The English Department offers courses that foster critical thinking about the relationships among literature, culture, and history. Students of English become adept critics of poetry, novels, essays, and plays. They develop knowledge of the history of literary culture and about the evolving genres, forms, and ideologies of literary expression. They study the relation of literary texts to their historical contexts, and they learn to read both literary and non-literary texts critically. As they develop their knowledge, students of English hone their skills as critical writers and explore their potential as creative voices.

**FACULTY**

**Sally Bachner**
BA, Reed College; MA, Princeton University; PHD, Princeton University
Associate Professor of English

**Marina Bilbija**
BA, University of Sarajevo; MA, University of Pennsylvania; PHD, University of Pennsylvania
Assistant Professor of English

**Lois Brown**
BA, Duke University; PHD, Boston College
Class of 1958 Distinguished Professor; Professor of African American Studies; Professor of English; Professor, Feminist, Gender, and Sexuality Studies

**Lisa Cohen**
BA, Brown University; MPHIL, Yale University; PHD, Yale University
Douglas J. and Midge Bowen Bennet Associate Professor of English; Associate Professor of English; Associate Professor, Feminist, Gender, and Sexuality Studies

**Christina Crosby**
BA, Swarthmore College; MAA, Wesleyan University; PHD, Brown University
Professor of English; Professor, Feminist, Gender, and Sexuality Studies

**Rachel Ellis Neyra**
BA, Freed Hardeman College; PHD, SUNY at Stony Brook
Assistant Professor of English

**Harris A. Friedberg**
BA, Harvard University; PHD, Yale University
Associate Professor of English

**Matthew Carl Garrett**
BA, Bard College; MA, Stanford University; MPHIL, Cambridge University; PHD, Stanford University
Associate Professor of English; Associate Professor, American Studies; Coordinator, Social, Cultural, and Critical Theory

**Anne F. Greene**
BA, Radcliffe College; MA, Brandeis University
University Professor of English; Director, Wesleyan Writers Conference; Coordinator, Writing Certificate

**Natasha Korda**
BA, Columbia University; PHD, Johns Hopkins University
Professor of English; Director, Center for the Humanities; Professor, Feminist, Gender, and Sexuality Studies

**Sean McCann**
BA, Georgetown University; PHD, CUNY The Graduate Center
Professor of English; Director, Academic Writing

**Rashida Z. Shaw McMahon**
BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of English; Assistant Professor, African American Studies

**John Murillo**
BA, Howard University; MFA, New York University
Assistant Professor of English

**Marguerite Nguyen**
BA, Duke University; PHD, University of California, Berkeley
Associate Professor of English; Associate Professor, East Asian Studies

**Ruth Nisse**
BA, Columbia University; PHD, University of California, Berkeley
Professor of English; Chair, English; Associate Professor, Medieval Studies

**Joel Pfister**
BA, Columbia University; MA, University of Sussex; MA, University of London; PHD, Yale University
Olin Professor of English; Professor of English; Professor, American Studies

**Ashraf H.A. Rushdy**
BA, University of Alberta; MA, University of Alberta; PHD, Cambridge University
Benjamin Waite Professor of the English Language; Professor of English; Professor of African American Studies; Professor, Feminist, Gender, and Sexuality Studies

**Lily Leopold Saint**
BA, University of Pennsylvania; PHD, CUNY The Graduate Center
Assistant Professor of English

**Hirsh Sawhney**
BA, University of Michigan; MFA, Rutgers University
Assistant Professor of English; Coordinator, South Asian Studies

**Courtney Weiss Smith**
BA, University Of Dayton; MA, Washington University; PHD, Washington University
Associate Professor of English; Associate Professor, Science in Society

**Amy Cynthia Tang**
BA, Harvard University; PHD, Stanford University
Associate Professor of English; Associate Professor of American Studies

**Khachig Töölöyan**
BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University
Professor of English; Professor of Letters; Editor, Diaspora; Professor, German Studies

**Danielle Vogel**
BA, Dowling College; MA, Naropa University; PHD, University of Denver
Assistant Professor of the Practice in Creative Writing

**Stephanie Kuduk Weiner**
BA, University Minnesota Mpls; PHD, Stanford University
Professor of English

**Tiphanie Yanique**
BA, Tufts University; MFA, University Houston Univ Pk
Professor of English; Director, Creative Writing; Professor, African American Studies
AFFILIATED FACULTY

Amy B. Bloom
BA, Wesleyan University; MSW, Smith College
Shapiro-Silverberg Professor of Creative Writing; Professor of the Practice in Creative Writing; Professor of the Practice, English

Alice Berliner Hadler
BA, Mount Holyoke College; MA, Columbia Teachers College
Senior Associate Director of the Fries Center for Global Studies; Adjunct Instructor in English; Co-Coordinator, African Studies

Elizabeth Ann Hepford
BA, University Of Kansas; MA, Arizona State University; PHD, Temple University
Assistant Professor of the Practice in ESL; Assistant Professor of the Practice, English

Douglas Arthur Martin
BA, University of Georgia Athens; MFA, The New School; PHD, CUNY The Graduate Center
Assistant Professor of the Practice in Creative Writing; Assistant Professor of the Practice, English

Lauren Silber
BA, University of Connecticut; MA, University of Massachusetts Amherst
Assistant Professor of the Practice in Academic Writing; Assistant Professor of the Practice, English

VISITING FACULTY

Morgan Day Frank
BA, Wesleyan University; MA, Stanford University; PHD, Stanford University
Visiting Assistant Professor of English

Sarah Robbins
BA, Tufts University; MA, Yale University; MPHIL, Yale University
Visiting Instructor in English

EMERITI

Henry Abelove
AB, Harvard University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University
Wiblur Fisk Osborne Professor of English, Emeritus

William B. Coley
MAA, Wesleyan University
Professor of English, Emeritus

John Anthony Connor
MA, Manchester University; MAA, Wesleyan University
Professor of English, Emeritus

Sherman H. Hawkins
MAA, Wesleyan University
Professor of English, Emeritus

Gertrude Reif Hughes
BA, Mount Holyoke College; MAA, Wesleyan University; MAT, Wesleyan University; PHD, Yale University
Professor of English, Emerita

Richard M. Ohmann
BA, Oberlin College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Benjamin Waite Professor of the English Language, Emeritus

Gayle Pemberton
BA, University of Michigan; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of English, Emerita; Professor of African American Studies, Emerita

Joseph W. Reed
BA, Yale University; MA, Yale University; MAA, Wesleyan University; PHD, Yale University
Professor of English and American Studies, Emeritus

Phyllis Rose
BA, Radcliffe College; MA, Yale University; MAA, Wesleyan University; PHD, Brown University
Olin Professor of English, Emerita

William W. Stowe
BA, Princeton University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University
Benjamin Waite Professor of the English Language, Emeritus

Alfred Turco
BA, Brown University; MA, Harvard University; PHD, Harvard University
Professor of English, Emeritus

Ann duCille
BA, Bridgewater State College; MA, Brown University; MA, Brown University; PHD, Brown University
Professor of English, Emerita

DEPARTMENTAL ADVISING EXPERTS

Several professors serve as Advising Experts each year. Responsibility for transfer of credit and study-abroad courses for non-majors is assigned to a specific faculty member and can change from year to year. Please refer to the department website: wesleyan.edu/english/contact/.

• Undergraduate English Major (catalog.wesleyan.edu/departments/engl/ugrd-engl)

ENGL110F Academic Writing in the US for International Students (FYS)
This course is designed to prepare international students for U.S. academic writing including academic vocabulary, essay structure, and content expectations in all subjects. Students will focus on increasing their academic vocabulary, enhancing their analytical writing, and improving the cohesiveness and mechanics of their writing. They will also read and write essays in a variety of genres. The course is recommended for international students and students who immigrated to the U.S. after middle school.

Offering: Host
Grading: OPT
Credits: 1.00
ENGL120 The Nobel Writers: Literary Institutions and the Literary Canon
Through analysis of selected texts, primarily by writers from the Americas, this course addresses the institution of the Nobel Prize as a mechanism regulating the production literature, the literary marketplace, and the literary canon. The aims of the course are threefold: the pleasure of reading selected Nobel Prize-winning texts, an understanding of literature as shaped by and shaping global cultures, and a skills set for the analysis of literary texts.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL130 The English Essay
This course will focus on the writing of nonfiction and the forms of the English essay. Readings will be drawn from a range of genres, both nonfiction and fiction, including memoirs and profiles, historical and contemporary commentary, short stories and novels.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL131 Writing Seminar I
TBA
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL132 Writing Medicine and the Doctor-Writer
In this course students read a range of works across a variety of literary traditions, mainly by writers who were also medical practitioners (including Chekhov, Bulgakov, Lu Xun, William Carlos Williams, and Che Guevara), but also non-doctors who write compellingly about medically related subjects (Camus in THE PLAGUE, Tracy Kidder on Paul Farmer, and Anne Fadiman on cultural clashes).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL136F Not Quite Passing (FYS)
While the tradition of memoir can arguably be traced back to St. Augustine’s Confessions, there’s an equally long history of false memoirs, or “memoir minstrelsy,” where authors write memoirs about lives they haven’t lived or use false backstories to sell and publish fiction as thinly veiled roman à clef. Often these memoirs/backstories “borrow” narratives from marginalized groups and ethnicities that have traditionally had their own stories hijacked.

Students will explore the tradition of false lives recorded as reality and seek out answers to the weird and difficult questions raised by this mutated genre: What is the author’s agenda? Why is it that people in the majority consistently mine the plights of marginalized individuals? How did these stories get into our hands at all? Why are readers so willing to trust someone when an author says something is true in a book? What happens when fictional narratives are framed as personal nonfiction reportage? Students will also actively participate in writing their own false memoir, based on their close readings of assigned texts.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL140F Literature, Laughter, Philosophy: Tristram Shandy (FYS)
Laurence Sterne’s novel, THE LIFE AND OPINIONS OF TRISTRAM SHANDY, GENTLEMAN (1759-67) has been described as a literary masterpiece, a hilarious satire, a sentimental tear-jerker, and an obscene abomination. Thomas Jefferson thought it formed “the best course of morality that was ever written”; it was a favorite of Karl Marx and Friedrich Nietzsche; and it was even heralded (in a recent film adaptation) as “a postmodern classic written before there was any modernism to be post about.” The book is deeply learned—engaging texts from skeletal philosophy to 18th-century science and from Hamlet to early novels. It is also, indisputably, very odd: Though Tristram is trying to tell the story of his life, he fails to get himself born in the first hundred pages, and the text is full of doodles, blank pages, madcap digressions, and missing chapters. In this course, we will read Tristram Shandy alongside the many, many texts it references, borrows from, and mocks, as well as the many, many texts it has influenced. Throughout, we will take Tristram Shandy as our rich test case for some fundamental theoretical questions, What is literature, and why do we tell stories anyway? How is literature related to philosophy? How do our minds work? What is the meaning of human life—of laughter, learning, sex, and death?
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL141F Slavery, Latifundio, and Revolution in Latin American Literature and Cinema (FYS)
In this course, we will read literatures and cinemas of Haiti, Mexico, Guatemala, and Cuba that depict insurrectionist and revolutionary ruptures that take place on plantations and latifundios. We will study how insurrection and revolution are deployed by Caribbean and Latin American literary imaginations to critique plantations and latifundios. We will study how insurrection and revolution are depicted in the Americas, after the United Fruit Company converted U.S. naval ships into cargo boats that would import exploitatively planted and harvested bananas—and the economic schemes of underdevelopment that aligned with expanding U.S. hegemony in the hemisphere. We will read narratives of revolution that expose different systems of human oppression, beginning with the Haitian Revolution of the late 18th century, insurrections in Chiapas against casta and latifundio before and after the Mexican Revolution of 1910, and ending with revolts against U.S. economic and military interventions in Guatemala and Cuba in the 20th century. We will attend to the way that revolutions are represented both as
vertical ruptures that seek to explode the past and as horizontal historical developments that continue select legacies of the past. While de-romanticizing the commercialized Che T-shirt notion of revolutions in the Americas, we will, more importantly, deconstruct revolutionary progressive discourses of hetero-masculinity, modernity, and development.

Among our topics will be the way fictional narratives render and aestheticize the historically dangerous proximity between dictatorship and democracy, as well as other consequences of specifically Latin American and Caribbean revolutions: the external manipulation of sovereignty, extraction of resources by military-backed force, civil wars, genocide, and the making of migrations and diasporas.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL142F Beyond Marvel: Introduction to the Graphic Novel (FYS)
Graphic storytelling is an ancient art that has gained mainstream recognition in the past twenty years. We will explore a wide variety of influential comic books and graphic novels with a focus on the means by which they expand upon and intervene with established narratives, write about how they achieve their effect, and try our hand at writing a comic script.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL145F Body and Text (FYS)
In this class, students will study authors who are considering their own identities and those of their writings, working through and working out affinities. Readings will generate larger discussions about language, art, genre, (body) politics, and aesthetics. Students will also write texts of various types—stories, notebooks, essays, fictions, and/or poetry.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL146F Three Big Novels (FYS)
In this class we will read three long novels, from three different societies and eras, for the pleasure and enlightenment of their contents and style and also to examine the unique phenomenon of long-form attention to a vast fictional world.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL150F American Crazy: Four Myths of Violence and National Identity (FYS)
Among the industrialized nations of the world, the United States has long had unusually high levels of crime, violence, and imprisonment. This course will explore five especially prominent cultural explanations for American violence. We will consider the origins of these explanations in American myth and history, and we will investigate their appearance in literary expression, journalistic reporting, popular culture, and social science.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL153F Ethnicity, Race, and Religion in the Middle Ages (FYS)
This course concerns the invention of premodern ideas of ethnicity and race. Our focus will be on a selection of medieval texts dealing with the encounters—real and imaginary—of Western European Christians with other cultures, from the Celtic borderlands to the Mongol Empire. The readings will begin historically with the Crusades and the (often grisly) chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics,¿autobiographical narratives of religious conversion, and travel accounts by missionaries, spies, and colonial propagandists. We will also read some later “romances” that re-imagine the crusades in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasy.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL154F Maps, Globes, Moons: Renaissance Worldmaking (FYS)
When Margaret Cavendish wrote of her desire to be “authoress of a whole world,” she voiced an era’s fascination with the idea of the world. Spurred by Galileo’s discoveries about the cosmos and reports from what Europeans called “the New World,” writers and readers in the Renaissance sought new ways to chart this world—and to imagine other worlds. In this course, we will read stories of global exploration, utopian fantasy, and moon travel. We will also examine early modern maps and atlases in Wesleyan’s Special Collections and Archives. In doing so, we will ask the same questions as writers such as Cavendish: What is the world? What are its limits? And is it possible to go beyond them?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL155F Utopian Planning from Plato’s Republic to UFO Cults (FYS)
What does the perfect society look like? What are the barriers to realizing it? For centuries, schemers, dreamers, and radicals have turned to fiction to imagine the answers to these questions. In this course, we will look at the long history of texts that imagine ideal societies, beginning with Plato’s Republic, moving through its Renaissance revivals, and concluding with 19th- and 20th-century texts that turned the language of utopia to address issues of gender, class, and race. We conclude with a section on the realization of utopia, in which we read literary works that imagine the barriers and follies that accompany attempts to put these plans into reality and look at examples of groups—cults, convents, and communes—that have attempted to create utopian communities. We will even head to the Shaker village in nearby Enfield, Connecticut to see the remains of a 19th-century utopian experiment.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL157F Caribbean Literature and Writing the Environment (FYS)
This is a writing and reading course in which students will use Caribbean literature focused on the environment and the environment around them as starting points for writing of their own.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None
ENGL160F Lost World/New World: Literature and the Anthropocene (FYS)
The world we live in today is lost. Within a few decades, we will be living in a radically transformed, radically new world: hotter, more chaotic, with wilder weather and higher seas. How do we make sense of this change? How have humans used literature to try to understand climate change in the past? In this course, we will track "lost worlds" and "new worlds" from ancient Sumeria to 17th-century England to the intergalactic future, thinking throughout about how these texts might inform our history while enlightening our contemporary predicament.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL162F The Past and Present of American Journalism (FYS)
This course will expose students to the history of print culture in the United States and familiarize students with the current state of affairs in American journalism. Each week we will read historical and contemporary texts alongside one another, seeing how recent journalism continues in the tradition of older forms of public writing but also deviates from and altogether abandons them. Some of the assignments for the course will be critical, asking students to describe, explain, and make arguments about the texts they encounter; others will be creative, asking students to generate their own journalistic practices informed and inspired by the assigned readings.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL165 Querying the Nation: American Literature and Ethnic Studies
This course poses the study of American literature as a way to explore issues of race and ethnicity in the United States. From 1960s student strikes demanding ethnic studies courses in California to recent dismantlings of the field in some high schools and colleges, the role of ethnic studies in education has been a topic of heated debate. We will examine a range of multiethnic texts to understand how they have generated critical frameworks for cultural study that are attuned to the contradictions of various American ideals. Toward the end of the course, we will direct some of our energies to investigating how ethnic studies has circulated at Wesleyan.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL175F Staging America: Modern American Drama (FYS)
Can modern American drama--as cultural analysis--teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncannonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL176F August Wilson (FYS)
During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning and -nominated plays from his "Pittsburgh Cycle." This course examines the 10 plays of this cycle in the order that the playwright wrote them, from JITNEY (1982) to RADIO GOLF (2005). We will pay special attention to the playwright's use of language, history, memory, art, and music within his oeuvre.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL186 The Changing American Novel: From Jack Kerouac to Maggy Nelson
This course will discuss eleven novels, exploring changes in the styles, concerns, and attitudes of fiction from World War II to the present. The first half of the course addresses the hegemony of certain forms and issues in novels written primarily by white male authors between 1945 and 1965. The second half is devoted to diverse novels that represent some of the literary, social and political forces that have led to the heterogeneity of the contemporary American novel. The course will explicitly address ways of reading and interpreting.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL190F Place, Character, and Design: Techniques in Writing Nonfiction and Fiction (FYS)
We begin this writing course with questions central to students' work in both nonfiction and fiction: how to establish characters and a narrator's voice and how to frame the spatial and emotional world of the piece. The course encourages students to explore questions of design and structure while focusing also on style and technique at the sentence level. This creative writing course explores features of narrative and design that are central to work in fiction and creative nonfiction. We will also compare the design of college papers, written for academic courses, with pieces written for general readers. Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201C Ways of Reading: Texts and Territories
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.
Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature.
So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will deal with issues of territory and land in literary texts from the 12th century to the 21st century. We will focus on questions both of how texts negotiate their places and how specific territories generate texts.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201D Ways of Reading: Reading for Genre: Form, History, Theory
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will explore the three major genres of literature: poetry, drama, and prose narrative. We will examine their building blocks, or basic elements, and seek to understand how individual works of literature exemplify, reveal, and experiment with them. We will attend to formal and theoretical matters ranging from the operation of words to the patterns that structure poems, plays, and plots. We will ask how literary texts respond to, represent, and capture both literary history and their historical moments by depicting their time and place and by participating in debates about art and society. Throughout, our emphasis will be on the rigorous and pleasures of close reading, sustained and detailed textual analysis. We will strive to cultivate the lively, generous, nourishing, and ennobling engagement that S. T. Coleridge had in mind when he said nearly 200 years ago that “the poet, described in ideal perfection, brings the whole soul of man into activity.”

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201H Ways of Reading: Influence, Imitation, Invention
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will consider how texts respond to one another and to the world, imitating and rebutting what has come before. Looking particularly at how
authors deploy generic and stylistic strategies to do this, we will examine works that use realism to imitate the world as well as those that break with such ways of seeing. As we read, we will develop a set of technical and conceptual approaches to various literary genres to generate a facility and ease with close reading. At the same time, class materials will demand we recognize the influence of historical, geographic, and social contexts on the production and reception of works of literature. Therefore, as responsible readers, we will combine attention to a text’s formal properties with an awareness of its relations to worlds outside the text.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201J Ways of Reading: Literary Form and Forms
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course focuses on the techniques of interpretation, beginning with words and tropes like metaphor and metonymy and advancing to narrative theory. It introduces students to different theoretical approaches to the text, including formalist, psychoanalytic, cultural, and new historicist studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201K Ways of Reading: Borrowing and Stealing: Authorship and Originality in Literature
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will explore the meaning of authorship and originality in literary study. What does it mean to be original within a literary tradition? How do genres retain their coherence while also enabling originality? When does inspiration become plagiarism? Where do we draw the line between borrowing and stealing in literature? What legal, ethical, and historical frameworks help us to distinguish between them? How do such norms vary across genres and media? This course will focus on the different ways that poetry, fiction, and drama foster the recirculation of particular plots, figures, and formal structures while still maintaining the value of originality. We will pay particular attention to the crises of authorship that mark what Walter Benjamin famously called the "Age of Mechanical Reproduction." But we will also look at the central role that borrowing and rewriting has played in the very constitution of the idea of a literary tradition.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201L Ways of Reading: Adaptations: From Page to Stage
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will focus on the politics of literary form—that is, how literary form and content work together to produce arguments about the social world. We will pay special attention to how 20th- and 21st-century writers use literary form to explore, illuminate, negotiate, and challenge categories of social difference, including race, gender, and sexuality. In addition to practicing techniques of close reading on a range of texts from different genres, we will also read literary criticism from a variety of theoretical and political perspectives—psychoanalytic, feminist, postcolonial, historicist, etc.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL201M Ways of Reading: Adaptations: From Page to Stage
Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.
This course investigates dramatic adaptations that have originated from poetry, short stories, novels, and historical events. Through multiple modes of inquiry, we interrogate form, genre, narrative, aesthetic, and intended audience as well as the social, political, gender, sexuality, and/or racial context of each literary piece. Within these various “page to stage” adaptation processes, we track the evolution of our source texts and chart the longevity and changeable dynamics of elements, such as character, theme, plot, point of view, setting, and time, as they appear within each dramatic iteration.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**ENGL201P Ways of Reading: Autobiography**

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

"Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

Attending closely to the transformative properties of figurative language and the structuring principles of narrative, in this "Ways of Reading" course we will consider how language creates a life. We will begin with the lyric poetry of Maggie Nelson, who has also published prose memoirs, and will encounter similar pairings over the course of this semester. We will explore the formal dimensions of lyric poetry by analyzing the ways that figurative language simultaneously compresses and expands meanings, the significance of where one line ends and another begins, and the creation of a speaker and addressee. When reading prose, we will study larger structures of meaning, and learn how to track the accretion of detail over many pages, and will explore our expectations for how a first-person account should be structured. Throughout, we will be exploring how literary language represents a human life, and how in a graphic memoir visual and verbal work together.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**ENGL201Q Ways of Reading: The Pleasures of the Text**

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

How do we listen to a text? This Ways of Reading course is dedicated to bone-deep listening, a displacement of the technique of "close reading" into a synesthetic "poetic listening." The field of this Ways of Reading course is marked on some sides by what Fred Moten calls "philosophy's color line," or, "the problem of feeling." (In the Break 77) and by what Jacques Derrida calls "the problem of the cry -- of that which one has always excluded, pushing it into the area of animality or of madness...and the problem of speech (voix) within the history of life" (Grammatology 166). We will engage texts by a range of minoritarian and queer writers who speak an American Poetics that makes a lot of sounds, has a lot of problems, and opens swishy, stiff, curvy, porous, disturbing, and bent pleasures. Rhetoric, prosody, and literary terms and devices will help us along this path of study.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**ENGL201R Ways of Reading: Sound Sense, Nonsense, and Language's Radical Desires**

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course introduces the bundle of characteristics we think of as "literary" and the methods for studying them, with an eye toward pleasure: What spurs us to read, and what spurs us to return to certain texts? We will develop strategies for careful and close reading and techniques for the analysis of poetic and narrative forms; we will examine the idea of literature as a social institution and explore ways of making connections between textual details and the world beyond the text.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**ENGL201T Ways of Reading: Literature About Literature**

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit.

Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature.
So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life.

This course will explore the methods, meanings, and very purposes of literature by reading literature about literature--literature written by authors in their most playfully self-aware and self-interrogating of moods. In one of her novels, Jane Austen celebrates the pleasures and dramatizes the perils of novel reading, and an array of 20th- and 21st-century fiction writers sound similarly self-referential--if slightly more self-defeating--notes. Poets from Edmund Spenser and Alexander Pope to W. H. Auden and Billy Collins have written poetry about poetry, and both Shakespeare and Tom Stoppard write imaginative plays that raise questions about the nature and limits of imagination. We will attend to the different ways that these authors imagine the purposes and possibilities of literature, developing a nuanced sense of literature as a culturally specific phenomenon that fulfills constantly changing needs and desires. Throughout, our emphasis will be on the practice of close reading, on careful attention to how texts construct meanings and make demands on readers.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL203 American Literature from the Colonial Period to the Civil War
This lecture course marks a path through American literature, moving from European fantasies and narratives of the conquest of the New World to representations of slavery, industrialization, and U.S. national expansion. We will begin by considering the role of "America" (both the idea and the real continents) in world history; the questions we raise will return often as we look closely at the literature. Whether sermon, imperial report to the metropole, memoir, poem, or novel, the forms of our texts differentiate them as much as their content sometimes unites them; therefore, we will examine the consequences, both political and aesthetic, of literary conventions. We will pay special attention to the relationship between texts and images (illustration, painting, iconography).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST243
Prereq: None

ENGL204 American Literature, 1865--1945
This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnutt, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL204A American Literature, 1865--1945
This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers’ understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnutt, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST235
Prereq: None

ENGL205 Shakespeare
This course is an introduction to the drama of William Shakespeare. We will read plays representing the major dramatic genres—comedy, history, and tragedy—and study them in the context of the historical transformations that shaped early modern England, from the Protestant Reformation to New World colonization. Our guiding focus will be on drama as a form of skepticism. How, we will ask, do Shakespeare’s plays force us to question the legitimacy of political rule, the categories of race and gender, and the nature of the self? How do they imagine the challenge of knowing, trusting, and loving others? And how do they wrestle with the dangers of doubting too much?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: THEA210
Prereq: None

ENGL206 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere
England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere—for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: COL204
Prereq: None

ENGL207 Chaucer and His World
In this course, we will read Chaucer’s fascinating dream-visions, The BOOK OF THE DUCHESS and THE HOUSE OF FAME and his best-known work, THE CANTERBURY TALES. We will also read selections from Chaucer’s sources and
consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer’s poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer’s reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: MSTD207
Prereq: None

ENGL208 Feminist Theories
How does “feminist” (a political commitment) modify “theory” (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question, What is to be done? will oversee our work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: FGSS209
Prereq: None

ENGL209 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation—political, commercial—in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST298
Prereq: None

ENGL210 The Rise of the Novel
The novel as we know it emerged in 18th-century England. The real questions are, how and why? Were novels first written by white men, expressing the attitudes and capitalizing on the reading practices of an emergent middle class? Or did they evolve from a somewhat less respectable tradition of romance writing by and for women? Did novelistic prose draw on scientific and economic discourses as it naively sought to present a realistic picture of the world? Or was the genre playfully self-aware, from its very origins, of the difficult relationship between reality and language? This course will explore some of the complexities of the rise of the novel, one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love letters, scandals, and satirical self-referralitarity, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realistic prose, but we will also consider how critical narratives like the rise of the novel work. How do these narratives help us, as novel readers today, understand our relationship to the past and to the novel as a form?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL211 Ethics of Embodiment (FGSS Gateway)
Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair--all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FGSS
Identical With: FGSS210, AMST281
Prereq: None

ENGL212 Edgar Allan Poe and Literary Culture
Edgar Allan Poe is best known for his grotesque characters and macabre plot-twists. But though Poe seems capable of offering readers only a very specific form of literary experience - dark, brooding, atmospheric - what's striking about his work when taken as a whole is its variety. Poe was a writer of short stories, a poet, a novelist, an essayist, and an editor. He invented the detective story, wrote science fiction, and published tales of romance, family discord, and horror. This course sets out to appreciate Poe's eclectic literary output in the context of the emergent nineteenth-century publishing industry, seeing Poe - whether playing the role of novelist, poet, or critic - most of all as a writer struggling to earn a living in the 1830's and 1840's.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST212
Prereq: None

ENGL213 Contemporary British and American Fiction
This course will introduce students to some of the most influential British and American novels of the past 35 years. In addition to close readings of these challenging and rewarding texts, this course will introduce students to key terms in postwar literary history such as postmodernism, romance, postcolonialism, realism, and magical realism. Central to our investigation of Anglo-American fiction will be the divergent political and economic fortunes of the United States, on the one hand, and the U.K., on the other.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL214 Writing Nonfiction
In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and
argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL201
Prereq: None

ENGL215 Place, Belonging, and Sound in the 20th c. Latina/o/x, Black, & Caribbean Imaginations--NYC
Throughout the latter 20th century, New York City has held a voyeuristic allure as a site of excess and pleasure that is nevertheless "seedy," "gritty," and segregated. Through select literary, cinematic, and performance optics of Latina/o/x, Black, and Caribbean writers and artists, this course will focus on memory, representation, form, sound, and the imagination in the layered and shifting site of mid-20th to 21st century New York City—and even more specifically, of Harlem, the Bronx, the Lower East Side, Brooklyn, and Elizabeth, NJ. Fictionalizations, poetizations, and performances of first-person memories and re-imaginings of overheard stories from older generations about life in the U.S. South and life in the Caribbean will feature in the works that we will study in this course.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL216 Techniques of Poetry
This course introduces students to the fundamentals of writing poetry and to some of the major issues in contemporary poetics. Emphasis will fall on reading and discussing contemporary poetry, writing in both open and closed forms, working with structural elements beyond traditional poetic forms, and developing a methodology for critical discussion.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL217 Recent American Fiction
This course explores American fiction of the 21st century. We will discuss the particular demands that contemporary texts place on their readers while developing a map of the styles and preoccupations that mark our own moment of literary production.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL218 Shakespeare and the Tragedy of State
Power, rebellion, class, and justice in English Renaissance tragedy.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: THEA218

Prereq: None

ENGL219 Homer and the Epic
In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community).

We will also read a number of contemporary critical essays to help us frame our discussions.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CCIV220
Prereq: None

ENGL220 Armchair Adventurer: Popular and Literary Fiction at the Turn of the Twentieth Century
At the turn of the twentieth century, stories of travel, action, and adventure enjoyed enormous market success and cultural prominence. This course examines the interaction between the adventure stories told in popular genre fiction—science fiction, historical fiction, adventure stories, detective novels, romance, children’s literature, etc.—and their 'high' literary cousins. In the first half of the course, we will read classic works of genre fiction in order to understand the appeal of these stories and storytelling modes, for both writers and readers, and to identify their generic structures, plots, and premises. In the second half of the course, we will turn to four works of literary fiction that emerged in a close conversation with these popular forms.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL221 The African Novel I: Nervous Conditions
This class will consider several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, peoples, or practices. We will explore, instead, the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel.

To better understand the political and aesthetic stakes of African literary canon formation, we will also attempt to identify what makes a work canonical.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL222 Slavery and the Literary Imagination
Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable?

The works and writers examined in this course will prompt students to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood.
Our readings will include an array of well-known, understudied, and newly recovered primary works and materials by and about individuals such as William Wells Brown, Charles Chesnutt, Frederick Douglass, Briton Hammon, Jupiter Hammon, James Mars, Pauline Hopkins, Mattie Jackson, Mary Prince, Chloe Spear, and Phillis Wheatley. Additional primary materials will include writings published in 18th- and 19th-century newspapers such as the "Boston Weekly Newsletter," "The Connecticut Journal," "The Liberator," and "North Star." Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: FGSS221, AFAM222
Prereq: None

**ENGL223 The African Novel II: After Achebe**

Chimamanda Ngozi Adichie's 2003 novel, PURPLE HIBISCUS, summons Chinua Achebe, the "grandfather of African literature," in its opening line: "Things started to fall apart at home when my brother, Jaja, did not go to communion." While Achebe is a formative influence on Adichie and on many other contemporary African writers, the central preoccupations of African literature have shifted considerably in recent years. This class will consider recent topics animating the field. These include debates about Afropolitanism, the role of publication houses and prize committees in the canonization and circulation of texts, queer African literature, African-language literature, and the position of African literature vis-à-vis world literature. Readings will be chosen from among the newest novels and short stories in publication.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**ENGL224 Medieval Drama: Read It and Be in It**

It was and still is revolutionary theater! This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality plays Mankind and Everyman. We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies. Most readings will be in modernized and annotated Middle English, so we will pay close attention to language.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: MDST224, THEA224
Prereq: None

**ENGL225 Darwinian Fictions**

This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the twentieth century.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: WRCT227, COL227
Prereq: None
ENGL230 Introduction to Asian American Literature
This course surveys how Asia and Asian Americans have figured in the U.S. cultural imaginary from the middle of the 19th century to the present, from Herman Melville's American epic Moby-Dick to Ruth Ozeki's comic novel about transnational television, trade, and activism My Year of Meats. As the choice of these framing texts suggests, we will be exploring two kinds of representations. On the one hand, we will examine the narratives, tropes, and images through which dominant American culture has envisioned its incursions into Asia and the reciprocal movement of Asians into the United States; on the other, we will also explore the ways in which Asian Americans have sought to represent their own varied and uneven encounters with U.S. culture. The course is organized chronologically in order to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, we will consider the many forms of camouflage set into play in this "chimerical ecology," which reveal the multiple forms of destruction at work by and art. We will consider the many forms of camouflage set into play in this "chimerical ecology," which reveal the multiple forms of destruction at work by dominant American culture has envisioned its incursions into Asia and the reciprocal movement of Asians into the United States; on the other, we will also explore the ways in which Asian Americans have sought to represent their own varied and uneven encounters with U.S. culture. The course is organized chronologically in order to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, we will consider the many forms of camouflage set into play in this 

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST264, CEAS231
Prereq: None

ENGL231 Contemporary Puerto Rican Art and Literature
This course studies the works of contemporary Puerto Rican filmmakers, performance artists, poets, novelists, painters, conceptual artists, musicians and sound artists. Puerto Rico continues to be one of the U.S. military's and its corporate guises' favorite laboratories; its beauty and complexity are part of what filmmaker Beatriz Santiago Muñoz calls a "chimerical ecology." In this course, we will think with this key phrase, "chimerical ecology," and many aesthetic survival strategies generated by contemporary Puerto Rican literature and art. We will consider the many forms of camouflage set into play in this "chimerical ecology," which reveal the multiple forms of destruction at work by the U.S. war machine, the debt crisis, tourism, and other forces, and the forms of resistance, transformation, and life that only art help us sense. How do you prepare to see what is camouflaged? How do you get ready for what you don't know? Can we reshape our sensibility to feel out and make possibilities that capitalism and settler colonialism render impossible? We will study what appears to hide out in language and visual codes, along with the disidentifying discourses, counter-discourses, aesthetics, poetics, and live art forms that transform the sensorial experiences of space. Students who do not read and think in Caribbean Spanish are very welcome to take this course, but a minimally playfully bilingual attitude is encouraged.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST251
Prereq: None

ENGL232 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100–1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defined the authorities of their time.

Offering: Host

ENGL233 Jane Austen and the Romantic Age
In this course we will read--and reread--three novels by Jane Austen. Our first reading will track the development of Austen's unique approach to the realist novel. Our rereading will investigate how that unique approach participated in Romantic debates about art, personhood, and politics. Austen was an active participant in these debates, a sharp, subtle, and principled writer who tended to explore competing arguments and assumptions rather than render explicit judgments. She weighed in on aesthetic controversies involving beauty and the picturesque, the appropriate language for literature, the ethics of readers' identification with characters, and the truth claims inherent in realism. She considered philosophical questions about how individuals come to know the world and themselves and the value and danger of a complex inner life of emotion and imagination. She examined the competing claims her contemporaries made for the primacy of the individual, the family, and the community, and for local rootedness and cosmopolitan independence.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: FGSS224, MDST238
Prereq: None

ENGL234 The British Modernist Novel, 1900–1945
This course will introduce students to British novels from the modernist period of 1900-1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism's recurrent concern with the meaning of modernity itself. Are modernism and modernity identical, antagonistic, or mutually dependent? How is modernism implicated in Britain's waning imperial fortunes? Is modernism avant-garde or canonical, elitist or engaged with popular culture?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: SBS-AMST, AMST241
Prereq: None

ENGL235 Childhood in America
Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST, HA-ENGL
Identical With: AMST241
Prereq: None

ENGL236 Contemporary African American Poetry and Its Pasts
In this course, students will engage African American poetry after 1960. Alongside gaining a thorough understanding of the currents of literary history
from the civil rights movement through the age of Obama, students will gain an appreciation of what traditions contemporary poets engage. Using ANGLES OF ASCENT: A NORTON ANTHOLOGY OF CONTEMPORARY AFRICAN AMERICAN POETRY as the primary text for the course, students will be able to gain a comprehensive overview of the rich literary moment of which they are a part. At the same time, students will explore the meaning of the anthology itself as a mechanism of canon-making. How does being part of a canon affect the possibilities in one’s literary production?

By engaging the traditions upon which contemporary African American poets build their own poetics, students will gain a deeper understanding of the poetry itself. In addition, students will read critical works by the poets as part of their course-work gaining insight into the poets’ creative processes. In addition to developing their critical voices through analytical papers, students will have a chance to develop their own poetics through a semester-long poetry collection assignment.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM247
Prereq: None

ENGL239 The Empire Writes Back: Readings in Postcolonial Literature
This course is organized around some central concerns of postcolonial thought and considers works by both colonial and postcolonial writers, theorists, and filmmakers. Topics of discussion include the role of literature and culture in processes of colonization, decolonization, and neocolonization; relationships between oral, written, and visual cultures; and connections between physical conquest and literary authority. Case studies are drawn from Algeria, the Caribbean, India, Indonesia, Nigeria, Pakistan, Senegal, the United States, and Zimbabwe.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL240 Introduction to African American Literature
This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. The courses will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with poetry, drama, short fiction, essays, and novels, alongside music and visual culture, as we explore African American literary and cultural aesthetics, African American literary history, and issues of class, gender, and place.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM202, AMST275
Prereq: None

ENGL241 Special Topics: Merging Forms
Students will explore, both in the readings and their own work, forms of writing that don’t fit neatly into traditional genres such as fiction, essay, or criticism. Readings will include Maxine Hong Kingston’s THE WOMAN WARRIOR (which combines fiction and personal essay), Eduardo Galeano’s MEMORY OF FIRE: GENESIS (historical writing combined with fiction), and selected short works by Donald Barthelme, Rebecca Brown, Wayne Koestenbaum, and others (all playing with genre in various ways).

Offering: Host

Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL242 Storied Places: Revival, Renewal, and African American Landscapes
Conceptions and histories of place figure prominently and powerfully in African American literary, social, and cultural histories. Writers and artists have used the written word, images, and film to explore issues of presence and absence, claim and trespass, ownership and dispossession, as well as safety and vulnerability. We will use this course to think about how African American writers and artists in particular have used word, image, sound, and movement to highlight the histories of iconic places and terrains and to reclaim erased histories and disappeared bodies. We also will consider how revival and renewal function both as essential tropes and necessary efforts in the work to make African American life and history visible. Readings may include works by Gwendolyn Brooks, Octavia Butler, Langston Hughes, Randall Kenan, Gloria Naylor, Marilyn Nelson, Natasha Trethewey, Alice Walker, Dorothy West, and Richard Wright.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM314
Prereq: None

ENGL243 Caribbean Writers in the U.S. Diaspora
The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region’s history, mythology, and aesthetics.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM243, AMST247, LAST247
Prereq: None

ENGL244 Kill Anything That Moves: The Vietnam War in Literature and Film
This course examines various forms of literature and film to understand the legacies of one of the most transformative events in American culture and history: the Vietnam War. "Kill anything that moves" were the orders that American soldiers reportedly received while on the ground in Vietnam, yet, to a large extent, the historical focus on the American experience of the conflict has overshadowed other perspectives. Thus, this class will take a comparative approach, exploring works by canonical and noncanonical American, Southeast Asian, and Southeast Asian American authors and directors. Among the diverse genres we will study are prose, poetry, graphic narrative, and narrative and documentary film. To think about the Vietnam War’s broader relevance, we will situate the works under study within current debates concerning refugees, genocide, human rights, and the complex politics and aesthetics of war representation. Students will have the opportunity to investigate an under-studied aspect of the Vietnam War toward the end of the semester.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST363
Prereq: None

ENGL245 The Book as Object
Look at this paragraph. A decade ago, you would have found it flipping through the pages of a printed course catalog, a book marked with your highlights and
dogears. Now you scroll through it on Firefox or Chrome; you click through to check the textbooks; you copy and paste the description in an email to a friend; or else you hit the back button and move on to something better. Is this the same paragraph, and are you the same reader?

This course is an exploration of the material forms in which we encounter the written word—from the scroll and the codex to the Word document and the website. Medium matters, and our goal will be to understand how. We will ask how different media technologies shape us as readers and writers; why books have come to mean so much to us as cultural objects; and how moments of media shift (like the rise of the Internet) transform our relation to words. Readings will set essays in the history of the book and media studies alongside literary case studies, and projects will engage with textual materiality through the creation of book-objects of our own.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL246 Personalizing History

How much are we shaped by our historical times and places? How much power do we have to make our historical conditions respond to our needs and desires? These questions and others are at the foundation of this course, which includes both memoir writing and memoir reading. We will construct narratives about our times and selves in a series of writing workshops. There will be some exercises where you will be asked to research specific aspects of your times and places. For example, you might be asked to research and write about such questions as when and where were you born, what were the major cultural or political currents of that time, and how was your early childhood influenced by them? Or you may be asked to bring in a photograph of someone important in your personal history and write about that person.

The memoir is a distinct genre, with topics/themes particular to it. Some of the most important are memory itself, childhood, place and displacement, language, loss/trauma/melancholia/nostalgia, self-invention or transformation, family, and generational differences. The class will engage with these topics in the analysis of the readings and also in the writing of memoirs. Specific techniques will be highlighted for writing practice: the catalog, diction, dialogue, metaphor, description, point of view, and narrative structure, including temporal organization, the doubled narrative, and the narrative frame.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST245
Prereq: None

ENGL247 Narrative and Ideology

When ballads were popular songs that told stories, Andrew Fletcher (1655–1716) emphasized the importance of controlling dominant narratives: "If a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People make stories, and the consumption of those stories, in turn, "makes" people, helping to construct individual subjectivity and collective discourse. How do narratives function as the vehicles for both overt and covert ideologies? How do stories change as they become such vehicles, and how do ideologies change when they are embedded in stories? This course pursues these questions through the analysis of the narrative structure of post-1980 American films, supplemental by reading some film theory. It combines short lectures (mainly in the first few weeks) with much discussion.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL249
Prereq: None

ENGL249 Contemporary Plays: Writing and Reading

Students will read plays currently or recently produced around the nation and write short-form dramatic pieces in response to and in conversation with the techniques and styles encountered. The course may be taken separately but is intended as a prelude to THEA399, Advanced Playwriting: Long Form.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA249
Prereq: THEA199

ENGL250 Contemporary U.S. Poetry

In this course, we will read contemporary poetry, focusing on the work written in the period 1980 to the present, by understanding diverse poetic roots and routes through American literature, multiculturalism, post-9/11 and environmental anxieties to an art that speaks to the present. We will sharpen our analytic skills and practice close reading and annotation to build our capacities to write responses to poetic texts as literature and cultural expression.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

ENGL251 Epic Tradition

This course studies the poem of history, tracing its evolution from the heroism of strife to the heroism of consciousness and studying the construction of the soul, death, the state, the patriarch, and sexuality from the dawn of history to the emergence of the modern age.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL252 Animal Theories/Human Fictions

The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that representations of "the animal" intersect with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Haraway.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL238, FGSS239
Prereq: None

ENGL253 Science and/as Literature in Early Modern England

Seventeenth- and 18th-century England saw the development and popularization of the "new science." Microscopes, telescopes, airpumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. This course will trace the
literary reaction to these cultural changes. A female natural philosopher wrote utopian science fiction, and Jonathan Swift satirically skewed mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century’s end, William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature—considering, say, Francis Bacon’s symbolically fraught “idols” and Robert Boyle’s “literary technology,” the role of poetry in spreading scientific ideas, and the importance of analogy and metaphor to the very logic of scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: SISP253
Prereq: None

**ENGL254 India and the World: Fiction and Film About India and Globalization**

India has made international headlines for being a globalization success story and a new global superpower. In this course, we will read literature and watch films that shed light on how globalization has actually impacted the country. We will discuss questions such as, Is globalization a good thing for India? Is it inevitable? Is it really something new? We will read texts that examine key historical and social issues, including Partition, colonialism, and Hindu-Muslim conflict. We will read English language texts and also fiction translated from Urdu, Hindi, and Bengali.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

**ENGL255 Writing on the Land of Freedom: The Pastoral in African American Literature**

Landscape figures prominently and powerfully in the African American literary imagination. Writers have crafted evocative meditations on the natural world as they grapple with sobering realities of life, dramatic assertions of self, and transformative historical moments. This course will consider African American literary invocations of idealized, mythological, sacred, and knowable land and move toward a delineation of the African American pastoral aesthetic and tradition. We will read novels, poems, short stories, essays, letters, and journal entries by writers such as David Bradley, Charles Chesnutt, Lucille Clifton, Rita Dove, Charlotte Forten Grimké, Zora Neale Hurston, Randall Kenan, Victoria Earle Matthews, Gloria Naylor, and Marilyn Nelson.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM252
Prereq: None

**ENGL256 The Emergence of World Literature(s)**

In the past four decades, the traditional study of national territories, their cultures, and literatures has been supplemented and challenged by concepts and phenomena such as the transnational, the diasporic, the global, and the cosmopolitan, as well as by new curricular categories such as world history, world politics, and world literature. This course will focus on world literature and will examine literary, historical, and theoretical texts to ask what is at stake in this new area. Topics will include, but are not limited to, the networks along which narratives circulate; the aesthetic and other standards that regulate the selection of plots and themes that appeal to the cultural gatekeepers; the politics of continued domination, subordination, and cultural imperialism; inclusion and exclusion; and margins, peripheries, and centers. There is as yet no single accepted theory, no consensus history, and no established canon or geography of world literature—all are evolving as literary scholars attempt to weave together elements of comparative and postcolonial literatures with the above-mentioned concepts into a new object of readerly experience and critical knowledge. We will use literary and theoretical texts to explore how world literature is being created.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-COL
Identical With: COL256
Prereq: None

**ENGL257 Topics in Journalism: Literary Journalism**

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news—it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it’s first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of IN COLD BLOOD, which he first published as a series of articles in THE NEW YORKER in 1965, as a “non-fiction novel”: a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can’t help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an “I” behind the typewriter, a mediator between the “true” story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point—how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250G, CSPL250G
Prereq: None

**ENGL258 New World Poetics**

God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Massachusetts drawing rooms to Jamaican slave-whipping rooms. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST269
Prereq: None

**ENGL259 The Art of the Personal Essay**

The personal essay is short-form, first-person, narrative nonfiction that encompasses many genres: memoir, reflection, humor, familial and social
ENGL260 The Word for World is Information: Ideologies of Language in Science Fiction & Film

By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out—sometimes in strangely warped or oversimplified forms—into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: COL258
Prereq: None

ENGL261 Pirates, Puritans, and Pequots: Literatures of the Renaissance Atlantic

This course opens the traditional canon of Renaissance literature westward, examining the connections between English Renaissance authors and the slaves, indigenes, and colonists living in and around England's emerging colonies in the New World. What picture emerges when New World authors ranging from Puritans to pirates to Pequots are put in sustained dialogue with the points of view of investors, planners, and dreamers "at home" in England? We will answer this question by surveying a variety of texts and objects including travel narratives, pirate plays, utopian fictions, indigenous craftwork, maps, eccentric political tracts, diaries, colonial promotion materials, and early ethnographies produced by authors all around the Atlantic rim (some even in 17th-century Connecticut!). Together, we will think about the relationship between these objects and slavery, religious radicalism, indigenous-European relations, inter-European conflict, exploration, and trade.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST261
Prereq: None

ENGL262 Beyond the Talking Book: Reading African American Literature in the Newspapers

The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Cyril Briggs, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of The Christian Recorder; The Anglo-African Magazine; The Colored American Magazine; The Crisis; The Crusader; Opportunity; and Fire!! The guiding question in our readings is this: how does our understanding of these canonical texts change when we read them in their original context—as either serial novels, or as components of a larger composite magazine, consisting of multiple different texts and images? In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine.

Authors we will read include: Frederick Douglass, Charles Chesnutt, Frances Ellen Watkins Harper, Langston Hughes, Zora Neale Hurston, W.E.B. Du Bois.

In order to get a better understanding of the literary conventions of the serial form, students will read one of the assigned serialized novels (Pauline Hopkins' Of One Blood) in its original installment-format, week-by-week. Reading these works serially will also allow them to play closer attention to each installment’s relationship to its surrounding texts and images.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM261, AMST262
Prereq: None

ENGL263 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheilye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA266, AFAM266, FGSS276
Prereq: None

ENGL264 Outsiders in European Literature

Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.

Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL274
Prereq: None
ENGL265 Future Visions: Temporality and the Politics of Change
What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders?

We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia—alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse.

Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha’s Dictee, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography, etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun’s Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders, an experimental ethnography of environmental disaster and its aftermath; and Octavia E. Butler’s Kindred, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new “ends” and beginnings, students are invited to explore current social justice movements.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST271
Prereq: None

ENGL266 Special Topics: Creative Writing for New Media
This course prepares creative writers for the evolving marketplace of electronic text and media, experience writing in varied media such as the Internet, eBooks, video games, mobile devices, and emergent social narratives. We will consider the exciting potentialities of a growing field as well as its limitations while wrestling with critical issues about digital literacy, ethics, Internet culture, and the implications of our online artistic creations.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

ENGL267 The 1850s
The 1850s was a period of tremendous social unrest in the United States. And yet, for all of its upheavals, the decade that immediately preceded the Civil War also witnessed the publication of some of the country’s most iconic works of literature, what a later generation of scholars would call the “American Renaissance.” This course sets out to explore the relationship between literature and its historical context(s). What were the material, political, and economic conditions that led to the production of so many great works of American literature? How does a literary text overcome its own embeddedness in history to become a “classic,” a work of universal, timeless value? Keeping our own historical moment in mind, this class will examine the 1850s to determine whether periods of political turmoil produce better literature. (Let’s hope that they do!)
experiences, is too vast, heterogeneous, and complex to be represented through
the traditional techniques of realism.

This course will approach the problems and possibilities of the city for realism
through a close reading of two large, ambitious texts that attempt to represent
the city as a totality: James Joyce’s novel ULYSSES (1922) and David Simon’s
televisioin series THE WIRE (2002-2008). We will be particularly concerned
with two techniques, pioneered by Joyce, for representing the city: stream of
consciousness, which creates a tour of the city from the perspective of a single,
mobile flâneur; and montage, which creates a map of the city by juxtaposing
various cross-sections of social life or various institutions central to the city’s
functioning.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST273
Prereq: None

ENGL273 American Autobiography
This class will explore various forms of life writing—autobiographies, memoirs,
graphic narratives, and fictional autobiographies—to understand how authors
make and unmake the American “I.” We will focus on how autobiographical
selves relate to various categories of region, nation, and transnation, as well as
how they are shaped by histories and legacies of travel, migration, slavery, and
war. Toward the end of the course, we will consider how new technologies of
writing the self, from Twitter to Facebook, are transforming the landscape of life
writing.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: COL270
Prereq: None

ENGL274 Caribbean Poetry and Cinema: “Fields of Islands” in an Open Sea
It is a longstanding colonial trope to render the Caribbean as a space outside
of time, outside of history, perpetually under the sun and, were it not for
machetes, filled with redundantly bursting vegetation. This course will present
an array of 20th-century Caribbean poetry and films that challenge this image.
We will consider literary and cinematic texts that envision embodiment within
alternative, aesthetic temporalities. In particular, we will consider Caribbean
poetry and cinema that present radical images of the Caribbean as a “field of
islands” in an open, relational sea. And we will investigate the way these texts
make use of the figures of sea and plantation and of historical images of slavery,
uprising, escape, revolution, and apocalypse. In addition, we will consider the
way these texts respond to discourses of nationalism and “underdevelopment.”
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL275 Race and Place in Early American Writing
This semester, we will examine early American texts that are preoccupied with
the intersection between the unsettled (and often unsettling) categories of race
and place. In the wake of colonial contact and in the midst of chattel slavery,
people in varying positions of power and subjection took to the pen in order
to reify or resist white supremacy and its attendant discursive and physical
violence and violation. With an eye toward the strategic uses of memory and
witnessing by those who were displaced and/or enslaved, we will read primary
texts from the 17th to the mid-19th century that were written by people of color.
To conceptualize race and nation is to think relationally, so we will also take up
texts about people of color, which are often animated by the seductive effects of
nostalgia and sentimentality.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM275
Prereq: None

ENGL276 Diasporic South Asian Writing and American Studies
The South Asian diaspora spans the world; communities are located in Africa,
the Middle East, England, North and South America, the Caribbean, as well
as Southeast Asia. Using novels, poems, short stories, and film, as well as
scholarship on history, this course will focus upon the literary and cultural
production of the South Asian diaspora in the United States. We will examine
the conditions of historical arrival and identity-making under shifting regimes of
politics, economics, and culture. What does being in the United States mean for
the claiming of “Indian” and “American” identities, and how is this inflected by
relationships with other ethnic or racial communities? The relationship with an
often romanticized “India” is a central question, expressed through the concepts
of diaspora, exile, and transnationalism. Consequently, what are the conditions
of “authenticity,” and of cultural authority? What aesthetic forms, questions, and
issues express or preoccupy the artists of the South Asian American community?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: AMST273
Prereq: None

ENGL277 Race and Ethnicity on the Shakespearean Stage
In this class, we will take up the question of race in relation to the Shakespearean
canon. We will look at four plays by Shakespeare and one by Christopher
Marlowe, each of which features a major character that early modern audiences
would have perceived as racially “other” (e.g., Moors, Jews, Indians, Turks,
Egyptians), as well as some relevant Shakespearean poetry. We will set these
plays against other texts and artworks that explore and make arguments about
racial/ethnic difference, investigating the ways in which ideas about race
intersected with ideas about geography, climate, religion, custom, and sexuality
in 16th- and 17th-century Europe. Our goal, throughout, will be to come to
grips with historical ideas about racial difference that will seem alternately alien
and familiar from our contemporary perspective, as well as to interrogate the
popular understanding of Renaissance Europe as exclusively “white.” In the
course’s final section, we will look at the subsequent history of Shakespearean
performance and race, reading and watching adaptations from the 18th to the
21st century and discussing issues ranging from colorblind casting to arguments
over whether “original practices” such as blackface still have a place in the
repertory.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL278 Writing On and As Performance
This course focuses on developing descriptive critical writing skills. Through
close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle,
Eileen Myles, Lydia Davis, Hilton Als, Claudia Rankine, Eve Sedygwick, and Ann
Pellegrini, this course will challenge students to craft ideas and arguments
with engaging critical reading, creative thinking, and clear writing. We will
experiment with style and form from academic essays to performative writing,
performance lectures, and free form prose. Students will complete in-class
writing assignments and exercises in response to written, recorded, and live
performances by a range of contemporary artists.
ENGL279 Introduction to Latina/o/x Literature and Art: Border, Citizen, Body
This course will engage Latina/o aesthetics to think about borders, desire, citizenship, personhood, and embodiment. By engaging the Latina/o artistic imaginary, we will consider the emergence of contradictory social phenomena, such as dreamers, assimilative drives, utopic desires for anti-assimilative places of habitation, the minuteman militia, consumer drives for representations of "spicy" and "exotic" and "degenerate" brown bodies, rejections by Latina/o artists of brownness, spiciness and degeneracy, as well as laws in Arizona, Texas, and California that endow police with the power to discern visually whether a brown body is "legal" or not. Several questions and themes will focus our engagements of literature, cinema, and music: How does the Latina/o artistic imaginary depict distinct migrant journeys and rural or urban forms of labor? How do intersecting discussions of race, ethnicity, gender, sexuality, and class in relation to Latina/o aesthetics complicate the existing definitions of these terms in the United States? How do artists interrogate heteronormativity in Latina/o and dominant U.S. cultures? How do they conceive of their specific crises of representation, which include the demand for realism and personal narratives by critics and mainstream readers? What deviant and beautiful forms of life does Latina/o aesthetics make imaginable for everyone?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL280 Staging Race in Early Modern England
This course analyzes the dramatic representation of race in the plays of Shakespeare and his contemporaries. We will examine the historical emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and national identity. Readings focus on three racialized groups: Moors, Jews, and Native American "Indians." After reading the play-texts in relation to the historical moment in which they were first produced (using both primary and secondary sources) we will then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL281 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
experience and subjectivity that exceed traditional notions of "authenticity," complicating contemporary regimes of identification, and presenting alternative visions of the futures of blackness.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM224F
Prereq: None

ENGL285 Enlightenment to Modernism: British Literature, 1780-1914
This course offers an introduction to modern British literature and culture, with an emphasis on the ways in which literary form responds to and shapes the movements of history. We begin with the emergence in the late 18th century of two new literary forms with substantial debts to the Enlightenment—the novel and Romantic poetry—and trace the development of these genres in the hands of later writers, from George Eliot's panoramic depiction of a small city at a moment of profound historical, social, and economic transformation to E. M. Forster's portrait of two sisters who exemplify a country caught between its ideals and the reality it has made for itself; from Robert Browning's repudiation of Romantic confession to Oscar Wilde's definition of art as artifice, or "lying." Central themes include changing concepts of personhood; the relation among science, nature, and faith; the politics of class and gender; the tension between the language of everyday life and the language of literature; and the role of art in a rapidly changing, chaotic, and often exhilarating modern world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL286 When Harlem Was in Vogue
This course will examine the aesthetics and politics of the first Modern African American cultural movement, known today as the Harlem Renaissance. In our readings of key literary texts by authors such as Alain Locke, Jessie Fauset, Zora Neale Hurston, Eric Walrond, Langston Hughes, Claude McKay, Nella Larsen, and Jean Toomer, we will discuss both the national and global contexts of so-called "New Negro Writing" and focus on debates surrounding representation, "respectability," and racial authenticity. During this course students will read canonical and popular literary works by early 20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as "The Crisis," "Opportunity," and "Fire!!") in collating an emergent modern African American literary tradition. At the end of this course, students will not only be familiar with the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American art.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST282, AFAM286
Prereq: None

ENGL287 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation
This course is an introduction to major poets and themes: nature; memory, imagination, and creativity; the poetic I; form and prosody; responses to the French Revolution; and social and economic change. Focusing on issues of nation, gender, politics, and form, the course places poets in conversation with one another and with broader dialogues about poetics, politics, and society taking place during the late 18th and early 19th centuries.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL289 Intertextual Aesthetics in African American Culture: From Signifyin(g) to Sampling
Intertextuality, the integration of references to multiple texts into a single artistic work, has long been considered a hallmark of postmodern aesthetics. This course will begin from the premise that this intertextual approach was a foundational aesthetic technique for African American cultural producers long before any discourse around postmodernism entered the lexicon. From David Walker’s “sampling” of the Declaration of Independence in making his 1830 anti-slavery Appeal, to Kara Walker’s incorporations of imageries and artistic techniques of the antebellum South to comment on contemporary realities of blackness, African American artists have long made use of intertextual aesthetics not merely in the service of postmodern indirection, but in order to represent the realities of black lived experience in America. This course will investigate the transmedial history of this intertextual black aesthetic, examining African American literature, music, film, and visual art, and will consider various ways in which black intertextual aesthetics have been theorized, from Henry Louis Gates’ notion of “signifyin(g),” to discussions of hip hop sampling and Black Twitter. As mass-mediated technologies have proliferated in the 20th and 21st centuries and representations of “Blackness” write large have exponentially multiplied in the popular imagery, contemporary artists increasingly sample and signify on these representations themselves. So a significant piece of our work in the course will be in analyzing the ways that the intertextual aesthetic is mobilized in the contemporary moment to speak to material realities of postmodern blackness, and to articulate nuanced black subjectivities in the face of subjection.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM276
Prereq: None

ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction
We begin this writing course with questions central to the students’ own work in both nonfiction and fiction: how to establish characters and a narrator’s voice and how to frame the spatial and emotional world of the piece. The course encourages writers to explore questions of design and structure while focusing also on style and technique at the sentence level.

Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL291 The First Stories: Oral Poetry in Greece and Anglo-Saxon England
An introduction to the themes, techniques, poetics, and ideologies of the oldest surviving poems in Greek and Old English.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None
ENGL292 Techniques of Nonfiction
In this course, we will learn how to craft and revise short pieces of nonfiction writing that draw on our own life experiences and our observations of the world around us. To achieve this goal, we will constantly be creating and editing our own prose, and we will perform various writing exercises. Moreover, we will read our colleagues' nonfiction prose and offer them thoughtful, generous feedback. Finally, we will read various published nonfiction essays—memoirs, musings, reviews, and reportage—and we will analyze these pieces in order to understand how veteran authors narrate "real-life" stories in a way that is engaging, beautiful, and meaningful. Upon completing this course, you will have a deeper knowledge of how to construct resonant nonfiction narratives, and a better understanding of various literary concepts, including pacing, arc, imagery, place, and character. You will have learned how to harvest experiences and observations from your own life in order tell a story that reveals subtle but acute information about the larger world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL293 Love, War, and a Few Monsters: An Introduction to Medieval Literature
This course engages with a selection of French and English literature from ca. 1200 to 1400, with an emphasis on the popular genres of romance and epic. Our authors and works will include Marie de France's and Béroul's poems of magical and doomed love; contacts between Christians, Muslims, and Jews in the Song of Roland and the Song of the Cid; and finally Chaucer's masterpiece The Canterbury Tales. The topics that we will examine include the politics of chivalry and crusading, medieval views of gender and sexuality, religious controversies, and representations of the world beyond Europe.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: MDST295
Prereq: None

ENGL295 Reading Theories
In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: FIST290, CEAS340, CCIV393, GRST231, RUSS340, REES340, RULE340, COL339
Prereq: None

ENGL296 Techniques of Fiction
This introduction to the elements of fiction and a range of authors is for students who want to write and, through writing, increase their understanding and appreciation of a variety of short stories.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL297 Creating Children's Books I
In this course each student will create and illustrate a children's book, at the picture book or illustrated chapter book level. Assignments include examining a variety of children's books (from 1930 to the present) and emulating specific authors and illustrative techniques as we develop original work. We will discuss both text and illustration in published picture books, and the creative assignments and workshop discussions will focus on both components, and their interaction. We will look at a range of questions: What is this book for? Who is it for? Does it appeal to children and adults in different ways? What assumptions does it make about the world of childhood and the relationships children have? How does it obscure, reveal, comment on, or attempt to change the truths of life—things like love, desire, satisfaction, hurt, difference, sickness, and death? What values or norms does it establish—or subvert? What do the words and pictures do to each other? What values or expectations are at stake as the story or pattern unfolds? We will use questions like these to help drive our experiments and revisions as we workshop all stages of our books.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: WRCT264
Prereq: None

ENGL298 Richard Wright and Company
This course offers an in-depth consideration of the work and career of Richard Wright, a defining figure in 20th-century African American literature, and seeks to understand Wright's interactions with a wide array of mentors, protégés, and enemies. By placing Wright amid the network of supporters, admirers, and detractors who surrounded him, we will gain a deepened understanding of Wright's development and a useful map of 20th-century African American literary expression and American literary history more broadly. Writers to be covered in the course may include, along with Wright, Hannah Arendt, James Baldwin, Gwendolyn Brooks, Horace Cayton, Ralph Ellison, James T. Farrell, Dorothy Canfield Fisher, Chester Himes, Langston Hughes, Zora Neale Hurston, Alain Locke, Gertrude Stein, Margaret Walker, John Williams, and Frank Yerby.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: WRCT264
Prereq: None

ENGL301 Philosophy of Memory in African American Literature
This course will consider the importance of memory in African American literature and will explore the many ways in which authors of African descent engage, transform, and build on long-established intellectual traditions of the mind. Students will explore the importance of the idea of "memory" to these intellectual traditions of the mind and will trace the praxis of remembering as a literary act through African American literature of the long 19th century. Finally, students will explore how persons of African descent are dehumanized through a systematic reduction of their mental capacities in these same philosophical traditions of the mind. We will discuss the ways in which memory specifically figures into this dehumanization and how authors of African descent use these very theories to resist the reification and overdetermination of both their literary works and their selves.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM304
Prereq: None
ENGL302 Matter, Community, Environment
In recent years, it has become increasingly difficult to consider human communities without also considering questions of "nature" or "environment." Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no "nature" or "society"--only the anthropocene; and, drawing from the former two positions, object-oriented ontology conceives of ideas (such as "community" or "society") as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on "us" as humans in the first place but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: SISP303, CHUM305, COL303
Prereq: None

ENGL303 Narrative Theory
Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, "simply there, like life itself." As these claims indicate, narrative gives form to our collective experience: from the shadow of history and the shape of the future to the very texture and meaning of time itself. This course provides an introduction to the tradition of narrative theory--the theory of how stories work and of how we make them work--through a sustained engagement with three core narrative-theoretical concepts: structure, text, and time. A single book will anchor and orient each of the course's units: for structure, Vladimir Propp's MORPHOLOGY OF THE FOLKTALE; for text, Roland Barthes's S/Z; for time, Gérard Genette's NARRATIVE DISCOURSE. Herman Melville's novella BENITO CERENO will supply our "control text," a narrative to which we will return as we study the theory and through which we will test the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches--Marxist, historicist, queer, psychoanalytic, sociological--that challenge or modify the theoretical terms with which we started.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL304 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice
Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unknowable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to the poet's effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
students will learn how to read critically, articulate criticism constructively, to help students learn how to change their writing point of view. Specifically, spell checker. Revision is a change in your point-of-view. This class's goal is of their writing process? Students will find out in this class. Revision, simply, does the process entail? What constitutes a revision? How do other writers Revision is considered the final stage of writing, but what is it, exactly? What does the process entail? What constitutes a revision? How do other writers revise? And what are the rules writers can follow to make revision a cornerstone of their writing process? Students will find out in this class. Revision, simply, is not correction. Revision is not changing "red" to "crimson" or running your spell checker. Revision is a change in your point-of-view. This class's goal is to help students learn how to change their writing point of view. Specifically, students will learn how to read critically, articulate criticism constructively, define uniqueness in both their own writing and others', and self-edit and revise. This course is especially designed for students who have previous experience in creative writing.

ENGL309 Entertaining Social Change
Our seminar advances critical entertainment studies. The fundamental question we will bring to all texts is: has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that progressive songwriters/performers, radical historians (working with cartoonists), and mainly moviemakers have developed to entertain Americans--teach, fascinate, persuade, provoke, and move them through laughter, tears, and not least of all ideas--so that Americans will be more inclined to entertain social critique that inspires social change. We will explore the popularizing (and selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics of protest singers (Woody Guthrie, Pete Seeger, Phil Ochs); folk-rockstars such as Jackson Browne, Ani DiFranco, Father John Misty; the political development of hip-hop (Gil Scott-Heron, NWA); politically edgy comedy (Jon Stewart, Stephen Colbert); and movies (Spike Lee's MALCOLM X and WHEN THE LEVEES BROKE, STRAIGHT OUTTA COMPTON, EL NORTE, SMOKE SIGNALS, NETWORK, WHERE TO INVADE NEXT, MATEWAN, WALL STREET, THE BIG SHORT).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: FGSS5315, AMST315
Prereq: None

ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys
This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read major and minor works of both novelists, but we will also dip into their short stories, essays, diaries, and/or memoirs. In addition, we will also read some of the most significant criticism on both authors to understand how their critical status has been established and modified in the decades since their works were first published.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL310 Special Topic: The Art of Revision
Revision is considered the final stage of writing, but what is it, exactly? What does the process entail? What constitutes a revision? How do other writers revise? And what are the rules writers can follow to make revision a cornerstone of their writing process? Students will find out in this class. Revision, simply, is not correction. Revision is not changing "red" to "crimson" or running your spell checker. Revision is a change in your point-of-view. This class's goal is to help students learn how to change their writing point of view. Specifically, students will learn how to read critically, articulate criticism constructively,
ENGL318 Special Topics: Living Room: Place and Structure in the Novel and Short Story

In this special topics course we will study the craft of structure and setting. We will focus on how novelists and short story writers have made use of architecture and the environment as a means to shape story, reveal character, and direct plot. We will apply our learning to our own fiction by writing work that reveals a sophisticated awareness of the relationship between content and form.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: ENGL292 OR ENGL296

ENGL319 Crossing the Color Line: Racial Passing in American Literature

Narratives of racial passing have long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the "literature of passing" as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Identical With: AMST279
Prereq: None

ENGL321 Special Topics: A Poet's Tour of the Essay: Innovative, Aversive, and Engaged Prose

This special topics seminar will tour "exceptional approaches" to essays and prose and provide opportunities for prose experiments by seminar participants. Reading and writing assignments will explore issues of style, accessibility, and difficulty through the work of Michel de Montaigne, Olaudah Equiano, Frederick Douglass, Ralph Waldo Emerson, W. E. B. DuBois, Victor Shlovsky, Raymond Queneau, Audre Lorde, David Antin, Lyn Hejinian, Nathaniel Mackey, Wayne Koestenbaum, Claudia Rankine, and others.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

ENGL322 American Modernism

This research seminar considers the renaissance in avant-garde and innovative writing that transformed American literature during the first decades of the 20th century. We will seek to identify some of the major schools and fashions of the era's new literature, and we will attempt to understand their relation to developments in the history of publishing and media, as well as to broader developments in American culture and politics.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST
Prereq: None

ENGL323 What Was the Public Sphere?

The origins of the American Revolution are often thought to be found in the emergence of the "public sphere." In addition to organized boycotts and mass demonstrations, colonists in the 18th century also started a paper war with Great Britain, articulating their demands through newspapers and pamphlets, and mobilizing an intercolonial public of readers. This course will explore the material and social conditions that gave rise to the public sphere. We will examine institutions that helped produce new forms of political affiliation. We will consider the role of rational discourse in expressing and adjudicating political claims. We will ask whether the public sphere ever actually existed, and whether it does—or can—exist in our current historical moment.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST234
Prereq: None

ENGL324 Black Power and the Modern Narrative of Slavery

The historical moment immediately after the civil rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers have written award-winning novels that have given unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM324, AMST334
Prereq: None

ENGL325 Intermediate Nonfiction Workshop

This workshop offers students with some background in writing a chance to experiment with essay forms, develop and revise their own new work, discuss a wide range of published texts, and collectively consider the possibilities of the genre.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL326 Advanced Nonfiction Workshop

This workshop offers students with prior experience writing nonfiction a chance to analyze a wide range of published texts, develop and revise new work of their own, and collectively consider the possibilities of the genre.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL327 Criticism and Psychoanalysis

This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation—especially literary interpretation—has been immeasurable. One central concern will be the capacity of psychoanalysis to force us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.
### ENGL289 African American Poetry
- **Prereq:** ENGL216 OR ENGL292 OR ENGL296
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL
- **Identical With:** AFAM334

#### Course Description
In this special topics course, we will undertake a study and writing in long-form prose work. While our primary examples might most easily be classified "fiction," we may also engage periodically in complicating such designation. Engagement with the reading list will be based upon arising concerns within current and more historical pieces. Classroom discussion will help us develop a series of theories and practices beyond the pale of the standardized.

**Offering:** Host
- **Grading:** A-F
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL
- **Prereq:** None

### ENGL292 OR ENGL296 OR ENGL325 OR ENGL339

#### Course Description
In his book-length manifesto, Poetry as an Insurgent Act, Lawrence Ferlinghetti claims that "the printing press killed poetry." What he seems to be lamenting—at least, in part—is the privileging of the written word to the detriment of poetry's musical, or aural, qualities. In this advanced-level workshop, we will focus on the poem as something intended to be read aloud and listened to. This course will also examine the roots and evolution of the African American oral poetic tradition with special attention paid to the rhetorical strategies derived from the black church, adopted by civil rights leaders and speech writers, and used to varying degrees by poets ranging from those of the Black Arts Movement of the 1960s and '70s to practitioners of contemporary hip-hop and spoken word. Some of the poets under consideration include Amiri Baraka, Oscar Brown Jr., Jayne Cortez, Gil-Scott Heron, June Jordan, The Last Poets, Carl Hancock Rux, Sonia Sanchez, Patricia Smith, Jessica Care Moore, Laini Mataka, and Saul Williams.

**Offering:** Host
- **Grading:** A-F
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL
- **Prereq:** None

### ENGL329 Special Topic: Writing and Reading Short Stories
- **Prereq:** ENGL292 OR ENGL296 OR ENGL325 OR ENGL339
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL

#### Course Description
Each week we will be reading two of the class's short stories, in progress or completed, plus a published story. Over the course of the semester, students will complete three stories, length is negotiable. As class participants, students should bring their most thorough and considered observations about the works to the conversation, which means reading both the student pieces and the published stories several times. Students will be writing detailed comments on the manuscripts and an overall critique of at least one double-spaced page.

**Offering:** Host
- **Grading:** A-F
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL
- **Prereq:** None

### ENGL330 Writing History
- **Prereq:** ENGL292 OR ENGL296 OR ENGL325 OR ENGL339
- **Credits:** 1.00
- **Gen Ed Area:** HA-THEA

#### Course Description
This course is an intermediate-level playwriting workshop. We will examine plays that use different dramaturgical strategies to grapple with, question, and invigorate the historical record, including Miller's The Crucible, Jacob Jenkins's An Octaroon, Miranda's Hamilton, and Shakespeare's histories. We will then write original plays that spring from, react to, and grapple with the past as it has been told and hidden from telling. In addition to numerous short exercises, students will research and write a 40-page history play.

**Offering:** Crosslisting
- **Grading:** A-F
- **Credits:** 1.00
- **Gen Ed Area:** HA-THEA

### ENGL332 Romanticism, Criticism, and Theory
- **Prereq:** THEA199 or ENGL269
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL

#### Course Description
This course offers an introduction to major trends and approaches in literary theory and criticism since World War II by way of an examination of the cultural historiography of the Romantic period. Many important theorists and critics, from new criticism to new historicism, from structuralism to poststructuralism, have also been Romanticists, and in their writings we can see how methodological and theoretical principles at once propel and are propelled by literary critical insights or questions—that is, how theory and criticism work together. This course assumes no prior knowledge of literary theory or critical schools. We will have three goals: to deepen our understanding of Romantic literature, of literary theory, and of criticism.

**Offering:** Host
- **Grading:** A-F
- **Credits:** 1.00
- **Gen Ed Area:** HA-ENGL
- **Prereq:** None
ENGL336 Intermediate Poetry Workshop
How does poetry express what, at first, might seem inexpressible? In this project-based workshop, we will explore this question in an attempt to say the unsayable. Guided by immersive writing and reading experiments into language's limits, students will craft a cohesive, project-centered body of poems while cultivating an engaged daily writing practice.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL337 Advanced Poetry Workshop
This seminar-style course will focus on the reading and constructive discussion of poetry submitted by members of the workshop. We will explore an extensive reading list of contemporary poetry as well as philosophies of art-making written by both writers and artists. A final book arts project—consisting of 15 pages of revised poetry and a statement of poetics—is due at the end of the semester.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL337A Advanced Poetry Workshop: Radical Revision
"Poetry," writes Yusef Komunyakaa in his essay collection Blue Notes, "is an act of meditation and improvisation. And need is the motor that propels the words down the silent white space." In this intermediate poetry workshop, students will consider various perspectives on the revision process and explore strategies for redrafting poems-in-progress. While this class is open to any poetry student with previous workshop experience, those who stand to gain the most are those who've already amassed a sizable body of work—poems, drafts, notes—with which they are, for the most part, dissatisfied and eager to improve. It is imperative that students come with an open mind and a willingness to surprise themselves and one another.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: ENGL216 OR ENGL336 OR ENGL337

ENGL339 Intermediate Fiction Workshop
This workshop is for students who already have a basic understanding of how to write literary fiction, either by having taken an introductory course (e.g., ENGL296 Techniques of Fiction) or by other means.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL341 Archiving America
How do we know what we know? This seminar will explore the notion of archives as a way to understand the politics of knowledge production. We will read primary works in which archives—in the form of documents, photographs, postcards, and more—feature prominently and compel us to question how we determine what an archive is and what its meanings are. We will also examine theoretical texts to understand how the archive can be used to discipline knowledge, but when used creatively and critically, can also reveal new forms of understanding. Work with Wesleyan's Special Collections and Archives will give us a hands-on approach to the course's subject matter, and students will have the option of conducting their own archival projects to illuminate something new about our understanding of America.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL342 Advanced Fiction Workshop
This course in short fiction is for people who have already had an introduction to fictional technique and, preferably, an additional course in creative writing. Students will generate and engage in their own writing projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL343 Contesting American History: Fiction After 1967
The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernism. This course will explore the theories of history fostered by novelists over the past five decades. What visions of American history do these novels construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL344 Women's Lib, Women's Lit
The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: FGSS345
Prereq: None

ENGL345 Forms of Presence in Renaissance Lyric
Lyric poems depend on immediacy—on the sense that, when we read them, we hear a real voice, speaking right now. Yet the presence that lyrics create is always at risk of being exposed as fantasy, an illusion conjured by the written texts in which we encounter them. How, then, do lyrics bring voices to life? What gives those voices the thrill of immediate presence? And what do lyrics do to us, the readers whom they seek out or evade, seduce or resist, sometimes all at once?

These questions were particularly urgent in early modern England, where an astonishing outpouring of lyric poetry coincided with the rise of print. In this course, we will take this historical coincidence seriously: studying the major lyric poets of the period by paying special attention to the material forms in which their poems reached readers. Our approach will be guided by readings
in lyric theory and the history of the book; together, they will prompt us to ask how the book as medium shapes and troubles lyric’s imagined presences—and the problems of self, love and desire, of sex and gender, of religious belief and political commitment, with which lyric wrestles.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL347 Special Topics: Day Books, Diaries, Notebooks, Etc.

This class will take as its focus both creatively and critically the daily and episodic tracking of our own and others’ insights, observations, inspirations, motivations; incidents and encounters that seem worthy of (personal) note, whether this be for instant gratification, imprint, or later expansion, simple records as well as flights of writing. We will read and keep journals of various kinds. Very little will be out of bounds.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: WRTC347
Prereq: ENGL292 OR ENGL296

ENGL348 Modernism’s Kids: Children in Modernist Fiction

Modernist art—from the writings of Gertrude Stein to Picasso’s painting—has frequently been derided as something that could be made by children. The gibe is, perhaps, to be expected. Central to the modernist project was the aim to re-create the world with the unrestrained and unfiltered vitality of children. The child embodies modernist hopes for a transformed future, but the child is also the repository of the past, of the more vital self each adult loses through their passage into adulthood. Representing the consciousness of children—and even, at times, inducing such a consciousness in its adult readers—is a strategy that informs a wide range of modernist texts.

This course will explore the fascination with and investment in children in Anglophone modernist prose by authors based in Europe. In addition to exploring the central role that child characters play in many key modernist novels, we will explore the way in which ideas about childhood inform authorial experiments with form and narrative voice. To inform this inquiry, we will read selections from texts in philosophy and psychology and psychoanalysis that were influential in shaping modernist conceptions of language, culture, consciousness, and the human life cycle. Finally, we look at a selection of children’s books written by modernist authors and investigate their relationship to children’s literature of the period.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL349 Historicizing Early Modern Sexualities

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL350 The Law, the Citizen, and the Literary and Cinematic Imaginations

In this course, we will study several major legal events that highlight the contradictions and injustices in the history of U.S. citizenship and the ways this history has been reimagined in literature and cinema. Among the topics discussed will be the slave codes, the Treaty of Guadalupe Hidalgo, the Fugitive Slave Act, the Jim Crow order, the Bracero program, sodomy laws, and SB 1070. We will consider theories of citizen, state, race, and sexuality inherent in these legal structures, with an eye for who may be incorporated into the body politic and who is unassimilable by design, and on what terms. In addition, we will consider the way literary and cinematic texts engage the rhetoric and psychic effects of the law and the way they present different imaginaries of human bodies, communities, and temporalities. Our focus will be on African American, African diasporic, Latina/o/x and Indigenous literatures and cinemas, as they reveal the rifts and conjunctions among the categories citizen, “savage,” “gente sin razón,” slave, illegal, pervert, and deviant.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST350, AFAM350
Prereq: None

ENGL351 Debate and Destruction: Jews and Christians in the Middle Ages

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews’ expulsion in 1290. We will also look at how the Jews are depicted in subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin (all in translation) as well as English, giving us a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the popularity of Jewish-Christian debate as a literary form, the Crusades, gender roles and gender fluidity, Jewish and Christian apocalyptic programs, and the curious afterlife of Jews in Middle English literature.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: CJST351, RELI351, MDST351
Prereq: None

ENGL352 Developing a Perspective: Looking at the World Afresh

The most valuable quality a writer can have is a singular perspective, a way of engaging with the world that is the writer’s alone. Partly this perspective is shaped by narrative voice; partly it is shaped by choosing what to focus upon. We will use techniques from various creative fields to look at our surroundings afresh while simultaneously developing our composition skills to form these observances into literature.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL353 Race, Ethnicity, and Religion in Medieval Literature

Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question by considering the invention of medieval ideas of race, ethnicity and religious difference. Our focus will be on a selection of texts dealing with encounters -- real and imaginary -- of Western European Christians with cultures from the Mongol Empire to the Celtic “borderlands.” The readings will begin historically with the Crusades
ENGL356 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: MDST353
Prerek: None

ENGL354 Reading and Rereading Moby Dick
For many, Herman Melville's Moby Dick is the greatest novel in all of American literature, an undisputed classic. "It is a great book, a very great book," D.H. Lawrence declared. "It moves awe in the soul." E.L. Doctorow once proclaimed that American literature begins with Moby Dick, "the book that swallowed European civilization whole." When Moby Dick was first published, however, it was a critical and commercial failure. This class will encourage students to reflect on the nature of literary experience by reading Moby Dick twice. We will try to figure out why readers overlooked the novel when it was originally published, and why readers later, after a second closer inspection, gained a greater appreciation for the novel. We will think about what happens when we encounter a text for the first time, and how different kinds of meaning might accumulate over multiple readings. We will consider whether twentieth-century institutional structures, from the modern seminar to the cheap trade paperback, made Moby Dick more likely to be read and reread. In the end, this course offers students the chance to study a literary classic in depth. We will read and reread Moby Dick to better understand how literature works, and how American literary history has taken shape.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prerek: None

ENGL355 Scribes, Book Worms, and Bibliomaniacs: The Thrall of the Book
Even in the age of electronic and audiobooks one still hears book lovers exclaim on the unique sensation of "holding the physical book," the smell of its pages, and the pleasures (or transgressions) of being able to write notes in one's own physical copy. Loving books thus amounts to more than reading text, it often involves a relationship with the physical objects of books. The course has a two-pronged focus: the history of the evolution of the book as medium and the literature on the creation, collecting, and circulation of books. This means that we will be tracing the evolution of reading and writing as technologies on the one hand, and reading literary representations of this evolution on the other. Our discussions of bibliomania and the preservation impulse of archivists and book collectors will be accompanied by practical exercises with physical books in Special Collections.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prerek: None

ENGL356 Theories of Translation
This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL336
Prerek: None

ENGL357 Writing for Television II
This advanced course requires that each student act as writer, producer/network executive, and lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: WRCT263, FILM459
Prerek: None

ENGL358 Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11
In this interdisciplinary, nonfiction writing seminar, students will work on writing book and film reviews, op-ed pieces, blogs, memoirs, and narrative non-fiction as they explore the ways contemporary literature and film have depicted the post-9/11 War on Terror. They will watch documentaries by Laura Poitras, as well as Alex Gibney's We Steal Secrets: The Story of WikiLeaks. They will read fiction by Mohsin Hamid, Elina Hirvonen, Deborah Eisenberg, and Martin Amis, and nonfiction prose by Dunya Mikhail, Pankaj Mishra, and George Packer. There will be a workshop component to this course. Students will focus on presenting their ideas in sophisticated, accessible prose, paying close attention to language, style, and syntax at the line and paragraph levels.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prerek: ENGL292 OR ENGL296

ENGL359 Criticism and Marxism
This course introduces students to the Marxist (or historical-materialist) tradition, with accent on its centrality to interpretive methods in literary studies and related fields in the human sciences. We will study foundations, beginning with Marx and Engels, and our reading will carry us through the range of Marxism that inform contemporary critical practice. We will focus on historical materialism as a style of dialectical thought, uniquely equipped to grasp both our immediate objects of study (literary texts and other cultural productions) and the social forces through which those objects are determined. In the same dialectical mode, we will reflect often on the relation between our work in the classroom and our contemporary social and historical situation. Students with an interest in literary and social theory will benefit from the course, as will students who know a little bit about Marxism but want to understand the logic of this crucial body of thought.
Offering: Host
Grading: A-F
Credits: 1.00
ENGL360 Special Topics: Writing Lives
In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom—and what gets left out? What kinds of research are necessary? How does a writer’s relationship to her subject inform such a portrait, and what are the ethics of that relationship?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: FGSS360
Prereq: None

ENGL361 After Orientalism: Asian American Literature and Theory After 2000
From early articulations of cultural nationalist pride to today’s transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. This course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium, more than 30 years after the field’s inception. Alongside a selection of novels, poetry, short stories, and graphic novels by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, exploring frameworks of modernity, postmodernity, neoliberalism, and the university as ways of situating contemporary Asian America’s aesthetic innovations.

Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST313
Prereq: None

ENGL362 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to “invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure.” This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, black thought, brown study, and indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or cohabitators enact togetherness. Artists and projects to be discusses incude: Andy Warhol’s Factory, Hugo Ball, Emily Johnson, Black Salt Collective, My Barbarian, Harriet’s Apothecary, General Sisters, the Critical Indigenous Photographic Exchange, Betalocal and more.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: AFAM364, THEA364
Prereq: None

ENGL363 The Sounds of Black and Brown Performance
This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories. Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifyably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say “gender-y” is to say threatening, off-kilter, violatable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm (Muñoz)?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: THEA366, CHUM366, AFAM362
Prereq: None

ENGL364 Special Topic: Experiments in Fiction
In this special topics fiction course we will experiment with forms, realities, and language in order to open new paths to writing fiction. We will add dimension to our own fiction writing by venturing into other literary genres such as poetry and drama. The goal is to "stretch" while learning from literary examples and ideas past and present.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL365 Ethics and Literature
P. B. Shelley’s claim that “the great instrument of moral good is the imagination” lacks the 20th-century pessimism of his inheritor, W. H. Auden, who wrote that “poetry makes nothing happen.” Beginning from this disagreement about the influence of creative work on social and material relations, this course will explore the ethical effects of aesthetic production. Drawing on a historically broad set of readings—from the Enlightenment and Romantic period through the 21st century—we will look at how writers and philosophers have addressed the relationship between literary and cultural works and moral transformation. These works help us examine how “words are also deeds,” as Wittgenstein puts it.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL367 Nature Description: Literature and Theory
What happens to the world when we describe it using language? What happens to language? Do different modes of description and figurative language do different things to the world? Might we think of such modes—and the literary genres that offer them—as tools that help us approach and understand nature? And in what ways do these modes and the unexamined assumptions that structure them limit what we can see? How much can we really know about nature as it is, in itself, outside of our representational strategies? Further, how have modes of description changed over time, and what can we today learn from studying other ways of understanding how language reflects, touches, and transforms the material world?
This course will grapple with big questions about nature, language, literary form, and human minds—as well as the complex interactions between and among these. We will seek answers by attending closely to both literary and theoretical texts.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: SISP365
Prereq: None

ENGL368 Incarceration and American Literature
This course offers a consideration of the image of imprisonment in American literary and cultural expression and its relation to the history of corrections and criminal justice in the United States and to prominent ideas about democracy, freedom, and citizenship.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: CSPL368
Prereq: None

ENGL369 Sex, Death, and God: English Metaphysical Poetry from Donne to Marvell
This course surveys 17th-century English metaphysical poetry, a body of verse known for both its formal experimentation and its transgressive choices and combinations of subject matter. Surveying poetry by the major metaphysicals (e.g., Donne, Herbert, Marvell), as well as lyrics by more minor poets, we will examine the central concerns of the metaphysical lyric: sex, death, God, and politics. We will think about how these authors used poetry to imagine a whole range of bodies and desires, from Crashaw's homoerotic "liquid poetics" to Donne's intertwined desires for profane and divine love to Marvell's imaginative preoccupation with plant bodies and their sexuality. We will discuss how these poems think about the prospect of death and what comes after, as their authors imagine their future selves as skeletons, as angels, as dust and their poems as tombstones, as wills, as relics. We will talk about 17th-century Christianity, asking how these poems characterize the relationship between the human, organized religion, and the divine, as well as how these poems imagine other religious traditions. Finally, we will think about politics, asking how and if these famously self-contained, abstract lyrics engaged with contemporary political issues from changes in agricultural labor to New World exploration to the regicide of Charles I.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL370 The Graphic Novel
Since the groundbreaking publication of Art Spiegelman's MAUS in 1993, "graphic novels" have entered the global cultural mainstream. A truly multicultural genre, comics created by men and women around the world now appear in U.S. high school and college curricula, hold the attention of academic critics, and earn big box-office returns in cinematic adaptations. Though dubbed graphic novels by publishers to signal their high-culture aspirations and achievement, outstanding examples of the contemporary book-length comic actually appear in many literary genres. In this course we will survey the current field and read works of fiction (such as THE WATCHMEN and JIMMY CORRIGAN), autobiography (MAUS, PERSEPOLIS, FUN HOME, and 100 DEMONS), journalism (PALESTINE and SAFE AREA GORAZDE), and what we might call "comic theory" (UNDERSTANDING COMICS). And just as comics have become a global medium, they are perhaps inherently postmodern. Many contemporary comics are self-conscious about questions of form and theories of representation, a characteristic that will help us formulate new versions of the questions often considered in literary study. How do words and pictures drawn together in sequential narratives tell stories? What different skills are needed to comprehend this complex play of image, language, and time? What can graphic books do that other books cannot, and what are the constraints that shape this form?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: THEA371, AFAM371, FGSS371
Prereq: None

ENGL373 From Courtly Love to Cannibalism: Medieval Romances
Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist loses gender, skin color changes with religion, and a dog might be the hero of a tale. In this course, we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including Sir Gawain and the Green Knight set at King Arthur's court. Some of the topics we will consider are Romance's engagement with the religious and ethnic conflicts of the Crusades, theories of good and bad government, and of course, Christian mysticism and the Holy Grail.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL374 Special Topic: Unreliable Narrators
An unreliable narrator may be devilish or deceitful, but any of us can become unreliable narrators when forced to confront and explain unpleasant truths. In this special topics course we will study the unreliable narrator in both fiction and nonfiction. We will examine how the subjectivity of all narrators gives them limited access to the truth, and how we can use this interesting psychological phenomenon in our own writing.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: ENGL292 OR ENGL296
ENGL375 Black Global Cities
In this course, we will analyze representations of cities and Black urban modernity in Afro-diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa, Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week’s readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Badroon, Petina Gappah, Kel Miller, and Teju Cole. We will also watch films such as Girlhood (2014), Black Panther (2018), The Harder They Come (1972), Bad Friday: Rastafari After Coral Gardens (2011), Welcome to Nollywood (2007).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AMST375, AFAM375
Prereq: None

ENGL376 The New York Intellectuals
This course is a research seminar on the lives and work of the small group of mainly Jewish left-wing intellectuals who reshaped American culture in the two decades after World War II. We will consider how it was that a small group of poor Jewish kids, who had grown up thinking themselves marginal to American society, ended up becoming among the most revered and influential intellectuals of the postwar era. Our main focus will be on the development of their ideas about art, politics, and culture and on the way their ideas bore fruit in some of the important literary expression of the postwar decades. But we will also consider the sociological and political factors that help explain their rise to influence. Among the writers whose work we will discuss will be Woody Allen, James Baldwin, Daniel Bell, Saul Bellow, Ralph Ellison, Clement Greenberg, Elizabeth Hardwick, Irving Howe, Alfred Kazin, Irving Kristol, Dwight Macdonald, Mary McCarthy, Norman Podhoretz, and Lionel Trilling. Readings will include critical essays, novels, poems, memoirs, and short stories. Viewings of paintings, photographs, and documentary films will be recommended.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

ENGL377 The Sonnet
The sonnet is one of our oldest and most ubiquitous poetic forms. For centuries, writers as disparate as William Shakespeare, Marilyn Nelson, Wanda Coleman, and David Wojahn have dabbled, innovated, succeeded, and sometimes failed with the form. In this course, we will explore the demands and nuances of the sonnet, in an effort to discover what has attracted and continues to attract so many practitioners. By semester’s end, students will possess greater facility with the form itself, as well as skills and techniques that may be of use when composing future poems, whether formal or free-verse.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: ENGL216 OR ENGL336

ENGL385 Survey of African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston’s 1925 play COLOR STRUCK and August Wilson’s 2006 play GEM OF THE OCEAN serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: FGSS323, THEA323, AFAM323
Prereq: None

ENGL386 Special Topics: Improvisation—Collaborating with the Unknown
To improvise is to compose as one goes along, to arrange the unexpected, to make work from whatever materials and sources are at hand without previous planning. In this course, students will cultivate their relationships with what lies outside their realm of knowledge or experience in order to invent unforeseen but dynamic written works. We will study contemporary practitioners (e.g., poets, composers, essayists, dancers, and visual artists), who use found materials, somatic experiments, creative acts of translation, divination, and other innovative modes of improvisation to generate work. Together, while always keeping language close, we will create a forum in which bewilderment guides us. The class will culminate in an installation of creative writing projects spanning fields.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: ENGL292 OR ENGL296 OR ENGL216

ENGL387 Literature of London
This course examines the role of London in the literary imagination of Great Britain from 1800 to 1914. A vibrant multiclass and multiethnic jigsaw puzzle, London was a world city at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation’s narrative center as well. Others saw the ugliness of the city, its poverty, and noisy, crowded streets as inimical to literature. As this tension between visions of London as the core of British culture and as its anathema suggests, literature about London mediated upon the relations between art and society, progress and poverty, and literature and social fact.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

ENGL388 Calderwood Seminar in Public Writing: The Literature of the American 1960s
This workshop course will give students experience in writing for public audiences about literary and social history, along with practice in editing and
collaborating to produce effective prose. Our focus will be on the literary and social history of the 1960s in the U.S. Each student will select an author or publication to research and report on and will work collaboratively with classmates to sharpen his or her writing. Featured genres in which students will practice will include: book review, interview, profile, memoir and others.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-ENGL  
**Prereq:** None

**ENGL399 Advanced Playwriting: Long Form**  
This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-THEA  
**Identical With:** THEA399  
**Prereq:** [THEA199 or ENGL269]

**ENGL401 Individual Tutorial, Undergraduate**  
Topic to be arranged in consultation with the tutor.

**Offering:** Host  
**Grading:** OPT

**ENGL402 Individual Tutorial, Undergraduate**  
Topic to be arranged in consultation with the tutor.

**Offering:** Host  
**Grading:** OPT

**ENGL407 Senior Tutorial (downgraded thesis)**  
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled through the Honors Coordinator.

**Offering:** Host  
**Grading:** A-F

**ENGL408 Senior Tutorial (downgraded thesis)**  
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled through the Honors Coordinator.

**Offering:** Host  
**Grading:** A-F

**ENGL409 Senior Thesis Tutorial**  
Topic to be arranged in consultation with the tutor.

**Offering:** Host  
**Grading:** OPT

**ENGL410 Senior Thesis Tutorial**  
Topic to be arranged in consultation with the tutor.

**Offering:** Host  
**Grading:** OPT

**ENGL411 Group Tutorial, Undergraduate**  
Topic to be arranged in consultation with the tutor.

**Offering:** Host  
**Grading:** OPT

**ENGL412 Group Tutorial, Undergraduate**  
Topic to be arranged in consultation with the tutor.

**Offering:** Host  
**Grading:** OPT

**ENGL419 Student Forum**  
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

**Offering:** Host  
**Grading:** Cr/U

**ENGL420 Student Forum**  
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

**Offering:** Host  
**Grading:** Cr/U

**ENGL420A Student Forum**  
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

**Offering:** Crosslisting  
**Grading:** Cr/U

**ENGL420B Student Forum**  
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

**Offering:** Crosslisting

**ENGL465 Education in the Field, Undergraduate**  
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

**Offering:** Host  
**Grading:** OPT

**ENGL466 Education in the Field, Undergraduate**  
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

**Offering:** Host  
**Grading:** OPT

**ENGL467 Independent Study, Undergraduate**  
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

**Offering:** Host  
**Grading:** OPT

**ENGL469 Education in the Field, Undergraduate**  
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

**Offering:** Host  
**Grading:** OPT

**ENGL470 Independent Study, Undergraduate**  
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

**Offering:** Host  
**Grading:** OPT

**ENGL470 Independent Study, Undergraduate**  
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

**Offering:** Host  
**Grading:** OPT

**ENGL470 Independent Study, Undergraduate**  
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

**Offering:** Host  
**Grading:** OPT

**ENGL491 Teaching Apprentice Tutorial**  
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

**Offering:** Host  
**Grading:** OPT
ENGL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member’s course for academic credit.
Offering: Host
Grading: OPT

ENGL496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: Cr/U