

Department of English

Course Descriptions, Summer and Fall 2018

Summer 2018

ENGL 203. Major British Writers. Hecimovich. B Term. Internet Course. English 203 covers significant and representative British literary works spanning from approximately the late eighth century to the early twentieth century. The goal of the course is to allow students to become familiar with significant British literary works and to place these works within their historical contexts, creating a deeper understanding of how literature both shapes and reflects culture and history. Students will engage in close readings of literary works, will become familiar with literary terms and types of literary criticism, and will learn how to read texts in light of their historical and cultural contexts. Along the way we will read a number of the "great works" in the British canon, including Shakespeare's *Othello*, Milton's *Paradise Lost*, Blake's *Songs of Innocence and Experience*, Keats's famous *Odes*, Brontë's *Jane Eyre* and Dickens's *Great Expectations*.

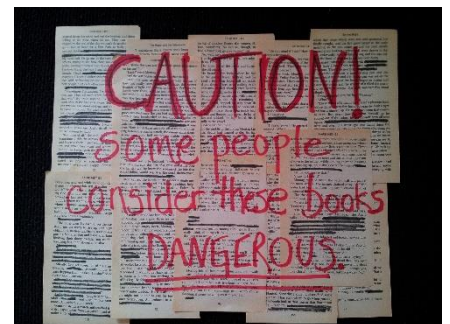


ENGL 208. Foundations of World Literature. Koster. C Term. Internet Course. A survey of world literature from its earliest roots to the seventeenth century, arranged around four themes: Faith and Foundations, Heroes and Nations, Frame Narratives, and Lyric Poetry. We'll read (and listen to) works not only from Western culture (Homer, Vergil, Dante & friends), but also African epics, Islamic sword and sorcery, Chinese philosophy, and Japanese and Egyptian love poetry, just to name a few. If you want a firm foundation for studying world literature, or just to expand your content-area knowledge to carry into other venues, this is the course for you. Unit essay tests, weekly online participation, and an essay-based final exam.

ENGL 312. African American Literature. Hecimovich. B Term. Internet Course. Chronological survey of the writings of African Americans with emphasis on contemporary writers. Prerequisite: ENGL 211 or AAMS 300 or permission of Department Chair.

ENGL 510.01. Christine de Pizan in Art and Literature. DuFresne. Maymester. Internet Course. The works of one of the first named women authors in Western literature, including her art, her political arguments, and her feminist literary tales. A survey of two early feminist classics, *The Book of the City of Ladies* and *The Treasury of the City of Ladies*, in terms of their literary and artistic significance. This will be a multidisciplinary seminar, so students with interests in literary history, feminist criticism, artistic expression, historical significance, and similar concerns are eagerly invited to enroll. Online assignments and a major paper or assignment.

ENGL 510.02. Banned and Challenged Books: Contemporary USA Edition. Prickett and Webber. D Term. Internet Course. This course will analyze a selection of texts written by USA authors that have been banned or challenged in the United States of America in the last 20 years. The texts that we read in this course have been challenged and/or banned on religious, cultural, political, sexual, and/or social grounds. The class will examine the historical and cultural aspects that contextualize a book being challenged or banned. The texts will be read to gain insight into the controversies but also to gain insight into the questions raised



by these works: Does literature reinforce or challenge prejudice and stereotypes? Do these texts have common themes? Is it language, ideas, or miscomprehension that enable issues to arise? What value is there in reading and/or challenging such texts? Can we develop a working theory on book challenging/banning? Are there conditions when it is defensible to challenge or ban or should all literary and/or cultural products be available for consumption? Can literature be dangerous? Who decides? These questions and more will be discussed through readings, discussions, assignments, and projects.

ENGL 550. World Mythologies. Koster. C Term. Internet Course. A comparative study of the mythological literatures of various western and non-western cultures, such as Greece, Rome, the Fertile Crescent, Africa, China, Japan, India, the Celtic and Norse worlds, and the Americas. Subjects discussed will include the nature and identities of the pantheon; creation, fertility, flood, and trickster myths; and Armageddon/world-end myths. Students will write short responses, contribute to online discussions, and complete a longer researched project (paper or teaching materials) appropriate to their scholarly and professional interests. Graduate students will be assigned additional reports. Prerequisite graduate status, or ENGL 208 or 308, or permission of the Department Chair.

WRIT 316. Poetry Writing. Sommers. B Term. Internet Course. Sommers.



WRIT 510. Environmental Rhetorics. Ralston. B Term. Internet Course. Environmental Rhetorics is a course that aims to make you a more critical reader and writer of the environments that surround us and the arguments communities have about them. While we will look at a few of the important literary texts that have addressed the environment, our primary focus will be on persuasive, rhetorical texts that deal with environmental issues. The environment is more than just the great outdoors. It is also a product of the discourse surrounding it. Environmental debates are shaped by more than simply “the facts” surrounding environmental issues; they are also shaped by the persuasive tactics and stylistic choices writers and speakers make. We will spend our time this summer analyzing, discussing, and experiencing many of the most important environmental issues that affect our world. As we study texts about “the environment,” we will also create our own.

Fall 2018

ENGL 200.01/ENGL 200H. The Literary Merits of Harry Potter. Bickford. We will read and consider the literary merits of the Harry Potter books by examining current scholarship and academic attitudes toward the series. Students will formulate their own arguments about the novels through consideration of such elements as class, gender, race, and myth. Graded assignments will include but are not limited to short papers, one major researched essay, and a final exam.

ENGL 200.02 . Gender in Science Fiction and Fantasy. Nail. Ursula K. Le Guin once described science fiction (SF) as a “thought-experiment,” and one that does not predict the future so much as it “describe[s] reality, the present world.” What, then, can we expect when this thought-experiment is directed at gender? What does SF have to say about the “present world” of gender when viewed through critical lenses, and how is that different today when compared to SF of the past? We will ask these questions and others, and approach answers to some, as we read works by Le Guin and her high school classmate Philip K. Dick, as well as novels by contemporary SF writers John Scalzi and Anne Leckie. In addition to literary works, we will



interrogate a variety of popular media in addition to accounts of controversies that have arisen within SF communities and touch on issues related to gender. Graded assignments will include (but are not limited to) in-class and/or online responses to readings and one formal paper, as well as a project that can be modified to reflect the particular discipline or interest of the student.

ENGL 203.01 Major British Authors. Brownson. Major British Authors covers significant and representative British literary works spanning from approximately the late eighth century to the early twentieth century. The goal of this course is to allow students to become familiar with significant British literary works and to place these works within their historical contexts, creating a deeper understanding of how literature both shapes and reflects culture and history. Students will engage in close readings of literary works, will become familiar with literary terms and types of literary criticism, and will learn how to read literary texts within their historical and cultural contexts. Students will take one midterm and one final exam, will write one short critical essay, will write one research paper proposal and annotated bibliography, and will write one researched critical essay.

ENGL 203.02 Major British Authors. Hecimovich. English 203 covers significant and representative British literary works spanning from approximately the late eighth century to the early twentieth century. The goal of the course is to allow students to become familiar with significant British literary works and to place these works within their historical contexts, creating a deeper understanding of how literature both shapes and reflects culture and history. Students will engage in close readings of literary works, will become familiar with literary terms and types of literary criticism, and will learn how to read texts in light of their historical and cultural contexts. Along the way we will read a number of the "great works" in the British canon, including Shakespeare's *Othello*, Milton's *Paradise Lost*, Blake's *Songs of Innocence and Experience*, Keats's famous Odes, Brontë's *Jane Eyre* and Dickens's *Great Expectations*. Internet course.



ENGL 208.01 Foundations of World Literature. Martin. This course considers some of the most important literary works produced before 1615 A.D. in the Mediterranean world and East Asia. The most ancient texts we will examine are *The Epic of Gilgamesh* and the biblical book of *Genesis*. After these two, we will look at texts from Homeric and classical Greece, the Roman Empire, the European Middle Ages, and the European Renaissance. Outside Europe, we will read influential literary works from the Islamic world, China, and Japan. Historical and cultural contexts will be considered, as will historical innovations and continuities.

ENGL 208.02 Foundations of World Literature. This course is designed to familiarize students with great works of world literature representing the Classical, Medieval, and Renaissance periods and also significant, chronologically comparable works from the Non-Western tradition. Students will engage in discussion, critical thinking, and analytical writing about diverse literary traditions and individual works. In addition to in-class writing, essay tests, and a final exam, students will be required to write at least one formal, researched critical essay.

ENGL 211.01 Major American Authors. Jordan. Study of the major periods, literary forms, and issues that characterize American literature, with a consideration of representative major works and authors over the course of American literary history.

ENGL 211.02 Major American Authors. Weeks. Study of the major periods, literary forms, and issues that characterize American literature, with a consideration of representative major works and authors over the course of American literary history. Internet course.

ENGL 291 Introduction to the English Major. Hiner. ENGL 291 prepares students for university-level English studies by introducing and reinforcing basic strategies of literary analysis, including essay composition, research methods, documentation requirements, literary terms, critical theory, and periodicity. The course also provides practical instruction in how to navigate the choices available to the English major, including selecting electives and tracks, applying to graduate school, applying for internships and scholarships, preparing for careers after graduation, and tutoring in the Writing Center.



ENGL 300. Approaches to Literature. Bickford. This writing intensive course (required of all English majors and minors in catalogs prior to 2017-18 and meeting the Frameworks option in later catalogs) introduces students to the evolving study of literary criticism. The course covers critical approaches from the past and present as well as looks toward possible future developments in criticism. We begin with a study of formalism and then move to detailed examinations of the dominant critical schools of the twentieth century, including reader response, psychoanalysis, structuralism, feminism, New Historicism, deconstruction, gender studies, and postcolonialism. Students choose a primary text on which to base their major written assignments – an annotated bibliography, a review of literature, a casebook, and a critical essay. Other requirements include short essays and a cumulative final. Textbooks support all aspects of the course and are a casebook made up of a primary work and five essays displaying varying critical approaches, an introduction to critical theory, and the most current MLA handbook. Note: Writing Intensive Course. Prerequisite: sophomore standing.

ENGL 305. Shakespeare. Fike. English 305 surveys seven plays representing the four “modes” of Shakespeare’s work (comedy, history, tragedy, and romance). Supplementary readings on Shakespeare’s life and times will be assigned in *The Bedford Companion to Shakespeare*. The requirements include midterm and final examinations, short analytical writings, a longer research paper, as well as a group “drama book project” where students will work together to stage a scene of a play not studied. For the longer paper, students may feel free to pursue an interdisciplinary research paper, especially if they are not majoring in English.

ENGL 321. Holocaust Literature. Jordan. This course will focus on the literature of the Holocaust, both fiction and non-fiction, and on the impact this literature has had on modern thinking. Additionally, students will expand their knowledge of the Holocaust itself as well as the history of anti-Semitism. In so doing, they will engage with texts that may be emotionally challenging, yet have enormous historical significance. Travel to Amsterdam, Rothenburg, Nuremburg, and Munich in mid-December will be an integral part of the class. The trip will include the Anne Frank House, Dachau Concentration Camp, and other sites relevant to the subject matter of the class.



ENGL 324. Twentieth Century American Novel. Richardson. This course focuses on the twentieth-century American novel with particular emphasis on themes of race, gender, and class. We will also analyze changes in novelistic constructions as well as consider themes of individual identity and alienation from social forces. Texts may include Edith Wharton’s *The House of Mirth*, F. Scott Fitzgerald’s *The Great Gatsby*, Ernest Hemingway’s *The Sun Also Rises*, William Faulkner’s *The Sound and The Fury*, Robert Penn Warren’s *All the King’s Men*, Ralph Ellison’s *Invisible Man*, Ken Kesey’s *One Flew over The Cuckoo’s Nest*, Leslie Marmon Silko’s *Ceremony*, and Toni Morrison’s *Beloved*. Assignments will include three short critical papers, a longer critical paper incorporating research, midterm and final exams, and reading responses/quizzes.

ENGL 333. Global Perspectives. Beasley. This one-credit-hour After Mid-Semester course focuses on the works of Truman Capote. Students will analyze Capote’s short novel *Breakfast at Tiffany’s*; three of his best-known short stories: “House of Flowers,” “A Diamond Guitar,” and “A Christmas Memory”; and

the film adaptation of his nonfiction masterpiece *In Cold Blood*. Requirements include 2,400 words of critical writing, with emphasis on mastery of MLA documentation and proper integration of source material.

ENGL 491. Departmental Seminar. Koster (?) This course (for students in catalogs preceding 2017-18 and for English Education majors in the 2017-18 catalog) assesses student mastery of English coursework. Students complete several assessment measures--including content knowledge tests, an essay test, and the Senior Opinionaire. Although the tests are individually graded, students receive an S or U for the course. The results are then summarized anonymously and used to improve instruction in the English Department. Prerequisite: Should be taken in the first semester of the senior year (after the student has completed 90 hours). **Internet course.**

ENGL. 494. Capstone Seminar in English. Richardson. This capstone course is required of all English majors in catalogs beginning with 2017-18 (except those seeking secondary certification as a secondary school teacher), preferably in the senior year. Students will complete assessment exercises; revise and extend an assignment submitted for a previous course or creative piece into a submission ready for presentation or publication (at least fifteen pages or the digital equivalent); research career options and prepare and revise job application documents; and present the results of their research orally, much as professional scholars do at a conference or writers do as they promote their published work. In sum, students will utilize the research, critical inquiry, and communication skills they have learned as English majors and Winthrop undergraduates.



ENGL 507. History and Development of Modern English. Koster. This course is an introduction to the major changes in the English language from the Old English period to the present, and it operates like a language class; you'll be talking about sounds, parts of speech, syntax, dictionaries, and similar materials. Primary emphasis will be on the kinds of changes that have taken place in our pronunciation, grammar, and word meanings, and how they have affected the language we speak today. Secondary emphasis will be on the historical causes of these changes, since this course satisfies the Historical Perspectives requirement (yes, you will have to learn names and dates).

Students will participate in daily class discussions, write several papers, discuss LOLcats, complete three exams, and participate in group work and a book club. If circumstances permit, you may be handling real examples of writing as old as 2300 B.C.E., which may be interesting to some of you.

ENGL 510. Topics in Literature and Language. TBA. We'll let you know about this course soon!

ENGL 530/530H. Grammar in Theory and Practice. Jones. This course reviews traditional grammar with an emphasis on descriptive methodology (how our language functions) and introduces transformational and structuralist grammars. Students will be required to prepare an annotated bibliography, write a "problem paper," and take four exams. Graduate students will also prepare an article review and do an oral presentation. Primarily intended for students planning to teach.

ENGL 550. Jane Austen in Fiction and Film. Hiner. Jane Austen famously – and modestly – described her novels as intimate portraits of “four or five families in a country village” drawn “with so fine a brush” on a “little bit (two inches wide) of ivory.” How have Austen’s novels, focused on the intricate social world of Georgian-era British landed gentry, remained so enduringly popular and beloved? Why have they prompted endless sequels, prequels, novel adaptations, critical scholarship, fan-fiction, film adaptations, video games, fan clubs, and television series? Why is their appeal so powerful, so persistent, and so widely cross-cultural? In this class, students will read, analyze, and interpret Austen’s six major novels in order to arrive at some answers to these questions. Students will also view several film adaptations of Austen’s novels and read scholarly texts by film theorists in order to examine important differences between literature and film as genres and to explore concepts such as film translation, film adaptation, cinematography, and written and cinematic language. Course assignments will include reflective and analytical response papers, an annotated bibliography, an oral presentation, and a longer, researched literary analysis paper.



ENGL 600. Introduction to English Studies. Hoffman. This course introduces graduate students to how those in English studies pursue their discipline by outlining the how and what of the discipline as well as advanced research methods and major approaches to the study of literature that will prepare you for graduate-level coursework in the department. In addition, we will examine English as a career (or series of careers) and talk to recent alumni who have pursued a variety of occupations after graduation. We will also review the ways in which papers are designed and submitted to conferences and publication venues, and practice developing the skills needed for success in these areas.

ENGL 622 Seminar in British Literature I: Elizabethan Literature. Fike. English 622, Elizabethan Literature, will center on three main figures: Edmund Spenser, Christopher Marlowe, and William Shakespeare as we survey the poetry, prose narratives, drama, and critical theory of the Elizabethan period (1558–1603). The requirements include a researched essay in stages, regular presentations, and a final examination.

ENGL 694 Graduate Studio in English. Koster. This course serves as the capstone for students completing the M.A. in English in the 2017-18 catalogs and following, and should be taken in the last semester before graduation. Students will complete assessment activities including the oral comprehensive exam, prepare portfolios of academic and career readiness documents, and collaborate on revising and producing a piece of writing that is ready for professional use (conference paper, publication, etc.).

ENGE 391/591 Principles of Teaching English in Middle and Secondary School. Nail. This methods class examines special problems encountered in the teaching of Language Arts. Activities range from role-playing to presenting videotaped micro lessons, and topics covered include dealing with students with exceptionalities, ESL matters, gender balance in the English curriculum, multiculturalism, learning styles, developing lesson and unit plans, exploring alternate assessment methods such as portfolios, and implementing technology in the classroom. Enrollment is limited to students admitted to the Teacher Education Program in English. Corequisites EDUC 400 and EDUC 390.



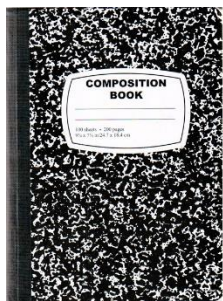
ENGE 519 Adolescent Literature. Prickett. Adolescent Literature focuses on the selection and evaluation of suitable reading material from all literary genres for the young adult, with specific attention to the development and needs of adolescents. Students will complete a number of hands-on individual or group-based projects, which may consist of lesson plans, performances, and responses to issues related to young adult literature. Special attention will be given to gender dynamics in the classroom, working with non-print media, special needs issues, multiculturalism and the canon,

censorship, and student-centered curriculum in the teaching of literature. Although Adolescent Literature is designed primarily for students in the English Education track, the course is also suitable for other majors who may be interested in exploring how literature is used in social work, psychology, and other areas that involve working with young adults. Prerequisites: WRIT 101 and HMPX 102; minimum of sophomore status.

ENGE 392/592 Field Experience in Teaching English. Nail/Beasley. Students will spend 8 hours per week in the classroom under the supervision of a mentor teacher and a university supervisor in preparation for the final internship experience. Students will be able to apply principles of planning, instruction, management, assessment and professionalism in directed fieldbased situations in English language arts. Notes: A grade of S or U is recorded. Offered in fall. Enrollment is limited to graduate students admitted to the Teacher Education Program in English. Please note co-requisites.

WRIT 307 Fiction Writing. Hoffman. Students will study the craft of fiction writing. They will read a variety of short fiction, and learn to read like writers. Students will learn the foundational skills of story writing: characterization, plot, point of view, writing strong prose, dialogue, and much more. Students will write many exercises and experiments, which will culminate in drafting at least two complete stories. They will share these stories with the class in workshop. In workshops, students will receive serious editorial feedback that they will use to extensively revise and edit their work. They will also practice editorial skills as they edit their peers' work. Prerequisite(s): WRIT 101 with a grade of C- or better.

WRIT 316 Poetry Writing. Sommers. The focus of this course is on student poetry, which will be discussed and critiqued in a workshop format. In addition to working on class poems, students will read the work of contemporary published poets and will do oral reports on recent collections of poems. A public reading of poems written in the class will be given at the end of the semester. Grades will be based on a portfolio of poems (with revisions) as well as on workshop participation and oral reports.



WRIT 350 Introduction to Composition Theory and Pedagogy. Nail. Students in this class will gain knowledge about their own writing process, about theories of composition and rhetoric, and about the teaching of composition in the schools. This is an intensive writing class, so students should be prepared to write on an almost daily basis as well as discuss the readings and participate in small group activities. Students will write in several formats for a variety of purposes; there will be an oral presentation, a midterm, and a final exam. The class is primarily discussion; there are also assignments specifically geared toward teaching writing (for example, teaching a grammar lesson, grading student papers). Notes: This class

is designed primarily for students who are considering teaching careers. This course includes a field component with secondary English Language Learners (ELL).

WRIT 351 Creative Non-Fiction Writing Workshop. Sommers. A study of the contemporary creative nonfiction genre and its craft that culminates in workshops where students will produce, edit, and revise original essays. Notes: Offered in fall and spring. Prerequisite(s): WRIT 101 with a grade of C- or better.

WRIT 500 Theory and Practice of Tutoring Writers. Ralston. The main purpose of this class is to train students to tutor in our Writing Center; students will be expected to spend two hours a week in the Center as well as to attend class. Over the fifteen-week semester, students will observe tutorials, tutor with an assigned "mentor" tutor in the Writing Center, and then qualified students will tutor on their own. The students who enroll will gain knowledge about the writing process, composition and rhetorical theory, and writing center theory and practice. Students will be required to write three reflective papers, two more formal papers, and a final examination in this class. The class is primarily discussion; there are also assignments specifically geared toward tutoring (for example, role playing tutorials and assessing student writing). This course counts in the M.A. concentration in Rhetoric and Composition. Prerequisites: Completion of CRTW 201, or permission of department chair, or graduate standing.

WRIT 502 Digital English Studies. Ralston. From Wikipedia to texting, Facebook to Pinterest, digital media has dramatically changed how we read, write, and communicate in the 21st century. As our notions of text and materiality evolve, the study of texts grows ever more interwoven with technology. This class is designed to make you aware of the myriad relationships that exist among texts—both in the reading and creative processes. Drawing on our vast knowledge of preexisting (cultural, social, literary, extraliterary) texts, the course looks back even as it looks forward, considering how printed texts and reading practices are transformed by the digital, in addition to examining digital media forms such as podcasts, wikis, and mapping technologies. Throughout the course, we will ask the following sorts of questions: How is literature and our reading of it being changed by technology? What influence does the container for a text have on its content? To what degree does immersion in a text depend upon the physicality of its interface? How are evolving technologies helping to enliven (or disengage us from) the materiality of literary texts? We will engage our subjects through discussion of primary and secondary texts but also through our own experiments in building digital artifacts. We will work in unfamiliar media, coming to an understanding of varied interfaces by creating with and for them. Notes: Meets Technology Requirement for ENGL Majors.



WRIT 507/507H Short Story Writing. Hoffman. Students will write and workshop at least two complete works of fiction. Students will be required to drastically revise and re-envision their workshop drafts, challenging them to create polished, well-crafted works of literary merit. Along with workshops, students will study advanced-level fiction craft, which they will apply to the drafting and revising of their fiction. The entire class will spend the semester focusing on one specific element of fiction-writing craft and theory, which we will analyze in every work of fiction we read. Students will then each choose

additional elements of craft to study and analyze, in order to make themselves expert specialists. Students will read and discuss in class a variety of published contemporary fiction written by diverse authors. Prerequisite: HMXP 102 with a grade of C- or better and WRIT 307, or graduate status.

Dates to Remember

- Advising: Weds. March 21-Tuesday April 3
- Registration begins Wednesday April 4
- April 12: English Department Awards Ceremony, 11 AM
- April 12: Last day to submit university-wide petitions
- April 14: Sigma Tau Delta Initiation Ceremony, 11 AM
- April 24: Study Day
- April 25-May 1 Final Exams
- May 14: Maymester begins
- June 4: Summer B and C sessions begin
- July 9: Summer D session begins