DEPARTMENT OF ENGLISH

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Faculty

Professors: Filetti, Keeling, Paul, Pollard, Rosenberg, Sprague, Wheeler
Associate Professors: Lee, Marinova, Mulligan, Nichols, Rowley, Shortsleeve, Wright
Assistant Professors: Hoag, Hopkins, Wilson
Lecturer: L. Gordon, Rodden
Instructors: Barclay, Bunch, J.A. Cornette, J. L. Cornette, Healy, Hoag
Emeriti: Chambers, D. Gordon, Wood

Mission Statement

The CNU English Department instills in students the habits of mind required to pursue informed and purposeful lives in a diverse and interconnected world. Through intensive programs of reading, writing, and research, the department's faculty fosters in its students the capacity for independent thought and reflection, as well as an ever-opening awareness of the world and a keener capacity to observe that world. To that end, the department engenders respect for the English language throughout its history and in its various forms, expressions and functions, while situating English within a larger, global context. Throughout the English Department's curriculum students work toward finding their own critical voices, as they encounter literatures of the world, writings of various fields and disciplines, and language varieties of the local community. Students receive individual attention from their professors, who are published experts in their fields, as well as from leaders in the local community who mentor students in professional settings.

Overview

The English Department is at the heart of a liberal arts university. Grounded in the study of literature and literary tradition, the English major fosters critical-thinking, a talent transferable to all areas of life. The major is an especially good choice for students who want to pursue careers demanding a high degree of cultural literacy and attention to language, such as graduate work in primary, secondary and university level teaching and scholarship, law, advertising, journalism, public relations, publishing, communications, diplomacy, and human relations.

The central strength of the English Department is the study of literature, but the department also features other scholarly strengths. The gateway into the major is Literature, Theory and Culture (ENGL 308W), which gives students access to the theoretical and interpretive strategies that they will need for the many kinds of texts encountered in the major. Students will then choose courses from American, British and World literatures as well as take up the study of a single author (for example, Shakespeare). Upper-level writing courses help students develop advanced rhetorical and composition skills, and linguistics and film studies courses enrich and expand students' understanding of texts and language. Finally, Senior Seminar (ENGL 490W), the capstone seminar, provides students with the opportunity to utilize all that they have learned to produce a final, independent project in a small seminar setting and with the guidance and expertise of an English faculty member.

The department welcomes and values both the literary and writing enthusiast, those who will major in our department, and those who will choose courses to satisfy their own interests and the liberal learning curriculum.

Goals

Literature courses, which comprise the core of each concentration of the major, move toward more sophisticated study: courses at the 200-level introduce important literary periods and major writers, develop literary vocabulary, and encourage critical/analytical abilities by means of short essays and discussion exams. Courses at the 300-level provide information in greater depth, extend literary vocabulary and critical/analytical abilities, and introduce critical approaches and research techniques. Courses at the 400-level encourage close analysis through intensive reading and extended research projects.

Advising

Undergraduate students should contact the University Registrar to be assigned a concentration specific faculty advisor.

Advisors help in working out balanced programs to fit individual abilities and career objectives. Supporting courses in relevant fields may be recommended. Degree progress sheets for all concentrations are available in the department office.

Students who have an excellent background in writing and literature may be eligible for advanced placement in English. (See the *Advanced Placement* section of this catalog.)

General Requirements for the Major

All English majors and minors must earn a *C*- or better in required classes.

The English Department requires graduating seniors to turn in a Graduation Portfolio to the English Department the semester that they take English 490W. Students should see the requirements for the portfolio posted on the English Department's web site at http://english.cnu.edu/resources.

Seminars in College Writing

The *First-Year Writing Seminar* and the *Second Year Writing Seminar* are courses designed to prepare freshman and sophomore students for writing across the disciplines at the University.

The First-Year Writing Seminar (ENGL 123) introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments, reports, evaluations, textual analyses, proposals, and other genres that position their views within ongoing social and cultural questions. The course explores rhetorical genres in relationship to issues in the arts, humanities, social sciences, professional studies, business, economics, and sciences and technology. Beginning with an examination of the principles of critical thinking and how texts and formats are the result of specific situations and conventions, students will evaluate prose texts, conduct research and craft polished pieces of their own using multiple sources of evidence.

The Second-Year Writing Seminar (ENGL 223), a sophomore-level course, enhances the critical reading and writing foundations introduced in English 123, and develops them with a focused exploration of literary and textual topics. Seminars center on the literary expertise of the course instructor in dialog with one of three core readings, such as: Plato's "Allegory of the Cave," Whitman's "Song of Myself," or Borges' "The Garden of Forking Paths." Students will be required to analyze, synthesize, and present primary and secondary sources. Through a process of staged writing and revision, students will produce: a) a polished research paper and b) a formal oral presentation.

In order to receive university credit toward a degree, students must pass each one of the two courses with a grade of *C*- or better. Regular attendance, class preparation, participation in discussions, careful reading, oral presentations, conferences with faculty, draft workshops, final draft editing, and completing work on time are essential for success in the First- and Second-Year Writing Seminars at Christopher Newport University.

To assist students in preparing for the rigors of reading and writing, the English Department provides, in addition to well trained and committed teachers, tutorial support in the Alice F. Randall Writing Center, open to all students at convenient hours during spring and fall semesters.

The Bachelor of Arts degree in English

In addition to requiring successful completion of the liberal learning curriculum, the Bachelor of Arts in English requires the successful completion of the English major core (21 credit hours) and any six additional courses (18 credit hours) at the 300 and 400 level, with the grade of C- or better.

1. ENGL 200, 201, 202;
2. ENGL 308W;
3. ENGL 490W;
4. Select one: ENGL 250, 309W, 353W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credits) at the 300- or 400 -level.

The Bachelor of Arts degree in English Literature Concentration

The Literature Concentration seeks to attract students interested in the study of British, American and world literary traditions. The dynamic English core courses provide majors with the opportunity to explore fundamental questions about the formal beauties of individual works, the status of literature within culture, the literary history of a period, the achievements of major authors, the defining characteristics of genres, the politics of interpretation, and the methods of literary scholarship and research. Upper-level literature courses examine a variety of issues in depth. These may include how biographical, historical, cultural, or political contexts shed light on literary texts; how issues of race, class, gender, and sexuality may influence the production and reception of literature; and how our understanding of narrative can offer insights into our own lives and experiences.

In addition to requiring successful completion of the liberal learning curriculum, the literature concentration requires successful completion of the English major core (21 credit hours) and any six courses (18 credit hours) from the literature courses below, with the grade of *C*- or better.

1. ENGL 200, 201, 202;
2. ENGL 308W;
3. ENGL 490W;
4. Select one: ENGL 250, 309W, 353W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credits) selected from: ENGL 304W, 313, 315, 316, 320W, 324, 341, 342, 343, 345, 346, 356W, 372, 373, 374, 380, 381, 393, 394, 395 (topics in literature only), 410, 412, 415, 428, 429, 476, 495 (topics in literature only), 499, 512, 514.

The Bachelor of Arts degree in English
Writing Concentration

Writing courses develop students' interests in imaginative and professional writing, to include journalism, public relations and grant writing, and multimedia texts. The Writing Concentration in the English Major emphasizes the symbiotic nature in literary studies and writing. Skill in literary interpretation gives students important contexts for understanding human experience and assuming leadership roles in civic society.

In addition to requiring successful completion of the liberal learning curriculum, the writing concentration requires successful completion of the English major core (21 credit hours) and any six courses (18 credit hours) from the writing courses below, with the grade of *C*- or better.

1. ENGL 200, 201, 202;
2. ENGL 308W;
3. ENGL 490W;
4. Select one: ENGL 250, 309W, 353W;
5. Select one: ENGL 421, ENGL 423;
6. Six additional courses (18 credits), selected from: ENGL 250, 309W, 339W, 339L, 350, 351W, 352, 353W, 430, 450, 452W, 453, 454W, 462, 491, 499.

The Minor in Literature (18 credit hours)

The minor in literature requires successful completion of the following courses with the grade of *C*- or better:

1. Seclect two: ENGL 200, 201, 202;
2. Four additional courses (12 credits) selected from the following: ENGL 304W, 308W, 313, 315, 316, 320W, 324, 341, 342, 343, 345, 346, 356W, 372, 373, 374, 380, 381, 393, 394, 395 (topics in literature only), 410, 412, 415, 428, 429, 476, 495 (topics in literature only), 499, 512.

The Minor in Writing (18 credits)

Writing courses develop students' interests in imaginative and professional writing. The Writing Minor emphasizes creative writing and professional writing skills, giving students important contexts for understanding human experience and assuming leadership roles in civic society. The writing minor requires the successful completion (with a grade of *C*- or better) of any six courses (18 credit hours) selected from: ENGL 250, 309W, 339W, 350, 351W, 352, 353W, 430, 452W, 453, 454W, 462, 491, 499.

Teacher Preparation in English

Those students who wish to become licensed teachers should apply to the five-year Master of Arts in Teaching (M.A.T.) program. Students will earn a **B.A. in English** during the first four years and then take an additional year of studies leading to an M.A.T. degree. Students majoring in English can prepare to teach elementary school, pre-kindergarten through grade six, all core subjects, or secondary school, grades six through 12, in the content area of English. Application to the program must be made in spring of the junior year and will require: 3.0 GPA, passing scores on the PRAXIS I exam or SAT score of 1100 with at least 530 in critical reading and mathematics subtests, essay, and two letters of recommendation. Students accepted into this program must complete one of the following tracks for graduation with the bachelor's degree:

Elementary level (PK-6) Track

Major courses required:
See requirements for the B.A. in English.

Support courses required:
ENGL 123, 223; MATH 125; HIST 111; HIST 121; GOVT 101; COMM 201 or THEA 230; two science courses and one science lab; GEOG 201; PSYC 207 or 208; ENGL 310 and 316; SOCL 314/314L; PSYC 312; NSCI 310; MATH 109; CPSC 110.

Graduate courses* required (senior year):
Select six credits from a), b), or c):
a) MATH 570;
b) PSYC/TCHG 544; or
c) MLAN 511 or ENGL 530 or ENGL 532.
* See the graduate catalog for graduate course descriptions.

Secondary level (6-12) Track

Major courses required:
See requirements for the B.A. in English. Specific courses required include ENGL 308W, 309W, 315, 421, and 430, one 300/400-level course in American literature and one course in World literature.

Support courses required:
MATH 125; COMM 201 or THEA 230; PSYC 207 or 208; SOCL 314/314L; PSYC 312; CPSC 110; MLAN 311; ENGL 315, 421, 430.

Graduate courses* required (senior year):
Select six credits: ENGL 512 and MLAN 511 or ENGL 530 or ENGL 532.

* See the graduate catalog for course descriptions.

Teacher Preparation in English as a Second Language (ESL)

For students who wish to become licensed teachers of ESL, further information is available under the Department of Modern and Classical Languages and Literatures.

THE CURRICULUM IN ENGLISH

ENGL 123. First-Year Writing Seminar (3-3-0)
The First-Year Writing Seminar introduces students to the conventions of reading and writing appropriate for liberal arts learning, in particular the ability to analyze and produce sophisticated arguments, proposals, reports, analyses and other academic genres that position their views within ongoing social and cultural questions. Individually and collectively, students will read and discuss challenging texts, evaluating text styles, conclusions, and evidence. They will also draft and revise essays that reflect deeper critical thought, an effective prose style, an ability to evaluate outside research to complement their writing and consideration of an audience's expectations. The course offers students frequent written and oral feedback on their writing and prepares students for the Second-Year Writing Seminar by providing guidance for students to incorporate multiple print and electronic resources into their writing. *Students must earn a C- or higher to satisfy University degree requirements.*

ENGL 223. Second-Year Writing Seminar: Literature, Research and Writing. (3-3-0)
[Formerly ULLC 223, equivalent]
Prerequisite: ENGL 123 and sophomore standing.
The Second-Year Writing Seminar enhances the critical reading and writing foundations introduced in English 123, and develops them with a focused exploration of literary and textual topics. Seminars center on the literary expertise of the course instructor in dialog with one of three core readings, such as: Plato's *Allegory of the Cave*, Whitman's *Song of Myself,* or Borges' *The Garden of Forking Paths*. Students will be required to analyze, synthesize, and present primary and secondary sources. Through a process of staged writing and revision, students will produce: a) a polished research paper and b) a formal oral presentation. *Students must earn a C- or higher to satisfy University degree requirements.*

ENGL 195. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ENGL 200. Literary Foundations I: Ancient through 17th Century (3-3-0)
This course introduces students to the masterworks and key literary concepts from Early England and the American colonies in dialogue with the most influential Classical and Continental sources and inspirations. Classical and medieval authors studied may range from Virgil, Ovid and Seneca, to Petrarch, Dante and Chaucer. Early Modern British and American may include Shakespeare, Sidney, Jonson, Raleigh and Donne to Michael Wigglesworth, Cotton and Increase Mather and Anne Bradstreet. Students will explore alternative voices and cultural contexts in each unit, along with learning about important literary, philosophical and historical changes.

ENGL 201. Literary Foundations II: 18th Century through mid-19th Century (3-3-0)
This course covers the masterworks of English and American literature in dialogue with Continental sources and inspirations from the late Renaissance through the Enlightenment, Romanticism, and the beginnings of Realism. British and American authors such as Pope, Swift, Blake, Wordsworth, Keats, Austen, Emily Brönte, Shelley, Franklin, Hawthorne, Melville, Longfellow and Thoreau will be studied both as representatives of the period, and in conversation with some of their European peers (e.g. Voltaire, Goethe, Pushkin, Balzac, etc.). Topics may include the transformation of economic value from land to capital; a rapidly expanding print culture; the political rhetoric of republicanism, freedom and individualism.

ENGL 202. Literary Foundations III: Mid-19th Century through 21st Century (3-3-0)
This course explores English and American literary traditions from the mid-nineteenth century to the present, covering realism, modernism, postmodernism, imperialism and postcolonialism. It situates anglophone literatures in dialogue with global patterns of influence and inspiration. Selections from English and Commonwealth traditions may include writers such as Tennyson, Browning, Hardy, Dickens, Hopkins, Rossetti, Yeats, Joyce, Woolf, Tagore, Achebe and Rushdie. The American tradition will be represented by authors such as Douglass, Dickinson, James, Whitman, Faulkner, Hughes, Ginsburg, Ferlinghetti, Pynchon, Morrison, and Wallace. Other international authors may include Basho, Rimbaud, Flaubert, Dostoyevsky, Tolstoy, Proust, Mann, Ahkmatova, Borges, Neruda, García Márquez and Murakami.

ENGL 205. World Literatures in Dialogue (3-3-0) AIGM
Pre or Corequisite: ENGL 123.
This course studies the dialogues between literatures and cultures in a historically intensive way. Readings will feature works from across the major historical periods (Antiquity, the Middle Ages, the Renaissance, Neo-Classical/Enlightenment, Romanticism, Realism, Modernism, Postmodernism); works by authors from diverse backgrounds, genders and racial/ethnic origins; and coverage of many different cultures and literary traditions.

ENGL 215. Popular Genres (3-3-0) AICE
Pre or Corequisite: ENGL 123.
Study of the creative concept and practice of a single popular genre such as fantasy, romance, horror, detective novels, sensation novels, etc.; the focus will vary from semester to semester and be determined by the instructor for that term. Students may have the opportunity to write creatively within the focus genre of the term, depending on instructor.

ENGL 216. Ruthless and Revered: Moral Character, Leaders, and Literature (3-3-0) AIII
What can tomorrow's leaders learn from literature? Looking at pivotal moments in literature when leaders must choose between the temptations of fame and their own consciences, this course will examine how leaders achieve success or fail, change the world or destroy it, manipulate and mesmerize the masses, or rescue and guide those in need. Works such as *Murder in the Cathedral, Schindler's List, A Man for All Seasons, St. Joan, Things Fall Apart,* and *Waiting for the Barbarians* will provide the context for examinations of decision-making and the challenges that test fictional leaders.

ENGL 221. Shakespearean Inspirations (3-3-0) AICE
Pre or Corequisite: ENGL 123.
This course examines several of Shakespeare's plays in dialogue with works of art they inspired, including paintings, operas, dramas, fiction, contemporary popular film and music. Students will read and discuss several plays in their original cultural and historical contexts, then look at the ways in which later works of art adapt characters, themes and images to comment upon the time/place in which the inspired/adapted work was created. Course selections may include: *West Side Story*; Mendelssohn's Opus 61, Bronislava Nijinska or George Balanchine's choreography to *Midsummer Night's Dream; Rosencrantz and Guildenstern are Dead,* paintings by Millais, Fuseli and Sargent; Verdi's *Otello; King Lear and Smiley's 1000 Acres.*

ENGL 250. Shaping Language: An Exploration of Creative Writing (3-3-0) AICE
Through exposure, investigation and production, this course will give students the opportunity to engage with the four primary modes of creative writing: poetry, fiction, creative nonfiction and dramatic writing. Along with broad reading and analysis from a production standpoint, students will focus on skills all writers use to capture and convey the personal experience of the world to the public space. Over the course of the semester each student will produce a writing portfolio and engage in peer critiques that displays understanding of creative writing vocabulary and technique.

ENGL 256. Introduction to Film Studies (3-3-0) AICE
Prerequisite: ENGL 123.
This course introduces students to fundamental aspects of film studies as a discipline, including an attention to the critical analysis of the cinematic image, significant trends in film history, film genres and their cultural ideology, major directors and foundational essays in film theory.

ENGL 271. The Arthurian Legend in Fiction and Film (3-3-0) AIWT
Pre or Corequisite: ENGL 123.
This course studies the origins of the Arthurian Legend in medieval Wales, England, Ireland and France, then explores the ways in which the legend was transmitted and transformed through the 20th century. Students will read and discuss primary and secondary texts to explore issues such as the relationship between myth, legend, history, fiction, and folklore; national identity and ideals of kingship; heroes and heroic identity; as well as medievalism, and the uses of the past.

ENGL 295. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ENGL 304. WI: Creativity, out of Conflict (3-3-0) AICE
Prerequisite: ENGL 223.
One of the fundamental engines of literary production is conflict, whether through war, cultural clashes or social unrest. A destructive moment can produce a creative response. Out of the Trojan War, Homer produced *The Iliad* and *The Odyssey*. The course will focus on particular conflict-ridden moments in history and the literature that came out of them. Potential topics: dictatorship, the French Revolution, the American Civil War, the Mexican Revolution, Irish independence the Russian Revolution, the World Wars of the 20th century, the current Israeli-Palestinian Conflict. Partially satisfies the University University Writing Intensive requirement.

ENGL 308. WI: Literature, Theory, and Culture (3-3-0)
Prerequisites: ENGL 223; and either ENGL 200, 201, or 202; English majors only.
This course introduces critical contexts useful for interpreting literature. Short papers permit practice in presenting analysis in support of interpretations, laying essential groundwork for the major. Students will also produce a substantive interpretive and analytical paper focusing on a major literary text, utilizing an approach informed by literary theory and original research developed from electronic databases and print resources. Partially satisfies the University Writing Intensive requirement.

ENGL 309. WI: Creative Nonfiction (3-3-0)
Prerequisite: ENGL 223.
Through analysis and practice, students will craft works of creative nonfiction that may include memoir, personal essay, reported narrative, nature writing, magazine story and multimedia texts. Writing projects will incorporate techniques from fiction, poetry, journalism, documentation and qualitative research to focus on language, structure and audience reception. Readings emphasize analysis of polished writing and revision growing from peer review and writing workshops. Partially satisfies the University Writing Intensive requirement.

ENGL 310. Introduction to Linguistics (3-3-0) AIIF
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
An exploration of the major fields of linguistics (the scientific study of language). Topics include sound (phonetics/phonology), word parts (morphology), word orders (syntax), meaning (semantics/pragmatics), language acquisition (psycholinguistics) and dialects (sociolinguistics).

ENGL 312. History of the English Language (3-3-0)
Prerequisite: ENGL 223.
In this course we will study the history of the English language, using primary texts ranging from some of the earliest records to our own speech. We will consider some of the changes in the orthography, phonology, morphology, syntax and lexicon of the language that have occurred in the last thousand or so years. We will also consider the social, cultural, historical and linguistic forces which might have motivated those changes.

ENGL 313. Literature and Social Issues (3-3-0) AIGM
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
This course is designed to provide students with an opportunity to explore the ways in which literary texts interact inside their particular social, cultural, and political contexts. Because literature is not produced in a vacuum but instead records, promotes, interrogates, or critiques the dominant discourses of its culture, students in the course will examine the political, social, and/or cultural contexts of selected works in order to more fully understand the concerns of the text, the author, and the society that produced them both. Specific topics will vary by instructor.

ENGL 315. Adolescent Literature (3-3-0) AIII
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
An exploration of the theme of coming to age in adolescent literature as expressed in a representative sample of genres for young adults: historical fiction, contemporary realistic fiction, fantasy, and poetry. Not a course devoted to pedagogical concerns or techniques.

ENGL 316. Children's Literature (3-3-0) AIII
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
An exploration of a representative sampling of literature written for children, focusing on the primary genres of children's books: picture books, fairy tales, fantasy, realistic fiction and poetry. Not a course devoted to pedagogical concerns or techniques.

ENGL 320. WI: Studies in Women and Literature (3-3-0) AIGM
Prerequisite: ENGL 223.
Students will analyze the influence of gender on literary texts and films by and about women. The focus will vary from semester to semester and may include historical surveys, major authors, genres and special topics including motherhood; marriage and the family; sexuality; the nature of work; religion and spirituality and literary theory on women and gender. Partially satisfies the University Writing Intensive requirement as well as the minor in Women's and Gender Studies.

ENGL 324. Vampires: Representing Power, the Self, and the Other in World Literature and Film (3-3-0) AIGM
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
This course will provide students with the opportunity to study images of vampires across time and cultures. It explores the ways in which vampire narratives raise questions about power and place, whether in relation to gender roles and social position, invasion and conquest, or economic conditions. Students will also examine the relationship between high and popular culture, folklore, religion and ritual, myth and legend. Students will write two exams, a proposal, and a research paper.

ENGL 339. WI: Tutoring in the Writing Center (3-3-0)
Prerequisite: ENGL 223.
This course introduces students to the theory and philosophy of Writing Center teaching, provides practical experience in working with writers and their texts, and offers a review of basic grammar and punctuation rules with an eye toward being able to explain concepts and identify problems common to student writers. This course is also the required preparation for working as a peer consultant in the Alice Randall Writing Center. This course can be repeated once for credit. Partially satisfies the University Writing Intensive requirement.

ENGL 339L. Writing Center Experience/Advanced Writing Center Experience (credits vary)
Prerequisite: ENGL 339W.
This course complements ENGL 339W, Tutoring in the Writing Center, and allows students the opportunity to further hone their writing and teaching abilities as they work with other writers as peer consultants in the Alice Randall Writing Center. The Writing Center functions as a hub of campus intellectual activity: working one-on-one with student writers from every discipline, Writing Center peer consultants also conduct writing workshops for small groups of students, help publicize Writing Center programs, and gain first-hand experience in Writing Center operation. **This course is graded as *Pass/Fail***; English majors or minors may take it for elective credit. ENGL 339L is repeatable to a maximum of six credit hours.

ENGL 341. The Invasion of America: Concepts of Americanness, 1492-1800 (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
The "invasion" of the North American continent by Europeans (British, Spanish and French) had a profound effect on North American peoples and their cultures. In this course we will read pre- and post-contact Native American literatures, Spanish epics and travel narratives, as well as the literature of British and African America, Puritans, Southern colonial adventurers and slaves. The course will explore the ways in which American identity has always been a contested space for three distinct groups of "early Americans": African, European and Native Americans. The class will focus on literary texts but will also utilize the important work of cultural historians of early America.

ENGL 342. Financial Fictions and the Rise of Realism (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
Financial booms, busts, and bubbles have transformed the United States from an agrarian land to a consumer society. Between the Civil War and World War II, American authors responded to these financial gyrations, revealing how economic forces shaped our concept of nation, class, gender and race. Reading works by authors, such as Mark Twain, Charlotte Perkins Gilman, Edith Wharton, Theodore Dreiser, F. Scott Fitzgerald and John Steinbeck, we will analyze financial fictions and the ways in which wealth, poverty, urbanization and consumption affect individuals and bring into existence new social institutions and new aesthetic forms: realism, naturalism and mass media.

ENGL 343. Postmodern America (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
What do the novels of Kurt Vonnegut, the short stories of Ursula Le Guin, the poetry of John Ashbery, the film *Memento*, the art of Andy Warhol and the buildings of Michael Graves have in common? All have been called "postmodern." Using meta-narrative, pop culture, humor, parody, temporal dislocation and pastiche, postmodern artists depict a pluralistic society. This course will explore how American postmodern works continue the experimentation of modernism but also question its assumptions. In papers and presentations, students will have an opportunity to explore these postmodern trends throughout our culture, in literature, film, art and other media

ENGL 345. African-American Literature and Culture (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
This course is designed to introduce students to key issues, themes, and methods in African-American Studies as well as encourage further study of the discipline. Students will read texts in a range of genres spanning three centuries, attain a foundation in African-American tradition, and gain some sense of how African-American writers addressed issues of race, gender, nation, slavery and citizenship. Students will use the readings as entry points into a discussion of the historical period and cultural moment, which informed their creation.

ENGL 346. Black Presence and Presentation on the American Stage (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
This course will examine how African-Americans have been portrayed and/or erased on the American stage. By looking at works from a variety of periods and performance stances, we will explore what constitutes an effective representation and/or an offensive representation. We will also consider if representation is a method of empowerment or oppression. Some playwrights read might include Tyler Perry, Samuel Arnold and George Colman, Lorraine Hansberry, August Wilson, Ridgely Torrence or Suzan-Lori Parks.

ENGL 350. Writing for the Digital Humanities (3-3-0)
Prerequisite: ENGL 123.Pre or Corequisite: ENGL 223.
This courses examines online texts in the humanities, also called digital humanities, which is the study of information in electronic form. Throughout the semester students will study how media impact the humanities and the people who use the Internet and social software to disseminate information widely and immediately. Students will investigate and produce a range of digital rhetoric from wikis, blogs, tweets, flicks, as well as nonfiction and fiction narratives produced exclusively for an online environment to understand how media affects writing and communication and how digital writing and communication affects media.

ENGL 351. WI: Fiction Writing (3-3-0)
Prerequisites: ENGL 223.
Practice writing and rewriting fiction. Close reading of stories linked to technical exercises. Manuscripts exchanged and discussed—in person or via email. Emphasis on the cultivation of effective fiction over time and through focused exercises. Partially satisfies the University Writing Intensive requirement.

ENGL 352. Poetry Writing (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
Frequent opportunities to write, and sometimes rewrite, poems. Attention to poems and poets, mostly contemporary. Manuscripts discussed and read aloud in class. Variety of exercises, some formal, with plenty of opportunity to experiment and savor the full powers of poems. Conferences invited.

ENGL 353. WI: Writing for the Professions (3-3-0)
Prerequisite: ENGL 223.
The principles and practice of writing for readers with business and professional backgrounds. Includes the preparation of memoranda, letters, proposals, abstracts, reports, resumes, supporting documentation, tables, graphs, and figures. Requires the adaptation of written material for oral presentation and the preparation, research, and writing of a community-based report. Valuable to majors in business, governmental administration, the sciences, and to humanities-subject majors who may work as writers and editors. Partially satisfies the University Writing Intensive requirement.

ENGL 356. WI: Film, Theory and Culture (3-3-0)
Prerequisite: ENGL 223.
This course introduces students to critical methods for interpreting film and writing about film. Students compose several papers that demonstrate various critical lenses corresponding to academic and journal writing styles. This course is required for the film studies minor. Partially satisfies the University Writing Intensive requirement.

ENGL 372. The Metaphysics of Love in British Literature (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
Love in British literature during the time of Shakespeare, the carpe diem poets and Restoration dramatists celebrates the trials and successes of human affection, as well as human beings' spirituality in religious contexts. Readings may include works such as *Hamlet*, Sheridan's *The Rivals,* and Milton's poetry, as well as works by Donne, Herbert and Herrick.

ENGL 373. Myth, Legend, and Romance in Medieval Britain (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisites: ENGL 223 and either ENGL 200, 201, or 202.
From magical cauldrons to cosmogonic pigs, this course examines a wide range of early myths, legends and romances from England, Ireland, Scotland and Wales in their historical and literary contexts. Texts will range from heroic and legendary tales like the Mabinogi and the Táin Bó Cúalnge, to metrical and alliterative romances like Sir Orfeo and Sir Gawain and the Green Knight. Students will collaborate on blogs, write two papers and one exam as they explore the rich literary heritage and cultural imaginary of early Britain.

ENGL 374. Romanticisms and Realisms (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
The tension between Romanticism and Realism reflects the dynamic formation of modern society in the nineteenth century, as Romantic writers such as William Wordsworth and Mary Shelley radically reenvision the ideal relationships among humankind, Nature, society and the Divine, whereas Realist writers such as George Eliot and Thomas Hardy seek to explore the common condition of the individual within a complex web of social relationships and institutions. Within the broad definitions of Romanticism and Realism, this course examines the diverse ways that 19th century British authors created and reshaped those traditions, producing a variety of Romanticisms and Realisms that continue to influence literary history through the twentieth century and beyond. Course emphases may vary from one pole to the other or the vigorous interplay between the two.

ENGL 380. Film and Literature (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
This course investigates the myriad ways film and literature may be understood as conversant, symbiotic, and even combative mediums. The relationships between film and literature will be examined in terms of how one is adapted into the other, how both represent the cultural concerns of a particular historical moment, and how each depend upon and enhance certain stylistic strategies of narrative and non-narrative storytelling. Course may be repeated once for credit as the course will focus on varying examples of cinematic adaptation culled from different national and genre-specific literatures. Course may be repeated once for credit.

ENGL 381. The Roaring Twenties: Film, Literature, and Drama of the Jazz Age (3-3-0) AIWT
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
Flappers, fast cars, mass media, World War I, the avant-garde, the Harlem Renaissance – this course examines this decade's fast-paced intensity in the United States and Europe and its wide cultural influence.

ENGL 385. American Film (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
This course addresses the origins, rise and dominance of American film from the 1890s to the present. This course will investigate major issues in American cinema, among them the advent of sound and color technology, the institution of the censorious Production Code, the renewal of Hollywood film in the 1970s, and the innovations of experimental and independent filmmaking. Additionally, the course will contextualize the formation of American film in light of pertinent cultural issues, such as the Cold War, changing notions of gender and sexuality, expanding boundaries of American identity and the developments of global capitalism.

ENGL 392. Travel and Culture (Credits vary 1-3)
Prerequisite: ENGL 123. Pre or Corequisite ENGL 223 and consent of instructor.
This course is designed to allow students from all disciplines to travel in the United States and abroad to study language, literature, and writing. Topics and destinations vary, determined by the special interests and needs of students and the expertise of faculty. May involve additional fees. Course may be repeated once for credit.

ENGL 393. Environmental Imaginings (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
From Theocritus to Mary Oliver, writers have depicted nature in drastically different ways, revealing our environment to be idyllic, evil, divine, replete, unfinished, illusory and/or endangered. From pastoral poetry to dystopian novels, authors of environmental literature have recorded, revealed and shaped our attitude towards the natural world. Students will employ eco-criticism to analyze literary works by writers, such as William Wordsworth, Henry David Thoreau, Richard Jefferies, Willa Cather, Robert Frost, Rachel Carson, Aldo Leopold, Gary Snyder and Barry Lopez. Pertinent narrative and documentary films may also be addressed. Although a literature course, interdisciplinary theories and research will be encouraged.

ENGL 394. Investigating Psychology's Keys to Literary Meaning (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite: ENGL 223.
Mystery pervades literary texts, enticing literary detectives to find keys to open up their meanings. We will explore the psychology of Freud, Jung, Rogers and Gilligan in a quest to produce our own multifaceted readings of works from different periods and cultures by authors such as Raymond Carver, Charlotte Perkins Gilman, Kafka, John Bunyan, Joyce Carol Oates and Kate Chopin.

ENGL 395. Special Topics (3-3-0)
Prerequisite: ENGL 123. Pre or Corequisite ENGL 223.
Topics vary, determined by the special interests and needs of students and the expertise of faculty. English majors may enroll only once for credit.

ENGL 410. Southern American Literature (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
Intensive study organized around such writers as William Faulkner, Ellen Glasgow, Richard Wright, Eudora Welty, Katherine Anne Porter, Thomas Wolfe, Zora Neale Hurston, Flannery O'Connor, Robert Penn Warren, Tennessee Williams, Walker Percy, Truman Capote, James Dickey, Peter Taylor, William Styron, and Ellen Gilchrist, or themes such as family and storytelling.

ENGL 412. Multicultural American Literature (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
Study of writers who have added their voices to Multi- cultural American literature. Analysis of the works by writers such as Toni Morrison, Alice Walker, August Wilson, Amy Tan, Louise Erdrich, and others will illuminate the influence of race, class, gender, and ethnicity upon the writer's sense of self, family, and community.

ENGL 415. Genre Studies (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
Study of the concept and practice of genre through analysis of works drawn from the American, British, or world traditions, Course material, which will vary based on the interests of the instructor, may include drama, epic, lyric, novel, romance, satire, tragedy, short story, film noir and linked/framed narrative. Course may be repeated once for credit.

ENGL 416. Advanced Studies in Children's and Adolescent Literature (3-3-0)
Prerequisites: Either ENGL 223 and ENGL 315 or 316 or CHST 201.
This course will deepen students' understanding of children's and adolescent literature by concentrating on selected historical periods (such as the *Golden Age* of children's literature), literary modes or genres (such as picture books or historical fiction), or the influence of ideological beliefs (such as constructions of race and ethnicity, or gender) on the composition and receptions of texts for children.

ENGL 421. Shakespeare (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
Intensive study of the major plays of Shakespeare in their historical, cultural and performance contexts. Reading list available from the instructor.

ENGL 423. Major Authors (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
Intensive study of the works of a single major author from the American, British, or World traditions, such as Melville, Chaucer, Hitchcock or Garcia-Marquez. Course may be repeated once for credit.

ENGL 428. Literary Booms (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
Over time and across the globe, there are moments and places that bear witness to amazing surges of literary production: 5th Century BC Athens, the 9th Century Tang Dynasty, Golden Age Spain, the Harlem Renaissance, the 20th Century Boom in Latin American literature, post-independence African literature. In any one semester, this course will feature one of these flowerings of genius as well as explore the cultural and historical moment that produced it.

ENGL 429. East-West Literary Relations (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
The course is broadly defined to allow for a variety of investigations into East-West literary exchanges (the modern West's "discovery" of the East, Britain and the Indian subcontinent, Europe and the Middle East, Russia and Eurasia).

ENGL 430. The Structure of English (3-3-0) AIIF
Prerequisite: ENGL 223.
Application of current linguistic theories to the analysis of English grammatical structures pertinent to understanding how the forms of words and phrases combine and function together to create well-formed sentences in Standard English. Recommended prior to or simultaneously with English 309W.

ENGL 450. Advanced Writing Workshop (3-3-0)
Prerequisites: Grade of B or higher in ENGL 309W or 351 or 352, or consent of instructor.
This workshop is designed to refresh the student's sense of writing by joining the centuries-old conversations among writers. Readings in both prose and poetry provide a context–and impetus–for assignments. Each student will also develop an independent project consisting of one or more works refined to highest quality. Conferences invited.

ENGL 452. WI: Writing for Children: Second World Fantasy (3-3-0)
Prerequisite: ENGL 223.
This course explores children's fantasy fiction. Students read historically influential texts from Greek, Roman and Celtic traditions and are then exposed to a range of authors, from Lewis Carroll, L. Frank Baum, J.M. Barrie, C.S. Lewis, and J.R.R. Tolkien, to more modern authors, such as J.K. Rowling, Philip Pullman, and Neil Gaiman. Academic reading includes theoretical work by Colin Manlove and J.R.R. Tolkien. Students will produce three polished chapters and an outline for a novel. Previous experience in creative writing is recommended as is ENGL 316. Partially satisfies the University Writing Intensive requirement.

ENGL 453. Writing for Children: Picture Books (3-3-0)
Prerequisites: ENGL 123, 223.
This course explores the design and creation of picture books. Focus will concentrate on theoretical discussion of how the visual text works with, amplifies, or works against the written text, and how color, framing and style contribute to the meaning of a text. Author/illustrators considered include Randolph Caldecott, Beatrix Potter, Dr. Seuss, David Wiesner, Ed Young, and Edward Gorey. Over the course of the semester each student will create one complete thirty two-page picture book. Previous experience in creative writing is recommended as is ENGL 316. Proficiency as an illustrator is not required.

ENGL 454. WI: Writing for Civic Engagement: Public Relations and Grants (3-3-0)
Prerequisite: ENGL 223.
This course will help students analyze the communications, public relations, and grants needs of educational, social, political, arts, and faith-based organizations that work for the public good. Students will, through partnering with businesses, nonprofits, and government agencies, learn how to use writing as a vehicle for lasting social change. This course is recommended for students interested in public relations, fund raising and business, as well as the development of successful service-learning projects across the curriculum. Partially fulfills the University Writing Intensive requirement.

ENGL 462. Community Storytelling & Documentary Studies (3-3-3)
Prerequisite: Permission of the instructor.
A survey and intensive study of documentary work in written narrative, in photography and/or in film. Focus is on understanding the documentarian's goals and craft. Course work may include tracing historical traditions, analyzing current trends or developing creative projects.

ENGL 476. Imagined Domesticities: British Fictions of the Home (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and ENGL 308W with a minimum C-.
This course examines how 19th and 20th century British fiction imagines "the domestic" and the space of home. We'll explore connections between dwelling space and national space as Britain's imperial reach expands and contracts over the course of this period. How should we understand the rise of domestic fiction as a key literary genre through the 1800s? What is revealed in mid-Victorian fears about domestic instability reflected in sensation fiction? How do we read the position of servants in fiction, particularly as their roles shift in 20th-century modernity? What are "the homes of England" in a postcolonial, contemporary Britain?

ENGL 490. WI: Senior Seminar (3-3-0)
Prerequisites: Either ENGL 200, 201, or 202; and English 308W with a minimum C-.
Following up on practical skills and literary theoretical skills acquired in ENGL 308W, students will hone literary research skills. The seminar experience encourages students to explore a new theme, or return to a particular text to produce a fuller, more complex reading. Students will bring to the seminar a broad knowledge of literary text necessary to develop a thesis-driven interpretive essay that successfully incorporates the work of critics. Students may expand and deepen an essay developed in an earlier course, if approved by the instructor. Partially satisfies the University Writing Intensive requirement.

ENGL 491. Internship in Writing (3-3-0)
Prerequisites: English or Communication major, junior standing, at least one upper-division writing course with a minimum grade of B, and consent of instructor.
Part-time internship in writing. See Dr. Terry Lee for availability and eligibility requirements for writing, reporting, and photojournalism internships at a newspaper. See Dr. Jean S. Filetti or Dr. Roberta Rosenberg for availability and eligibility requirements for public relations or professional writing in association with nonprofit organizations, local businesses or government. Course may be repeated once for credit.

ENGL 495. Special Topics (3-3-0)
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

ENGL 499. Independent Study (3-3-0)
Prerequisite: senior standing, consent of instructor and Department Chair.