

English Department Course Descriptions Spring 2017

www.ksu.edu/english/courses

ENGL 170 Writing Laboratory

Section A: By Appointment – Cydney Alexis and staff

Once classes begin, come to ECS 122D to choose your appointment time. Laboratory practice of the writing process. Regular sections are for students enrolled in Expository Writing 1 or 2. (Walk-in sections are for undergraduate students who wish to improve their writing.) Hours are not applicable toward degree req.

ENGL 210 Honors English: Race, Crime, and Punishment

Section A: TU 11:30-12:45; Sect. B: TU 1:05-2:20—Cameron Leader-Picone

Obtain Permission from the Honors Program in Fairchild 215. Turning on primetime television, picking up a newspaper, or going to the movies, it is almost impossible to escape representations of criminality, whether in the form of crime scene investigators solving crimes or superheroes facing off against villains of all kinds. Crime has long been a principal focus in literature, and we will engage with literary texts in addition to films, music, and television as well as social science texts and theory. In particular, we will focus on how criminalization in the United States is racialized. We will answer questions such as: what is at stake in how we understand the nature of, meaning, and origins of criminal behavior? How do structures of punishment reflect on our societal values? How do concepts of criminality and punishment intersect with constructions of race, gender and ethnicity? How does the criminal justice system affect the individuals, primarily Black and Latina/o, who are subject to it?

During this course, we will focus on writing analytical essays about the themes and debates in the class. We will write and revise three essays in addition to several shorter assignments. Writing is a collaborative process, which means that there will be substantial in-class collaboration and peer review of each other's writings. This course will be discussion-based, requiring regular attendance and classroom participation in relation to both the readings and assignments.

ENGL 220 Fiction into Film

Section A: MWF 8:30; Sect. C: TU 3:55-5:10—Staff

Why do we often say, "The book was better than the movie"? How can films capture the essence of novels or stories, and can we fairly compare them? In this class we will answer these questions by reading novels and stories from different periods and genres and comparing them to film versions, practicing close reading and critical analysis and learning the basics of literary and film study along the way. Assignments may include essays, exams, and other writing exercises. Participation in class discussion is required. Students will view films for the course outside of class. K-State 8 Tag: Aesthetic Interpretation.

ENGL 220 Fiction into Film

Section B: MWF 12:30—Mark Crosby

'The End is Nigh': In this class we will read novels and stories from different periods and genres and compare them to film versions, practicing close reading and critical analysis and learning the basics of literary and film study along the way. The class will take an 'apocalyptic' theme with texts including Philip K. Dick's "Do Androids Dream of Electric Sheep" (*Blade Runner*), Cormac McCarthy's *The Road*, and Pierre Boulle's *Le Planete des singes* (*Planet of the Apes*). Assignments include essays, group presentations and other writing exercises. Participation in class discussion is required. Students will view films for the course outside of class. K-State 8 Tag: Aesthetic Interpretation.

ENGL 251 Introduction to Literature (non-majors)

Section A: MWF 9:30--Staff; Sect. B: MWF 10:30; Sect. C: MWF 11:30; Sect. D: MWF 12:30—Chris Nelson; Sect.ZA: Distance--Staff

The study of fiction, drama, poetry, and possibly nonfiction. Students may write papers, take exams, participate in listserv discussions, or prepare group oral reports while gaining experience in reading, writing, and critical thinking. K-State 8 Tag: Aesthetic Interpretation.

ENGL 251 Introduction to Literature (non-majors)

Section E: TU 8:05-9:20; Sect. F: TU 9:30-10:45—Robin Mosher

The primary aims of this course include honing students' ability to read deeply, analytically, and actively. Course aims are achieved through the following activities: thinking, discussing, and actively participating in the class; an oral presentation; various writing assignments about prose, poetry, and drama, including three exams. K-State 8 Tag: Aesthetic Interpretation.

ENGL 253 Short Story (non-majors)

Section A: MWF 10:30; Sect. B: MWF 11:30—Cindy Debes; Sect. C: TU 9:30-10:45—Carol Russell; Sect. D: TU 1:05-2:20; Sect. E: TU 2:30-3:45—Ann Reckling; Sect. ZA: TU 5:30-7:55, (3/9-5/4)—Staff

Study of short stories from world literature with emphasis on American, British, and Continental. K-State 8 Tag: Aesthetic Interpretation.

ENGL 270 American Literature

Section A: MWF 9:30—Roger Friedmann

In this section of American Literature, we will survey poetry and prose written in the United States during the period following the Civil War up to the Second World War. We will read works by Mark Twain, Emily Dickinson, Henry James, Kate Chopin, Edith Wharton, Willa Cather, Robert Frost, Ernest Hemingway, Zora Neale Hurston, William Faulkner, and Richard Wright. We will study these authors with an eye toward understanding how their writing reflected important changes in American society. Students will be responsible for reading all of the assigned works and regular attendance. A course grade will be based on three examinations and weekly quizzes. ENGL 270 is designed for non-English majors. K-State 8 Tags: Aesthetic Interpretation and Human Diversity within the U.S.

ENGL 270 American Literature

Sect. B: MWF 2:30—Chris Nelson

As individuals, our identities are defined by our stories. America is no different. In this class we will seek out the many identities of America by exploring its stories—from slave narratives to Beat poets to contemporary short fiction—through class discussions, short essays, and two major projects. As this course is primarily for non-majors no specific background knowledge is required, only a willingness to study the various voices that have sung America. Intended for nonmajors. K-State 8 Tags: Aesthetic Interpretation, Human Diversity within the U.S.

ENGL 285 African American Women Authors

Section A: TU 9:30-10:45—Tosha Sampson-Choma

Historically, the African American or Black woman has played a monumental role in the transmission of cultural, spiritual, moral, and educational values and practices. She has helped to establish and maintain the Black family, while teaching core values within the Black community. Examining the literature of African American women provides further illumination and insight into the history, tenacity, and resiliency of African people. This course will explore the literary contributions of African American women, as we examine the cultural, social, and historical settings in which these women flourished. Students are expected to complete all reading assignments and to thoughtfully contribute to class discussion. Assessment will be based upon participation in small and large group activities, a class presentation, two papers, a midterm and a final. Intended for nonmajors. K-State 8 Tags: Aesthetic Interpretation, Human Diversity within the U.S.

ENGL 287 Great Books

Section A: TU 11:30-12:45; Sect. B: TU 2:30-3:45—Shirley Tung

This course provides students with the opportunity to experience works of great literature that have influenced many readers and inspired many writers, can be read and re-read with interest and new insights, and explore important social and philosophical issues. We will devote particular attention to books that portray travel and its potential for self-transformation for the better or worse. These texts also contemplate the role of their unreliable, and at times, reprehensible, narrators. The reading for this course includes Geoffrey Chaucer's *Canterbury Tales*, William Shakespeare's *The Tempest*, Jonathan Swift's *Gulliver's Travels*, Mary Shelley's *Frankenstein*, Charlotte Brontë's *Jane Eyre*, Jean Rhys' *Wide Sargasso Sea*, and Vladimir Nabokov's *Lolita*. Course requirements: active class participation, weekly online discussion board posts, two group presentations, a creative project, a midterm and a final examination. ENGL 287 is a Primary Texts course. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 295 Television as Literature

Section A: TU 9:30-10:45; Sect. B: 11:30-12:45—Ann Reckling

English 295 introduces students to the story structures and terminology of live action television. Students learn to recognize and analyze the literary elements of comedy, fiction, and drama in selected popular television series. The course considers shows such as *The Big Bang Theory*, *30 Rock*, *Arrested Development*, *Community*, *Parenthood*, *Breaking Bad*, and *The Unusuals*, among others. In a group discussion format we consider every component of teleplays, transcripts, and produced episodes, expanding students' perception and grasp of the literary and structural components found in this familiar form of popular culture. Course requirements include watching episodes outside of class, reading television scripts, submitting written work, passing in-class exams and take home exams, and participating in lively group discussions. K-State 8 Tag: Aesthetic Interpretation.

ENGL 310 Introduction to Literary Studies

Section A: MWF 8:30—Stacia Gray

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. ENGL 310 is designed to introduce English majors and minors to the conventions of literary study. Intended as a first course in the analysis of form, style, and technique, it provides an introduction to literary terms commonly used in later courses and practice in critical interpretation as well as reading and responding to literary criticism. We will read a wide array of literature from differing periods and genres. Close textual analysis and research that will make up the bulk of the course work. This is a writing intensive course. Active participation is required. K-State 8 Tag: Aesthetic Interpretation.

ENGL 310 Introduction to Literary Studies

Sect. B: MWF 9:30—Tanya González

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. An introduction to criticism for English majors and minors. Intended as a first course in the analysis of form and technique, the course provides an introduction to literary terms commonly used in later courses and practice in critical interpretation. We will also develop tools for reading and responding effectively to literary criticism. Readings from a broad range of poems, plays, essays, and novels. A writing intensive course: active participation required. K-State 8 Tag: Aesthetic Interpretation.

ENGL 310 Introduction to Literary Studies

Sect. C: TU 11:30-12:45—Michele Janette

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. In this class, we will learn and practice many of the tools of literary criticism, and apply them to works from the main genres of literature. Readings will include short lyric poems, Dante's epic *Inferno*, "local color" short stories from the turn of the 20th century as well as a contemporary experimental novel. We will also read and attend a play on campus, and learn to read and practice styles of professional literary criticism. One of the joys of English 310 is that it is a small seminar class, in which there is time and space enough for detailed reading and thorough discussion of texts. This is, therefore, a discussion class, and active participation will be expected. It is also a writing-intensive course, and therefore includes frequent short assignments and 5 longer papers. K-State tag: Aesthetic Interpretation.

ENGL 310 Introduction to Literary Studies

Sect. D: TU 1:05-2:20—Christina Hauck

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. A hands-on course for English majors and minors that will teach skills needed in upper-level courses. You will learn to become a better reader and interpreter of fiction, poetry and drama. You will learn how to read, summarize and respond to literary criticism. And you will learn a core set of research skills. Three short essays, one final project, several quizzes and a final examination. Attendance and classroom participation are mandatory. K-State 8 Tag: Aesthetic Interpretation.

ENGL 315 Cultural Studies

Section A: TU 1:05-2:20—Anuja Madan

Cultural Studies is based on the assumption that cultural productions—fashion, film, music, television, visual art, etc.—have meanings that can be studied. Thus, we can look at these cultural productions as "texts" and analyze them much like we do literature. While these cultural productions can have many meanings, they often tell us about relationships of power and how we as raced, gendered, and sexual beings relate to each other and to our society. Entertainment and the media provide many of the "texts" that illustrate relationships of power and constructions of identity. Throughout this semester, we will study various cultural forms to figure out *how* meaning is produced in these texts.

Because this course is an introduction to the interdisciplinary work of cultural studies, a substantial amount of time will be spent reading and analyzing key theories. In addition, we will be applying those theories widely to analyze cultural expression both past and present. Course requirements include active verbal and online participation, a class presentation, two midterms, and a final project. K-State 8 Tag: Aesthetic Interpretation.

ENGL 330 Fiction

Section A: MWF 11:30—Carol Franko

We will study novels and a few short stories of different modes, including gothic, modernist, magical realist, and dystopian. Likely texts will include: Charlotte Brontë's *Jane Eyre*; Bram Stoker's *Dracula*; William Faulkner's *As I Lay Dying*; Gloria Naylor's *Mama Day*; Muriel Sparks' *Loitering with Intent*, and M. T. Anderson's *Feed*. Students will complete three exams and write two essays—one featuring a creative component. K-State 8 Tag: Aesthetic Interpretation.

ENGL 330 Fiction

Section B: TU 11:30-12:45—Christina Hauck

During the first half of the semester we'll study short stories, including a couple of collections, considering the formal elements of fiction and ways that different authors manipulate those elements in order to make the fictive seem real. During the second half of the semester we'll study six short novels by English, Irish, and American writers, considering how the longer more elastic form of the novel enables the fuller development of the fictive world. Requirements: regular attendance, informed participation, reading quizzes, a midterm, a final, a creative project, a short essay, and one presentation. K-State 8 Tag: Aesthetic Interpretation.

ENGL 350 Shakespeare

Section A: MWF 9:30; Sect. B: MWF 10:30—Don Hedrick

Why is Shakespeare said to be so great? To help answer this question, we will read, study, and especially discuss selected

Shakespearean tragedies, comedies, histories, and romances, with a view toward appreciating Shakespeare's "radical imagination" and artistry. We'll attend to Shakespeare's expressive language by "close-reading" passages, to his unforgettable characters, to his theatricality in moving from "page to stage," and to his historical context and contemporary relevance. Responsibilities include quizzes and exercises and group projects, two exams, and two short papers (one of which may be substituted with a prepared scene). K-State 8 Tags: Aesthetic Interpretation and Historical Perspectives.

ENGL 355 Literature for Children

Section A: MWF 8:30—Staff

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. This section of Literature for Children is designed to introduce major genres in and conventions of literature for children, and to develop critical skills for reading, thinking and writing about children's literature and culture. Components of the course include picture books, fairy tales, poetry, fantasy, and realism, among others. Enrollment by permission only: priority is given to junior and senior Elementary Education majors; spaces gladly given to non-Education majors if available. K-State 8 Tag: Aesthetic Interpretation.

ENGL 355 Literature for Children

Sect. B: TU 8:05-9:20; Sect. C: TU 9:30-10:45—Anne Phillips

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. Literature for Children introduces key texts of children's literature and offers lively conversations about them. The course includes units on picture books, folk and fairy tales, poetry, fantasy, realism, and mystery/detective fiction. Requirements: quizzes, a picture project/essay, one additional paper/project, two midterm exams, and a final exam. Enrollment is by permission only. Priority is given to junior and senior Elementary Education majors who have completed a college-level literature prerequisite; spaces gladly given to non-Education majors if available. K-State 8 Tag: Aesthetic Interpretation.

ENGL 361 British Survey 1

Section A: MWF 1:30; Sect. B: MWF 2:30—Kim Smith

Reading Medieval and Renaissance texts is an act of exploration. The cultures and the language of this period are sometimes so different we must approach them as if reading our way into a foreign country. In that light we cannot expect this older world to be identical to our own. But in our exploration we'll find similarities as well as differences. In this course we will be looking at a cross section of literature from the seventh to the seventeenth centuries. We will examine a variety of literary representations of courage and conflict, of love and religion, set within the shifting historical context. In doing so we'll examine some of the central texts of English and begin to consider, in some general ways, the role of literature in interpreting and illuminating the culture from which it arises. Course requirements will likely include two short papers, a midterm and a final, as well as much class discussion. This course fulfills three credits of the British Literature overlay or the pre-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation and Historical Perspectives.

ENGL 362 British Survey 2

Section A: TU 11:30-12:45—Anne Longmuir

This course offers a survey of poetry, prose, and drama from the British Isles from the late seventeenth century to the present day. We'll read works by a representative selection of authors (including Jonathan Swift, William Wordsworth, Byron, Emily Brontë, Oscar Wilde, Virginia Woolf, Phillip Larkin and Carol Ann Duffy) and consider their cultural and historical context as well as the development of literary movements, genres, and styles. Course req.: active class participation, quizzes, two papers, and two exams (mid-term and a final). ENGL 362 fulfills three credits of the British Literature overlay and the post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 381 American Survey 1

Section A: MWF 12:30; Sect. B: MWF 1:30—Steffi Dippold

Looking at texts from the Encounter to the Civil War, this course surveys the multi-voiced and multi-ethnic literatures of early America. We will explore a wide variety of texts: records of travel and exploration, Native trickster tales, material culture, journals of spiritual self-examination, hymn singing, painting, poetry, pamphlets, diaries, captivity narratives, revolutionary declarations, ballads, short stories, slave narratives and gothic tales. We will also identify when and how a specific stripe of U.S. literature asserted its claim to the term "American." ENGL 381 fulfills three credits of the American Literature overlay and can fulfill either the pre-1800 or post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 382 American Survey 2

Section A: TU 9:30-10:45; Sect. B: TU 11:30-12:45—Lisa Tatonetti

ENGL 382 introduces students to some of the major themes, movements, and authors in American Literature from 1865 to the present. In this course we will consider both texts and contexts as we try to better understand the readings and the specific historical situations out of which they arose. Throughout the course we will ask, how is the "American" constructed in US Literature? Who is an American citizen? Who is included or excluded by each text and why? What are "American" identities? To answer these questions, we

will play close attention to the lenses through which the authors, the characters, and we the readers, construct our realities, including those of race, gender, class, sexual orientation, (dis)ability, age, religion, and region. Req. include weekly reading, weekly quizzes, two exams, and a series of papers. In addition, engaged participation and dedicated reading will be essential class components. The central course text will most likely be *The Heath Anthology of American Literature*. This course fulfills (3) credits of the American Literature overlay or the post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation and Historical Perspectives.

ENGL 385 Multicultural Children's Literature

Section A: MWF 2:30—Phil Nel

Though well-intentioned, the idea of “teaching tolerance” is a misnomer: merely tolerating difference is not the answer. Rather, recognizing that we all have difference in common, we should, as Christopher Myers says, realize that our differences are interesting. We can learn from each other, if we listen to and respect differences.

This class is about children's and young adult literature that embraces difference — sometimes successfully, though not always. These differences include race, ethnicity, class, gender, sexual orientation, ability, religion, and region. We'll look at key essays and important texts in multicultural literature — including *Roll of Thunder, Hear My Cry*; *American Born Chinese*; *Wonder*; and the musical *Hamilton*. ENGL 385 fulfills the Diversity overlay req. and three credits of the American Literature overlay or the post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Human Diversity within the U.S.

ENGL 390 Fable and Fantasy

Section A: MWF 10:30—Carol Franko

In “Fable and Fantasy” we will read tales that juxtapose the mundane and the marvelous. Themes of metamorphosis, quest, and fate will recur in stories of different tones and styles. Texts will likely include Neil Gaiman's *Stardust*; Hope Mirrlees's *Lud-in-the-Mist*; Tolkien's *The Hobbit*; Octavia E. Butler's *Wild Seed*; Garth Nix's *Sabriel*; and Diana Wynne-Jones's *Howl's Moving Castle*; as well as short works by George MacDonald, Robert E. Howard (*Conan*), Kelly Link, and Nnedi Okorafor. Students will take quizzes, a midterm, and a final, and will write two essays— one featuring a creative option. K-State 8 Tag: Aesthetic Interpretation.

ENGL 390 Fable and Fantasy

Sect. B: TU 2:30-3:45—Joe Sutliff Sanders

A unicorn who becomes human, a master thief, and ancient trinkets that mean more than they seem: what kind of power do these old tropes still have today? We'll look at books that love fantasy blindly as well as books that critique fantasy *while* they show their love for it. We'll also think about how fantasy changes when it becomes a comic book or a film. The students will choose our last two books and develop a system for explaining what we love and what we detest in stories about the impossible. In teams that support individual projects, we'll figure out how to talk and write with insight about ugly princes and lovely monsters. K-State 8 Tag: Aesthetic Interpretation.

ENGL 395 Shakespeare Now!

Section A: MWF 11:30—Don Hedrick

This experimental course counts as credit for students in Education and English requiring a Shakespeare course (usually English 350, Intro to Shakespeare). Through readings of selected plays, the class will explore the possible significance and relevance Shakespeare's works have for the present moment. We will look at plays such as *Hamlet*, *King Lear*, *A Midsummer Night's Dream*, *Macbeth*, and *The Tempest* through the lens of contemporary issues such as war, violence, poverty, nation, disability, aging, race, sexuality, romantic relations and love. An integral part of this class calls for experiential outreach to the university and local community, with opportunities for research and study and interactive projects involving schools, university departments (e.g., music and theater), community, and retirement groups. “Shakespeare Now!” seeks to understand diverse ways that groups such as retirees, prisoners, business organizations, and even motorcycle clubs see, read, and sometimes perform Shakespeare. A key component will be a digital humanities experience for archiving the work of students for future, public access over time.

In addition to short reading/discussion quizzes and weekly exercises, there will be oral reports, a midterm, a short paper and a final research project. K-State 8 Tag: Aesthetic Interpretation.

ENGL 400 Advanced Expository Writing for Prospective Teachers

Section A: TU 11:30-12:45—Abby Knoblauch

As the title implies, this is primarily a writing course. As such, students will read and write a number of expository pieces in a variety of genres. Our primary focus will be engaging and analyzing the concept of the “writing process.” In other words, we will be writing about writing. Students will take a close look at how they learned to write, what it means to write in college, how they structure their own prose, and the impact their writing processes have had on their experiences as students as well as on their teaching philosophies. Additionally, we'll pay close attention to the intersections of language, identity, and power, thinking about the ways the politics of language impact both students and teachers. Students will read regularly and will write five major essays.

ENGL 415 Written Communication for Engineers

Section A: MWF 8:30; Sect. B: MWF 9:30; Sect. C: MWF 10:30; Sect. D: MWF 12:30; Sect. E: MWF 1:30; Sect. F: TU 8:05-9:20; Sect.

G: TU 9:30-10:45, Sect. H: TU 11:30-12:45; Sect. I: TU 1:05-2:20; Sect. J: MWF 10:30; Sect. K: MWF 12:30; Sect. L: MWF 11:30; Sect. M: MWF 1:30-2:20--Staff

Department permission required for sections J and K (current seniors only), obtained from English Department, ECS 108, beginning Monday, 17 October 2016. Restricted to juniors and seniors in the College of Engineering. ENGL 415 prepares engineering students to gather, use, and present technical information in a professional setting. To that goal, it guides students to understand the importance and rhetorical context of writing, to develop systematic and sound research techniques, to construct/select and integrate visuals and other document design elements, to produce several written genres typical in engineering work environments, to develop editing skills, and to make effective oral presentations.

ENGL 417 Written Communication for the Workplace

Section A: MWF 8:30; Sect. B: MWF 9:30; Sect. C: MWF 9:30; Sect. D: MWF 10:30; Sect. E: MWF 10:30; Sect. F: MWF 11:30; Sect. G: MWF 12:30; Sect. H: TU 8:05-9:20; Sect. I: TU 9:30-10:45; Sect. J: TU 11:30-12:45; Sect. K: TU 11:30-12:45; Sect. L: TU 1:05-2:20; Sect. M: TU 1:05-2:20; Sect. N: TU 2:30-3:45; Sect. O: TU 2:30-3:45; Sect. P: MWF 11:30; Sect. Q: MWF 1:30; Sect. R: MWF 2:30—Staff

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. ENGL 417 studies the writing processes and genres that are commonly used in professional workplaces. Students learn to analyze rhetorical situations and learn the function, design, and writing of such documents as resumes, business correspondence, reports, and proposals. Req. may include readings, class discussion, writing, research, and presentations.

ENGL 435 Linguistics for Teachers

Section A: TU 8:05-9:20—Carol Russell

This course will acquaint prospective teachers of secondary English and those with a concentration in English with the history, structure, and use of the English language. We will discuss the nature of language, as well as how it is acquired; how and why language changes, and how the English language in particular has changed (and continues to change today); why different varieties of (mostly American) English have developed, and why they continue to be used; how language and culture are related; and how linguistics can be used as a pedagogical and diagnostic tool in the classroom. This is not a methods course, but it will give you a considerable amount of information regarding how the scientific study of language can be brought to bear in the English classroom. Four tests, one paper, one project, and weekly discussion boards. K-State 8 Tags: Historical Perspectives, Human Diversity within the U.S.

ENGL 450 Literature of Aging

Section A: TU 9:30-10:45—Deborah Murray

This semester ENGL 450 will focus on the literature of aging. Some of the world's greatest literature focuses on the joys and sorrows we face as we age. Writers we'll read include Edward Albee, Eudora Welty, Alice Walker, and others. We'll read and discuss plays, poetry, and fiction that addresses issues related to aging including retirement, mortality, and wisdom. Assignments include two projects, a midterm, and a final. ENGL 450 fulfills the American literature overlay req. or the post-1800 overlay req. for English majors. K-State 8 Tag: Aesthetic Interpretation.

ENGL 455 Exploring Creativity

Section A: TU 1:05-2:20—Deborah Murray

Creativity: What is it? Who has it? How can we develop it? This course will begin with some general background on theories of creativity, as well as an introduction to the concept of "flow." We will spend most of the semester exploring the creative process across different fields, including entrepreneurship, acting, writing, visual arts, dance and music. Texts for the course include *A Whole New Mind: Why Right-Brainers Will Rule the Future*, by Daniel Pink, *Creativity: Flow and the Psychology of Discovery and Invention* by Mihaly Csikszentmihalyi, as well as other selected readings. Students will also be expected to attend lectures and/or performances on the K-State campus. Methods of assessing student learning include a mid-term exam and a final project, which will include both research and creative aspects. Each student will do an informal presentation at the end of the semester. The instructor will help you to choose your topic and design your project. K-State 8 Tag: Aesthetic Interpretation.

ENGL 461 Introduction Fiction Writing

Section A: MWF 1:30; Sect. B: MWF 2:30—Katy Karlin

Sharpen your pencils! This class is an introduction to writing fiction, in which you will study the elements of narrative: how to write a convincing character, how to use plot, how image and setting can enhance a story. We will read and discuss many contemporary short stories, write two completely original stories, and revise one of them. Shorter written exercises will be assigned as well. Participation in this class is essential as you discuss stories by celebrated authors and by your classmates. Be prepared to write frequently, to tap into your imagination, and to explore the short story form. K-State 8 Tag: Aesthetic Interpretation.

ENGL 463 Introduction to Poetry Writing

Section A: MWF 11:30; Sect. B: MWF 12:30—Traci Brimhall

This course is just as the title suggests, an introduction to poetry writing. That is we'll focus on the craft elements found in good poetry—imagery, metaphor, tone, rhythm, structure, and an eye for precise detail. There will be numerous in-class opportunities to write and practice these craft elements, as well as outside readings and assignments. Students will also be asked to practice their developing knowledge of craft when workshopping each other's poems in class. While no experience in writing poetry is necessary, students should be prepared to read contemporary poems and take imaginative risks in their writing. K-State 8 Tag: Aesthetic Interpretation.

ENGL 465 Introduction to Creative Nonfiction

Section A: TU 9:30-10:45 - Elizabeth Dodd

This course is an introduction to literary nonfiction—factual writing about the self or the world that employs the craft of the creative writer, such as scene, setting, dialogue, and figurative language. We will explore these fundamentals of the genre and survey some of the kinds of nonfiction, such as memoir, personal essay, and research-based literary nonfiction. Assigned work: various writing exercises, two or three full essays, and workshop critique of classmates' writing. Pre-requisite: ENGL 200 or 210. K-State 8 Tag: Aesthetic Interpretation.

ENGL 470 The Bible

Section A: TU 9:30-10:45—Anna Goins

This course examines the Hebrew Bible and the early Christian writings of the New Testament. It is an introduction to the analysis of biblical texts, their histories and interpretations. The emphasis is on the literary qualities of these texts as well as their cultural and historical contexts. While the course is in part about religion, it is not taught from a religious perspective; the approach is literary, cultural, and historical. It is open to people of all faiths or of no faith whatsoever. No previous knowledge of the Bible, Judaism, and Christianity is expected. The books for the course are *The New Oxford Annotated Bible with the Apocrypha*, 4th edition (Oxford University Press) and Stephen Harris's *Understanding the Bible*, 8th edition (McGraw-Hill). The work for the course includes two papers, three examinations, several informal writing assignments, group work, regular attendance, and active class participation. K-State 8 Tags: Aesthetic Interpretation and Historical Perspectives.

ENGL 476 American English

Section A: MWF 9:30—Mary Kohn

Why do American films cast British actors as villains? Does your voice affect how a jury will judge you? How accurate is Rick's accent in "The Walking Dead"? This course is a hands-on exploration of linguistic diversity in the United States from the colonial period to the present. We will explore recent research about the intersection of language, place, culture, and identity in the US. Topics include regional, social, and ethnic variation, language ideologies, intersections of language and power, and methods for the analysis of language variation. We will also discuss language attitudes and educational issues related to working with diverse populations. Finally, we will explore what the intersection between linguistic structure and social structure can teach us about language and culture. This course will be taught from an inductive learning perspective, so students can expect to perform analysis of linguistic data ranging from personal interviews to film and performance culminating in a final project. ENGL 476 satisfies the Diversity Overlay for English majors. K-State 8 Tag: Human Diversity.

ENGL 495 English Internship

Section A: TBA – Karin Westman

Choice between research and professional writing internships. A research internship works with English professor on semester-long research project. A professional writing intern works with a community organization or other external office to develop written and other materials on behalf of that entity. See http://www.kstate.edu/english/courses/English_Independent_Study_Application.pdf

ENGL 497 Special Investigations in English

Section A: TBA – Karin Westman

Individual investigation in authors, genres, periods of literature or language. Pre-Requisite: Background of preparation needed for investigation undertaken. See http://www.k-state.edu/english/courses/English_Independent_Study_Application.pdf

ENGL 497 Digital Humanities

Section B: MWF 2:30—Mark Crosby

"Digital Humanities is work at the intersection of digital technology and humanities disciplines" (J. Drucker, 2013). In this course, we will immerse ourselves in the myriad possibilities of Digital Humanities by examining the platforms, tools, projects, and critical perspectives that constitute this multidisciplinary field of study. We will research and evaluate major Digital Humanities projects, such as the Rossetti Archive, Whitman Archive, and Blake Archive and we'll edit Wikipedia articles, and construct a digital resource or database in a field of interest. Our primary focus will be on understanding the basic components of a digital project. Technical experts will help us learn how to digitalize images, encode text, and design web sites, among other skills. You will emerge from the course with

practical, marketable experience, and the project you create in this course will be something that you can continue to work on in the future. K-State 8 Tag: Aesthetic Interpretation.

ENGL 498 Honors Tutorial in English

Section A: TBA – Karin Westman

Individually guided study in which the student will formulate and explore a narrowly defined topic in literature or language; may be used to initiate research for senior honors thesis. Consent of tutorial instructor required. See http://www.k-state.edu/english/courses//English_Independent_Study_Application.pdf

ENGL 499 Honors Project

Section A: TBA – Karin Westman

Open only to Arts & Sciences students/active members of the University Honors Program. See http://www.k-state.edu/english/courses//English_Independent_Study_Application.pdf

ENGL 500 Working with Writers: An Introduction to Writing Center Theory & Practice

Section A: W 5:30-8:20—Cydne Alexis

This hands-on, interactive course is designed for those who like to write and want to gain insight into the strategies of effective writers and teachers. It is also designed for those who wish to tutor in the Writing Center. Readings will be from the fields of literacy studies, composition studies, and writing center studies. Through observations of tutors and an apprenticeship in the Writing Center, you will learn to tutor others and improve your own writing craft. Topics of study include a wide variety of writing-related issues, such as the dynamics of peer tutoring, the writing process, revision, grammar, ESL/language acquisition, and writing across the disciplines. This class is especially helpful to anyone planning a career that involves writing, teaching, or student services, and you can be in any major and enroll. You do have to like working with others, and you should be a fairly strong reader and writer. Requirements: two writing projects, presentations of your work, reading responses, observations of writing center tutors, and an apprenticeship in the Writing Center. ENGL 500 satisfies the composition elective for Education majors. K-State 8 Tag: Ethical Reasoning and Responsibility.

ENGL 516 Written Communication for the Sciences

Section A: MWF 11:30—Staff; Sect. B: MWF 1:30—Yu; Sect. C: TU 2:30-3:45—Tanner

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. ENGL 516 prepares science students to gather, use, and present scientific information in a professional setting. Students learn to communicate with a professional audience on topics related to their disciplinary study or professional interest. Specific genres learned include memos, letters, proposals, reports, and more. Students are also engaged in research, visual communication, and oral presentations.

ENGL 545 Literature for Adolescents

Section A: TU 1:05-2:20—Joe Sutliff Sanders

In this course, students will gain a sense of the shape of the field of literature for middle school and high school students and experiment with ways to approach that literature critically. We will read broadly in styles and genres of the literature, and students will pursue their own interests in the field by selecting from a broad array of award-winning young adult novels to supplement the readings we do as a class. We will also explore theoretical approaches to the literature through short readings, instructor lectures, and class discussion. Through quizzes and papers, students will engage with scholarship on the field and interrogate the ideological underpinnings of both the literature and the scholarship. K-State 8 Tag: Aesthetic Interpretation.

ENGL 580 World Literature

Section A: TU 2:30-3:45—Anuja Madan

In the heyday of colonialism, the European empire held sway over 85% of the globe. In this course, we explore how literature responds to and how it is shaped by the phenomenon of European colonialism. We will begin the course with selected British fiction that deals with colonization and empire building. Addressing representations of colonial subjects in the European imagination, we will investigate how the colonies responded to and moved beyond these representations. Our readings will be informed by the history of colonialism of each of the regions whose literatures we will study. We will read colonial and postcolonial literature of some former European colonies: Congo, Nigeria, Kenya, the Caribbean, and India. ENGL 580 fulfills the Diversity overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation and Global Issues and Perspectives.

ENGL 599 Special Research in English

Section A: TBA—Karin Westman

Individual investigation in authors, genres, periods of literature, or language. Background of preparation needed for investigation undertaken. See http://www.k-state.edu/english/courses//English_Independent_Study_Application.pdf

ENGL 610 Religion in Renaissance Poetry

Section A: MWF 12:30—Kim Smith

Poetry in the English Renaissance reflected a broad range of concerns, but none was more important than religion. The Reformation brought a number of new concerns to 16th-century England, where the fear of idolatry and an anxiety about intense and evocative imagery brought new pressures to bear on poets of the period. After all, poetry is largely about images, and if images are bad or deceitful or dangerous, then how can poetry be good? In this class we'll be looking at a cross-section of Renaissance poetry—including well-known works by Edmund Spenser, John Donne, George Herbert, and John Milton—with an eye to how they negotiated this problem and how they managed to write about the pleasures of the physical world even as they addressed the ideas and spiritual concerns which were so much at the center of society. Requirements will include class presentations, papers, and a great deal of class discussion. ENGL 610 fulfills three credits of the British Literature overlay or the pre-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 635 London

Section A: T 7:05-9:55—Karin Westman

The city of London has been a center for art and commerce for centuries. It has also been a city of immigrants, especially with the arrival in 1948 of the Empire Windrush. Traveling from the far reaches of a fading Empire, this ship's passengers hoped for a better life in the mother country but arrived in a city whose doors were often closed to people of color, a city ravaged by the bombs of World War II. What kind of London emerged from the rubble of war? What kinds of lives did these new immigrants build? How did existing Londoners respond? What is the legacy of this immigration in contemporary British culture? We will explore answers to these questions as we study the culture of post-WWII Britain through its literature published since 1950. Our texts will range from award-winning and best-selling novels (Andrea Levy's *Small Island*, Zadie Smith's *White Teeth*, Monica Ali's *Brick Lane*) to historical surveys (Peter Ackroyd's *London: A Biography*) to popular international films (*Bend It Like Beckham*) and British television shows (*EastEnders*, *The Prisoner*). Requirements for all students: active participation in class discussions, response papers, a short paper (5 pages in length), and a final exam. Undergraduates will complete one additional writing assignment: a longer paper (7-8 pages in length). Graduate students will complete three additional writing assignments: a longer paper with secondary resources (12 pages in length), an essay review of four articles or a book-length study (4-5 pages in length), and a one-page abstract for the longer paper. ENGL 635 fulfills three credits of the British Literature overlay or the post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 640 Going Native: Literatures from Turtle Island to Walden Pond

Section A: MWF 10:30—Steffi Dippold

"Turtle Island," or North America, emerged on the back of a sea turtle out of a mass of water, the Iroquois say, that offered skywoman a respite from her fall. This course delves deeply into the literatures of "Turtle Island," exploring indigenous oral narratives of beginnings, transformation and disruptive trickster figures. Reflecting the limitations of written texts, we also look at how tattoos, indigenous belts, baskets, hide painting and ledger art tell extraordinary stories. We will read early Native American texts, including works by William Apess, David Cusick, Jane Johnston Schoolcraft, and Alice Callahan alongside mainstream accounts of Native Americans by Longfellow, Cooper, and Thoreau. These radical, complex, and at times contradictory narratives challenge us to both develop sophisticated approaches for the rich voices of "Turtle Island" and reverse our perspectives on American literature. ENGL 640 fulfills the Diversity overlay and three credits of the American Literature overlay or the pre-/post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 661 Advanced Creative Writing/Prose Fiction

Section A: MWF 9:30—Traci Brimhall

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. This class is for students who have a strong sense of the fundamental craft of fiction and want to expand and enrich their writing skills. We will read, examine, and write about numerous short stories in class; workshop new stories generated by a variety of writing assignments; and revise stories based on feedback received during workshop. Students are expected to attend and bring their creativity, insights, and enthusiasm to every class. Prerequisite: for undergraduates, ENGL 461 or equivalent; graduate students from all tracks are welcome but must receive instructor permission. K-State 8 Tag: Aesthetic Interpretation.

ENGL 663 Advanced Creative Writing/Poetry

Section A: TU 2:30-3:45—Elizabeth Dodd

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. This course will combine extensive reading of contemporary poetry, study of form and technique, and workshop discussions of student work. Together we will read poems by Ross Gay (visiting poet from fall 2016), *Best American Poems 2016*, essays about contemporary poetry from KSOL and Marianne Boruch's collection of essays, *Poetry's Old Air*; and, of course, student poems turned in for workshop. Course requirements will include 6-8 poems written and revised; written and oral peer critiques, and (for graduate students) a written review of a poetry collection published in the last 5 years. Prerequisite: for undergraduates, ENGL 463 or equivalent; graduate students from all tracks are welcome

but must receive instructor permission. K-State 8 Tag: Aesthetic Interpretation.

ENGL 680 Asian American Literature

Section A: TU 1:05-2:20—Michele Janette

A Chinese American boy named Donald Duk time travels into the history of Chinese railroad workers and classical Chinese epics; a gay Vietnamese cook exiled from his family and nation becomes the personal chef for Gertrude Stein; a Filipino boy tries to make it as a migrant worker in California; a Japanese American girl's family loses everything while interned during World War II; Operation Babylift sends Vietnamese infants to new lives in the US, with mixed success; astronomy, memoir, wordfinds and quizzes collide in an experimental novel called *Parabola*. The first half of this class will survey some of the famous and fantastic works of Asian American lit, including those previewed above as well as Kingston's *Woman Warrior* and Lahiri's *Interpreter of Maladies*. In the second half of the semester, we will focus specifically on recent Vietnamese American fiction, finishing with the 2016 Pulitzer Prize winning novel *The Sympathizer* by Viet Nguyen. Not already versed in Asian American history and the major critical questions of Asian American Studies? No worries: we'll do some readings in those areas as well. And we might even be able to squeeze in a few Skype conversations with the authors we're studying. ENGL 680 fulfills the Diversity overlay req. and three credits of the American Literature overlay or the post-1800 overlay req. for English majors. K-State 8 Tags: Aesthetic Interpretation, Historical Perspectives.

ENGL 695 Innocence and Experience or Philip Pullman in Context

Section A: MWF 11:30—Naomi Wood

"What happens when innocence changes to experience?" asks Philip Pullman's fantasy trilogy *His Dark Materials* (1995-2000). What happens is an epic tale about free will, good and evil, knowledge, and the fate of worlds. Pullman places himself firmly and unapologetically in a tradition that tells grand stories with vast implications. This class traces Pullman's literary influences, starting with the Book of Genesis. We'll read early Christian legends, Hebrew midrashim, Milton's *Paradise Lost*, poetry by William Blake and C.S. Lewis' *The Magician's Nephew*. We'll also read parallel but divergent texts: Mary Shelley's *Frankenstein* and Frances Hardinge's *The Lie Tree*. We'll talk about gender, sex, power, authority, knowledge, justice, and other juicy topics. Assessment will probably include two papers, two exams, and active participation in class. ENGL 695 fulfills three credits of the British Literature overlay or, depending on students' needs, either the pre-1800 or the post-1800 overlay req. for English majors. K-State 8 Tag: Aesthetic Interpretation.

ENGL 698 Capstone: Performing the Middle Ages (Senior English majors given priority)

Section A: TU 11:30-12:45—Wendy Matlock

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. We constantly perform the Middle Ages, whether at Medieval Times restaurants, on gaming platforms, or by calling something "medieval." This class will ask whether the past can come alive in these performances or whether such efforts undermine our ability to see the past as distinct from the present. To consider this conundrum, we will sample modern performances of the medieval in works like *Game of Thrones*, *A Knight's Tale*, and Disney's *Robin Hood*, while reading works from the Middle Ages that continue to appeal to modern readers. Such texts include romances by Marie de France and Sir Thomas Malory, poems by Geoffrey Chaucer and Thomas Hoccleve, and anonymous plays and ballads. ENGL 698.A fulfills three credits of the British Literature overlay or the pre-1800 overlay req. for English majors. K-State 8 Tag: Aesthetic Interpretation.

ENGL 698 Capstone: American West (Senior English majors given priority)

Sect. B: TU 1:05-2:20—Lisa Tatonetti

Obtain permission from the English Department, ECS 108, beginning Monday, 17 October 2016. This class discusses how the foundational concept of "the West" is imagined and produced in U.S. history, literature, and film. We'll begin with the "discovery" of America, reading Papal Bulls, Columbus's letters, & de las Casa, and watching Iciar Bollain's fabulous 2010 film *Even the Rain*. We'll consider settlement and manifest destiny in classic texts by Rowlandson, Boudinot, and Andrew Jackson alongside Blake Housman's postmodern novel in which the Cherokee Trail of Tears has become a virtual reality theme park ride. We'll consider the west in film, moving from Edward Curtis's 1914 *In the Land of the War Canoes* to Ford's classic 1956 western film, *The Searchers*, to an episode of Joss Whedon's *Firefly*. The class concludes with recent Indigenous film and literature that rewrites dominant representations of the U.S. West. Along the way, students will: 1) have an amazing time; 2) write short papers; 3) take quizzes; 4) compose an annotated bibliography; and 4) write a paper or make a film that engages the way folks in the U.S. imagine the place and myth that we call "the West." ENGL 698.B fulfills the Diversity overlay and three credits of the American Literature overlay or the post-1800 overlay req. for English majors. K-State 8 Tag: Aesthetic Interpretation .K-State 8 Tag: Aesthetic Interpretation.

ENGL 703 Critical Approaches to Children's Literature

Section A: MWF 1:30—Phil Nel

This course provides tools for advanced study of children's literature. As a 700-level class, the primary audience is graduate students. The class will focus on key texts in children's literature and key issues in treating children's literature as an academic subject.

ENGL 710 Black to the Future: Afrofuturism and African Diaspora Speculative Fiction

Section A: TU 9:30-10:45—Cameron Leader-Picone

This course focuses on African Diaspora science fiction and other forms of speculative fiction. Speculative fiction offers the opportunity to envision society and social hierarchies in radically different forms than exist in the present. Consequently, speculative fiction has often been the site of what Robin Kelley calls “freedom dreams,” imaginings of new and different forms of identity, social and governmental structures. In addition to narrative fiction, the course will include several films, television shows, music, and graphic fiction. Films may include *Last Angel of History*, *Brother from Another Planet*, *Space is the Place*. Music by Outkast, Parliament/Funkadelic, DJ Spooky, and Sun Ra. Authors may include Samuel Delany, Octavia Butler, Nalo Hopkinson, George Schuyler, Colson Whitehead, Victor Lavalle, Nnedi Okorafor. Criticism by Mark Dery, Kodwo Eshun, and others. ENGL 710 fulfills the Diversity overlay and three credits of the American Literature overlay or the post-1800 overlay requirement for English majors.

ENGL 757 Language and Society

Section A: MWF 8:30—Mary Kohn

The English language has never existed as a unitary system; rather, it emerges from a chorus of diverse voices, shifting and changing throughout time. In this course we will focus on the English language to study the intersection of language, place, culture, and identity, including topics such as language and the performance of gender; human geography and the distribution of minority language varieties; and regional varieties and the production of local identities. We will also investigate variation within the individual, including style-shifting, code switching, and language crossing. In addition, we will identify the connection between language ideologies and the establishment of group identities. Students in this course will learn techniques of sociolinguistic analysis including how to design ethical studies, how to perform analyses ranging from the acoustic to the discourse level of production, how to gather information on folk linguistic ideologies, as well as approaches to examining language variation in the media. Students will accomplish these goals by reading current research in the field of sociolinguistics and through hands-on practice with the tools and methods of the field. This course will be taught from an inductive learning perspective, so students can expect to perform analysis of linguistic data in homework assignments culminating in a final project.

ENGL 759 Studies in Technical Communication

Section A: MWF 2:30—Han Yu

An advanced introduction to the broad field of technical communication, ENGL 759 is designed to meet the diverse needs of students who are interested in technical communication theories and practices. Students will read scholarly work in the field, write academic essays that engage with conversations in the field, learn about select technical communication genres, and practice some of these genres through student-driven client projects.

ENGL 771 Creative Writing Workshop: The Novel

Section A: M 7:05-9:55—Katy Karlin

We know that a novel is a work of fiction of at least 50,000 words, but beyond that, are there rules and conventions that the novelist must observe? In this workshop-based class, students will study and discuss what makes a novel, while generating about 60 pages of their own new work. We will read as a class two recent novels, and each student will be responsible for giving a presentation on a third. We will also read selected critical work on the novel form. It's unlikely anyone can write a whole novel in a single semester, but this class is designed to give each student the tools and the confidence he or she needs to complete a full work of fiction. This class is intended for graduate students who have completed previous creative writing classes.

ENGL 797 Professional Writing Internship

Section A: TBA—Anne Longmuir

Faculty-supervised professional experience, emphasizing application of writing skills in professional contexts. Student projects must be approved by on-site supervisor and faculty supervisor. Report must be submitted at the end of the semester. Requisites Pr.: ENGL 510 or ENGL 665 or ENGL 759 or ENGL 765.

ENGL 799 Problems in English

Section A: TBA—Anne Longmuir

Independent study in major authors, genres, and periods of English and American literature and language. Requisites Pr.: Background of courses needed for problem undertaken.

ENGL 805 Practicum/Teaching University Expository Writing

Sections A/B/C/D: M 3:30-5:50—Abby Knoblauch, Stacia Gray, Cindy Debes, Anna Goins, Tom Sarmiento

Required of GTAs teaching Expository Writing in the English Department. Instruction in the theory and practice of teaching in a university expository writing program.

ENGL 825 Seminar: Medieval Endings (Graduate students only)

Section A: U 3:55-6:45—Wendy Matlock

Endings are difficult. Whether envisioning apocalyptic last days, contemplating human mortality, or drawing a complex narrative to a close, we struggle to find satisfactory resolutions. In fact, while medieval hermeneutics emphasize coherence, that is, reading from the end to uncover exegetical truth, the gerund of the word "ending" itself resists such closure, invoking the performance of an ongoing process, much like liturgical time. Our seminar will explore both modern approaches and medieval writing. We will read *Beowulf*, *The Owl and the Nightingale*, Dante's *Divine Comedy*, *Pearl*, Chaucer's *Canterbury Tales*, and more. No knowledge of Middle English is expected. We will begin with translations and work together toward a reading knowledge of Middle English. Seminar requirements include active participation in discussions, a class presentation, and a scholarly research paper.

ENGL 830 Seminar: Affect Theory (Graduate students only)

Section A: T 3:55-6:45 p.m.—Greg Eiselein

What is the relationship of emotion to literature and literary study? Surveying theories that attempt to understand the relationship of emotion to writing and art, this course explores the pivotal, perhaps central role of emotion in literature and literary studies generally. We will study the representation of emotion in literary texts and the emotional impact of literary texts on readers. The first half of the seminar will focus on famous theories of emotion from Plato and Aristotle to Darwin and James, while the second half will be devoted to contemporary theories of affect, as articulated by Martha Nussbaum, Eve Sedgwick, and Sianne Ngai, among others. No previous experience with literary theory or affect theory is required or expected.

ENGL 899 Research in English

Section A: TBA – Anne Longmuir