

Undergraduate Course Description Packet
Fall 2020
Updated: 5/8/20

ENGL 0013, Reading Strategies

Instructor: Staff

Texts Required:

McWhorter, Kathleen. *Efficient and Flexible Reading*, 10th Ed. ISBN 10: 0-205-90359-2

Description: This course focuses on developing reading skills and strategies essential for college success. The areas of concentration include vocabulary development, advanced comprehension skills, and critical reading. Comprehension is developed primarily through study of main ideas, supporting details, and organizational patterns, while critical reading addresses inference and analytical thinking. University credit is earned, but the course does not count toward a degree. This course is required of students not meeting state reading placement standards of (less than a 19) on the ACT reading score.

Examinations: Five tests and a final examination.

ENGL 1013 Composition I

Teacher: Staff

Textbooks Required:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg, *The Norton Field Guide to Writing with Readings and Handbook* 2nd ed. ISBN. 9780393329803.

Lukeman, Noah. *A Dash of Style: The Art & Mastery of Punctuation*. ISBN 9780393329803.

ISBN for package of both books: 9780393530629.

(These books are available through the “Inclusive Access” program.)

Description: Students learn how to approach writing as a methodical and persuasive task. They build a set of writing tools as the semester progresses, with each tool functioning as a building block for further work in the class. The course starts with one of the basic tasks of college writing: summarizing someone else’s work. They build on that by then doing an analysis of someone else’s work. Finally, they transition into synthesizing sources, or bringing together the work of multiple authors to help make a point to a particular audience.

Essays, exams, and other major requirements for undergraduates: Four major writing assignments, weekly writing assignments, required attendance.

Prerequisite: a score of 19 on the ACT English test or 470 on the SAT verbal.

ENGL 1013H Composition I Honors

This course is also offered at an Honors level, same textbooks and major assignments.

ENGL 1023 Composition II

Teacher: Staff

Textbooks Required:

Bacon, Nora, *The Well-Crafted Sentence: A Writer's Guide to Style*, 3rd ed. ISBN 9781319354770.

Braziller, Amy and Elizabeth Kleinfield, *The Bedford Book of Genres: a guide and reader*, 2nd ed. ISBN 9781319354763.

(These books are available through the "Inclusive Access" program.)

Description: This course builds on the skills, tools, and concepts presented in ENGL 1013. Students will now gain a rhetorical understanding of writing and composing genres in order to respond to different audience needs, contexts, and purposes. Students will also become familiar with using grammatical, graphical, and stylistic conventions as rhetorical choices in arranging their genre texts.

Essays, exams, and other major requirements for undergraduates: Four major writing assignments, weekly writing assignments, required attendance.

Prerequisite: ENGL 1013 Composition I or the equivalent.

ENGL 1023H Composition II Honors

This course is also offered at an Honors level, same textbooks and major assignments..

ENGL 1033, Technical Composition II

Instructor: Staff

Textbooks Required:

Markel, Mike, *Practical Strategies for Technical Communication*, 3rd ed. ISBN 9781319361686.

Alred, G. J., *Handbook of Technical Writing*, 12th ed. ISBN 9781319361693.

Description: version of Composition II intended for Engineering and Business students. The course focuses on learning technical writing conventions and genres, such as definitions, instructions, correspondence, proposals, and reports. Fulfills the Core Curriculum requirement for Composition II.

Essays, exams, and other major requirements for undergraduates: Four major writing assignments, weekly writing assignments, required attendance, and for some instructors, an oral presentation.

Prerequisite: ENGL 1013 Composition I or the equivalent.

ENGL 1213-001, Introduction to Literature: *Justice*

Instructor: S. Dempsey

Textbooks Required:

Sandel, Michel, *Justice: What's the Right Thing to Do?* ISBN: 978-0374532505
Shelley, Mary, *Frankenstein (Penguin Classics)*. ISBN: 978-0143131847.

Additional readings will be distributed via Blackboard.

Description: How do we know the good? How do we practice justice? How do we resist injustice? Who is included in our We? These questions will be central to this course's inquiry into the parameters and challenges of living a just life. In order to encourage students to find their own answers to these questions, we will consider and debate how and why literature and other forms of media can facilitate our efforts at becoming more responsive to, and responsible for, the need for justice in our own time.

Drawing upon both classic and contemporary literature, films, and non-fiction, as well as readings in philosophy, religion, political theory, and history, this course will consider not only what it means to be just ourselves, but also how to work with others in an effort to bend the arc of history towards justice. The way conceptions of justice interact with religious, racial, economic, gendered, and environmental perspectives will be an ongoing concern.

Essays, exams, and other major requirements for undergraduates: Two tests, two essays, and several one-page response papers.

ENGL 1213-002, Introduction to Literature: *(Im)migration in America*

Instructor: Y. Padilla

Textbooks Required:

Tobar, Hector, *The Tattooed Soldier*, ISBN: 978-1250055859

Yeziarska, Anzia, *Bread Givers*, ASIN: B004EHZLUE
Ng, Fae Myenne, Bone, ISBN: 978-1401309534
Mbue, Imbolo, *Behold the Dreamers*, ASIN: B0138OAB80

Secondary Readings (short stories, poems, essays) will be available on Blackboard. Film clips or a film or two may also be assigned.

Description: One of the foundational myths about the United States is that it is a “nation of immigrants.” This notion is, for many, a pillar of American history, society, and cultural identity that makes the United States “exceptional.” Related to this understanding of an immigrant America is also that of the “American Dream,” the idea that the United States is a land of opportunity where any one can achieve their dreams if they work hard and long enough. In this class, we will interrogate such dominant notions through the literary works of writers who are immigrants and/or writing about the (im)migrant experience in the United States (primarily in the 20th and 21st century). As we will see, many of the works examined speak to the tensions that exist between such deeply rooted and widely accepted ideas, ones which immigrants and citizens alike embrace, and the often complicated and oppressive reality actually confronted by immigrants in this country. Among other things, this reality is often conditioned by discriminatory immigration policies, racism and sexism, economic stratification, and U.S. imperialism.

Essays, exams, and other major requirements for undergraduates: 2 short written papers, occasional short responses, midterm and final exam.

ENGL 1213-003, Introduction to Literature: *Sport & Literature*

Instructor: R. Cochran

Textbooks Required:

The Best American Sports Writing of the Century, edited by David Halberstam (paperback)
ISBN is 978-0-395-94514-8.

The Kid from Tompkinsville, by John R. Tunis (paperback)
ISBN is 978-0152056414.

Description: This is an introductory class. We will read mostly brief pieces at a relatively unhurried pace, the better to examine them closely. They will be more or less equally divided between two general categories—works and parts of works recognized as literature focusing on sports, and sports writing as a genre unto itself, produced by authors calling themselves sportswriters. It won’t take us long to see these categories overlap.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 1213-004, Introduction to Literature: *The Old West*

Instructor: S. Teuton

Textbooks Required:

TBD.

Description: How is the American West not only a real place with a real history, but also as an "idea" that predated its creation and that persists today? This course will examine the Old West as a mythology, as a place of cultural convergence, and as a source of profound literary productivity, as we bring the past to bear on current discussions of the border, violence, environmentalism, and Native American sovereignty. In studying novel, short story, autobiography, essay, and film, the course engages topics such as world views, sustainability, ethics, non-human relationships, and community. Authors may include Leslie Marmon Silko, Alfredo Veá, Owen Wister, Toni Morrison, James Welch, Wallace Stegner, Cormac McCarthy, Ana Castillo, Gretel Erlich, Thomas Berger, Debra Earling, Mourning Dove, and Jack Kerouac.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 2003, Advanced Composition

Instructor: Staff

Textbooks Required:

Comer, Denise K. *Writing in Transit: with Readings*. ISBN 9781598718034.

Bacon, Nora, *The Well-Crafted Sentence: A Writer's Guide to Style*, 3rd ed. ISBN 9781319354770.

Description: A course designed to continue to teach students the research and writing strategies and processes emphasized in Composition II by focusing on a variety of document genres used in their disciplines, as well as media and discursive conventions. Students engage in rhetorical and stylistic analysis, and in adapting their stylistic choices to suit different rhetorical situations.

Prerequisite: [ENGL 1013](#) and [ENGL 1023](#) or equivalent.

Essays, exams, and other major requirements for undergraduates: Four major writing assignments, weekly writing assignments, required attendance.

ENGL 2013 Essay Writing

Instructor: Staff

Textbooks Required:

Gutkind, Lee, Ed., *In Fact: The Best of Creative Nonfiction*. ISBN 9780393326659.

Miller, Brenda and Suzanne Paola, *Tell It Slant*, 2nd ed. ISBN 9780071781770

Description This course focuses on analyzing and writing creative nonfiction, paying special attention to essay forms: memoir, braided essay, collage or hermit crab essay, and personal reportage. Students enrolling in this course are expected to possess a sound knowledge of sentence structure and standard usage.

Essays, exams, and other major requirements for undergraduates: Four major writing assignments, weekly writing assignments, required attendance.

Prerequisite: [ENGL 1013](#) and [ENGL 1023](#) or equivalent.

ENGL 2023 Creative Writing I

Instructor: Staff

Textbooks Required:

Varies by Instructor.

Description: A beginning-level lecture and workshop course introducing students to the writing of poetry and fiction.

Essays, exams, and other major requirements for undergraduates: Students produce both poetry and fiction. Final grade based mainly on a portfolio of writing and revisions produced during the semester, with class participation and attendance a high priority.

ENGL 2173 Literacy in America

Instructor: Staff

Textbooks Required: TBD.

Description: This introductory course examines different definitions of literacy and their connections to issues of socio-economic class, occupational status, economic and political structures, educational institutions, cultural organizations, and various media. Students will

examine the social, as well as the cognitive, dimensions of literacy and consider the implications for literacy instruction in school.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 2303-001 Eng Lit from the Beginning through the 17th Century:

Instructor: M. Long

Textbooks Required:

Broadview Anthology of British Literature, Concise Edition, Volume A, 3rd Edition,
ISBN 978-1554813124

Silence, ed. Sarah Roche-Mahdi, ISBN 978-0870135439

Description: This course covers a very full millennium (roughly 600-1700 AD) of English languages: Old English, Anglo-Norman, Middle Welsh, Middle English, and early modern English. Genres include church history, pastoral verse, religious polemic, protofeminist memoir, political utopia, fairy tale, devotional texts, Biblical translation, and drama. The authors write from a tiny anchorhold, from the stage, and from the great English court to audiences who may or may not have sympathy (or even literacy, as we define it now); their religious beliefs take them from the monastery to the stake; their media run from recycled manuscripts to mass production via the printing press. Their concerns include love, fear, protest, racism, gender bending, war, and pandemic, as well as cute shoes. We'll consider all these as possibilities—but not limitations—with which to frame and begin to understand the great variety of texts that this first millennium-or-so of “English” gives us.

Essays, exams, and other major requirements for undergraduates: regular short papers; one long-term research paper, active prepared attendance, and participation in class discussion

ENGL 2303-002 Eng Lit from the Beginning through the 17th Century:

Instructor: J. Candido

Textbooks Required:

The Norton Anthology of English Literature (10th edition), Volume 1.

Description: We shall read and discuss major literary texts from the Middle Ages through the sixteenth century, with an emphasis on their unique literary features as well as their historical and/or cultural significance.

Essays, exams, and other major requirements for undergraduates: Two in-class exams (a midterm and a final) and one 5-page out-of-class writing assignment.

ENGL 2323-001 Survey of Modern and Contemporary British, Irish, and Postcolonial Literature

Instructor: S. Burris

Textbooks Required:

The Norton Anthology of English Literature, Volume F, Ninth Edition, ISBN: 978-0-393-91254-8, 2012.

The Quiet American, Graham Greene, ISBN: 978-0-9547023-3-5, 1988.

Nervous Conditions, Tsitsi Dangarembga, ISBN: 978-0-9547023-3-5, 1988.

Description:

To become a careful and *spontaneous* reader of literature.

To begin an investigation of the recognizable temperament that characterizes the century.

To contextualize the literature by examining some of the important historical, cultural, and political forces that helped to shape it.

To develop a critical vocabulary that is both specific to the twentieth century and cognizant of the historical periods that precede century.

To understand the fundamental notion of global citizenship.

Essays, exams, and other major requirements for undergraduates:

40% 10 reading quizzes (80 points, having dropped the two lowest)

25% Mid-term - short answer & discussion (50 points)

25% Final - short answer & discussion (50 points)

10% Participation, attendance (20 points)

ENGL 2343-001 Survey of American Lit from the Colonial Period through Naturalism

Instructor: C. Bailey

Textbooks Required: TBD.

Description: TBD.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 2343-002 Survey of American Lit from the Colonial Period through Naturalism: *The Romance of Colonialism*

Instructor: K. Yandell

Textbooks Required:

Christopher Columbus, et al: *The Four Voyages* (ISBN 9780141920429), optional

William Bradford, *Of Plymouth Plantation*, 1620-1647 (ISBN 0486452603), optional
Catherine Maria Sedgick, *Hope Leslie* (ISBN 9780140436761), optional
Charles Brockton Brown, *Wieland* (ISBN 9780140390797)
Nathaniel Hawthorne, *The House of the Seven Gables* (ISBN 9781416534778)

Description: This course examines Romantic American literatures from the era surrounding American colonization. The course places literatures of indigenous American peoples in conversation with the upheavals prompted by Columbus's invasion of "India," and ends with literatures of the early Romantic period. Throughout this era in American Literature, various nations' authors have sought to forge – through conflict and cooperation – a relationship to American lands and peoples across the American continent. Colonial-Era considerations of ethnicity, gender, class, and nation serve to challenge prevailing definitions of "America," and provide a more complete portrait of what it means to belong to the American land. This course will explore through reading, discussion, and critical essay how traditional as well as alternative narratives enrich our conceptions of self and nation in American literature and culture, from antiquity through the early nineteenth century.

Essays, exams, and other major requirements for undergraduates: Enthusiastic participation, three exams, between one and three short essays.

ENGL 2353-001 Survey of Modern and Contemporary American Lit

Instructor: R. Cochran

Textbooks Required:

TBD.

Description: TBD.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 2353-002 Survey of Modern and Contemporary American Lit

Instructor: S. Marren

Textbooks Required:

TBD.

Description: TBD.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 3053 Technical and Report Writing

Teacher: Staff

Textbooks Required:

Markel, Mike, *Practical Strategies for Technical Communication*, 3rd ed., ISBN 9781319361686.

Alred, G. J., *Handbook of Technical Writing*, 12th ed. ISBN 9781319361693.

Description: This course's goal is to hone students' reading, thinking, and writing skills, as taught in English 1013 and 1023 or 1033, and apply them to relevant writing tasks in career-focused fields. English 3053 is designed to familiarize students with the process of planning, drafting, and revising basic technical documents. Assignments and group work will be oriented towards refining communication skills in professional discourses.

Essays, exams, and other major requirements for undergraduates: Four major writing assignments, weekly writing assignments, required attendance, and for some instructors an oral presentation.

Prerequisite: [ENGL 1013](#) and [ENGL 1023](#) or equivalent.

ENGL 3173-001 Introduction to Linguistics

Instructor: T. Fukushima

Textbooks Required:

TBD.

Description: TBD.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 3203-001 Poetry

Instructor: G. Davis

Textbooks Required:

Mayes, Frances. *The Discovery of Poetry: A Field Guide to Reading and Writing Poems*. ISBN 0156007622.

Ross Gay, *Catalog of Unabashed Gratitude*. ISBN 978-0822963318

Description: The title pretty much says it all, which you will find is not always the case with poems. This course will be a broad introduction to the elements and forms of poetry, to the terminology that poets use to discuss their work, and to critical approaches used to think and write about poetry. Our readings will range across a history of verse in English, including selections of contemporary poetics. By course conclusion, students should develop the reading acumen necessary to realize the many important roles that poetry continues to play in considering and challenging the human condition.

Essays, exams, and other major requirements for undergraduates: Regular and civil attendance, active and considerate engagement during class discussions, short written assignments, in-class exercises, and midterm and final exams.

ENGL 3213-001 Fiction

Teacher: Padma Viswanathan

Textbooks Required: Subject to change and additions. Doesn't include individual short stories, to be distributed by prof.

Martin Amis, *Time's Arrow*
Italo Calvino, *The Nonexistent Knight*
Alison Bechdel, *Fun Home*
Aphra Behn, *Oroonoko*
Miguel de Cervantes, *Dialogue of the Dogs*
Rachel Ingalls, *Mrs. Caliban*
Michelle Kuo, *Reading With Patrick*
Sara Levine, *Treasure Island!!!*
Shahrnush Parsipur, *Women Without Men*
Kamila Shamsie, *Burnt Shadows*

Purpose:

This is a course on literary analysis for creative writers. We will read pieces of fiction from various eras and countries, and parse their elements: narrative voice, characterization, structure, the handling of time, the inclusion or exclusion of events in plot creation, the evocation of a geographic and historical moment. All our discussions will circle this vexed question: 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: Weekly reading responses or quizzes, one take-home test, one creative paper (fiction-writing) and a final paper which may be creative or analytic. No final exam.

ENGL 3283-003 Topics in Popular Culture and Popular Genres: *Monster as Metaphor in Film*
ENGL 4933-001 Studies in Popular Culture and Popular Genres: *Monster as Metaphor in Film*

Instructor: K. Booker

Textbooks Required:

None. Electronic textbooks will be supplied free of charge.

Description: Monsters have long been a prominent feature in film, partly because they enable dramatic action, but more importantly because they provide such rich opportunities for metaphorical and allegorical readings. Giant monsters such as King Kong and Godzilla are among the most prominent and memorable figures in international cinema. The horror genre has produced a number of meaningful monsters, from Frankenstein's monster, to witches and demons, to vampires and zombies. Finally, many films have featured human monsters (such as serial killers), emphasizing that humans can be the scariest monsters of all. This course will survey a number of films featuring monsters, looking at the variety of ways in which monsters have been used to comment upon important social and political issues.

Essays, exams, and other major requirements for undergraduates: One critical essay (5-6 pages), mid-term exam, final exam, active participation.

ENGL 3283-004 Topics in Popular Culture and Popular Genres: *New Orleans on Television*
ENGL 3863-002 Topics in Literature and Culture of the American South: *New Orleans on Television*

Instructor: R. Roberts

Textbooks Required:

Bignall, Jonathan. *An Introduction to Television Studies*, 3rd Edition. ISBN 978-0-415-59817-0.

Description: This course will introduce you to television studies and how to interpret televisual texts, with a focus on the representation of Carnival in popular shows, including *The Simpsons*, *Cops*, *Bones*, *NCIS: New Orleans*, *Treme* and documentaries, including *All on a Mardi Gras Day* and *By Invitation Only*.

Essays, exams, and other major requirements for undergraduates: class participation, midterm, final, and one essay

ENGL 3553-001 Topics in Native American Literature and Culture: *Native American Literature and the Environment*

ENGL 4553-001 Studies in Native American Literature and Culture: *Native American Literature and the Environment*

Instructor: S. Teuton

Textbooks Required:

TBD.

Description: Why do we associate the Native American with the natural world? From early encounters, Americans have viewed indigenous people and their relationship to the North American land as an example of environmental perfection. Examining that myth, this course considers how Native people and the environment might serve a fantasy in American ideas of wilderness but also might provide a legitimate model of ecological stewardship. In reading novel and short story, autobiography and essay, the course engages topics such as world views, sustainability, ethics, non-human relationships, and community. Native American authors may include Leslie Marmon Silko, Simon Ortiz, Louise Erdrich, Luther Standing Bear, Linda Hogan, James Welch, Ray Young Bear, Joy Harjo, and Sherman Alexie.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 3593-001 Topics in Gender, Sexuality, and Literature: *Vampires, Voodoo, Witches, and Gender*

ENGL 4593-003 Studies in Gender, Sexuality, and Literature: *Vampires, Voodoo, Witches, and Gender*

Instructor: R. Roberts

Textbooks Required:

Rhodes, Jewell Parker. *Voodoo Dreams*. ISBN 0-312-11931-3

Hambly, Barbara. *A Free Man of Color*. ISBN 0-533-57526-0

Martin, George R.R., *Fevre Dream*. ISBN 0-671-43185-4

Butler, Octavia. *Wild Seed*. 978153875148

Anaya, Rudolfo, *Bless Me, Ultima*. 9780142420911

Okorafor, Nnedi, *Akata Witch*. 9780142420911

Additional readings posted on Blackboard, and videos.

Description: This course will introduce you to the supernatural in literature and on television. Focusing on texts set in America's most supernatural city, New Orleans, the course will explore issues of race, gender, and class. We will analyze the different types of spirits and monsters, and explore the centrality of gender to their construction.

Essays, exams, and other major requirements for all undergraduates: class participation, midterm, final, and one essay.

Requirements for undergraduates in ENGL 4593: The essay will be a longer research paper.

ENGL 3603-001 Topics in Rhetoric and Composition: *Writing for Social Media*

Instructor: A. Pope

Textbooks Required:

TBD.

Description: TBD.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 3603-002 Topics in Rhetoric and Composition: *Writing Center Peer Tutor Pedagogy*

ENGL 4903-001 Advanced Studies in Rhetoric and Composition: *Writing Center Peer Tutor Pedagogy*

ENGL 5973-001 Advanced Studies in Rhetoric and Composition: *Writing Center Peer Tutor Pedagogy*

Instructor: K.L. Madison

Textbooks Required:

Ryan, Leigh and Lisa Zimmerelli, *Bedford Guide for Writing Tutors*.

ISBN-13: 978-0-312-56673-9.

Bruce, Shanti and Ben Rafoth, eds., *ESL Writers*. ISBN-13: 978-0-86709-594-4.

Fitzgerald, Lauren and Melissa Ianetta, eds., *The Oxford Guide for Writing Tutors*.

ISBN-13: 978-0199941841.

Fels, Dawn and Jennifer Wells, eds., *The Successful High School Writing Center*.

ISBN-13: 978-0807752524.

Suggested:

Murphy, Christina and Steve Sherwood, eds., *St. Martin's Sourcebook for Writing Tutors*. ISBN-13: 978-0-312-66191-5.

Murphy, Christina and Byron L. Stay, eds., *The Writing Center Director's Resource Book*. ISBN-13: 978-0805856088.

Description: Writing Center peer tutor pedagogy is a unique form of instructional expertise that is informed by both critical theory and learner-based strategies. Students learn to critically

evaluate and effectively articulate writer concerns and to collaborate with writers and other tutors. The course recognizes the complexity of learning effective writing skills in the classroom and the importance of trained tutors in building literacy competency and academic flexibility in students attending Arkansas public schools and in the matriculation of underrepresented Arkansas populations at the University of Arkansas. In this course, students will explore the theory and practice of peer consulting through class activities, readings, discussions, and observing and participating in consultations. Students will use the opportunities offered to tailor their class work to best fit their academic goals and interests, although a heavy focus will be on tutoring writing across the curriculum and literacy issues.

Essays, exams, and other major requirements for undergraduates: Pedagogy Portfolio, Literacy Memoir, Civic Literacy Research Project, Article Review, Article for Peer Centered or The Dangling Modifier, On-Location WC Space Analysis ; Correspondence with WCA or WPA professionals, Literacy Research Paper, Literature Review Colloquium.

Essays, exams, and other major requirements for graduate students: Pedagogy Portfolio, Literacy Memoir, Civic Literacy Research Project, Article Review, Article for an appropriate on-line or print journal, On-Location WC Space Analysis ; Correspondence with WCA or WPA professionals, Literacy Research Paper, Literature Review Colloquium, Conference paper (7-8 pages.)

ENGL 3603-003 Topics in Rhetoric and Composition: *Communicating Effectively on the Needs of Women Who Are Leaving Prison and Reentering Society*

ENGL 3593-002 Topics in Gender, Sexuality, and Literature: *Communicating Effectively on the Needs of Women Who Are Leaving Prison and Reentering Society*

Instructor: L. Sparks

Textbooks Required:

Carter, Lisa M., and Catherine D. Marcum, eds. *Female Offenders and Reentry: Pathways and Barriers to Returning to Society*. ISBN 978-1-315-15514-2 (ebk).

Other Required Readings:

Assigned articles and other reading materials will be made available to students through Blackboard.

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, Criminology, Education, English, Gender Studies, Pre-Law, Rhetoric and Composition, Social Work, and Sociology. Course reading materials and class discussion will focus upon women's incarceration within the U.S. and the unique challenges they face after being released. In addition, the course will consider cultural, social, and professional rhetorics that can

be brought together and applied for the purpose of discouraging women's recidivism and promoting successful reentry paths for them.

Essays, exams, and other major requirements for undergraduates: Assignments will take the form of weekly journal entries, one research project, and printed portfolio packets of individualized job materials and job search feedback that class members collaboratively design and develop for residents at a local community correction center (delivered to residents by the course instructor). Group presentations will also be made on key recidivism risks and other reentry issues that women face upon leaving prison.

ENGL 3733-001 Topics in Restoration and Eighteenth-Century Lit and Culture: *Battle of the Books: 18th C. Novel*

ENGL 4733-001 Studies in Restoration and Eighteenth-Century Lit: *Battle of the Books: 18th C. Novel*

Instructor: K. Madison

Textbooks Required:

Frances Burney, *Evelina*; Introduction by Vivien Jones ISBN13: 978-0-19-953693-1; ISBN10: 0-19-953693-7.

Daniel Defoe, *Robinson Crusoe*; Edited by Thomas Keymer ISBN13: 978-0-19-955397-6; ISBN10: 0-19-955397-1.

Henry Fielding, *Jonathan Wild*; Introduction by Claude Rawson ISBN13: 978-0-19-954975-7; ISBN10: 0-19-954975-3.

Samuel Johnson, *Rasselas*; Edited by Thomas Keymer ISBN13: 978-0-19-922997-0; ISBN10: 0-19-922997-X.

Oliver Goldsmith, *The Vicar of Wakefield*; Edited by Arthur Friedman ISBN13: 978-0-19-953754-9; ISBN10: 0-19-953754-2.

Samuel Richardson, *Pamela OR Virtue Rewarded*; Edited by Thomas Keymer ISBN13: 978-0-19-953649-8; ISBN10: 0-19-953649-X.

Laurence Sterne, *Tristram Shandy*; Edited by Ian Campbell Ross ISBN13: 978-0-19-953289-6; ISBN10: 0-19-953289-3.

Horace Walpole, *The Castle of Otronto: A Gothic Story*; Edited by W. S. Lewis ISBN13: 978-0-19-953721-1; ISBN10: 0-19-953721-6.

Description: From Daniel Defoe to Horace Walpole, this course will focus on the controversies created by or contributing to the creation of this new species, the eighteenth-century novel, as well as its development, artistry, and variety.

Essays, exams, and other major requirements for undergraduates: one critical paper (6-8 pages), one creative research project (3-5 pages), short response essays, final exam.

ENGL 3753-001 Topics in Modern and Contemporary British Literature and Culture: *Modern British Novel*

ENGL 4753-001 Studies in Modern and Contemporary British Lit & Culture: *Modern British Novel*

Instructor: K. Booker

Textbooks Required:

None. Electronic textbook will be supplied free of charge.

Description: This course is intended to provide an introductory survey of the modern British novel, including an investigation of what it means to be “modern,” as well as an introduction to the concepts of modernism and postmodernism. We will look at both “literary fiction” and “genre fiction” and will top off the course with an introduction to James Joyce’s *Ulysses*, widely regarded as the greatest novel ever written, but in many ways more of an “anti-British” novel than a “British” novel, though it was, technically, written by a British subject. We will also watch several film adaptations of novels in order to expand our coverage.

Tentative list of novels to be read and discussed:

H.G. Wells, *The War of the Worlds*
Joseph Conrad, *Heart of Darkness*
Ford Madox Ford, *The Good Soldier*
Virginia Woolf, *To the Lighthouse*
Aldous Huxley, *Brave New World*
Salman Rushdie, *Midnight’s Children*
Zadie Smith, *White Teeth*
James Joyce, *Ulysses*

Essays, exams, and other major requirements for undergraduates: One critical essay (6-10 pages), mid-term exam, final exam, active participation.

ENGL 3833-001 Topics in American Literature and Culture to 1900: *The Nineteenth-Century Short Story*

ENGL 4833-001 Studies in American Lit Culture to 1900: *The Nineteenth-Century Short Story*

Instructor: K. Yandell

Textbooks Required:

The Norton Anthology of Short Fiction, seventh or eighth edition

Description: This course surveys the growth and development of short fiction as a genre, primarily throughout the American nineteenth century. Our interests will be formal (What counts

as a short story? What are the distinctive narrative tactics we associate with shorter narratives? How do short stories persuade, inform, delight, appall, etc?), historical (Under what conditions are certain short fictions produced? What circumstances do they represent? How do short stories imagine historical events?), and philosophical (What sorts of truth do short narratives convey? How do short fictions provide models for cognition?). We'll draw from the literary tradition of the United States primarily, but will also look briefly at the broader American and European cultural context in which the short story develops.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 3863-001 Topics in Literature and Culture of the American South: *Contemporary Southern Novel*

Instructor: L. Hinrichsen

Textbooks Required:

Juli Delgado Lopera, *Fiebre Tropical* (Amethyst, 978-1936932757)
Monique Truong, *Bitter in the Mouth* (Random House, 978-0812981322)
Cynthia Shearer, *The Celestial Jukebox* (U Georgia P, 978-0820328386)
Yaa Gyasi, *Homegoing* (Vintage, 978-1101971062)
Erna Brodber, *Louisiana* (UP Mississippi, 978-1578060313)
Jesmyn Ward, *Sing, Unburied, Sing* (Scribner, 978-1501126079)
Akwaeme Emezi, *Freshwater* (Grove, 978-0802128997)

Not Required

Mississippi Masala (video)

Description: This course will examine contemporary literature that situates southern identity within a postmodern, diverse, and international context. In foregrounding cultural similarities between the U.S. South and the Global South, these texts process complicated questions of historical trauma, diasporic identity, and cultural assimilation, and reconceptualize exclusionary and exceptionalist notions of nation and region by placing the U.S. South in a transnational perspective. How does multicultural literature challenge the long-standing assumption that one must be born in the South to understand it? What does it mean when we understand the U.S. South in solidarity with other “Global Souths,” or developing countries with similar economic histories of belated capitalist modernization, slavery, and exploitation of labor and raw materials? How do texts by Asian, Latinx, and Native American writers in the U.S. South realign racial histories previously thought of in terms of black-white binaries? This course will examine these and other questions as we explore how recent multicultural southern literature plays a key role in a field of study increasingly challenging its own dominant fictions. Note that this course will situate primary texts in relation to recent critical and theoretical work in southern studies and related fields; we will examine how southern studies has been enriched rather than threatened by the influx of global identities and capital to the South, and we will examine new methodologies

for understanding and reconceptualizing memory, history, place, and community, while paying special attention to the form of the novel.

Essays, exams, and other major requirements for undergraduates: Periodic quizzes, final exam; two papers; class presentation.

ENGL 3873-001 Medical Humanities

ENGL 3923H-002 Honors Colloquium: *Medical Humanities*

Instructor: C. Kayser

Textbooks Required:

Reynolds, Richard, and John Stone, eds. *On Doctoring: Stories, Poems, Essays*. 3rd ed. ISBN: 978-0743201537;

Edson, Margaret. *Wit*. ISBN: 978-0571198771

Gawande, Atul. *Complications: A Surgeon's Notes on an Imperfect Science*. ISBN: 978-0312421700

Silko, Leslie Marmon. *Ceremony*. ISBN: 978-0140086836

Description: This course combines literary and critical texts that attend to the social rather than technical aspects of medicine, focusing on such topics as the human condition, personal dignity, social responsibility, cultural diversity, and the history of medicine. Through readings, class discussion, writing activities, and first-hand observation, students will practice critical analysis and reflection to instill in them a commitment to compassionate, community responsive, and culturally competent medical care. This course requires a service-learning component that involves shadowing with a physician at a local clinic and medically-relevant service hours at a local agency in addition to the classroom time commitment. This course is only open to premedical students, who must contact Dr. Kayser to inquire about availability of spots in the course.

Essays, exams, and other major requirements for undergraduates: three essays, annotated bibliography for research essay, reflective journals.

ENGL 3903-003 Special Topic: *Literary Magazine Production (Undergraduate)*

Instructor: J. Blunshi

Textbooks Required:

TBD.

Prerequisite: None, but completion of ENGL 2023 is strongly recommended.

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 3923H-001 Honors Colloquium: *Cool Books about Stuff that Really Happened (Creative Nonfiction)*

Instructor: S. Burris

Textbooks Required:

The Year of Living Magically, Joan Didion
Between the World and Me, Ta-Nehisi Coates
The Origin of Others, Toni Morrison
Reality Hunger: A Manifesto, David Shields
This is Water: Some Thoughts, Delivered on a Significant Occasion, About Living a Compassionate Life, David Foster Wallace
The Wisdom of Insecurity: A Message for an Age of Anxiety, Alan Watts
An Appeal to the World, The Dalai Lama
The River of Consciousness, Oliver Sacks

Description: In this class, we will read and thoroughly discuss some of the coolest - the most important critical term I know - books in English. And all of these books are about stuff that actually happened: disease, culture wars, spirituality, graduation, music, love, racism, happiness, and death.

Essays, exams, and other major requirements for undergraduates: Students will be asked to turn in two specifically designed paragraphs (25 points each, **50** total); 5 in-class writing assignments (15 points each, **75** total), and a final essay worth **50** points. Class discussion and attendance are very important and will count for **25** points, making for a total of **200** points.

ENGL 4013-001 Undergraduate Poetry Workshop

Instructor: G. Davis

Textbooks Required:

Eduardo Corral, *Slow Lightning*. ISBN 978-0300178937.
Ross Gay, *Catalog of Unabashed Gratitude*. ISBN 978-0822963318.
Marie Howe, *What the Living Do*. ISBN 978-0393318869.
Li-Young Lee, *Rose*. ISBN 978-0918526533.
Tracy K. Smith, *Life On Mars*. ISBN 978-1555975845.

Mark Doty. *The Art of Description: World into Word*. ISBN: 978-1555975630.

Description: 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.

Essays, exams, and other major requirements for undergraduates: 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 4023-001 Undergraduate Fiction Workshop

Instructor: B. Hurt

Textbooks Required:

Baxter, Charles, *Burning Down the House*, 978-155597508

Doer, Anthony, ed., *Best American Short Stories* 2019, 978-1328484246

Powers, Richard, *The Overstory*, 978-0393356687

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.

Essays, exams, and other major requirements for undergraduates: TBD

ENGL 4133-001 Writing Nature

ENGL 4133H-001 Honors Writing Nature

Instructor: D. Stephens

Textbooks Required:

Shakespeare, *As You Like It*. Any edition with extensive notes.

Shakespeare, *The Winter's Tale*. Any edition with extensive notes.

Ferry, David, trans. *The Eclogues of Virgil*. 978-0374526962.

Verity, Anthony, trans. *Theocritus: Idylls*. ISBN: 9780199552429.

Sidney, *The Old Arcadia*, ed. Katherine Duncan-Jones. ISBN 978-0-19-954984-9. If this

edition is not available, buy any other edition of the Old Arcadia. If an edition is titled *The Countess of Pembroke's Arcadia*, check to see that the edition also specifies that it is the **Old Arcadia**—not the **New Arcadia**, which is a radically different book. I do not recommend the Kindle editions.

Thompson, Flora. *Lark Rise to Candleford*. ISBN 978-1529024050. Any edition is fine.

John Gay. *The Beggar's Opera and Polly*. ISBN 978-0199642229. Any edition of *The Beggar's Opera* is fine; we will not read *Polly*.

The following texts will be provided in free digital editions: *Gallathea* and short poems by Milton, Marvell, Marlowe, Raleigh, Frost, Stevens, Burleson, McCombs, Bishop, Liscomb, and Schmitz.

Description: The first pastoral poem in western literature begins with war and grief: a shepherd heart-brokenly leaves Italy because Caesar has taken away his farm and given it to a soldier. Nor does the poem end with the shepherd's loss being repaired. Pastoral literature is not about romanticizing the rural; instead, this literary mode uses deceptively simple stories to address the complex pains of our lives—much as scientists study complex organic processes in the simplified environments of Petri dishes. We will define the pastoral mode by reading Theocritus's *Idylls* and the Virgil's *Eclogues* in translation, after which we will jump forward to a set of modern pastoral poems by Elizabeth Bishop ("The Moose"), Wallace Stevens ("The Idea of Order at Key West"), Robert Frost ("The Oven Bird"), Derick Burleson ("Ejo"), Dennis Schmitz ("It is the Key"), Davis McCombs ("Dumpster Honey"), and others. We will then go back in time to a collection of Renaissance lyrics by Marlowe, Raleigh, Marvell, and Milton, followed by several longer Renaissance pastorals: the plays *Gallathea*, *As You Like It*, and *The Winter's Tale*, and the prose romance *The Old Arcadia*. We will proceed to the eighteenth-century *Beggar's Opera* by John Gay and then to Bertolt Brecht's socialist adaptation for the 1920's, *The Threepenny Opera*. Finally, we will read a memoir by Flora Thompson, *Lark Rise*, which recounts her childhood in an impoverished village in Oxfordshire at the turn of the nineteenth century.

Essays, exams, and other major requirements for undergraduates: several highly concentrated one-page essays, followed by a five- to seven-page essay in which you will make the case that a modern work of your choosing fits the pastoral mode. One take-home, open-book exam.

Additional requirement for honors students: your essays will be two pages longer, and you will read and summarize two articles on pastoral.

ENGL 4303-001 Introduction to Shakespeare

Instructor: J. Candido

Textbooks Required:

Any respectable edition of Shakespeare's plays or individual editions of the plays containing full glossarial and explanatory notes. The Complete Works of Shakespeare (ed. David Bevington) will be available through the university bookstore.

Description: We shall examine the basic contours of Shakespeare's career as a dramatist, drawing upon some of his most representative plays. Likely works to be read include the following:

Richard II
1 Henry IV
2 Henry IV
A Midsummer Night's Dream
As You Like It
Twelfth Night
King Lear
Macbeth
The Tempest

Essays, exams, and other major requirements for undergraduates: Two in-class exams (a midterm and a final) and one 5-page out-of-class writing assignment.

ENGL 4303-002 Introduction to Shakespeare

Instructor: D. Stephens

Textbooks Required:

Shakespeare, William, *The Norton Shakespeare*, third edition, one-volume, hardcover and digital, ed. Greenblatt. ISBN 978-039393499. This is cheaper than the hardcover alone, oddly.

Description: 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, 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. The format of the class will include discussion, lecture, film viewing, small groups, and reading scenes aloud.

Essays, exams, and other major requirements for undergraduates: there will be frequent but easy reading quizzes, a midterm, and an open-book final. You will write eight highly concentrated one-page essays.

ENGL 4503-001 Introduction to Literary Theory

Instructor: L. Hinrichsen

Textbooks Required:

None. All readings will be on Blackboard.

Description: This course is an introduction to literary and cultural theory and to some of the key problems or questions that animate theoretical discussion among literary scholars today. These include questions about the production of cultural value, about ideology and hegemony, about the patriarchal and colonial bases of Western culture, and about the status of the cultural object, of the cultural critic, and of cultural theory itself.

The course is organized around specific reading practices and theoretical paradigms. In general, we will: (1) work through the selected readings in order to see how they conceptualize what literary interpretation is; (2) locate the limits of each particular approach; and (3) trace the emergence of subsequent theoretical paradigms as responses to what came before. For the most part, each week will pair a text or film with a particular interpretative approach, using the former to explore the latter.

Essays, exams, and other major requirements for undergraduates: Five very short (600-word) essays.

ENGL 4843-0013 Studies in Modern & Contemporary American Lit & Culture: *Modern & Contemporary Women Playwrights*

Instructor: C. Kayser

Textbooks Required:

Edson, Margaret, *Wit* ISBN 978-0571198771
DeLappe, Sarah, *The Wolves* ISBN 978-1468315714
Gilman, Rebecca, *Boy Gets Girl* ISBN 978-0571199839
Hansberry, Lorraine, *A Raisin in the Sun* ISBN 978-0679755333
Hellman, Lillian, *The Children's Hour* ISBN 978-0822202059
Henley, Beth, *Crimes of the Heart* ISBN 978-0822202509
Norman, Norman, *Night, Mother* ISBN 978-0822208211
Nottage, Lynn, *Sweat* ISBN 978-1559365321
Shange, Ntozake, *For Colored Girls...* ISBN 978-0684843261
Vogel, Paula, *How I Learned to Drive* ISBN 978-0822216230

Description: In this course, we will examine major American female playwrights such as Lorraine Hansberry, Lillian Hellman, and Marsha Norman, as well as lesser-known voices in the theatre like Pearl Cleage. We'll consider plays in both narrative and production form, and think

about genre challenges, critical and commercial factors in American theatre, and how gender, race, and other identities interact to influence the writing, production, and reception of women's plays.

Essays, exams, and other major requirements for undergraduates: one presentation, two essays, two exams

MRST 2013-001, Introduction to Medieval and Renaissance Studies

**Teachers: M. Long and
F. Dominguez**

Textbooks Required:

Barbara Rosenwein, *A Short History of the Middle Ages*, 5th edition (Toronto, 2018): ISBN 978-1442636224

Jerry Brotton, *The Renaissance: A Very Short Introduction* (OUP, 2006): ISBN 978-0192801630

We will also rely on online resources such as the Global Medieval Sourcebook and on texts we will provide to you on Blackboard.

Description: To understand the medieval and early modern periods, we will consider all kinds of evidence and episodes: art in all its forms; gender and sexualities; religious practice; family life; politics; agriculture, industry, and trade; intellectual history; crime and the legal system; race and ethnicity; material culture; health and disease; poverty and wealth; and various other human experiences and constructs from the 5th to the 16th centuries in Europe. Students who are not majoring in the humanities are as welcome as those who are. **MAY BE COUNTED FOR THE UNIVERSITY CORE HUMANITIES REQUIREMENT**

Essays, exams, and other major requirements for undergraduates: midterm and final exams; short papers throughout.

WLIT 1113 World Literature: Beginning through 1650 CE

Teacher: Staff

Textbooks Required:

Puchner, M., et al, Eds. *The Norton Anthology of World Literature*, Volume 1, Shorter 4th ed. ISBN 9780393535815.

Description: A study of world literatures from approximately 2500 BCE to approximately 1650 CE, and from a wide range of cultural traditions that can include Mesopotamia and ancient Egypt, Greece, Rome, China, India, the Middle East, Japan, Europe, Africa and the Americas. The goal is to provide students with the proper analytic tools and background information that will enable

them to appreciate, and to analyze critically, texts from diverse genres, periods, and cultural traditions.

Essays, exams, and other major requirements for undergraduates: Two essays, weekly readings and responses, Midterm and Final exams, required attendance.

Prerequisite: [ENGL 1013](#) and [ENGL 1023](#) or equivalent.

WLIT 1113H World Literature: Beginning through 1650 CE, Honors

This course is also offered at an Honors level, same textbooks.

WLIT 1123 World Literature: 1650 CE through Present

Teacher: Staff

Textbooks Required:

Puchner, M., et al, Eds. *The Norton Anthology of World Literature*, Volume 2, Shorter 4th ed. ISBN 9780393535822.

Description: A study of world literatures from approximately 1650 CE to the present, and from a wide range of cultural traditions that can include Mesopotamia and ancient Egypt, Greece, Rome, China, India, the Middle East, Japan, Europe, Africa and the Americas. The goal of WLIT 1123 is to provide students with the proper analytical tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions.

Essays, exams, and other major requirements for undergraduates: Two essays, weekly readings and responses, Midterm and Final exams, required attendance.

Prerequisite: [ENGL 1013](#) and [ENGL 1023](#) or equivalent.

WLIT 1123H World Literature: 1650 CE through Present, Honors

This course is also offered at the Honors level, same textbooks.