

# Spring 2020 Course Topic Descriptions\*

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## ENGL 303 – The Art of the Essay (MW 2:30 - 3:45)

This course we will examine and practice the art and craft of writing and reading contemporary essays, including personal, research-based, and formally inventive essays. Be prepared to “live like a writer” and practice the consistent habits of a working artist on your own, in class discussions, and in workshop.

Instructor: Purpura

## ENGL 305 – British Literature: Restoration to Romantic (T 4:30 - 7:00)

This course will explore selected texts by major British authors from the Restoration through the early 19th century. We will read and analyze different literary genres, including drama, satire, lyric and narrative poetry, novels, essays, and epistles. Despite renewed censorship under the monarchy, periodicals flourished, the dramatic stage shed Puritan restrictions, and book production increased. The Restoration of Charles II was popular but did not resolve political controversies nor appease religious conflict. The Whig and Tory parties came to loggerheads at home, and colonial expansion and military adventurism abroad put increasing pressure on the monarchy. Literary works inevitably reflected these prominent contemporary issues. But social turmoil was only part of the story. The Scientific Revolution, women’s education, and new industrial methods also influenced writers, as did a renewed interest in pastoral solitude. Students will encounter the breadth and diversity of 18<sup>th</sup>-century literature in such authors as John Dryden, Alexander Pope, Aphra Behn, Jonathan Swift, Mary Montagu, Samuel Johnson, James Thomson, Mary Astell, and Oliver Goldsmith.

Instructor: Falco

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

## ENGL 315 – Studies in World Literature (T/Th 11:30 - 12:45)

### *Boccaccio’s Decameron*

Giovanni Boccaccio’s *Decameron* is a medieval frame tale collection set in Italy and written in response to the 1348 plague. Himself illegitimate and middle class, Boccaccio disrupted many aristocratic theories about literature. His work explores language and interpretation; domestic violence; class conflict; ethics; love and/or sex; the traffic in women; hermeneutics and signification; satire on depraved and riotous monks, priests, and nuns; and merchant class life and trade. His characters traverse geographic spaces from Cairo to Africa to Crete to Italy to France while chasing their delusions. Boccaccio challenges even the most astute readers with notoriously problematic fictional narrative.

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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 2020.

Instructor: McKinley

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

## ENGL 320.01 – 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. During the course, students will collaborate on a critical study of disability equity and access on the UMBC campus.

Instructor: Holladay

Fulfills: Diversity Requirement  
Category B or C, CT Track

## ENGL 320.02 – Topics in Communication and Technology (T/Th 1:00 - 2:15)

### Sonic Studies

This course challenges students to think through issues of culture, ideology, race, class, and gender through the lens of sonic 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 330 – Researching Communicative Practices (W 4:30 - 7:00)

This course will examine some of the issues, questions, concerns, and challenges faced by those interested in learning about why, how, and when people use writing and other communicative tools to help them accomplish specific goals. The course examines the way school-based writing has been researched and represented as well as how communicative practices associated with the workplace, the home, and the community have been researched and represented. Some of the questions this course seeks to address: What do researchers hope to gain by examining how children, college-aged students, famous writers, housewives, prisoners, office workers, web designers, and engineering teams use writing as well as other communicative resources to accomplish specific objectives? How do researchers decide upon their methods, and how do they choose their projects' participants? Finally, how are the results of their studies represented for an audience? Students will be required to research and write about various communicative practices, including ones in their own lives.

Instructor: McCarthy

Fulfills: Category B, CT Track

## ENGL 360 – The Literature of Minorities (MW 5:30 - 6:45)

### Afterlives of Slavery

This course explores the persistence of slavery in the black literary and cultural imaginary. Drawing from a range of fiction and nonfiction by writers of African descent, we will examine representations of captivity, fugitivity, freedom, and humanity from the nineteenth century onward. Possible authors include Frederick Douglass, W.E.B. Du Bois, James Baldwin, Colson Whitehead, Claudia Rankine, and Ta Nehisi Coates. (Cross-listed with AFST 360)

Instructor: Belilgne

Fulfills: Diversity Requirement

## ENGL 364 – Perspectives on Women in Literature (MW 10:30 - 11:45)

### Experimental Writing by Women

This course will examine multiple feminist theories of writing as we trace the relationship of the categories “experimental” and “avant-garde” to gender and race. From the women-run *Little Review*, the central outlet for modernist texts of the 1920s, to recent debates about the “whiteness of the avant-garde,” we will study how women-identified people respond to white supremacist hetero-patriarchy with experimentation in literary form and textual circulation. Possible readings by Baroness von Freytag-Loringhoven, Djuna Barnes, Gertrude Stein, Etel Adnan, Lyn Hejinian, Cathy Park Hong, Sara Ahmed, Helene Cixous, Bhanu Kapil, Theresa Hak Kyung Cha, Joshua Jennifer Espinoza. (Cross-listed with GWST 364)

Instructor: Finberg

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

### ENGL 371 – Creative Writing: Fiction (MW 1:00 - 2:15)

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 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 382 – Feature Writing (MW 1:00 - 2:15)

This course provides an introduction to writing feature and magazine-length articles for publication. Students will learn to develop story ideas, carry out research, interview sources and compose features about people, places, things and activities in and around Baltimore. In addition to learning research and interviewing techniques, students will also learn how to pitch stories and edit manuscripts.

Instructor: Rudacille

Fulfills: Category D, CT Track

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

#### Reporting the Local

In this course students will hone the skills required for reporting local news 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 and challenges and opportunities for journalism in the digital age.

Instructor: Rudacille

Fulfills: Category D, CT Track

### ENGL 416 – Advanced Topics in Literature and Other Arts (M 7:10 - 9:40)

#### How We Make Shakespeare Mean: Text and Stagecraft

Four hundred years after his death, Shakespeare remains one of the greatest English writers, and his plays are among the most popular works staged worldwide. This course will start with the premise that the fullest appreciation of Shakespeare is achieved when literary study is combined with analysis of the

plays as theatrical works. We will examine ways old texts are made new in contemporary productions, and how our culture's fascination with Shakespeare contributes to meaning-making. Students will bridge textual and theatrical elements and engage with literary, performance, and cultural criticism in exploring the limitless attraction surrounding Shakespeare's remarkable works. (Combined with ENGL 616)

Instructor: Osherow

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

## ENGL 448 – Seminar in Literature and Culture (M 4:30 - 7:00)

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

From inciting revolution and challenging power to enflaming erotic desire and indoctrinating the young, reading was figured as a fraught and often dangerous act in early America. Measures like censorship and book banning as well as the criminalization of literacy among enslaved people demonstrate how reading was also viewed as a powerful personal and political act. This course will center on “dangerous” literatures and the discourse of reading from around 1750-1900, with emphasis on resistant, radical, secret, and transgressive reading. Authors may include Susanna Rowson, David Walker, Harriet Jacobs, Lydia Maria Child, Walt Whitman and Ida B. Wells. (Combined with ENGL 648)

Instructor: DiCuirici

Fulfills: Diversity Requirement  
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 will introduce 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 forces 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 493.01 – Seminar in Communication and Technology (W 4:30 - 7:00)

### Baltimore in Archive

Archive can most simply be understood as the means by which to store, organize, and retrieve information. But archive is also more than this, revealing what Barbara Biesecker identifies as “the scene of doubled invention.” As inherently rhetorical work, this doubled invention not only produces knowledge about the past but also reveals what is and is not valued. Using the city as its object of study, this course will focus on theory of archive, methods of archival research, analysis of archives that constitute Baltimore, and the building of archives that unveil Baltimore in new and interesting ways. (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, Haidt, and Seligman. Works of literature may include pieces by Alice Walker, Leo Tolstoy, Albert Camus, and Willa Cather. (Combined with ENGL 692)

Instructor: McCarthy

Fulfills: 400 Level, CT Track

## ENGL 493.03 – Seminar in Communication and Technology (T/Th 11:30 - 12:45)

### 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: 400 Level, CT Track