

# FALL 2021 COURSE TOPIC DESCRIPTIONS \*

---

The courses listed below will be in person, unless otherwise noted as hybrid. In fall '21, hybrid courses in the Department of English will typically be a mix of in-person and synchronous, online learning. Please consult with the instructor should you have any questions about the delivery method for a course.

## **ENGL 241 – Currents in British Literature (MW 2:30 - 3:45)**

This course focuses on the development of Modern literature. This section will examine the literary, cultural, and social changes found in the British novel from the late Victorian period to the end of the 1920s. Readings will include Thomas Hardy's *Tess of the d'Urbervilles*, E. M. Forster's *Howards End*, Virginia Woolf's *To the Lighthouse* and others.

Instructor: Fitzpatrick

## **ENGL 243 – Currents in American Literature (MW 10:30 - 11:45)**

### **Baltimore Poetry and Politics**

This class will conduct a deep investigation of the connection between poetry and activism in the communities surrounding UMBC. To focus on the relation between local events, social justice, and literature, students will read recent work of Baltimore poets and organizers as we learn about the history and continuation of the 2015 uprising, Baltimore #BlackLivesMatter, and mobilization around red-lining and underinvestment in the city. The course is built on a series of Baltimore experiences such as guest speakers and workshops, collaborations with local organizations, and fieldtrips (Covid safety permitting).

Instructor: Finberg

## **ENGL 304 – British Literature: Medieval and Renaissance (T/Th 8:30 - 9:45)**

### **The Renaissance Court**

In this course we will read the literature of the 16<sup>th</sup>- and 17<sup>th</sup>-centuries through the lens of four English courts: that of Henry VIII, Elizabeth I, James I, and Charles I. These four courts, spanning some of Britain's most turbulent political times, witnessed an exceptional period of literary productivity. We will study Elizabethan sonnet sequences, the court masque, pastoral and Cavalier poetry, and tragic drama. Authors include Thomas Wyatt, Henry Howard, Philip Sidney, Mary Herbert, Edmund Spenser, Elizabeth Carey, Shakespeare, Aemilia Lanyer, Mary Wroth, John

---

\* This document primarily lists courses with topic descriptions. Please check the online [Class Search](#) for the complete list of English courses offered in Fall 2021.

Donne, Ben Jonson, Robert Herrick, Katherine Philips, Andrew Marvell, Margaret Cavendish, and John Milton.

Instructor: Falco

Fulfills: Period A, Literature Track and Secondary Ed. Certification

## **ENGL 305 – British Literature: Restoration to Romantic (MW 10:30 - 11:45)**

### **Romantic Satanism**

In 1818, William Hazlitt described Satan as “the most heroic subject that was ever chosen for a poem,” implying that the rebel angel’s Heaven-defying resistance was the mirror image of Milton’s own rebellion against political tyranny. This class explores the ways in which Milton’s *Paradise Lost*, and in particular the defiant figure of Satan, provided a mythic medium for Romantic-era writers such as Blake, Wollstonecraft, Radcliffe, Lewis, Shelley and Byron to articulate their hopes and fears in a revolutionary age.

Instructor: Smith

Fulfills: Period B, Lit Track and Secondary Ed. Certification

## **ENGL 306 – British Literature: Victorian (T/Th 1:00 - 2:15)**

### **Society and the Individual**

This course explores how Victorian, Modern, and Post-modern literary texts explore the relationship between society and the individual. We will examine how British writers through literary experimentation return to ongoing ethical debates as they develop over time in contexts of industrial capitalism, empire, the welfare state, Thatcherite Britain, and globalization. Possible authors include Charles Dickens, Robert Browning, Elizabeth Gaskell, D.H. Lawrence, George Orwell, Philip Larkin, Ian McEwan, Carol Ann Duffy, and Warsan Shire.

Instructor: Fernandez

Fulfills: Period C, Literature Track and Secondary Ed. Certification

## **ENGL 308 – American Literature: The Civil War to Present (MW 1:00 – 2:15)**

### **Revolution in Form**

This course studies how U.S. literature responds to four major changes of the era from the Civil War to the midcentury: changing notions of gender or “first wave” feminism; the rise of industrial capitalism; the impacts of the World Wars; the Great Migration and new racial imaginaries. Our special focus will be on how experimentation in form—including modernist fragmentation and avant-gardism, for example—responds to each of these categories, describing, unraveling,

shaping, and critiquing them. To this end, we will explore readings by authors as diverse as Emily Dickinson, Langston Hughes, Nella Larsen, Baroness Elsa von Freytag Loringhoven, Gertrude Stein, and Yoko Ono.

Instructor: Finberg

Fulfills: Period E, Lit Track and Secondary Ed. Certification

### **ENGL 315 – Studies in World Literature (MW 5:30 - 6:45)**

A study of selected literary. Works from a single nation or from several nations, with the focus on a century, movement, genre, theme or individual writer. Topic to be announced. This course is repeatable.

Instructor: Staff

Fulfills: Diversity  
World Literature, Secondary Ed. Certification

### **ENGL 320.01 – Topics in Communication and Technology (MW 1:00 - 2:15)**

#### **Addiction and Recovery**

Scientists and journalists shaped the discourse of addiction until the mid-20th century when the growth of 12 step fellowships provided a new language for people with substance use disorders and their families to express their own understanding of the condition, and to heal. We'll analyze the various ways different groups characterized addiction and people with addiction, and how that language affected public policy, as well as the critical role of personal narrative in recovery.

Instructor: Rudacille

Fulfills: Category D, CT Track

### **ENGL 320.02 – Topics in Communication and Technology (MW 2:30 - 3:45)**

#### **Disability and Technology: Writing, Design, and Resistance**

In this course, students will use a disability studies lens to examine various intersections of disability and technology with a focus on writing and communication practices. We will center the work of self-identified disabled writers and disability activists, reading them in conversation with social discourses that attend to technologies like prosthetics, mobility devices, alternative and assistive communication, digital media, and architecture. Class discussions and assignments will emphasize the ways in which intersecting identities, including race, gender, sexuality, class, and disability, affect how technologies are designed and marketed to the public. Readings will include a variety of academic, creative, and popular writing/media from disability studies theory, first-person disability writing/memoir, activist social media projects, and disability policies in organizations.

Instructor: Holladay

Fulfills: Diversity  
Category B or C, CT Track

## **ENGL 336 – Medieval and Early Modern Drama (T/Th 11:30 - 12:45)**

### **Power Plays: Reinventing Drama**

After classical theater's violent excesses, a radically different drama emerged in Christianized Europe. How did mystery and morality plays make meaning as social recreation and why did water-carriers, goldsmiths, and bakers organize and produce them? How did premodern plays perform race, gender, and the circulation of political energies? How did laborers, slaves, servants, and women fare in premodern drama and why, in 1642, did Parliament shutter the theaters for twenty years? Plays include *The Second Shepherds' Play*, *Noah's Flood*, *Mankind*, *Doctor Faustus*, *The Duchess of Malfi*, *the Jew of Malta*, *The Alchemist*, *Eastward Ho!*, and *A Wife to be Lett*.

Instructor: McKinley

Fulfills: Period A, Lit Track and Secondary Ed. Certification

## **ENGL 364 – Perspectives on Women in Literature (T/Th 10:00 - 11:15)**

### **Boccaccio's Women & the Unreal**

Boccaccio's *Decameron* showcases the riotous social fabric of late medieval Italy, including family, love, marriage, and desire. In 364, considering medieval constructions of gender, we ask how Boccaccio's female characters experience desire, love, courtship, marriage, and selfhood. Are their manifestations of agency sometimes (always?) illusory? How do violence and coercion mark some domestic and amatory relationships in Boccaccio? How is courtly love tied to medieval masculinities? Which forms of feminist theory work, and which don't, in examining gender in premodern European culture? How might we read Boccaccio's depictions of gender in relation to his narrative experiments with the unreal? (Crosslisted with GWST 364)

Instructor: McKinley

Fulfills: Diversity  
Period A, Lit Track and Secondary Ed. Certification

## **ENGL 371 – Creative Writing - Fiction (WF 11:30 - 12:45)**

This intermediate course deepens the practice of the craft of fiction writing, focusing on generating new work and bringing focused revision to that work based on instructor and student feedback, and based also on studying the craft decisions in the writing of a variety of contemporary authors.

Students develop their own goals, and style, for their short stories, and explore publication possibilities for their work.

Instructor: Shivnan

## **ENGL 384 – Topics in Journalism (MW 2:30 - 3:45)**

### **Reporting the Local**

A basic journalism class in which students will develop the skills needed to cover their own communities or the UMBC campus community. Students will generate story ideas, interview sources and post news or feature stories on their own WordPress site. We will also discuss current challenges and opportunities for journalists.

Instructor: Rudacille

Fulfills: Category D, CT Track

## **ENGL 385 – New Media and Digital Literacies (T/Th 2:30 - 3:45, Hybrid)**

Featuring a compelling list of the most thought-provoking research in Media Studies, this course introduces students to a range of pressing issues that link media literacy to questions concerning democracy, online extremism, equity and inclusion, digital divides, social networking platforms, and many more. Students will engage and compose research with attention to the evaluation and application of rhetorical theory to digital media and communication technologies.

Instructor: Brooks

Fulfills: Diversity  
Category C, CT Track

## **ENGL 416 – Advanced Topics in Literature and Other Arts (T 7:10 - 9:40, Hybrid)**

### **Shakespeare: Text and Performance**

This course starts with the premise that the fullest appreciation of Shakespeare is achieved when literary study is combined with analysis of the plays as theatrical works. Our investigations of Shakespeare will occur through the dual lenses of literary studies and performance studies, noting ways in which performance serves as a vehicle for meaning-making and cultural critique. Students will bridge textual and theatrical elements and apply theories of performance criticism to a range of subjects including: visual scores, stage combat, audience engagement, costumes, sets, and more. (Combined with ENGL 616)

Instructor: Osherow

Fulfills: 400 Level, Lit Track and Secondary Ed. Certification

## **ENGL 448 – Seminar in Literature and Culture (M 4:30 - 7:10)**

### **Dangerous Reading in the Early U.S.**

From inciting revolution and challenging power to enflaming erotic desire and indoctrinating the young, the act of reading was figured as fraught and often dangerous in early America. Measures like censorship and book banning as well as the criminalization of literacy among enslaved people affirm that reading was also viewed as a powerful personal and political act. This course will center on “dangerous” literatures and the discourse of reading ca. 1750-1900, with emphasis on resistant, radical, secret, and transgressive reading. Writers may include Hannah Webster Foster, Leonora Sansay, David Walker, Elizabeth Keckley, Walt Whitman and Ida B. Wells. (Combined with ENGL 648)

Instructor: DiCuirci

Fulfills: Diversity  
400 Level, Lit Track and Secondary Ed. Certification

## **ENGL 451 – Seminar in Major Writers (T/Th 10:00 - 11:15)**

### **John Milton, Radical Poet**

This seminar analyzes the poetry, prose, and political career of John Milton. Like Shakespeare, Milton has had an incalculable influence on English-language literature. A radical Protestant and a revolutionary member of Oliver Cromwell’s government, Milton was also a linguistic genius whose poetry earned him a prominent place in a tradition stretching back to Homer. We will read such important works as *Lycidas*, *Comus* (a masque), his sonnets, and *Areopagitica*, Milton’s famous call for freedom of the press. The semester concludes with *Paradise Lost* and *Samson Agonistes*, both written after the interregnum when Milton was under house arrest. (Combined with ENGL 651)

Instructor: Falco

Fulfills: 400 Level, Lit Track and Secondary Ed. Cert.

## **ENGL 486 – Seminar in Teaching Composition: Theory and Practice (M 4:30 - 7:00)**

This course examines our changing understanding of the teaching of composition during the past 30 years by tracing key theories and pedagogies across this period. These sometimes conflicting approaches to the teaching of writing include the following orientations: cognitive, expressivist, social constructivist and political. This course is primarily intended for current and prospective teachers of English at elementary, secondary, and post-secondary levels. (Combined with ENGL 686)

Instructor: McCarthy

Fulfills: 400 Level, CT Track  
Secondary Ed. Certification Requirement

## **ENGL 493 – Seminar in Communication and Technology (T/Th 11:30 - 12:45, Hybrid)**

### **Edible Rhetoric: Food, Identity, and Persuasion**

Food shapes, quite literally, who we are and how we think about ourselves, our past, the world, and others. Many of these beliefs are communicated through the ways we use food—what we make and how we make it, as well as how we think, talk, and write about food. This course draws on a wide range of food-based texts (scholarly work in food studies, cookbooks, recipes, restaurant reviews, cooking blogs and videos) to explore connections between food, identity, and persuasion. Special attention will be paid to the rhetorical dimensions of food—to how it might be used to persuade, identify, explain, introduce, transform, comfort, confound, and to memorialize. (Combined with ENGL 625)

Instructor: Shipka

Fulfills: Diversity  
400 Level, CT Track