

that have used writing as a way to present both national/global perspectives of prison and its place in the discourse of America's social issues. Students will examine the power of expression through both male and female voices as they respond to prison and the human condition, gender (misogyny), strategies of survival, imprisonment and its effect on the family structure, literacy, transformations of self, youth, the prison industrial complex and the definition of prison slave labor. The course will then focus on identifying and/or creating strategies for developing literature as a resource tool (e.g. workshops) in environments where the threat and/or conflict of incarceration exist.

ENGL 218G TECHNICAL & SCIENTIFIC COMMUNICATION
Sections 1-17, 95. See printed schedule for times and locations. STAFF

This course is designed to introduce and provide experience with written, oral, and visual communication as they are used for technical and professional purposes. Through individual and collaborative projects, you will gain practice in researching, designing, and evaluating appropriate communications for varying rhetorical situations. Using both print- and computer-based technologies, you will develop abilities to create and critically analyze documents so that they engage and inform readers in a variety of circumstances.

ENGL 220G INTRODUCTION TO CREATIVE WRITING
Section 1 MWF 10:30-11:20 VIRAMONTES
Section 2 T TH 10:20-11:35 THOMAS

This course is an introduction to three forms of imaginative writing: creative non-fiction, fiction, and poetry. We will read and discuss various texts representative of these forms and perform writing exercises to help us learn how to write.

ENGL 243 THE BIBLE AS LITERATURE
Section 1 T TH 11:45-1:00 WIGET

This course is an introduction to the study of the Bible from the perspective of literary scholarship and interpretation. The goal of this course is to enable students to make a historically informed, careful reading of the Hebrew and Christian Scriptures as literature. Various parts of the Bible use literary forms and techniques, some of which resemble current forms, others of which are no longer used. We will study the historical, cultural, and geographical contexts in which the Bible was written in order to understand what the texts meant to their original audiences. We will also consider how the canon was formed and how the Bible came to be rendered in English. The Bible is arguably the most influential single book in the Western Tradition, so we will also consider the texts as historical and cultural documents.

ENGL 244 LITERATURE AND CULTURE
Section 1 T TH 1:10-2:25 KILLIANY

Intensive reading of and discussion and writing about selected masterpieces of world literature. Emphasizes cultural and historical contexts of readings to help students appreciate literary traditions. Core texts include works by Homer, Dante, and Shakespeare, a classic novel, an important non-Western work, and modern literature.

ENGL 251 SURVEY OF AMERICAN LITERATURE I
Section 1 T TH 8:55-10:10 WIGET

This course provides an opportunity for students to involve themselves in an ongoing discussion about who we are as Americans. Our survey takes us from the first encounters of Europeans with Native Americans until the close of the Civil War. The issues raised then, the images dreamed then, words expressed then by Bradstreet, Franklin, Hawthorne, Poe, Melville, Whitman, Dickinson and others remain compelling to this day. Besides the shorter, daily readings, we will also

through their own work, the writing of scenes leading to the writing of a one-act play that will be presented and read out loud at the end of the semester. Attendance is required at three plays throughout the semester with reviews due the subsequent class. This a class for those who have always wanted to write a play, understand the elements of theater, and who feel playwriting, with its inherent power of action and voice, can assist their writing.

Note: Cross listed with THTR 308-01.

ENGL 310	CRITICAL WRITING	
Section 1	MWF 10:30-11:20	MURRELL
Section 2	MWF 10:30-11:20	LAVENDER

Designed with the junior-level English major in mind, this course introduces students to a variety of strategies for reading and writing about literary texts. Operating on the premise that strong reading makes for strong writing, we will spend much of our class time in critical engagement with literary texts drawn from a range of genres and historical periods. Our goal will be to develop skills particular to literary study (but often useful in other contexts as well) through the analysis of texts, the study of relevant critical terminology, the construction of cogent and persuasive arguments about texts, and the evaluation of such critical arguments--our own and those of others. We will also practice research strategies useful for writing about literature as well as conventions of good writing style and documentation of sources. Course requirements will include substantial reading assignments, active participation in class discussion, multiple short writing exercises, and two or three formal papers, one of which will involve library research.

ENGL 311G	ADVANCED COMPOSITION	
	SUBTITLE: RACE, SPORTS & SOCIETY	
Section 1	T TH 1:10-2:25	BRADBURD

This is not a “sports writing” class. Male and female writers from the world of boxing, baseball, football and other sports will be studied. Students will write essays true to their own experiences, regardless of the level of competition. Students should be prepared to be serious readers and prolific writers.

Prerequisite: junior or senior standing, or consent of instructor.

ENGL 311G	ADVANCED COMPOSITION	
Section 2	M W 2:35-3:50	HOLDEN

For students who wish to strengthen their writing skills, this course will provide an opportunity to write, revise and discuss nonfictional prose. Emphasis will be placed upon the development of effective rhetorical strategies. Whenever possible, workshop and collaborative learning methods will be used.

Prerequisite: junior or senior standing, or consent of instructor.

ENGL 318G	ADVANCED TECHNICAL & PROFESSIONAL COMMUNICATION	
Sections 1-3	WEB CT	TBA

This advanced course is designed to help you examine and gain experience with a variety of professional communication genres. The core of the course is based on a sequence of assignments, each building on the work of the previous one, which will provide you with an opportunity to investigate your own professional communication practices, to conduct primary and secondary source research on an issue of professional interest, and to construct persuasive documents that seek action by convincing others of the value of your ideas. In each of these assignments, you will focus on understanding and negotiating the rhetorical situation. By focusing on the rhetorical demands of communication, you will learn practical and theoretical approaches for researching and developing content for multiple audiences. By analyzing the purpose, audience, and context of various communicative situations, you will be able to create documents that successfully achieve their intended goals.

ENGL 363	LITERATURE FOR CHILDREN & YOUNG ADULTS		
Section 1	T TH	10:20-11:35	MURRELL
Section 2	T TH	11:45-1:00	MURRELL
Section 3	M W	2:35-3:50	LAPORTE
Section 4	MW	4:30-5:45	LAPORTE
Section 90	SAT	12:00-2:55	STAFF

This course requires students to read critically, discuss, and write about the literature appropriated by, and later written for, children in English. We will explore our own responses to the literature in addition to using the methods and critical terms of literary study to analyze and evaluate texts. Informal written responses and formal analytical essays are required.

ENGL 380G	WOMEN WRITERS		
Section 1	T TH	8:55-10:10	GARAY

Because a course on women writers begs for focus, a way to integrate breadth but not at the expense of depth, this course will be thematically-based. We will study girlhood as it is represented in texts by contemporary women writers in the U.S. The *breadth* of the course will be in the study of texts by women whose perspectives on girlhood are contingent upon issues of race, socioeconomic class, and culture. The *depth* of the course will be in its nature: writing-intensive, reading-intensive, and genre-inclusive. We will read fiction, poetry, autobiography, and scholarly perspectives in order to think richly about what experiences, attitudes, and illusions/delusions/visions typically (or atypically) comprise girlhood. As a time of life that refuses easy definition, shifting with time and circumstance, girlhood troubles and fascinates, and promises to prompt lots of thought and good discussion. A sampling of texts to be studied: Annie Dillard's *American Childhood*, Toni Morrison's *Sula*, Maxine Hong Kingston's *Woman Warrior*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Sandra Cisneros' *House on Mango Street*, Dorothy Allison's *Bastard Out of Carolina*.

Note: Cross listed with WS 380-01.

ENGL 392G	MYTHOLOGY		
Section 1	T TH	8:55-10:10	LAVENDER
Section 2	T TH	11:45-1:10	LAVENDER

This course begins with various theories that address the origin, structure and meaning of mythology. We will discuss the theories of Frazer, Harrison, Eliade, Jung Levi-Strauss, Campbell and others. We will attempt to apply these theories as we intensively study Greek mythology. Additionally, we will also investigate other mythologies such as Mesopotamian, Babylonian, Egyptian, Mesoamerican, Japanese, Polynesian, African and Native American (specifically Navajo and Pueblo). As we analyze the stories of these cultures, we will address the following archetypes: Creation, Flood, Supreme Being, Great Mother, Dying God, Afterlife, Trickster and Hero. Assignments include two short papers, a group research project and an individual research project.

ENGL 394G	SOUTHWESTERN LITERATURE		
Section 1	T TH	8:55-10:10	WILLIS
Section 2	T TH	1:10-2:25	LaPORTE

This course is designed to introduce students to literature about our region with emphasis on building an awareness of the three major cultures that inhabit the Southwest. We will approach much of the study through historical perspectives in order to gain a better understanding of life, literature, lore and the people of the Southwest.

ENGL 399	SPECIAL TOPICS		
Section 1	TBA		STAFF

beautiful and challenging poetry, likely including work by A. R. Ammons, Elizabeth Bishop, Amy Clampitt, James Dickey, Stanley Kunitz, W. S. Merwin, Scott Momaday, Mary Oliver, and Gary Snyder, as well as key precursors like Robinson Jeffers, Marianne Moore, and Lorine Niedecker. We will also frame discussions of these poets with readings from contemporary eco-criticism (no prior knowledge will be presumed).

Cross listed with 504-01

ENGL 405 CHAUCER
Section 1 T TH 1:10-2:25

SCHIRMER

Why have readers from the early fifteenth century onward hailed Geoffrey Chaucer as the “father of English literature”? With the question of his ultra-canonical status always before us, we will sample the wide range of Chaucer’s literary output, beginning with his lyrics and an early dream vision, and focusing most of our attention on his best-loved work, the *Canterbury Tales*. We will ask what materials (textual, social, cultural, philosophical) Chaucer had at his disposal when he set out to create a new kind of literary making in English, and we will try to recover a little bit of what his efforts must have looked like to a late-fourteenth century audience. Finally, we will ask what Chaucer himself conceived “literature” to be good for, and speculate as to why *this* poet became the one to whom we trace our literary heritage.

ENGL 407 MILTON
Section 1 T TH 8:55-10:10

CUNNAR

John Milton is widely regarded as one of the three greatest writers in English before (let’s say) the Industrial Revolution; but unlike that of Chaucer and Shakespeare, whose places in the literary pantheon are fairly uncontroversial, Milton’s achievement has often been questioned. From Andrew Marvell’s fear that Milton would “ruin the sacred Truths” to the twentieth century’s “Milton Controversy,” Milton has elicited anxieties and strong passions. His contested literary stature speaks not only to the unusual interpretive challenges that his poetry presents but also to the continuing importance of the controversies into which Milton himself plunged during his life. Living during the years of political and religious upheaval surrounding the English Civil War, this Puritan revolutionary was a leading propagandist for such causes as free speech, divorce, and the right of the people to execute their King. Milton embraced the contradictions of his age and created its most enduring and perplexing monument, *Paradise Lost*. This course will be devoted to a close study of the life and major works of this most controversial of writers in the classical English canon.

ENGL 409 SHAKESPEARE II
Section 1 MWF 1:30-2:20
Section 2 T TH 11:45-1:00

GODWIN

MILLER-TOMLINSON

This course is a representative survey of the second half of Shakespeare’s dramatic career, a period of remarkable creativity and experimentation. In these years, Shakespeare produced a series of tragedies that many consider his greatest, including *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. A tragic vision darkens even late comedies and romances such as *Measure for Measure* and *The Winter’s Tale*. While we will develop a range of interpretations of these plays, sustained attention will be devoted to discovering how these plays comment on the purposes and limits of drama and other forms of art. Along the way, we will consider how Shakespeare’s late plays represent topics of enduring debate, such as radical individualism, the origins of evil, and the social significance of race, gender, and (what we might call) class. We will also discuss clips from major film versions of some of these plays to understand how directors and actors interpret Shakespeare’s work and bring it to life. Undergraduates will sit for midterm and final exams and write formal papers requiring library research. Graduate students will perform in-depth research on a current topic in Shakespeare studies, culminating in a seminar paper and class presentation. Note: ENGL 409-01 is cross listed with THTR 409-01.

ENGL 413 ADVANCED CREATIVE WRITING



SUBTITLE: PROSE WORKSHOP

Section 1	T TH	2:35-3:50	MCILVOY
Section 2	M W	4:30-5:45	HOLDEN

Advanced creative writing prose workshop. Imaginative writing, chiefly the narrative.
Note: Requires instructor consent. Cross listed with ENGL 513-01 & 513-02

ENGL 414 ADVANCED CREATIVE WRITING
SUBTITLE: POETRY WORKSHOP

Section 1	T TH	2:35-3:50	WEST
-----------	------	-----------	------

For advanced writers of poetry. Note: Cross listed with ENGL 514-01
Note: Requires instructor consent. May be repeated for a total of 9 credits.

ENGL 416 APPROACHES TO LITERATURE

Section 1	TH	5:00-7:30	SOMPPI
-----------	----	-----------	--------

From classics to poetry to young adult fiction, how does a secondary English teacher effectively teach each genre to diverse students? We will consult current experts in adolescent literacy and apply many of their approaches to help us answer this question.

Prerequisite: at least 6 credits in upper-division English courses.

ENGL 417 STUDIES IN CRITICAL THEORY
SUBTITLE: MATERIALIST CULTURAL THEORY

Section 1	T	5:00-7:30	ROURKE
-----------	---	-----------	--------

This course offers an intensive introduction to socio-historical theories of culture. Its central concern will be to explore how texts participate in and are shaped by historical conflicts between social groups with distinct or antagonistic material interests. The readings will focus on theoretical projects that both develop out of and critique the methods and models provided by classical Marxism (the Frankfurt School, structuralism, poststructuralism, feminism, postcolonial theory, theories of race, and queer theory). Important themes of the course will include: the theory of ideology, the relationship between theory and practice, the function of intellectuals, political agency, and the subversive potential of art. In a course of this kind readings will necessarily be interdisciplinary, crossing borders between literary criticism, philosophy, history, sociology, economics, and linguistics.

Prerequisite: ENGL 111G. Cross listed with ENGL 517-01

ENGL 451 PRACTICUM IN THE GRAMMAR OF AMERICAN ENGLISH

Section 1	M W	4:30-5:45	BURNHAM
-----------	-----	-----------	---------

This course offers a systematic introduction to the grammar of American English. As instructor, I do not assume that you have formal grammatical knowledge beyond the ability to recognize and name the parts of speech. I have designed the course to improve student knowledge of traditional grammar in order to develop an understanding of the sentence and its many structures. Such understanding should improve your general analytical, critical reading, writing, and editing skills. The course also aims to equip you to become effective teachers of writing and grammar in a variety of contexts including the classroom and the workplace. We will use a variety of instructional modes including reading and discussion, practice exercises and workshops, quizzes and exams, and research projects. Cross listed with ENGL 551-01

