

ENGL 50203, Graduate Fiction Workshop

Teacher: Toni Jensen

Description: Advanced/graduate-level workshop course in which students write original short stories, novellas or novel chapters. Reading and detailed discussion of assigned stories and peer stories is required. Designed to teach the student advanced techniques of fiction.

ENGL 50303 - 001 Writing Workshop: Poetry

Teacher: Rebecca Gayle Howell

Poetry writing workshop. Prerequisite: Creative Writing MFA students only.

ENGL 50403, Writing Workshop: Translation

Teacher: Geoffrey Brock

Textbook Required: *The Philosophy of Translation* by Damion Searls (ISBN 0300247370)

Description: The workshop offers an intro to literary translation and the role of the translator as both scholar and creative writer; it involves weekly discussions of literary texts translated by students from other languages into English. There will also be weekly reading assignments, in-class translation exercises, and student presentations.

ENGL 51703, Advanced Studies in Medieval Literature and Culture: *Beowulf*

ENGL 61103, Seminar in Medieval Literature and Culture: *Beowulf*

Teacher: M. Coker

Textbooks Required:

Klaeber's Beowulf, Fourth Edition, Edited by R.D. Fulk, Robert E. Bjork and John D. Niles (Toronto: 2008), ISBN: 9780802095671

Description: In this course we will read the Old English epic masterpiece *Beowulf* in its original language. Drawing on collective memory from the Migration Period, this

distinctive and arresting story tells of the struggles of kings, queens, and heroes against a variety of destabilizing forces like monsters, feuds, and time, in an artful reflection on heroic society which is both exuberant and melancholic, both didactic and enigmatic. We will read the entirety of the Old English text, translating together in class line-by-line, in addition to discussing select analogues and critical literature about the poem. As we read, we will consider how this poem might have spoken to its first audiences and how it still speaks to us today. Prerequisite: Students must have successfully completed Old English I to take this course.

Essays, exams, and other major requirements for graduate students at the 5000 level: Reading and translating the Old English text in class, mid-term translation test, one conference paper (10–15 pages)

Special requirements for graduate students at the 6000 level: Reading and translating the Old English text in class, mid-term translation test, one oral presentation, one seminar paper (15–20 pages)

MA advisory codes:

Generalist A: satisfies Medieval Literature and Culture requirement.

Specialist 5: satisfies Medieval Literature requirement.

ENGL 51703 “Advanced Studies in Medieval Literature and Culture: Chaucer after Dobbs”

ENGL 55903 “Advanced Studies in Gender and Sexuality: Chaucer after Dobbs”

ENGL 61103 “Seminar in Medieval Literature: Chaucer after Dobbs”

Teacher: Mary Beth Long

Textbook required:

Chaucer, Geoffrey, *The Canterbury Tales*. Ed. Jill Mann. Penguin, 2005. ISBN 978-0140422344.

If you already own a copy of *The Riverside Chaucer*, you may use that instead. Other texts will be made available to you on Blackboard or at Mullins.

Description: In our updating of medievalist Arlyn Diamond’s question, “Was Chaucer a friend to women?” (1977), we will read several of Chaucer’s hugely influential *Canterbury Tales*, analogues & ancillary texts, and relevant contemporary scholarship through the lens of our current moment in reproductive politics, with an especially careful look at the recent archival discoveries of fourteenth-century court

documents that complicate Chaucer's representations of sexuality, bodily autonomy, and medieval versions of reproductive justice. We will hear from scholars doing cutting-edge work in feminist Chaucer studies, and by the end of the semester you will be writing your own cutting-edge work. Prior knowledges of Chaucer, Middle English, feminist theory, and/or reproductive justice issues are welcome but not required; you will acquire familiarity with all of these as we go. Please note that sexual assault, failed pregnancy, maternal mortality, and the reproductive body will be regular topics of discussion.

Essays, exams, and other major requirements for graduate students at the 5000 level: one seminar-length paper, one article or chapter discussion, regular short responses

Special requirements for seminar students at the 6000 level: one seminar-length paper, one book review/discussion, regular short responses

MA advisory codes:

Generalist A: satisfies Medieval Literature and Culture requirement.

Specialist 5: satisfies Medieval Literature requirement.

Specialist 4: satisfies Gender and Sexuality requirement.

Specialist 6: satisfies Religion and Literature requirement.

(T): satisfies Theory requirement.

ENGL 51903, Graduate Internship in English*

Teacher: Graduate Advisor or Dept. Faculty Member Overseeing Internship

Description: The Graduate Internship in English is a three-credit-hour, semester-long course. It is an opportunity for our graduate students to professionalize further, and perhaps in nontraditional ways, while completing their degree programs. Internships allow students to understand their career options better, explore specific work environments, develop valuable non-academic skills, and network—all before they graduate. Students completing internships with a department faculty member are graded by that department faculty member (who will need to have a section of the course assigned to them by the English Department office). Students completing internships outside of the department are graded by their graduate advisor, who will be in communication with the outside supervisor to determine the student's grade. Students can propose an internship opportunity to their graduate advisor or consult with their graduate advisor about existing internship opportunities. Internships should be arranged before the end of the semester immediately preceding the semester of the internship.

*Permission of student's graduate advisor required.

MA advisory code: Course is not coded but can fulfill an elective course requirement for English M.A. students.

ENGL 52103: MA Portfolio Workshop*

Teacher: Lissette Lopez Szwydky

Textbooks required:

Sword, Helen. *Air & Light & Time & Space: How Successful Academics Write* (Harvard UP, 2021). 978-0674737709.

Hayot, Eric. *The Elements of Academic Style* (Columbia UP, 2014). 978-0231168014.

Description: ENGL 5213 is a capstone course for the MA in English or the MA in Comparative Literature and Cultural Studies, required for all students who select to complete the degree requirements through submission of a polished portfolio of work. The workshop will focus on crafting and revising research-based writing for various audiences both inside and beyond academic spaces and venues. Students will workshop their academic writing, refine communication skills, improve digital/visual storytelling skills, and produce various forms of professional writing to be included in their MA Portfolio due at the end of the semester to finalize the requirements of the degree. Student portfolios will be evaluated by a committee of 3 faculty (the ENGL 5213 course faculty, the Associate Chair of the Department/Director of Graduate Studies, and a 3rd member of the English faculty selected by the student).

Essays, exams, and other major requirements: MA Portfolios consist of 60-75 pages of polished, professional writing (or its equivalent), plus an additional introductory essay of 5-10 pages discussing each document and reflecting on its place in the portfolio and its role in professional context(s). All portfolios should contain 1-2 samples of research-based writing for academic audiences or educational institutions (preferably no more than 30 pages total of the portfolio). Other documents covered in this course that may be revised and submitted for the portfolio include a combination of the following: abstracts; book reviews; blog posts; podcasts; digital/visual presentations; videos; online resources/websites; innovative course syllabi and/or assignments; other professional documents produced in consultation with course faculty.

*Permission of student's graduate advisor required.

MA advisory code: Course is not coded as it is required of all second-year English M.A. students who have chosen to complete their degree program with the portfolio option (versus the thesis option).

ENGL 52203-002, Advanced Studies in Renaissance Literature and Culture: Witches

ENGL 62003-001, Seminar in Renaissance Literature: Witches

ENGL 55903-003, Advanced Studies in Gender, Sexuality, and Literature: Witches

ENGL 65903-003, Seminar in Gender, Sexuality, and Literature: Witches

Teacher: Dorothy Stephens

Textbooks Required:

ALL TEXTS WILL BE MADE AVAILABLE FREE ONLINE. They will include the Witchcraft Act of 1562, selections from *The Discoverie of Witchcraft*, by Reginald Scot (1584), selections from *Daemonologie*, by King James (1597), selections from *Malleus Maleficarum*, by Heinrich Kramer (1486), popular pamphlets about witches, and the following plays and masques: *Dr. Faustus*, by Christopher Marlowe (1592), *Macbeth*, by Shakespeare (1606), *The Masque of Queens*, by Ben Jonson (1609), *The Tempest*, by Shakespeare (1610), *The Witch*, by Thomas Middleton (c. 1613), *The Witch of Edmonton*, by William Rowley, Thomas Dekker, and John Ford (1621), and *The Late Lancashire Witches*, by Thomas Heywood and Richard Brome (1634).

Description: the 16th and 17th centuries were the time of witch trials, peaked hats, and claims that witches nursed black demons. What caused beliefs in witchcraft to peak in these centuries? Why were England's witch hunts milder than those elsewhere? How did accusations of witchcraft relate to labor and consumption, to domesticity, and to the metastasizing slave trade? What were ordinary female bodies in relation to witches' bodies? What enabled the mental gymnastics whereby economic deprivation, social alienation, and lack of legal redress were reinterpreted as terrifying power?

Essays, exams, and other major requirements for the 5000 level: digests of four secondary sources, original essay of approximately 10-12 pages, 1 oral report, weekly paragraph responses, enthusiastic and regular participation.

Special requirements for the 6000 level: digests of six secondary sources, original essay of approximately 15-18 pages, 1 oral report, weekly paragraph responses, enthusiastic and regular participation.

MA advisory codes:

Generalist B: satisfies Renaissance Literature and Culture requirement.

Specialist 1: satisfies Cultural Studies requirement.

Specialist 4: satisfies Gender and Sexuality requirement.

Specialist 6: satisfies Religion and Literature requirement.

ENGL 52303 - 001 Craft of Translation: I

Teacher: Rebecca Gayle Howell

An examination of the principal challenges that confront translators of literature, including the recreation of style, dialect, ambiguities, and formal poetry; vertical translation; translation where multiple manuscripts exist; and the question of how literal a translation should be.

ENGL 52403, Special Topics: Author/Auteur

Teacher: Bryan Hurt

Textbooks: See below

Description: In film theory, an auteur is a director credited with having a singular, almost obsessive vision. They wrestle with the same subjects or preoccupations in film after film. In this course we'll look at authors who have auteur-like vision. Ungenerously, they write the same books again and again. But instead of reading these authors as being merely repetitive, I want to consider them through the lens of obsession and preoccupation. What topics, ideas, or images do they bump their heads against? Why? Why can't they move on? And how do these obsessions evolve over time? We'll read novels by Haruki Murakami, Kazuo Ishiguro, Marilyn Robinson, and Sally Rooney.

The provisional book list is below:

MURAKAMI

Norwegian Wood

South of the Border, West of the Sun

Sputnik Sweetheart

After Dark

ISHIGURO

Remains of the Day

The Unconsoled

Never Let me Go

Klara and the Sun

ROBINSON

Gilead

Home

Lila

Jack

ROONEY

Conversations With Friends

Normal People

Beautiful World, Where Are You?

Intermezzo

ENGL 52403 Special Topics: South Asian Fiction in English

Teacher: Padma Viswanathan

Description: A seminar-style class in which we will read 20th and 21st C. novels and stories by South Asian and diasporic writers, mostly written in English, a few in translation. Discussions will center primarily on elements of fictional craft—voice, perspective, characterization, structure, the handling of time, plot creation, setting or the evocation of a geographic and historical moment—as well as the rendering in English of South Asian culture, history and languages. Students will submit discussion questions on each week's text and have a chance to write creatively in class; the final assignment can be creative or analytical.

Textbooks Required:

Tentative and very much subject to revision—please confirm with prof before purchasing!

1. Anita Desai, *Clear Light of Day*
2. Kiran Desai, *Hullabaloo in the Guava Orchard*
3. Salman Rushdie, *Midnight's Children*
4. V. V. Ganeshanathan, *Brotherless Night*

5. Mohsin Hamid, *Exit West*
 6. K. R. Meera (Translated by J. Devika) *Hangwoman*
 7. Kamila Shamsie, *Best of Friends*
 8. Shyam Selvadurai, *Swimming in the Monsoon Sea*
 9. Khaled Hossaini, *The Kite Runner*
 10. Tahmima Anam, *The Startup Wife*
 11. Sachin Kundlikar, *Cobalt Blue*, (translated by Jerry Pinto)
- Plus short stories by R K Narayan, Ambai, Aruni Kashyap, Manjushree Thapa and others.

No prerequisite.

No final exam.

ENGL 52903, Craft of Poetry II: Art of the Book

Teacher: Geoffrey Davis

Required Texts: TBD

Description: During this course, we will study a range of contemporary poetry collections, paying particular attention to the impactful choices that a writer makes when crafting a book-length manuscript. Topics of discussion may include selection, structure, ordering, thematic threads or narrative arcs, aesthetic impulses, philosophical interventions, and reader response.

Requirements: conference-length paper, in-class presentations, regular and civil attendance, and generative participation in class discussions.

ENGL 53103 Introduction to Literary Theory: Fundamentals of Ethnic Studies, Gender, and Queer Theory

ENGL 69403 Seminar in Criticism and Literary Theory: Fundamentals of Ethnic Studies, Gender, and Queer Theory

Teacher: Y. Padilla

Textbooks Required:

Foucault, Michel, *The History of Sexuality: Vol 1*, ISBN 978-0679724698

Fanon, Franz, *The Wretched of the Earth* ISBN 978-0802141323
Butler, Judith, *Gender Trouble*, ISBN 978-0415389556

Cacho, Lisa, *Social Death: Racialized Rightlessness...*, ISBN 978-0814723760

Description: This course is designed to provide students with a basic introduction to some of the key theories and theoretical thinkers in the fields of Ethnic, Gender, and Queer Studies. Students will also read theoretical essays by a list of equally notable intellectuals in these fields including, but not limited to: bell hooks, Jack Halberstam, David Eng, Lauren Berlant, José Esteban Muñoz, Gloria Anzaldúa, Lisa Lowe, Jasbir K. Puar.

Essays, exams, and other major requirements for graduates: Two response papers (3-4 pages) and one conference length paper (8-10 pages). Additionally, students will be required to do a presentation (individually or in pairs) based on one of the assigned readings.

MA advisory codes:

Specialist 1: satisfies Cultural Studies requirement.

Specialist 3: satisfies Ethnic and Regional Literatures requirement.

Specialist 4: satisfies Gender and Sexuality requirement.

(T): satisfies Theory requirement.

ENGL 55103, Design, Editing, and Publication for Tech Writers.

Teacher: Adam R. Pope

Textbooks Required:

The Copy Editor's Handbook and Workbook Set by Einsohn, Schwartz, and Buky. ISBN: 978-0520306677

The Subversive Copy Editor, 2nd Edition by Saller. ISBN: 978-0226240077

Graphic Design, The New Basics, 2nd Edition by Lupton and Phillips. ISBN: 9781616893323

Shaping Information by Kostelnick and Hassett, ISBN: 9780809338788

Thinking with Type, 3rd Edition, by Lupton. ISBN: 1797226827

Seeing with Fresh Eyes by Tufte. ISBN: 1930824009

Description: How do we publish content digitally and for print production? What does an editorial workflow look like, and how can I layout a book for print publication? What about the eBook? What if I just need to make a logo? All of these questions and more inhabit the world of design and technical writing where the lines between print and digital have blurred. In this course we'll cover copyediting, client relations when editing, as well as document design and layout for print and electronic publication.

Essays, exams, and other major requirements for graduate students at the 5000 level: we will create 4 major projects that will combine to make a final portfolio for the course.

MA advisory codes:

Specialist 7: satisfies Rhetoric, Composition, and Literacy requirement.

ENGL 55603/65503 Literature in the Era of Red Power

Teacher: Sean Teuton

Course Description

In this course we will explore the intellectual and literary work of Indigenous people writing during the 1960s and 70s, the era often called Red Power, a historic moment of political emergence, public protest, cultural revitalization, and literary production in Native America. Returning to the era's events, we will evaluate the ethical claims to Native national liberation and cultural independence as we conduct readings of autobiography, testimony, novel, and poetry from this wave of Indigenous literary expression often characterized by a renewed vision of hope and a recovery of the relationship to community, culture, the past, and the land. No prior knowledge of Native American history and culture will be assumed.

Essays, Exams, and Other Requirements

Shorter midterm essay and longer final essay. Regular attendance and participation. A screen-free classroom. Must obtain hard copies of required texts.

Required Texts

Jeanette Armstrong, *Slash*
Dee Brown, *Bury My Heart at Wounded Knee*
Maria Campbell, *Halfbreed*
Dallas Chief Eagle, *Winter Count*
Vine Deloria, Jr., *Custer Died for Your Sins*
Hanay Geiogamah, *New Native American Drama*
Geary Hobson, *The Remembered Earth*
John (Fire) Lane Deer, *Lame Deer, Seeker of Visions*
N. Scott Momaday, *House Made of Dawn*
Simon J. Ortiz, *Woven Stone*
Leslie Marmon Silko, *Ceremony*
Smith and Warrior, *Like a Hurricane*
Gerald Vizenor, *Bearheart*
James Welch, *Winter in the Blood*

MA advisory codes:

Generalist G: satisfies American Literature and Culture After 1900 requirement.
Generalist H: satisfies World Literature and Culture Written in English requirement.
Specialist 1: satisfies Cultural Studies requirement.
Specialist 2: satisfies Environmental Literature, Writing, and Culture.
Specialist 3: satisfies Ethnic and Regional Literatures requirement.
(T): satisfies Theory requirement.

ENGL 58603/68503, Early Afro-Diasporic Literatures and Black Print Cultures.

Teacher: Jarvis Young

Course Description:

The eminent figures of African descent featured in this seminar each were known for their dynamic presence, stirring crowds with their essays and narratives, charming audiences with their performances, and inspiring congregations with their sermons. People of African descent, in Britain, the U.S, and the Caribbean, wrote, published, and read through eras of enslavement and segregation, at times defying legal restrictions, economic obstacles, and violence. In pamphlets, books, magazines, newspapers, and printed ephemera, they narrated their own lived experiences, expressed themselves in imaginative genres, and advocated for better social conditions.

In this seminar we will investigate the life and writings of Black writers who have been moved to the margins of literary history, production, and representations. With their words preserved in print, we will discover how they overcame dominant traditions and policies that too often restricted their voice. Literary heroes such as Toussaint Louverture, Jean-Jacques Dessalines, Quobna Ottobah Cugoana, Olaudah Equiano, Lemuel Haynes, David Walker, and Maria Stewart, to name a few, were notable for developing Afro-Caribbean, Afro-British, and African American literary cultures in print. We will spend time in the library archives sifting through various manuscripts to discover similar thematics, arguments, literary and rhetorical devices, and genres that may have emerged across these communities.

Textbooks Required

A Companion to African American Literature 1st Edition, (Ed.) Gene Andrew Garrett, ISBN:9781405188623

David Walker's Appeal to the Coloured Citizens of the World, (Ed.) Peter Hinks, ISBN 10: 0271019948

Maria W. Stewart, America's First Black Woman Political Writer, (Ed.) Marilyn Richardson, ISBN: 9780253204462

Norton Anthology of African American Literature (Eds): Henry Louis Gates, Jr. and Valerie A. Smith, ISBN 13: 9780393911558

Pioneers of The Black Atlantic: Five Slave Narratives, 1772-1815, (Eds.) Henry Louis Gates Jr, William L. Andrews, ISBN: 1887178988

Special requirements for seminar students: one journal report (5 pages), one critical essay (10 pages), one seminar paper or project (20-25 pages), and one oral presentation.

MA advisory codes:

Generalist C: satisfies Restoration and 18th-century Literature and Culture requirement.

Generalist F: satisfies American Literature and Culture Before 1900 requirement.

Generalist H: satisfies World Literature and Culture Written in English requirement.

Specialist 1: satisfies Cultural Studies requirement.

Specialist 3: satisfies Ethnic and Regional Literatures requirement.

Specialist 7: satisfies Rhetoric, Composition, and Literacy requirement.

ENGL 69703, Seminar in Rhetoric and Composition: Perspectives on Literacy
ENGL 59703, Advanced Studies in Rhetoric and Composition: Perspectives on Literacy
[Cross listed with AAST 59003: Special Topics in African and African American Studies]

Teacher: Pritchard

Required Reading ** (Digital copies for all texts available via Library or Blackboard):

Alvarez, Steven. (2018) *Brokering Tareas: Mexican Immigrant Families Translanguaging Homework Literacies.*

Baker-Bell, April. (2020) *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*

Brandt, Deborah. (2001) *Literacy in American Lives*

Cushman, Ellen. (2011) *The Cherokee Syllabary: Writing the People's Perseverance*

Epps Robertson, Candace. (2018) *Resisting Brown: Race, Literacy, and Citizenship in the Heart of Virginia*

Gonzales, Laura. (2018) *Sites of Translation: What Multilinguals Can Teach Us About Digital Writing and Rhetoric.*

Kynard, Carmen. (2013) *Vernacular Insurrections: Race, Black Protest, and the New Century in Composition-Literacies Studies*

Martinez, Aja. (2020) *Counterstory: The Rhetoric and Writing of Critical Race Theory*

Moss, Beverly. (2003) *A Community Text Arises: A Literate Text and a Literacy Tradition in African American Churches.*

Royster, Jacqueline Jones (2000) *Traces of a Stream: Literacy and Social Change Among African-American Women*

Wan, Amy. (2014) *Producing Good Citizens: Literacy Training in Anxious Times*

Williams, Heather Andrea. (2007) *Self-Taught: African American Education in Slavery and Freedom*

Woo, Ilyon. (2023) *Master Slave Husband Wife: An Epic Journey from Slavery to Freedom*

Additional Excerpts/Book Chapters for course reader will come from:

Cintron, Ralph. (1997) *Angels Town*

Cushman, Kintgen, Kroll and Rose eds. (2001), *Literacy A Critical Sourcebook*

Graff, Harvey J. (1991) *The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth Century*

Heath, Shirley Brice (1983). *Ways With Words: Language, Life, and Work in Communities and Classrooms*

Scribner, Sylvia, and Michael Cole. (1981) *The Psychology of Literacy*.

****Reading list will be finalized on the syllabus and distributed on the first day of the course**

Description: In the essay “Redefining the Literate Self: The Politics of Critical Affirmation,” Min - Zhan Lu writes that “literacy is a trope, the meaning of which is up for grabs.” In this course we will explore some of the meanings of literacy posited by numerous scholars examining literacy through historical, political, and cultural inquiries of literacy and writing. Relatedly, readings and discussions will emphasize the symbiotic relationship between identities and literacy. We will engage readings with a focus on the theoretical and methodological moves of the authors and discuss the questions each raises about the complexities of literacy research across communities and experience. Further, we will closely follow contemporary debates regarding critical and multicultural pedagogies in writing instruction inside and outside of the classroom. For example, we will look at the ways that hip hop and videogame cultures and community literacy partnerships have impacted the terms for our discussion of literacy and contexts. Overall, we will posit not only where literacy studies have been and is today, but where we see the field going and what new grounds it might chart.

Special requirements for seminar students at the 6000 level: one book review of a recent literacy study; one article length seminar paper (20-25 pages) OR curriculum design/pedagogy project; one oral presentation.

Essays, exams, and other major requirements for graduate students at the 5000 level: a weekly reading review [prompts will be given] (1-page), a conference proposal (1-page), a conference paper (7 pages), and a brief annotated bibliography of sources.

MA advisory codes:

Specialist 1: satisfies Cultural Studies requirement.

Specialist 4: satisfies Gender and Sexuality requirement.

Specialist 7: satisfies Rhetoric, Composition, and Literacy requirement.

(T): satisfies Theory requirement.

ENGL 59703, Writing Center Theory and Pedagogy

Teacher: C. Borntrager

Textbooks Required:

Oxford Guide for Writing Tutors: Practice and Research. Lauren Fitzgerald and Mellissa lanetta, 2016. ISBN: 9780199941841

Other readings will be provided.

Description: This course focuses on the practice and theory of writing centers, where student writers can receive one-on-one tutoring. By responding to readings, creating their own texts, and observing writing centers in action, students will survey best practices and investigate key issues in writing center studies. Beyond providing an overview of writing centers' work, this course also provides valuable insights into the writing process itself—the complexities and collaborative nature of writing are on full display in the writer-tutor dyad, as are the myriad ways that writers grow in their craft. Whether students are interested in teaching, research, or in expanding their skills as writers, this course will provide them with meaningful opportunities to reflect on the ways that texts and writers are formed.

Essays, exams, and other major requirements for undergraduates:

Enthusiastic participation; literacy memoir (4-6 pages); reading responses; annotated bibliography; research paper (8-10 pages)

Essays, exams, and other major requirements for graduate students at the 5000 level:

Enthusiastic participation; literacy memoir (7-10 pages); reading responses; literature review; one longer research paper (15-20 pages)

MA advisory codes:

Specialist 7: satisfies Rhetoric, Composition, and Literacy requirement.

(T): satisfies Theory requirement.

M.A. Advisory Coding

The advisory codes indicate what course distribution requirement will be satisfied by the designated listing. If more than one code is listed in the description for a particular class, a student may satisfy only one of those distribution requirements with that class, unless the code is T, for Theory.

For M.A. Students with the Generalist Concentration

Generalist A: satisfies Medieval Literature and Culture requirement.

Generalist B: satisfies Renaissance Literature and Culture requirement.

Generalist C: satisfies Restoration and 18th-century Literature and Culture requirement.

Generalist D: satisfies 19th-century British Literature and Culture requirement.

Generalist E: satisfies British Literature and Culture After 1900 requirement.

Generalist F: satisfies American Literature and Culture Before 1900 requirement.

Generalist G: satisfies American Literature and Culture After 1900 requirement.

Generalist H: satisfies World Literature and Culture Written in English requirement.

For M.A. Students with the Specialist Concentration

Specialist 1: satisfies Cultural Studies requirement.

Specialist 2: satisfies Environmental Literature, Writing, and Culture.

Specialist 3: satisfies Ethnic and Regional Literatures requirement.

Specialist 4: satisfies Gender and Sexuality requirement.

Specialist 5: satisfies Medieval Literature requirement.

Specialist 6: satisfies Religion and Literature requirement.

Specialist 7: satisfies Rhetoric, Composition, and Literacy requirement.

For All M.A. Students

(T): satisfies Theory requirement. (A course can satisfy the theory requirement while also satisfying one of the other requirements in the lists above.)