

ENGL 11003 Reading Literature

Teacher: Susan Marren

Textbooks Required:

Circe Madeline Miller

The Marriage Portrait: A Novel Maggie O'Farrell

Silent Sky Lauren Gunderson

Another play TBD

Most of the texts we will be reading will be provided via Blackboard or hyperlink in syllabus

Description:

This course will introduce you to strategies for close, attentive, and imaginative reading. We will sample poetry, fiction, and drama, analyzing the various elements that shape the way we understand literary texts: structure, narrative voice, characterization, imagery, setting, etc.

*To acquaint ourselves with works of literature of various genres (fiction, poetry, drama)

*To learn to apply close reading skills to the literature both in writing and in class discussions

*To expand our working vocabulary of literary criticism, including an array of literary terms

*To recognize ways that literature engages different perspectives (including those grounded in different cultures, religions, ethnicities, genders, etc.)

*To formulate original ideas about works and develop them into brief, clearly written interpretations based on evidence from the texts

Essays, exams, and other major requirements for undergraduates: three exams, scene analysis, consistent, thoughtful participation.

ENGL 11003 Reading Literature

Teacher: Sean Teuton

Course Description:

In this course, we will discover the practice of reading—slow, attentive, pleasurable reading. We will read to know but also to feel, and to imagine other meanings. The course will introduce us to literary forms such as short story, poetry, and drama, the literary devices writers employ, and the place of the literary works in history and culture.

Essays, Exams, and Other Requirements:

The course requires one exam on literary forms, devices, history, and culture, and an in-class essay to demonstrate the practice of reading. Reading assignment quizzes. Regular attendance and participation. A screen-free classroom. Must obtain hard copy of textbook.

Required Textbooks:

Mays, Kelly, ed. *The Norton Introduction to Literature* (Shorter 14th Edition): ISBN 978-0393886306.

ENGL 20103, Creative Writing I (ACTS Equivalency = ENGL 2013)

Teacher: Jane VB Larson

Textbooks Required: TBA

Description: Beginning level workshop course in which students write original poems and stories. Reading and detailed discussion of poems and stories in anthologies is required. Designed to teach the student the fundamental techniques of fiction and poetry.
Prerequisite: ENGL 1013 and ENGL 1023.

ENGL 20133, Essay Writing

Teacher: L. Hallett

Textbooks Required:

Bacon, Nora. *The Well-crafted Sentence*, 3rd edition. ISBN 9781319058623
Miller, Brenda, and Suzanne Paola. *Tell It Slant*, 3rd edition. ISBN 9781260454598

Description: Through assignments in Creative Nonfiction, from memoir to personal journalism, students will learn how form affects content, and develop their personal voice and their ability to use rhetorical techniques and strategies in all forms of writing. Prerequisite: [ENGL 10103](#) and [ENGL 10203](#) or [ENGL 10303](#) (or equivalent). (Typically offered: Fall and Spring)

Essays, exams, and other major requirements for undergraduates: four essays (2-6 pages), in-class writing activities, enthusiastic participation.

ENGL 20403, Rethinking Literature

Teacher: R. Cochran

Textbooks Required:

Toni Cade Bambara, *Gorilla My Love* ISBN: 9780679738985
Anton Chekhov, *Selected Stories of Anton Chekhov* ISBN: 9780553381009
Don DeLillo, *The Angel Esmeralda* ISBN: 9781451655841
Barry Hannah, *Airships* ISBN: 9780802133885
Denis Johnson, *Jesus' Son* ISBN: 9780060975777
Thom Jones, *The Pugilist at Rest* ISBN: 9780316473040
Alice Munro, *Dear Life* ISBN: 9780307743725

Description: This class will focus on short stories. We won't read all the stories in these volumes—if I counted right that would be 95. But outside of the Chekhov volume we may read nearly all (we will read all of *Jesus' Son*, for example).

Essays, exams, and other major requirements: one critical essay (5-8 pages), a take-home, open book essay final, three or four short, in-class quizzes. Unfailing attendance. Regular participation.

ENGL 20503, Transatlantic Literature from the beginning to 1640

Teacher: M. Scott

Textbooks required:

The Norton Anthology of English Literature, Volume A: The Middle Ages
The Norton Anthology of English Literature, Volume B: The Sixteenth Century and the Early Seventeenth Century
The Life of Christina of Markyate (Oxford World Classics, Talbot translation)
Shakespeare, William, *The Tempest* (The Arden Shakespeare edition)

Description:

A critical and historical survey of transatlantic literature from its origins to the seventeenth century. At the beginning of our story Caedmon, a lowly shepherd, is called upon in a dream to praise God in poetry. A thousand years later, John Milton calls upon the “Heav’nly Muse” to help him sing “Of man’s first disobedience.” In between them, English turns from its humble beginnings into a medium of literature. In this course, we trace this transformation by reading works by authors including Geoffrey Chaucer, Margery Kempe, Edmund Spenser, William Shakespeare, and John Milton.

Essays, exams, and other major requirements for undergraduates:

Weekly discussion posts, 1 paper (5-7 pages), 2 exams, and consistent and enthusiastic in-class participation.

ENGL 20603. Transatlantic Literature from 1640 to 1865. 3 Hours.

Teacher: Jarvis Young

Course Description:

This course will survey British, American, African American, and Afro-Caribbean literatures from 1640 to 1865, between Europeans, Amerindian, and people of African descent. It aims to give a panoramic view of these subjects, relying on anthologized texts in many genres from a range of authors in order to introduce students to some of the major questions of American and Afro-diasporic literary and cultural histories. We will question the U.S. monopolization of that magical moniker “America,” by reading contemporaneous texts from “other” nations. We will trace seventeenth, eighteenth and nineteenth-century projects of literary nationalism that belie any certainty regarding the self-enclosed coherence of the nation. Readings will vary based on instructor expertise and interest. Prerequisite: ENGL 1023.

Textbooks Required:

Norton Anthology of American Literature, Beginnings to 1820 ISBN: 9780393886122
Norton Anthology of American Literature, 1820-1865 ISBN: 9780393886139
Norton Anthology of African American Literature (3rd Edition) ISBN: 9780393911558
Pioneers of the Black Atlantic: Five Slave Narratives, 1772-1815 ISBN: 9781887178983

Essays, exams, and other major requirements for undergraduates: three critical essays (3-5 pages), final essay project, enthusiastic participation.

ENGL 20603, Transatlantic Literature from 1640 to 1865: “A Spectrum of Liberty” – Considering Themes of Freedom and Confinement in the Literature of the Past and the News of Today

Teacher: L. Sparks

Textbooks Required:

The Norton Anthology of English Literature, 11th edition, vol. C ISBN 978-1-324-06265-3
The Norton Anthology of English Literature, 11th edition, vol. D ISBN 978-1-324-06267-7
The Norton Anthology of American Literature, Shorter 10th edition, vol. 1: Beginnings to 1865 ISBN 978-0393886177

Students will also need to set up a free subscription to The New York Times by going here: <https://uark.libguides.com/NYTIMESASG>.

Description: When we read British and American literature written in the 17th, 18th, and 19th centuries, what do we make of the idea of “liberty” as it was understood, interpreted, and responded to by men and women authors, of diverse cultural and class backgrounds, witnessing or living through a time of significant governmental change (like that effected during the American Revolution), a period of sustained structural and cultural oppression (like the duration of America’s slave economy), or an era of unprecedented socio-economic shifts (like those resulting from the rise of Britain’s Industrial Age)? What specific types of freedom—including different levels of confinement, oppression, and disenfranchisement—were being reported upon, critiqued, or creatively communicated through poetry, stories, plays, and nonfiction? And how do these centuries-old texts inform our reading about the variety of freedoms and non-freedoms (mass incarceration, specifically) reported on in news articles of today?

Members of class will be expected to read texts found in the Norton volumes listed above and several articles from The New York Times in order to discover and discuss connections between past and current writings.

Essays, exams, and other major requirements: Assignments will probably take the form of regular weekly work (e.g., discussion board, quiz, and/or journal response) that will encourage students to stay current with the assigned readings and also to develop organized notes over the course of the semester (in preparation for completing the larger assignments); one 4-5 page paper; and an end-of-semester creative posterboard presentation (e.g., the student writes their own “news article” for the NYT about an event of freedom/confinement focused upon in one of the assigned Norton readings; the student reinterprets an event or theme of freedom/confinement focused upon in one of the Norton readings by writing about it in a new genre; or the student proposes a film adaptation of a Norton reading that places its central conflict of freedom/confinement in a modern context).

ENGL 20703: Transatlantic Literature from 1865 to 1945

Teacher: L. Hinrichsen

Course Overview

This course will provide a thematic and historical survey of the development of transatlantic literature from 1865 to 1945, with attention to identifying cultural and/or historical trends of the period. What makes American literature “American,” or British literature “British”? What

happens if we start to question that distinction? We'll look at how the Atlantic Ocean has both divided and connected cultures of Europe, Africa, and America, and how literature from 1865-1945 both reflects and responds to the historical construction and permeability of racial, cultural, and national boundaries. Our discussions will explore how the texts on our syllabus interrogate concepts such as race, ethnicity, culture, gender, and citizenship across space and time. We will learn how the formal aspects of writing—from verse forms to kinds of narration—shape the ways that texts make meaning for their audiences, and we will also look for how texts are in conversation with each other and with broader social issues. As such, we will engage in transatlantic conversations about such monumental issues as the aftermath of slavery and the slave trade, revolution, empire, world wars, urbanization, the growth of capitalism, gender trouble, and psychology, all of which emerged as integral features of transatlantic political cultures.

Required Textbooks

All reading will be available online or will be available on the course's Blackboard site. No textbook purchases are necessary.

Assignments

Weekly reading responses, 2 major papers

ENGL 20803, Transatlantic Literature from 1945 to Present

Teacher: C. Kayser

Textbooks Required:

Atwood, Margaret. *The Handmaid's Tale*. ISBN 978-0385490818

Churchill, Caryl. *Top Girls*. ISBN 978-0573630231

Gyasi, Yaa. *Homegoing*. ISBN 978-1101971062

Orwell, George. *Nineteen Eighty-Four*. ISBN 978-1472133038

Smith, Zadie. *White Teeth*. ISBN 978-0375703867

Williams, Tennessee. *A Streetcar Named Desire*. ISBN 978-0811216029

Description: This course provides an introductory survey of literature from both sides of the Atlantic from 1945 to the present. While literary studies has traditionally divided British and American literature, a transatlantic view questions this distinction and considers how the Atlantic Ocean both divided and connected cultures of Europe, Africa, and America. Our course texts will lead us to discussions related to gender, race, ethnicity, disability, sexual identity, colonialism, nationality, and culture and cultural belonging. In addition to novels, we will read poetry from writers such as Elizabeth Alexander, Gwendolyn Brooks, and Joy Harjo, and short fiction written by Raymond Carver, Alice Munro, Joyce Carol Oates, and Alice Walker, among others.

Essays, exams, and other major requirements for undergraduates: midterm and final exam; one essay (4-6 pgs); reading response papers; active participation.

ENGL 24103 001, Introductory Topics in English

Teacher: D. Fredrick

HNRS 301H1-002. The Rhetoric of Black Radicalism

Teacher: Jarvis Young

Course Description:

This course will focus on the history of African and black resistance to oppression and injustice from the early republic to the present through different forms of radical speech acts. The main question(s) that we will explore are as follows: how do radical speech acts shape and inform our understanding of social and political issues, including our very conception of the United States as a nation and ourselves as a people? 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. Writers and activists from Toussaint Louverture, Quobna Ottobah Cugoana, David Walker and Maria Stewart, to contemporary activists such as Ta-Nehisi Coates and Alicia Garza were notable for developing Afro-Caribbean, Afro-British, and African American literary cultures, identities, and movements in print. We will study how these activists' forged communities and identities through print, and how their radical slogans, such as "Black Lives Matter," became movements.

Textbooks Required

All other readings and films will be made available on Blackboard

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

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

Essays, exams, and other major requirements for undergraduates: two critical essays (4-6 pages), final essay project, enthusiastic participation.

ENGL 30103: Creative Writing II

Teacher: Davis McCombs

Textbooks Required: TBA Laboratory course for students who wish to attempt original work in the various literary forms. Prerequisite: ENGL 2023 or equivalent.

ENGL 30503: Technical Professional Writing and Social Justice

Teacher: M. Fernandes

Textbooks Required:

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu, *Handbook of Technical Writing*, 12th Edition. ISBN 978-131-9058524.

Markel, Mike and Stuart A. Selber, *Practical Strategies for Technical Communication: A Brief Guide*, 3rd Edition. ISBN 978-1319104320.

Description: This course introduces students to the theory and practice of technical and professional writing and its functions in workplace settings and social justice discourses in various local and global contexts. In this rhetorically-based course, students gain experience with a variety of writing situations, composing documents that solve problems or help readers make decisions, and grappling with the intersection of technical writing and social justice. Students learn current conventions in TPC and broadly applicable procedures for analyzing the audiences, purposes, and situations of professional writing, and learn multimodal strategies for adapting these conventions and procedures to meet the unique demands of each new situation and tasks. Critical and rhetorical analysis of discourses in social justice through intersectional approaches. Students will apply their rhetorical, analytical, and technical skills in scaffolded projects that ask them to demonstrate technical communication skills to solve local problems.

Essays, exams, and other major requirements for undergraduates: one rhetorical analysis (5-7 pages), one group recommendation report (7-10 pages, multimodal), a final presentation

ENGL 30503, Technical and Professional Writing**Teacher: Staff****Textbooks Required:**

Alred, G. J., C. T. Brusaw, and W.E. Oliu. *Handbook of Technical Writing*, 12th edition. ISBN 9781319058524

Markel, M. and S. A. Selber. *Practical Strategies for Technical Communication*, 3rd edition. ISBN 9781319362294

Description: Intensive practice in such types of writing as processes, descriptions of mechanism, abstracts, and proposals and research reports. The criteria for effective written exposition in the scientific areas, including health professions, agriculture, and engineering. Prerequisite: ENGL 10103 and ENGL 10203 or equivalent. (Typically offered: Fall and Spring)

Essays, exams, and other major requirements for undergraduates: four writing projects (2-6 pages), weekly writing activities, collaboration and participation.

ENGL 30803 Professional Topics**HUMN 30803 Professional Topics****Humanities at Work: or, How to Get a Job with a Humanities Degree**

Faculty: Dr. Lissette Lopez Szwydky

Course Description

What are the professional options for humanities, fine arts, and liberal arts majors outside of the conventional paths of teaching and publishing? This workshop will focus on preparing students to develop professional profiles and effective job application materials for a range of careers, including graduate school (for those interested). Readings will include book-length career guides and shorter web articles and blogs. We will cover strategies to make the most of academic time-to-degree in order to diversify career options. This course is for undergraduate students in all fields, but especially arts and humanities. (MA and MFA students can enroll with special permission from the instructor.) The course will focus on job applications for careers outside of traditional teaching jobs as

well as (optional) graduate school applications. (This course does not cover the academic job market for MFA or PhD students.) All arts and humanities majors are welcome—similar advice and strategies apply for English, History, Philosophy, Theater, Communications, Art, and other liberal arts majors. Sample student blog posts and course reflections can be found at <https://theadaptivehumanist.wordpress.com/>

Required Texts

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

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

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

Assignments/Requirements

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

ENGL 31003, Approaches to Critical Thinking about Literature and Culture

Teacher: M. Kahf

Textbooks Required (tentative):

Gerald Graff & James Phelan, ed., *The Tempest by William Shakespeare: A Case Study in Critical Controversy*, Bedford/St. Martin's, 2nd edition, 2009, ISBN 978-0312-457525

Description: This course introduces students to a variety of critical methods in analyzing literature and culture. Methods covered in this instructor's iteration of the course include postcolonial feminism, queer theory, and others. Students will read a short number of literary texts and a greater number of theory texts that provide analytical tools. Written work will emphasize careful reflection on methodological choices in analyzing literature

and culture. For example, coursework may analyze Shakespeare's *The Tempest* numerous times, each time selecting a different analytical approach, or comparing two approaches.

Essays, exams, and other major requirements for undergraduates (tentative): A series of short critical thinking papers responding to readings, capped at end of course with a 1500-word paper of intellectual self-reflection synthesizing knowledge gained.

ENGL 31203, Folk and Popular Music Traditions

Teacher: R. Cochran

Textbooks Required:

Garth Cartwright, <i>More Miles than Money</i>	ISBN: 9781846686870
Don DeLillo, <i>Great Jones Street</i>	ISBN: 9781140179170
Anthony Heilbut, <i>The Fan Who Knew Too Much</i>	ISBN: 9781593765283
Bobbie Ann Mason, <i>Elvis Presley</i>	ISBN: 9780143038894
James McBride, <i>Kill 'Em and Leave</i>	ISBN: 9780812983739

Description: This is a survey course on the social importance of music. Some past iterations have had substantial international components, but this one will be focused on the U.S., and will be unusual in its focus on stars (James Brown, Aretha Franklin and Elvis Presley in particular. But “survey” will be the central term—we’ll talk about radio, and records and the big genres (country, blues and r&b, gospel) they carried into American homes (and cars). For the English major, there’s music in the literature too—we’ll all read a DeLillo novel, and maybe great short stories by Baldwin and Welty.

Essays, exams, and other major requirements for undergraduates: two quizzes, in-class presentation, term paper project, take-home essay final exam, UNFAILING ATTENDANCE, at least semi-regular participation in class discussions.

ENGL 32003: Poetry

Teacher: Davis McCombs

A critical introduction to the genre.

ENGL 32103 Fiction (aka How to Read Like a Writer)

Teacher: Padma Viswanathan

Description: A course on literary analysis for creative writers. We will read fiction from various eras and countries that portray the unreal—ghosts, magic, other fanciful propositions. As we parse their elements—narrative voice, point-of-view, characterization, structure, the handling of time, plot creation and setting—we will ask: what constitutes “truth” in an imagined work? Students should come away 1. better able to develop and defend a personal canon based on their own reading tastes, 2. with a stronger understanding of how stories and their effects are constructed, and 3. better able to employ all this knowledge in their writing. Assignments will include a weekly quiz or reading response, a take-home test, a piece of original fiction and a final assignment that can be creative or analytical.

PLEASE NOTE: this will be a device-free classroom, so books should be bought in print or for a reader without communication/internet capabilities.

Textbooks:

Subject to change—please consult bookstore or email prof for final selections!

Alison Bechdel, *Fun Home*
Kevin Brockmeier *The Ghost Variations* *optional
Miguel de Cervantes, *Dialogue of the Dogs*
Italo Calvino, *The Nonexistent Knight*
Michelle Kuo, *Reading with Patrick*
Toni Morrison, *Beloved*
Shahrnush Parsipur, *Women Without Men*
Colson Whitehead, *The Underground Railroad*

Plus short stories to be distributed by prof and printed out by students.

No prerequisite.

No final exam.

ENGL 34403, Topics in Literature, Medicine and Science: Medical Narratives— Patient, Provider, and the Community.

Teacher: L. Gray

Textbooks Required: Readings and materials will be made available to you within our course materials through Blackboard and through our UA library online research databases. There is no textbook to purchase for this course.

Description: This contemporary literature-based, medical humanities course centers around modern medicine and healthcare to explore the stories we tell about them. Narratives affect perception and thusly, care outcomes. Most readings will be short stories, poems or non-fiction essays from three perspectives. We will supplement the literature with current, evidence-based research that will allow us to enter more fully the questions within the art of medical practices in integrating real-world issues toward a deeper understanding of the complexities involved in the stories surrounding health and wellness cultures. The course is divided into themes such as: love and reproductive politics; systems of poverty, rural healthcare deserts and health impacts; social media wellness gurus, tele-health and AI health technologies; the positivity movement in mental health wellness; and, beauty and aesthetics). Class discussions begin to examine the privilege and responsibility of healthcare providers into the fast trust, authority and vulnerabilities—those moments that happen seamlessly and skillfully for good practitioners. This is a community-engaged and dynamic course with the opportunity to meet and hear from working professionals, as well as to work within an ongoing research project with community partners.

Essays, reading exams, and other major requirements for undergraduates, specifically: one critical, researched essay (5-6 pages), one creative response portfolio (7-10 pages), research collaboration (optional, upon selection*), enthusiastic participation.

Optional service-learning component/special requirements for select students*: participation in original community-engaged, guided research activity. Collaboration on conference paper and presentation/s.

ENGL 35903, Topics in Gender, Sexuality, and Literature: Communicating Effectively on the Needs of Men Who Are Leaving Prison and Reentering Society

ENGL 36003, Topics in Rhetoric and Composition: Communicating Effectively on the Needs of Men Who Are Leaving Prison and Reentering Society

Teacher: L. Sparks

Textbooks Required:

Harding, David J., et al. *On the Outside: Prisoner Reentry and Reintegration*. ISBN 978-0226607641 **[AVAILABLE THROUGH BLACKBOARD]**

Middlemass, Keesha M., and Calvin John Smiley, eds., *Prisoner Reentry in the 21st Century*. ISBN 978-0-367-53082-2 **[AVAILABLE THROUGH BLACKBOARD]**

Wilson, Chris, and Bret Witter. *The Master Plan: My Journey from Life in Prison to a Life of Purpose*. ISBN 978-0-7352-1559-7.

In addition to the required texts listed above, students will be asked to read a number of articles published online by sources such as *The New York Times*, The Marshall Project, and the Prison Policy Initiative (made available to students through Blackboard). Select short texts by authors such as Jimmy Santiago Baca, Randall Horton, Reuben Jonathan Miller, and Bruce Western may also be assigned.

PLEASE NOTE: The reading and viewing materials for this course may cover a number of difficult topics, including different forms of abuse, other forms of violence, self-harm, substance use disorders, mental health struggles, and parent-child separation.

Description: This course is open to all undergraduate students interested in the course topic but is intended to be particularly beneficial to students who are majoring/minoring in the following fields: Communication, Creative Writing, Criminology, Education, English, Gender Studies, Journalism, Pre-Law, Rhetoric/Composition, Social Work, and Sociology. The course is also designed to complement the fall course on communicating effectively about the needs of women who are leaving prison and reentering society, though each course stands alone and has a distinct set of reading materials.

Course reading materials and class discussions will focus upon men's incarceration within the U.S. and the unique challenges they face after being released, including those related to health (physical, mental), substance use disorders, housing, employment, education, family relationships, and stigmatization. In addition, the course will consider a range of journalistic, scholarly, creative, and personal rhetorics (applied in various written genres and media forms) that can be effectively used—and often combined—to strengthen public discussions on the topic of men's reentry.

Essays, exams, and other major requirements: Assignments will take the form of weekly work, one short report/presentation on an article, one longer researched conference paper, and an end-of-semester presentation on an original reentry program for men proposed by each student.

ENGL 36003, Topics in Rhetoric and Composition: Algorithmic Justice

Teacher: M. Fernandes

Textbooks Required:

Noble, Safiya, *Algorithms of Oppression: How Search Engines Reinforce Racism*. 12th Edition. ISBN 978-131-9058524.

Description:

Algorithms have emerged as central rhetorical figures in contemporary society, with computational technologies increasingly curating, recommending, and influencing our everyday worlds. As algorithms are increasingly involved in everyday decision-making with implications for climate change, racial justice, and language variation, it is increasingly important to examine the ethical, political, and rhetorical implications of these technologies. In this course, we will explore these challenges and opportunities created by algorithms and consider these challenges as they relate to a number of everyday algorithmic technologies including ChatGPT, Google, Twitter, Instagram, Amazon, and Spotify, in addition to their application in processes of predictive policing and hiring. At the heart of our conversations will be the concept of algorithmic justice, as we work from theorists like Simone Browne, Safiya Noble, and Black feminist scholars and practitioners working to redress algorithmic harm. Drawing from interdisciplinary perspectives, including digital rhetoric and writing studies, technical communication, information science, science and technology studies, and critical data studies, we will explore how algorithms affect how we communicate and influence our everyday information and meaning-making processes and consider the importance of algorithmic justice.

Essays, exams, and other major requirements for undergraduates: one rhetorical analysis (5-7 pages), weekly journals, one multimodal project (7-10 pages, multimodal), a final presentation.

ENGL 36203, The Bible as Literature (Global Campus)

Teacher: L. Walsh

Texts Required:

Robert Alter, *The Five Books of Moses* ISBN: 978-0393333930

Robert Alter, *The David Story* ISBN: 978-0393320770

Robert Alter, *Strong as Death is Love: The Song of Songs, Ruth, Esther, Jonah, and Daniel*
ISBN: 978-0393352252

Bible (Online access is fine; recommended print version: New Oxford Annotated Bible)
ISBN: 978-0195289602

Description: This is an online course through Global Campus. The course introduces students to a variety of literary forms and techniques used throughout the diverse and ancient library known as “the Bible.” Readings include the major narratives of Genesis and

Exodus; the intrigues and impenetrable characterization of David; the passionate poetry of the Song of Songs; the shorter tales of Jonah, Ruth, and Esther; the provocative parables told by Jesus; and memorable stories about Jesus's birth and death, found in the gospels. The course offers an accessible entry-point for students who are reading biblical material for the first time, as well as a novel approach for those more familiar with biblical content.

Requirements: Watch video lectures and complete weekly short writing assignments

ENGL 37133, Topics in Medieval Literature and Culture: Poetics and Spirituality in Early Medieval Northern Europe

MRST 30103, Special Topics in Medieval Studies: Poetics and Spirituality in Early Medieval Northern Europe

Teacher: M. Coker

Textbooks Required:

None for purchase; various freely available online resources

Description: This course focuses on medieval texts which shed light on the relationships between spirituality, literary (especially *poetic*) creation, and the poetic vocation in various early medieval societies. The course consists of four thematic modules, each lasting roughly four weeks: 1) poetic inspiration, 2) prophecy, visions, and dreams, 3) myth and poetic license, and 4) praise and ritual. Our particular focus will be vernacular poetry and saga produced in Northern Europe, and we will read Modern English translations of medieval texts originally composed by native speakers of both Germanic and Celtic languages. Examples of texts include Bede's account of the poet Cædmon, selections from *The Poetic Edda*, and *The Book of the Taking of Ireland*. As we read, analyze, and discuss these texts, we will aim to better understand how spiritual beliefs, values, and practices helped shape the form, content, and social function of early medieval literature. Students do not need a prior background in medieval languages or literatures to succeed in this course.

Essays, exams, and other major requirements for undergraduates: two critical essays (5–6 pages), one student-led discussion, final exam

ENGL 38303, Topics in American Literature and Culture to 1900

Teacher: K. Yandell

ENGL 38603, Literature and Culture of the American South: Southern Crime Fiction

Teacher: C. Kayser

Textbooks Required:

Burke, James Lee. *The Tin Roof Blowdown*. ISBN 978-1416548508.

Faulkner, William. *Intruder in the Dust*. ISBN 978-0679736516.

Locke, Attica. *Bluebird, Bluebird*. ISBN 978-0316363273.

Neely, Barbara. *Blanche on the Lam*. ISBN 978-1941298381.

Other texts TBA

Description: Crime and mystery stories have long been a part of southern fiction, from the gothic tales of Edgar Allan Poe in the nineteenth century, to the rural noir of William Faulkner's novel *Intruder in the Dust* (1948), to more contemporary novels like Attica Locke's *The Cutting Season* (2012). In this class, we'll explore the frames and motifs of gothic, detective, crime, and noir genres more generally, with special attention to how they function in stories set in the South. We'll also expand our view to look at how stories have captivated audiences in contemporary genres such as television, film, and podcasts, in both fictionalized and true-crime works like *True Detective* and *S-Town*. We'll consider how texts are shaped by and critique social problems in the South such as poverty, racism, and violence.

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

ENGL 39003, Special Topics: Literary Magazine Production

Teacher: Jane VB Larson Textbooks Required: TBD.

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

and hands-on experience. Essays, exams, and other major requirements for undergraduates: TBD

ENGL 39003 / ENGL 39003H / HUMN 425V, The Literature of Nonviolence

Instructor: Professor Sidney Burris & Geshe Thupten Dorjee

All texts for this course will be supplied by the instructors on Blackboard

Description: The philosophy and practice of nonviolence are venerable disciplines that reside in every major religious tradition and stand at the beginning of Indian spirituality in the ancient tradition often known as Hinduism. Yet to this day, nonviolence, or ahimsa in Sanskrit, remains a marginal topic, often ignored in serious discussions of protest and civil disobedience. In this class, we will read a few of the classic texts that make the case for nonviolence, as well as spend a generous portion of our time looking at a few contemporary applications of the philosophy.

Course Requirements: Midterm and final (ten short-answer questions for each), eight reading quizzes, and an at-home assignment.

ENGL 39003, Special Topics

Teacher: S. Connors

ENGL 39003, Special Topics

Teacher: B. Hurt

ENGL 40003, Style and Grammar for Professional Writing (Online)

Teacher: L. Hallett

Textbooks Required:

Bacon, Nora. *The Well-crafted Sentence*, 3rd edition. ISBN 9781319058623

Alred, G. J., C. T. Brusaw, and W.E. Oliu. *Handbook of Technical Writing*, 12th edition.

ISBN 9781319058524

Description: Study of English style and grammar at an advanced level for students who plan to teach writing, practice as professional or technical writers, or apply these skills in their career field. (Typically offered: Fall on campus and Spring online)

Essays, exams, and other major requirements for undergraduates: four writing projects (2-6 pages), weekly writing activities, collaboration and participation.

ENGL 40103, Undergraduate Poetry Workshop

Teacher: Geoffrey Davis

Required Texts: TBD

Assumptions and Expectations: The workshop is a training-ground for serious writers, in which their work will be discussed critically. What's more, to develop as poets we must cultivate a dedicated reading practice and precise study of prosody with an informed appreciation of its craft, as our promise as writers is inextricably linked with our integrity as readers—of people, of relations, and, most certainly, of texts. As such, we will be reading contemporary books of poetry and will explore places where poetry takes place outside of the classroom: namely, in performances like readings. Most importantly, you will write often and in an environment as welcoming as it is demanding.

Requirements: several new drafts of original poetry, in-class exercises, a final portfolio of revised work, regular and civil attendance, active and considerate engagement during workshop, and lively participation during class discussions.

ENGL 41403, American Film Survey

Teacher: M. K. Booker

Textbooks Required:

Digital textbook will be supplied free of charge.

Description: This course is designed to provide a general historical introduction to American film from the beginnings of the sound era until the present day. We will view a number of key films that mark major moments in the evolution of American film. Then, to provide greater depth, we will look at several films by a single important director, as well as multiple films from a specific genre.

Essays, exams, and other major requirements for undergraduates: Periodic brief informal writing assignments. One formal critical essay, 4-6 pages, double-spaced, in length. Midterm and final exam.

ENGL 40203, Undergraduate Fiction Workshop

Teacher: Bryan Hurt

Textbooks: TBD

Description: This course explores the techniques used in fiction writing. During the first few weeks, we will read theoretical essays, short stories, and novels for technique, and discuss the effects these fictions achieve with their structures and narrative and aesthetic strategies deployed. This course is primarily a workshop and each student will have two stories up for discussion over the course of the semester. In addition, I'll be assigning reading and writing exercises.

ENGL 41353, Writing Nature

Teacher: S. Dempsey

ENGL 41903. Undergraduate Internship in English

Teacher: Director of Undergraduate Studies (Dr. Adam Pope) OR English Department Faculty Member

Description: The Undergraduate Internship in English is a three-credit-hour, semester-long course. It is an opportunity for our undergraduate 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 the Director of Undergraduate Studies (Dr. Adam Pope), who will be in communication with the outside supervisor to determine the student's final grade. Students can propose an internship opportunity to their Dr. Pope or consult with Dr. Pope

about existing internship opportunities. Internships should be arranged with Dr. Pope before the end of the semester immediately preceding the semester of the internship.

*Permission of Dr. Adam Pope (Director of Undergraduate Studies for the English Department) required.

ENGL 43003-901, Introduction to Shakespeare (Global Campus)

ENGL 43003-902, Introduction to Shakespeare (Global Campus)

Teacher: D. Stephens

Textbooks Required:

Greenblatt, Stephen, et al., eds. *The Norton Shakespeare, Third Edition, Digital Edition*. W. W. Norton, 2015. ISBN 978-0-393-68349-3 (\$33.50). Ebook, delivered by VitalSource to our Blackboard site.

This required text will appear on Blackboard as an e-book at the start of the semester. The cost will be around \$35-\$40, which is half what a hard copy would cost. Your student account will be charged approximately a week after the semester begins. If you already have a copy of the complete Norton Shakespeare, third edition, one volume, ISBN 978-0-393-93499-1 (*not* the “Essential Plays” edition), we can arrange for you to opt out of having your student account charged. **Important note:** every semester, several students think they can get by with free online copies of the plays. Every semester, those students flounder during the exams, because their editions of the plays omit entire scenes that are in the Norton. Please don’t make this mistake!

Description: this is an online course through Global Campus. We will read some of Shakespeare’s sonnets and six of his plays, learning about the poetry’s engagement with some of the intersectional issues of Shakespeare’s day—political, colonial, artistic, sexual, psychological, theological, medical, and economic. We will look closely at the ways Shakespeare creates verbal music, and we will pay attention to the serious fun he has with puns. Previous knowledge of Shakespeare is not required, but students should be avid readers and good writers. An open and inquiring mind is also necessary; Shakespeare addresses controversial topics, uses earthy language, and resists moral reduction. Each week is divided into two parts, with written assessments **almost always due on Thursdays and Sundays by midnight**. You will need to complete the first half of each week’s lessons and assessments before beginning the second half. Weekly activities will usually include reading some of Shakespeare’s work while consulting study guides, responding to some of

the questions on the study guides, engaging in written discussion with other students, listening to recorded lectures, and sometimes viewing films.

Essays, exams, and other major requirements: there will be one icebreaker post, twenty discussion posts of 100 words each, one original essay of 1500-2000 words, four exams, and twenty-two reading journal submissions of 100 words each.

ENGL 43003, Introduction to Shakespeare

Teacher: M. Scott

Textbooks required:

Shakespeare, William, *King Richard II* (The Arden Shakespeare)
Shakespeare, William, *The Merchant of Venice* (The Arden Shakespeare)
Shakespeare, William, *As You Like It* (The Arden Shakespeare)
Shakespeare, William, *Hamlet* (The Arden Shakespeare)
Shakespeare, William, *King Lear* (The Arden Shakespeare)
Shakespeare, William, *Antony and Cleopatra* (The Arden Shakespeare)
Shakespeare, William, *The Winter's Tale* (The Arden Shakespeare)
Shakespeare, William, *The Tempest* (The Arden Shakespeare)

Description:

This class focuses on the dramatic writing of the most celebrated of all writers in English, William Shakespeare. Working chronologically, we will study eight of Shakespeare's plays up close and in depth, gaining familiarity with the four major genres in which he worked: history, comedy, tragedy, and romance. While paying attention to the formal and thematic differences between these different genres, we will also consider how all of Shakespeare's plays defy easy categorization. Shakespeare lived and wrote during an astonishing period of political, religious, and intellectual upheaval in England. Shakespeare's writing both grew out of and helped propel the cultural ferment of the time (the politics of court and emergent colonialism, the rise of capitalism, the scientific revolution, the growth of English nationalism, the Reformation, etc). This period – alternately branded “Renaissance” or “Early Modern” – offers us a unique double perspective: looking back to classical learning and achievement and using that as a model for the present, while simultaneously glancing forward to what we now think of as “the modern” (that is, modern subjectivities, sexualities, politics, and cultures). Inevitably, then, we will remain ever-attentive to the ways in which various critical approaches to Shakespearean drama – such as Feminism, New Historicism, Postcolonialism, and Queer Studies – render writings from distant 16th century shores relevant to our own lives here in the 21st.

Essays, exams, and other major requirements for undergraduates:

Weekly discussion posts, 1 paper (5-7 pages), 2 exams, and consistent and enthusiastic in-class participation.

ENGL 46003 / ENGL 46003H: Writing History & Making Films

Instructor: Professor Sidney Burris & Craig Pasquinzo

Textbooks Required:

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

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

Make sure to check out our website for The TEXT Program (<http://textprogram.uark.edu>) as well as our YouTube channel (<https://www.youtube.com/@uatextprogram/videos>)

Course Requirements:

- Personal essay—5-7 pp. on a topic designed by students in consultation with the teachers of the course. The paper will be due midway through the semester.
 - Documentary film—5-10 minutes that supplements, arises from, or otherwise enhances and illustrates the research paper.
 - Reading & lecture quizzes—These will occur mainly in the first half of the semester and will be derived from the lecture and readings on Tibetan history, culture, politics, and religion.
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ENGL 47103 Topics in Medieval Literature and Culture: Medieval Storytelling

Teacher: M. Long

Textbooks Required:

[all texts provided online]

Description: This course introduces you to the many medieval genres meant for literary “storytelling” and will also teach you to discern the broader cultural values imbued in those stories—that is, the inadvertent “storytelling” that reveals what English writers and readers really thought about gender, people of other races and religions, truth and deceit, sex, marriage, friendship, and parenting. These “stories” of the Middle Ages are important for us to understand not only as story-readers and -tellers, but also because we still live in the world they and their stories made. We’ll read literary texts by Chaucer, Marie de France, and that prolific storyteller Anonymous, as well as other forms of storytelling such as sermons, medical treatises, and visual art. We’ll practice close reading and thoughtful writing.

Essays, exams, and other major requirements for undergraduates: regular short response papers, discussion contributions via Blackboard forum posts, final paper

ENGL 48303 / 48503 The Literature of Slavery and its Carceral Afterlives

Teacher: Susan Marren

Textbooks Required:

Narrative of the Life of Fredrick Douglass, an American Slave Douglass

Narrative of the Life of Henry “Box” Brown, written by himself

Incidents in the Life of a Slave Girl Jacobs

A Lesson Before Dying Gaines

If Beale Street Could Talk Baldwin

Sing, Unburied, Sing Ward

The Underground Railroad Colson Whitehead

Chain-Gang All-Stars Nana Kwame Adjei-Brenyah

Other texts we will be reading will be provided via Blackboard or hyperlink in syllabus

Description:

In this course, we will explore African American literary representations of confinement from the era of slavery through the contemporary age of mass incarceration. Each primary

text either emerges from or imaginatively engages the experience of state-sanctioned control of black people; these will include slave narratives, neo-slave narratives, and literature by and about prison and prisoners. We will ask how and why the disciplinary logic of slavery has persisted, in history and in literature, to the present day, and, more broadly, how scholars and literary artists think about the relation between historical violence and continuing forms of inequality.

Essays, exams, and other major requirements for undergraduates: term paper; presentation; consistent, thoughtful participation.

ENGL 49003, Content Strategy and Online Writing

Teacher: A. Pope

Textbooks Required:

Getto et al. Content Strategy, a How-to Guide ISBN: 0367751038

Hoffman, Meeting Design ISBN: 1-933820-38-1

Arango, Living in Information ISBN: 978-1933820-65-1

Buley and Natoli. The User Experience Design Team of One 2nd edition. ISBN: 978-1-959029-95-3

Wordpress.com Personal Subscription (during relevant periods)

Canva/Adobe Express (Free is fine)

Description:

Companies, non-profits, and individuals are expected to not only exist online, but to exist online in multiple and compelling ways. From influencers to social media managers to content writers for websites, writing online and creating content are a constant demand on our time and mental energy. How do we, as professional writers and designers go about creating and maintaining this content for ourselves and others in meaningful ways? How can we keep content engaging, compelling, and relevant without working ourselves to burnout? In this course, we tackle these questions and work to build our skills and understanding of the writing demands of professional writers in online spaces from social media to websites. (We will not be coding websites, but using Wordpress. No coding skills needed).

Essays, exams, and other major requirements for undergraduates: content report, content strategy plan, website project, creator interview, and social media account project.

Special requirements for seminar students at the 6000 level: one research essay (7-10 pages), one seminar paper (20-25 pages), one oral presentation.

ENGL 49003, 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)