

# Spring 2019 Course Topic Descriptions\*

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## ENGL 243 – Currents in American Literature (T/Th 10:00 - 11:15)

### The American Road Trip

Nothing is more American than the road trip—from colonial travel narratives written before the United States was even a country to the modern ramblings of Bill Bryson in search of a lost continent. Course includes the fabled journalist Horace Greeley going west in the wake of the Gold Rush, American women on the Oregon Trail, a young Sam Clemens (not yet Mark Twain) lighting out for the territory ahead, and the father of the Beat movement Jack Kerouac on the road. Course also includes Martha Gelhorn, Simone de Beauvoir, Langston Hughes, and the classic *Blue Highways* by William Least Heat Moon.

Instructor: Corbett

## ENGL 306 – British Literature: Victorian and Modern (T/Th 11:30 - 12:45)

### Literature and Social Change

In this course we will explore how authors, literary forms, and literary movements in the nineteenth, twentieth, and twenty-first centuries responded to four major developments that impacted society: Capitalism, Darwinism, Feminism and Post-Colonialism. We'll explore how Realism, Modernism, and Postmodernism addressed these changes by experimenting with form and addressing the relationship between literature and society. Possible authors include Charles Dickens, Emily Bronte, R.L. Stevenson, Robert Browning, T.S. Eliot, James Joyce, Ted Hughes, Seamus Heaney, Jean Binta Breeze, and Ian McEwan.

Instructor: Fernandez

Fulfills: Period C, Lit Track and Secondary Ed. Cert.

## ENGL 307 – American Literature: From New World Contact to the Civil War (MW 10:30 - 11:45)

### Transgressing Boundaries in Early U.S. Literature

This course will center on literature of the early U.S., from 1776 to 1860. Our two key terms "transgressing" and "boundaries" are broadly defined, referencing how literature of the early republic frequently centered on geographic border crossings and generic experimentation as well as themes of moral, religious, social, and political boundaries and transgressions. We will consider how writers troubled the boundaries of race and ethnicity, class, gender, and sexuality and questioned the legal and moral constitution of the "transgressive." Authors include Charles Brockden Brown, Hannah Webster Foster, William Apess, Catherine Maria Sedgwick, Walt Whitman, Mary Ann Shadd, and William Wells Brown.

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\* This document primarily lists courses with topic descriptions. Please check the online [Class Search](#) for the complete list of English courses offered in Spring 2019.

Instructor: DiCuirci

Fulfills: Diversity Requirement  
Period D, Lit Track and Secondary Ed. Cert.

## ENGL 308 – American Literature: The Civil War to 1945 (T/Th 1:00 - 2:15 )

### U.S. Modernism: Revolution in Form

This course studies how American literature responds to four major changes of the era: Reconstruction and post-Civil War racism; the rise of industrial capitalism; changing notions of gender or “first wave” feminism; and the impacts of the World Wars. 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. Possible readings and authors include: Emily Dickinson, Walt Whitman, Kate Chopin, Sui Sin Far, Nella Larsen, Gertrude Stein, T.S. Eliot, selections from *Fire!!*, Gwendolyn Brooks, and Robert Hayden.

Instructor: Finberg

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

## ENGL 320 – Topics in Communication & Technology (T/Th 1:00 - 2:15)

### Sound Studies

This course challenges students to think through issues of culture, ideology, race, class, and gender through the lens of sound studies. Students will be introduced to histories of sound reproduction, emerging sound technologies, music, and the presence of sound in various forms of media. In conjunction with covering a diverse array of current scholarship, this course will explore the intersection between communication, culture, and technology. More specifically, students will have the opportunity to build competencies in sound aesthetics as a historical and political object of inquiry and, most importantly, put those competencies into practice. Students will collect, create, and analyze sound in addition to images and texts.

Instructor: Brooks

Fulfills: Diversity Requirement  
Category B or C, CT Track

## ENGL 350 – Major British and American Writers (T/Th 10:00 - 11:15)

### Chaucer and the Italians

In this course we will consider whether Chaucer wrote the *Canterbury Tales* in response to Boccaccio's Decameron (c. 1348), a collection of 100 tales told by aristocrats as they escape the plague in nearby Florence. Chaucer had traveled to Italy and translated many of Boccaccio's works, but Chaucer scholars still debate endlessly over whether he had read the Decameron or even seen it. We will place the *Canterbury Tales* as a vernacular poem in the lineage of Dante's *Divine Comedy* and Boccaccio's

*Decameron*, asking how 14th century poets were radically changing the claims and parameters of medieval poetry.

Instructor: McKinley

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

## ENGL 364 – Perspectives on Women in Literature (T/Th 1:00 - 2:15)

### Women in Medieval Literature

What were the forms of power, agency, and voice to which women had access in the medieval period? How was gender defined and by whom? We will consider St. Jerome's diatribes against womankind; the martyrdom and extreme asceticism of such saints as Agnes and Mary of Egypt; the Romance of the Rose; the challenges aristocratic heroines confront in Chretien de Troyes' romances; the complex subjectivity of Criseyde in Chaucer's *Troilus and Criseyde*; and the valorization of women in Christine de Pizan's dream vision and allegory as well as her long-running debate with 15th century male clerics in Paris. (Cross-listed with GWST 364)

Instructor: McKinley

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

## ENGL 371 – Creative Writing: Fiction (MW 2:30 - 3:45)

### Intermediate Fiction Writing

This 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 373 – Creative Writing: Poetry (MW 4:00 - 5:15)

### Writing Poetry

This course is designed for students with prior experience in writing poetry (273: Introduction to Creative Writing, Poetry). We will be reading, writing, and responding critically to poems; reading essays on craft, and learning to perceive, draft, and revise in a creative and disciplined way. Be prepared to "live like a writer" and practice the consistent habits of a working artist on your own and in workshop.

Instructor: Purpura

## ENGL 384 – Topics in Journalism (MW 5:30 - 6:45)

### Reporting the Local

In this course students will hone the skills required for reporting news and features by covering a campus or neighborhood beat. Students will post their stories on a WordPress blog created for the course and use social media to report and promote stories. Multi-media reporting (embedding photos, video and/or audio into text) is encouraged. Though this is primarily a writing course, we will also discuss issues raised by new media, social media, and challenges and opportunities for journalism in the digital age.

Instructor: Rudacille

Fulfills: Category D, CT Track.

## ENGL 410 – Seminar in Genre Studies (M 7:10 - 9:40)

### The Bible as Literature

The Bible is the single most influential text in English literature and writers have retold its stories for centuries. The Bible owes its origins to such intertextuality; it is a collection of writings by many people, in different languages, over a vast period of time. We'll explore this fascinating book's literary qualities through several genres including narrative, poetry, prophecy, and wisdom literature in texts drawn primarily from the Hebrew Bible (Old Testament). These works may appear simplistic but reveal themselves to be endlessly and deliciously complex. Discussions will be informed by literary and biblical scholarship. No prior biblical study required. (Combined with ENGL 610)

Instructor: Osherow

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

## ENGL 448 – Seminar in Literature and Culture (T/Th 11:30 - 12:45)

### Poetry and Capitalism

How have poets responded to changes in political economy in the United States since 1960? Poetry is often a mode of resistance, critique, and illumination of shifts in capitalism that drive both labor and everyday life. We will study poets' responses to the decline of the welfare state, corporatization, and racial liberalism. We will also consider neoliberalism, an economic and cultural project that sediments gender, racial, and class-based disparities through privatization. Our focus will be on poetry that creates experimental alternatives. Units include: Fluxus, the New York School, the Black Arts Movement, Language Poetry, and Documentary and Conceptual Poetry.

Instructor: Finberg

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

## ENGL 451 – Seminar in Major Writers (T 4:30 - 7:00)

### John Milton: Poetry, Revolution, and Radical Religion

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 604)

Instructor: Falco

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

## ENGL 469 – Studies in Race and Ethnicity (T/Th 2:30 - 3:45)

### Sick(ening) Bodies: Race, Illness, and Disability

This course introduces students to key concepts, topics, and debates at the intersection of ethnic studies and disability studies. Moving away from medicalized definitions of illness/disability we will approach illness/disability as a discursively and socially constructed category. This course focuses on how illness/disability comes to be racialized, how certain bodies are constructed as not just sick but *sicken*ing—filthy carriers of contagious diseases. We will also examine how these issues are deeply entangled with class, gender, and sexuality. One of our main objectives is to explore how narratives of illness/disability can productively complicate and reinvigorate critical race theory.

Instructor: Tran

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

## ENGL 481 – Advanced Topics in Journalism (MW 4:00 - 5:15)

### Cross-Cultural Journalism

One of the challenges facing news media today is reporting across fault lines of race, class, gender and ability. Women, people of color, LGBTQ, working class and poor people and those with disabilities have historically been under-represented as reporters, sources and subjects of news stories. We will analyze this history as students simultaneously practice strategies for more inclusive reporting by carrying out a long-form independent reporting project.

Instructor: Rudacille

Fulfills: Diversity Requirement  
Category D, CT Track

## ENGL 493.01 – Seminar in Communication and Technology (W 4:30 - 7:00)

### Baltimore: Race, Rhetoric, & Technology

What does *The Negro Motorist Green Book*, a travel guide published during the Jim Crow era, have to do with the 2015 Baltimore Uprising? Why do residents in certain Baltimore neighborhoods have a life expectancy that is 14 years shorter than those in other neighborhoods? How does the ability to move in and beyond the city affect the lives of Baltimoreans? In this course, we will work to answer questions like these. Using a historical perspective that unravels the complex intersections among race, rhetoric, technology, we will explore how these intersections have materialized in various ways from the abolition of slavery to the digital era. In addition, we will work through community partnership to archive how Baltimoreans work to challenge and remake these intersections in productive ways. In doing so, we will seek to better understand the challenges that Baltimore faces today and the possibility for hope in Baltimore's future. (Combined with ENGL 631)

Instructor: Maher

Fulfills: Diversity Requirement  
400 Level, CT Track

## ENGL 493.02 – Seminar in Communication and Technology (W 7:10 - 9:40)

### The Discourses of Happiness

In this course we will examine the concept of happiness from three perspectives: philosophic, psychologic, and literary. We will ask how happiness has been defined in these traditions and how practitioners in each believe it can be achieved. Throughout the semester students will work to develop their own theories of happiness. Among the philosophers we may read are Plato, Aristotle, Epictetus, and Dewey. Psychologists may include Argyle, Nettle, Haidt, and Frankl. Works of literature may include pieces by Alice Walker, Albert Camus, W.E.B. Du Bois, Leo Tolstoy, and Willa Cather. (Combined with ENGL 692)

Instructor: McCarthy

Fulfills: 400 Level, CT Track

## ENGL 493.03 – Seminar in Communication and Technology (Th 4:30 - 7:00)

### Black Cultures in the Digital Age: Race, Communication, & Technology

This course explores the intersections of race, ethnicity, discourse, media, and communication systems. In addition to introducing students to social theories, cybercultures, and other aspects of digital communication, students will explore issues of representation, identity, education, justice, inequality, and power. Students will also grapple with the impact of digital media on social movements, such as Black Lives Matter, as well as its impact on more traditional African-American rhetorical themes (racial uplift, the African-American Jeremiad, etc.) and rhetorical practices (call and response, signifying, African-American Vernacular English, etc.) in conjunction with online networking activity (Black Twitter) and the creation and maintenance of Black public spheres. Students will engage and compose a variety of multimodal

texts with attention to the evaluation and application of rhetorical theory to digital media and communication technologies. (Combined with ENGL 625)

Instructor: Brooks

Fulfills: Diversity Requirement  
400 Level, CT Track