.m. – TTH**

Prerequisites: None

Satisfies the following general education requirement(s): Western Cultural Tradition and Cultural Diversity & International Perspectives

Satisfies the following English major requirement(s): None

Course description: The course will be an exploration of the stories we tell about who other people are, and who we are ourselves. Topics will include the construction of national and personal identity, the zero-sum environment of privilege and oppression, and the confused and confusing constructions of race. Texts will include books, film and video clips, articles from magazines and news media, tweets, etcetera.

Possible Texts:

Sherman Alexie, *The Business of Fancydancing*

James Baldwin, "If Black English Isn't a Language, Then Tell Me, What Is?"

Robin DiAngelo, "White Fragility"

Trevor Noah, *Born A Crime*

William S. Yellow Robe, Jr., "Rez Politics"

ENG 170: Foundations of Literary Analysis

Prerequisite: ENG 101 is strongly recommended for all sections

Satisfies the following general education requirement(s): None

Satisfies the following English major requirement(s): ENG 170 is a core course

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Time</u>	<u>Day</u>	<u>Instructor</u>
0001	88038	DPC109	11:00 AM	TTH	Richard Brucher
0002	88039	S155	10:00 AM	MWF	Elizabeth Neiman
0003	88040	BD107	12:30 PM	TTH	Benjamin Friedlander

***6 spaces reserved for English majors & minors; 6 for incoming first-year English majors**

Course Description: An introduction to the close reading of literature. Students write frequently, exploring how conventions of genre, form, and style work in literature. Required of English majors.

ENG 201: Strategies for Writing across ContextsPrerequisites: ENG 101 and at least sophomore standing

Satisfies the following general education requirement(s): Writing Intensive

Satisfies the following English major requirement(s): Count towards the Analytical Writing concentration.

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Start</u>	<u>Days</u>	<u>Instructor</u>
0001	89703	BW123	09:30 AM	TTH	Staff
0002	89704	BW131	12:30 PM	TTH	Staff
0003	89705	J104	10:00 AM	MWF	Alan Marks
0004	89706	BW123	01:00 PM	MWF	Staff
0990	89707	WEB			Alan Marks

*** 3 seats in all "live" sections reserved for English majors & minors, and creative-writing minors**

Course description: Builds upon ENG 101's introduction to post-secondary writing by developing students' facility with a range of strategies for tailoring rhetorical style and tone to a range of academic, transactional, and public genres.

ENG 205: Introduction to Creative Writing

Prerequisite: ENG 101 is strongly recommended

Satisfies the following general education requirement(s): Artistic and Creative Expression and Writing Intensive

Satisfies the following English major requirement(s): May count towards the Creative Writing concentration; please refer to the English major checklist and consult with your advisor

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Start</u>	<u>Days</u>	<u>Instructor</u>
0002	86703	DPC109	01:00 PM	MWF	Peter Lowe*
0501	86709	BW123	03:30 PM	TTH	Bruce Pratt
0502	86710	NV206	10:00 PM	MWF	Staff
0503	86711	J104	09:00 AM	MWF	Henry Garfield
0504	86712	B101	02:00 PM	TTH	Jeremy Parker
0505	86713	NV206	11:00 AM	MWF	Kathleen Ellis
0669	86704	FHC	06:00 PM	T	Audrey Le
0869	86705	HR147	06:00 PM	T	Audrey Le
0990	86706	WEB			Leonore Hildebrandt

*** 5 seats in all "live" sections reserved for English majors & minors, and creative-writing minors**

Course Description: Offers students experience in writing in three major forms: autobiographical narrative, fiction, and poetry.

**Offers students experience in writing in three major forms: screenwriting (for TV and film), fiction, and poetry.*

ENG 206:0501 (86714): Descriptive and Narrative Writing (Henry Garfield)

S355 – 02:00 p.m. - TTH

Prerequisites: ENG 101 or equivalent.

Satisfies the general education Artistic & Creative Expression and Writing Intensive requirements.

Course description: Special emphasis on the informal, autobiographical essay.

ENG 222: Reading Poems

Prerequisite: 3 credit hours of English

Satisfies the following general education requirement(s): Western Cultural Tradition, Artistic & Creative Expression and Writing Intensive

Satisfies the Following English Major Requirement: ENG 222 is a core course

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Start</u>	<u>Days</u>	<u>Instructor</u>
0001	88756	FACTR	01:00 PM	MWF	Brinkley Robert
0501	88757	NV208	03:30 PM	TTH	Staff
0502	88758	B101	09:30 AM	TTh	Ellis Kathleen

Course description: Focuses on helping students develop critical skills particularly suited to the interpretation and analysis of poetry. Readings will include poems from different eras in both traditional and innovative forms. May cover a range of poetic practices and a variety of media: including, for example, poetry readings, little magazines and presses, digital texts, and poetic movements.

ENG 229:0991(87833): Topics in Literature: Apocalyptic Literature (Alan Marks) WEB

Prerequisite: 3 credit hours of English

Course description: *This is the way the world ends / This is the way the world ends /*

This is the way the world ends / Not with a bang but a whimper. (T. S. Eliot)

"Apocalypse." "Armageddon." "Doomsday." Whatever the name and whatever the form it takes, the end of the world (and what comes after) is a subject that has been explored by religions both ancient and modern, and in numerous works of fiction from the 1800s right up through the present day.

This course will look at a broad selection of works in this genre (both novels and films) to help us examine the various ways the world might end, from natural/biological disaster, to nuclear holocaust, all the way up to the most modern entry in the genre—the zombie apocalypse. Just as important, we will look at how these texts explore the ways in which we, as a species, might *respond* to those ends. Throughout the course we will pay particular attention to how the various forms of apocalypse (and the responses to it "post" apocalypse) might reflect aspects of the time periods in which those works were written.

The reading list includes works by Pat Frank, George Stewart, Walter M. Miller, Jr., Margaret Atwood and Cormac McCarthy.

Tech Help: Email CEDTECHHELP@UMIT.MAINE.EDU or call 1-877-947-4357 or 207-581-3199.

ENG229:0990 (90549): Topics in Literature: Women Navigating Borders (Audrey Le) WEB

Prerequisites: 3 hours of ENG and/or WGS

Satisfies the following general education requirement(s)

Course description: 'Women Navigating Borders' is an examination of 20th and 21st century multicultural and transnational literature exploring the dualities and sacrifices that women experience as they attempt to balance — and, in some cases, merely survive — their commitments to family, heritage, and community. In addition, these individuals struggle with the ambiguities of boundaries and borders, especially when their safety, personal identity, and autonomy are at risk. The experiences detailed in these texts depict the urgency to escape; whether the force is war, the global sex trade, or personal identity, these texts address the complexities surrounding micro-level identity within the larger meso, national, and global scopes of family, home, community, and country. Among theoretical concepts to be addressed: patriarchy, hegemony, war, escape, multi-cultural/transnational/transgender identities, post-colonialism, and neocolonialism, just to name a few. We will address issues that face women — and men — around the globe as they navigate uncertain obstacles, blurred boundaries, and perilous spaces in between.

ENG 245:0001 (87835): American Short Fiction (Audrey Le)

NV100 – 2:00 p.m. – TTH

Prerequisite: 3 hours of English

Satisfies the general education Ethics, Western Cultural Tradition and Artistic & Creative Expression

Course description: A study of genre, form, and theme in representative works of American short fiction from Irving to the present.

ENG 246:0990 (87836): American Women's Literature (Leonore Hildebrandt) **WEB**

Prerequisites: 3 hours of English

Satisfies the following general education requirement(s): Western Cultural Tradition, Cultural Diversity and International Perspectives, and Ethics

Satisfies the following English major requirement(s): 200-level literature course

Course description: This survey of major writers and traditions in American women's literature spans from the colonial era to the present day. We will read and discuss stories, poems, memoirs and essays in the context of women's changing social and economic conditions. We may ask questions such as these: Are there common themes in the literary work of women? Has a language or voice emerged that is specific to women, and if so, how could one describe it? How do cultural ideas about femininity affect the woman writer's goals and methods? What artistic choices did the authors make in crafting their works? What forces determine women's access to the literary world? How do social expectations shape critical responses to women's writing?

This course is combined with WGS 201:0991.

ENG 249:0001 (87873): American Sports Literature & Film (Henry Garfield)

SL313 – 11:00 a.m. – MWF

Prerequisites: ENG 170

Satisfies the following general education requirement(s): Ethics and Artistic and Creative Expression.

Course Description: Uses readings in fiction, poetry, drama, essays and films to explore social, humanistic, ethical and aesthetic issues in sports and its literature. Examines ways writers capture physical action and the role of sports in various genres and media.

ENG 253:0001 (87837): Shakespeare: Selected Plays (Richard Brucher)

LH211 – 09:30 a.m. – TTH

Prerequisites: 3 hours of English

Satisfies the following general education requirement(s): Western Cultural Tradition, Artistic and Creative Expression and Ethics.

Course Description: A study of ten to twelve plays, selected to represent the range of Shakespeare's achievement as a playwright. Recommended for non-majors. Not open to students who have taken ENG 453.

ENG 271:0001 (88759): The Act of Interpretation (Steve Evans)

NV227 – 11:00 a.m. – TTH

Prerequisite: ENG 170

Satisfies the following general education requirement(s): Western Cultural Tradition and Writing Intensive

Satisfies the following English major requirement(s): ENG 271 is a core course

Note: Some spaces in each section are reserved for English majors and minors.

Course Description: An introduction to critical theory. Study of individual critics or schools of literary theory. Application of these interpretative strategies to literary texts.

ENG 280:0001 (86715) Introduction to Film (Deborah Rogers)

S155 – 2:00 p.m. – TTH

Prerequisites: 3 hours of English or permission.

Satisfies the general education requirements Social Contexts & Institutions and Artistic & Creative Expression

Satisfies the English major requirement for 200-level literature course

Course description: An examination of the medium of film from its inception at the end of the 19th century to the present. Emphasis is placed on a beginning understanding of film techniques and analysis. The course will concentrate on how films make their meanings.

Evaluation will be based on exams, exercises, quizzes, midterm, final, and participation.

Texts: The primary texts are the narrative films themselves, which will vary but may include *The Apartment*, *His Girl Friday*, *Adam's Rib*, *Witness for the Prosecution*, *Casablanca*, *Sunset Boulevard*, *Singin' in the Rain*, *Rear Window*, *Double Indemnity*, *Mildred Pierce*, *Some Like it Hot*, *Rebel Without a Cause*, *Annie Hall*.

ENG 301:0001 (86716) Seminar in Writing Studies (Luke Redington)

BW130 – 9:30 a.m. – TTH

Prerequisite: ENG 201, 212, 315, or 395

Satisfies the following general education requirement(s): Writing Intensive

Course description: This iteration of *English 301: Introduction to Writing Studies* is organized into three units. In *Unit 1: Writing and Creativity*, we will focus on expressivism, a major trend in the history of writing studies that still influences the field today. In *Unit 2: Writing and Politics*, we will examine activist pedagogy. We will address writing and politics in at least to senses. First, we will examine the work of writing studies scholars who, in the late 1960's, began formulating the writing classroom as a site of political resistance. Second, we will examine how university politics influence the assessment of student writing. In *Unit 3: Writing and Technology*, we will examine the complicated transformation writing studies has undergone during the information age.

This class does not assume prior knowledge of writing studies scholarship, but it provides a thorough introduction. Preparation for each class period will require reading works of composition theory and/or documents that provide historical context. Unit 1 requires a minor writing project; Units 2 and 3 both require a major writing project.

ENG 307:0001 (86717): Writing Fiction (Staff)**NV406 – 2:00 p.m. – TTH**

Prerequisites: ENG 205 or ENG 206 and approval of a portfolio by instructor

Satisfies the following general education requirement(s): Writing Intensive

Satisfies the following English major requirement(s): May count towards the Creative Writing concentration; please check with your advisor.

Course description: The writing of fiction, for students of demonstrated ability. Submission of writing sample.

ENG 308:0001 (86718) Writing Poetry (Jennifer Moxley)**SN235 – 11:00 a.m. – TTH**

Prerequisites: ENG 205 or ENG 206 and instructor's permission.

Satisfies the following general education requirement(s): Writing Intensive

Satisfies the following English major requirement(s): May count towards the Creative Writing concentration; please check with your advisor

Course description: This is a class in the craft of poetry, designed to expand your sense of the possibilities for poetic form and experiment, as well as to provide you with the opportunity to write in many different ways. Though primarily a workshop, we will also discuss what it means to be a poet, read books of poems, and have poets visit.

Text: TBA

ENG 315:0001 (89590): Research Writing in the Disciplines (Kelly Hartwell)**NV204 – 2:00 p.m. – TTH**

Prerequisite(s): Junior standing and a declared major.

Satisfies the following general education requirement(s): Writing Intensive

Satisfies the following English major requirement(s): May count towards the Professional Writing concentration; please refer to the English major checklist and consult with your advisor

Course description: Builds on ENG 101 by preparing students for writing-intensive coursework and for senior capstone projects. This course focuses on similarities and differences among the types of peer-reviewed academic research articles that researchers and scholars use to advance knowledge in their fields. Class projects will develop familiarity with and contribute to students' own academic research writing in their chosen field of study.

ENG 317: Business and Technical Writing

Prerequisites: ENG 101 or equivalent; juniors and seniors in declared majors only.

Satisfies the following general education requirement(s): Writing Intensive

Satisfies the following English major requirement(s): May count towards the Technical/Professional Writing concentration; please check with your advisor.

<u>Sec</u>	<u>Crs#</u>	<u>Loc</u>	<u>Start</u>	<u>Days</u>	<u>Instructor</u>	
0001	87458	BD318	11:00 AM	TTH	Bartosenski Bowden	Mary
0002	87459	BD318	09:30 AM	TTh	Bartosenski Bowden	Mary
0003	87460	BD318	01:00 PM	MWF	Mitchell	Paige
0501	87465	DPC111	09:30 AM	TTH	Howard	Heather

0502	87466	NV204	03:30 PM	TTh	Ruggiero	Rebecca
0503	87467	BD216	02:00 PM	MWF	Wicks	Stephen
0504	87468	DPC111	11:00 AM	TTh	Howard	Heather
0505	87469	BW125	12:30 PM	TTH	Ruggiero	Rebecca
0506	87470	SL320	02:00 PM	TTh	Levine	Deborah
0510	87471	S355	12:30 PM	TTh	Levine	Deborah
0665	87461	FHC	09:00 AM	MWF	Hallundbaek	Caer
0869	87462	NV206	06:00 PM	Th	Staff	
0990	87463	WEB			McCue	Angela
0991	87464	WEB			Callaway	Murray

Course description: Supervised practice in the writing of business and technical reports, professional correspondence, and related materials.

ENG 342:0030 (89594) Native American Literature (William Yellow Robe)

NV227 – 1:00pm - MWF

Prerequisites: 6 credits beyond ENG 101 (ENG 170 and ENG 222 recommended) or instructor permission
Satisfies the following general education requirement(s): Writing Intensive

Course description: Surveys literature by Native American authors from a wide range of tribal backgrounds and culture areas. Considers the development of written traditions over time in relation to oral genres, traditional themes and story forms, and situates writing by Native American people in the context of historical and socio-political events and trends in Turtle Island (North America). Provides the opportunity to reconsider stories of colonization and the Anglo-American culture/nation in the light of indigenous perspectives and experience. This reading-intensive course is designed to teach you about the history of Native American writing in English, while giving you the opportunity to practice your reading and research skills in order to prepare you for work in advanced seminars.

ENG 357:0001 (89601) 19th Century British Literature (Naomi Jacobs)

J102 – 12:30pm - TTH

Prerequisite: 6 credits beyond ENG 101 (ENG 170 and ENG 222 recommended) or instructor permission
Satisfies the following general education requirement(s): Western Cultural Tradition

Satisfies the following English Major requirement(s): British Literature

Course description: This reading-intensive course introduces 19th-century British literature in the context of larger political, technological, cultural, and social changes such as the expanding publishing market, the growing influence of a literate middle-class, industrialization, urbanization, global capitalism and modern warfare, and Britain's imperial power. Because of the sheer variety of works and genres, emphasis will vary from instructor to instructor. This course also provides the opportunity to refine your reading and research skills, in preparation for work in advanced seminars.

Likely Texts (Subject to change):

Charlotte Bronte, *Jane Eyre*

Charles Dickens, *Hard Times*

Mary Shelley, *Frankenstein* (Norton Critical Edition – 1818 version of novel)

Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Oscar Wilde, *The Picture of Dorian Gray* (Norton Critical Edition)

Readings in poetry and prose, made available in PDF form on Blackboard or a course packet

Learning Goals:

By the end of the semester, students should be able to:

- 1) Define key terms such as Romanticism, the gothic, the ideology of separate spheres, realism, and aestheticism
- 2) Identify cultural and material factors that influenced the form and content of the Victorian novel
- 3) Explain the significance of selected major writers, know something about their lives, and place them in relation to each other
- 4) Explain key Romantic, Victorian, and Aesthetic ideas about the function of art
- 5) Explain in general terms the British class structure of the period
- 6) Carry out the preliminary stages of a research project in literary criticism
- 7) Refine skills in reading and writing about literature, including the use of secondary sources

Evaluation:

Class attendance and participation, informal reading notes, class presentation

5- page analytic essay

Research exercises, including proposal, bibliography and annotations

Final essay, incorporating some research

ENG 364:0001 (89602): Contemporary Literature (David Kress)

SN121 – 2:00 a.m. – TTH

Prerequisites: 6 credits beyond ENG 101 (ENG 101 and ENG 222 recommended) or instructor permission

Satisfies the following general education requirement(s): Western Cultural Tradition

Course Description: An introduction to literature after 1989 and up to the present. Studying the living tradition can be incredibly exciting. From writers working in our moment we can gain a unique perspective on our world, which may help us to develop a nuanced reading of the broader culture we both consume and participate in. Because contemporary literature often defies easy genre distinctions, and sometimes even the conventional idea of the book, this course may include multiple genres and cross-genre forms, and a variety of media, from sound files to digital literature. This reading-intensive course is designed to teach students about literature emerging in our time while giving them the opportunity to practice their reading and research skills in order to better prepare them for work in advanced seminars.

ENG 381:0001 (89603) Themes in Literature: Writing the self (Caroline Bicks)

S365 – 9:30 a.m. – TTH

Prerequisites: 6 credits beyond ENG 101 (ENG 170 and ENG 222 recommended) or instructor permission

Satisfies the following general education requirement(s): Western Cultural Tradition

Course description: In this course we will explore how life stories are curated to produce artful narratives of the self. What is the relationship between memory, truth, and imagination in this process? What is at stake in these productions of the self, and how do authors and characters negotiate competing ideas of who they are? What are the challenges of reaching one's intended audience? We will consider how these questions inform a variety of genres and writers from different time periods: from the medieval mystic Margery Kempe to Shakespeare's *Othello*, Tim O'Brien's autobiographical "work of fiction" *The Things They Carried*, Ta-Nehisi Coates' *Between the World and Me*, and Allie Brosh's webcomic, *Hyperbole and a Half*.

Likely Book List:

The Book of Margery Kempe; William Shakespeare, *Othello*; *Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-century French Hermaphrodite*, ed. Michel Foucault; Tim O'Brien, *The Things They Carried*; Jeannette Wallis, *The Glass Castle*; Ta-Nehisi Coates, *Between the World and Me*; Allie Brosh, *Hyperbole and a Half*; Margaret Edson, *Wit*; Patricia Burke Brogan, *Eclipsed*

ENG 407:0001 (89322): Advanced Fiction Writing (David Kress)

NV406 – 12:30 p.m. – TTH

Prerequisites: ENG 307 or permission of Instructor.

Course description: A fiction workshop at the advanced level. This is the advanced level course for fiction writers in the English concentration in creative writing, and may be taken in tandem with ENG 499 (capstone experience). May be repeated once for credit.

ENG 415: (89371) Advanced Report and Proposal Writing (Charlsye Diaz)

L200 – 9:30 a.m. – TTH

Satisfies the following general education requirement(s): Writing Intensive

Prerequisites: ENG 317 or instructor permission.

Course description: Prepares students to write workplace proposals and reports. Students will spend approximately four weeks analyzing proposals - including grant proposals - and reports. Students will spend the next eight weeks researching and writing a grant proposal, a project proposal, or an analytical report. When possible, students will work on projects for campus clients. The last three weeks of the semester will focus on exploring visual and audio reports, including designing electronic materials that support oral presentations and preparing audio reports using podcast technology. This course will be taught as a workshop with student writers sharing drafts, providing peer feedback, and working as collaborators. Appropriate for senior students in the Technical/Professional Writing track; for graduate students; and for professionals interested in examining the genre of report writing.

ENG460:0001 (87352): Major Authors (Deborah Rogers)

NV406 – 11:00 a.m. – TTH

Prerequisites: ENG 271 and 6 hours of 300-or-400 level literature courses or permission of instructor.

Satisfies the following general education requirement(s): Ethics and Writing Intensive

Satisfies the following English major requirements: British, pre-1800, 300- or 400-level literature

Course Description: An in-depth seminar on three major eighteenth-century novelists. Emphasis on original research.

ENG490:0001 (86601) Research Seminar in Literature: Dystopia (Naomi Jacobs)

NV406 – 2:00 p.m. – MWF

Prerequisites: ENG 271 and 3 credit hours of Literature at the 300 or 400 level, or permission.

Satisfies the general education Writing Intensive requirement, and Capstone Experience.

Course description: ENG 490 is a seminar course on a small body of primary literary texts and the critical communities concerned with them. Students propose and write original researched papers that demonstrate knowledge of current research in the field, using appropriate research methods and conventions of scholarly bibliography.

The origins of dystopian and post-apocalyptic fiction can be traced back to ancient myths of the underworld and later iterations in Christian and Islamic traditions, vividly depicting the miseries of hell that await the unbeliever. These tropes gained new political valence in the anti-totalitarian visions of “hell on earth” created by 20th century novelists such as Zamyatin, Burdekin, Huxley and Orwell. Recent decades have seen an upsurge of dystopian and anti-apocalyptic fiction responding to contemporary issues such as religious fundamentalism, climate change, the global refugee crisis, genetic engineering, and the neo-liberal economy. This course will consider both classic and contemporary texts to arrive at an understanding of the functions and impact of the nightmare vision in literature.

Sample Texts:

. Visions of hell: selections from the *Iliad*, the *Aeneid*, the *Book of Revelations*, St. Augustine, the *Qur'an*
Margaret Atwood, *The Handmaid's Tale*
Katharine Burdekin, *Swastika Night*
Octavia Butler, *Parable of the Sower*
Aldous Huxley, *Brave New World*
P.D James, *Children of Men* (or the 2006 film of the same name by Alfonso Cuaron)
Ursula K. Le Guin, *The Lathe of Heaven*
Cormac McCarthy, *The Road*
George Orwell, *Nineteen Eighty-Four*
Emily St John Mandel, *Station Eleven*
Yevgeny Zamyatin, *We*
Colson Whitehead, *The Underground Railroad*

Critical readings from M. Keith Booker, Erika Goldberg, Tom Moylan, Claire Curtis, and others

Learning Goals:

Students will develop a more nuanced understanding of the concept of genre.
Students will be able to distinguish between the dystopian and post-apocalyptic genres and to describe their typical features.
Students will be able to explain how these genres have evolved in response to changing political and cultural contexts.
Students will build on existing skills in discussion, writing and public presentation.
Students will design and carry out an original research project, resulting in a 10-page critical essay suitable for use as a writing sample for applying to graduate programs in literature.

Evaluation:

Attendance and participation, informal reading notes & postings, discussion leadership
Two formal 4-5 page papers, presented on a staggered schedule throughout first half of semester.
Research Project (40% total), with these stages:

- prospectus and preliminary bibliography
- annotated bibliography
- complete draft of the final essay (required)
- Formal presentation on the research project, last week of classes
- Final version of research project, due by end of finals week

ENG 496:0001 (88146): Field Experience in Professional Writing (Charlsye J. Smith Diaz)

Prerequisite: 6 credits in writing, ENG 317; and permission

Satisfies the following English major requirement(s): May count toward the Professional Writing concentration or minor; please check with your advisor.

Satisfies the following general education requirements: Capstone Experience in the Professional Writing track

Course description: Students work with businesses, professions, and other organizations approved by the department. The work in the course varies with each student enrolled and with the needs of the cooperating employer but normally involves either research, public relations, reporting, editing, interviewing, indexing, or other allied activity requiring skill in reading and writing. May be repeated for credit up to 6 credit hours.

ENG 529:0001 (86953): Studies in Literature: William Blake (Robert Brinkley)

NV406 – 5:00p.m. – W

Prerequisites: Graduate standing in English or permission of the instructor.

Course description: Intended to supplement and allow occasional experiments within the existing curriculum at the 500 level.

ENG 541:0001 (86954): American Literature from Col-Romantic (Margret Lukens)

NV406 – 3:30p.m. – M

Prerequisites: Graduate standing in English or permission of the instructor.

Course description: A study of major and representative figures in American Literature up to 1865, with emphasis on Romantics such as Cooper, Emerson, Hawthorne, Poe, Melville, Thoreau, Fuller, Stowe and Whitman.

ENG 579:0001 (86955): The Theory of Compostition (Dylan Dryer)

NV406 – 6:30p.m. – M

Prerequisites: Graduate standing in English or permission of the instructor.

This course is combined with CMJ 593:0003 (49227) Theory of Compostition. ENG 579 has an enrollment cap of 9, and CMJ has an enrollment cap of 3; the cap for this course is 12.

Course description: Despite the current name, which dates from the 1970's, ENG 579 is now a research-methods course that focuses on current unsolved problems in text-production, -circulation, and -reception. The course will thus involve immersions into some of the historical highlights and current research trends in each of these three dimensions, in particular the exceptionally interesting problems posed by the question of "validity" in research design and data-interpretation: construct-representation, consequential validity, construct-irrelevant variance, and so on.

These problems are more interesting and more pressing than they may appear. For example, construct-invalid (yet dominant) models of "the writing process" do considerable social damage, particularly (though by no means exclusively) in the contexts of schooling, high-stakes testing, identity formation, and securing exchange-value for labor in the workplace.

While the course interprets "research" broadly, including critical discourse analysis and archival research as well as qualitative and quantitative approaches, projects will be driven by falsifiable hypotheses and will depend on rigorously ethical data-collection and analysis.

Course Goals:

- To briefly cover some of the historical and cultural context for the emergence of Writing Studies since 1963, including the abandonment of "product" approaches to teaching and assessing writing, the rise and fall of cognitive-process approaches, the turn to qualitative methodologies and the "social turn," and the return of quantitative analysis and the growing significance of neurophenomenological research;
- to provide training in the reading, interpretation, and application of empirical research;
- to introduce some theoretical frameworks commonly used in writing studies: cognitive-process, genre theory, activity theory, institutional ethnography, applied linguistics; and
- to introduce and practice some basic qualitative and quantitative approaches to writing research, including survey design, coding of documents and transcripts, corpus analysis, critical discourse-analysis, ethnography or site-study, and factor analysis.

Participants will develop and carry out small projects during the middle two-thirds of the term; the final project for the seminar will include a collaborative effort to synthesize the various findings into a plausible theoretical framework for future application.

ENG 580:0001 (88635): Poetics and the Discipline (Benjamin Friedlander)

NV406 – 3:30 p.m. – T

Prerequisites: Graduate standing in English or permission of the instructor.

Course description: From its inception as a modern profession, literary study has drawn inspiration and taken direction from the critical labor of poets. In this seminar, we will look at several episodes in that history, beginning with three precursors in the nineteenth century: Henry Wadsworth Longfellow, first professor of comparative literature at Harvard; Sidney Lanier, who lectured on poetry at Johns Hopkins; and James Russell Lowell, first president of the MLA. We will then turn to two modes of academic study that dominated much of the twentieth century, each with a deep source in poetics: the "New Criticism," which drew broadly on T. S. Eliot, William Empson, John Crowe Ransom, Laura Riding, and Robert Penn Warren; and the American Studies mode on display in the critical writings of Charles Olson, Muriel Rukeyser, and William Carlos Williams. The course will conclude with three poets who had a decisive influence on social movements in the sixties and seventies, with a corresponding impact on the disciplines: Amiri Baraka, Adrienne Rich, and Gary Snyder, crucial figures in the Black Power, Women's, and Environmental Movements, and early proponents of Black Studies, Gender Studies, and Ecocriticism.

The emphasis throughout will be twofold: first, bringing to light the poetic labor hidden in so much academic study; and second, discerning missed opportunities in the disciplinization of that labor. Texts and assignments are still to be determined, but I am hoping to arrange things so that most of our time is spent on the last three figures.

May be repeated for credit.

ENG 697:0001 (88030): Independent Reading/Writing (Graduate Advisor*)

Department Consent Required

Course description: This course is arranged through the Graduate Coordinator and is available to current graduate students in English only. Credits: 1-6.

* Please contact the English Department Administrative Specialist, Ellen Manzo to enroll in a section of ENG 697 with your chosen faculty advisor.

ENG 699:0001 (86956): Graduate Thesis (Graduate Thesis Advisor*)

Graduate Thesis

Note: INT 601, CMJ 600 or alternative "Responsible Conduct of Research" course approved by the Office of Research and Sponsored Programs and the Graduate School is required before or concurrently with completion of 3rd ENG 699 credit.

*Please contact the English Department Administrative Specialist, Ellen Manzo to enroll in a section of ENG 699 with your chosen faculty thesis advisor.
