Winter 2027

English

(CRN 21709) ENG 101: Life Changing Books

Dawson, Brent

Homer's *Iliad* is likely the most influential work of narrative fiction ever written. Students in this course will learn why it has shaped the lives of so many readers and what makes it still an astonishing work today. Our class will do so through a long and slow reading over the course of the term of Emily Wilson's recent English translation, exploring together the *Iliad*'s themes of rage and its causes, heroism and its limits, mortality, destiny, love, and especially humanity's fragile attempts to make meaning of our brief lives. In addition, we will look together at a variety of powerful modern responses to the poem, whether from anti-war activists, existentialists, feminists, veterans, and postcolonial writers.

A&L; ENG Major: Lower-Division Elective; English minor

(CRN 21712) ENG 104Z: Introduction to Literature: Fiction

TBA

The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104Z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

A&L; ENG Major: Lower-Division Elective; English minor

(CRN 26189) ENG 106Z: Introduction to Literature: Poetry

TBA

The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106Z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

A&L; ENG Major: Lower-Division Elective; English minor

(CRN 26462/21714) ENG 200: Public Speaking as a Liberal Art

Simnitt, Emily; Zalyubovskiy, Ana

In this course, we will explore a core set of theories, skills, and practices central to public speaking. We will examine the relationship between speakers and listeners, study the speech communication process and how best to use the theories to assist verbal and non-verbal communication; we will learn how to research, select and organize materials, and supplement speeches with multimedia tools. The goal of this course is to equip you with the confidence and skills needed to give clear and compelling ethical speeches to diverse audiences in public settings. Be prepared to improvise, work both independently and collaboratively, and to learn through guided practice.

ENG Major: Lower-Division Elective; English minor; WSCR minor

(CRN 21715) ENG 205: Genre: Top Epic

Carroll, Anna

Traces the historical development and transformations of key genres for the study of English and American literature and culture, including canonical and popular literary as well as media forms. Repeatable twice for a maximum of 12 credits when topic changes.

ENG Major: Lower-Division Elective, Genre; English minor

(CRN 26190) ENG 205: Genre: Top RomComs

Barter, Faith

This genre course will be a study in the form, evolution, and innovations of the rom com (romantic comedy). Often derided as “chick lit” or “chick movies,” we will take seriously the rom com as a site of fantasy, imagination, experimentation with romantic norms, and sometimes feminism (sometimes the opposite). We will take seriously the forms of joy, refuge, and worldbuilding that the genre affords across history, geography, cultural context, and medium. And while the genre emerged out of heteronormative culture, we will particularly look for and consider rom coms that have productively expanded and extended the genre’s reach. While some of our texts will be novels and/or plays, this course will be film forward – you should be prepared to access a number of films on your own through streaming, rentals, and libraries.

ENG Major: Lower-Division Elective, Genre; English minor

(CRN 26193) ENG 205: Genre: Top Rhetoric & Video Games

Jones, Stephanie

Students will play a pre-selected list of video games to learn aspects of different rhetorical traditions. Students will create projects based on rhetorical aspects of the video games we play in class together.

ENG Major: Lower-Division Elective, Genre; English minor

(CRN 26194) ENG 208: Shakespeare

Pyle, Forest

This course, which focuses on four of the later plays of Shakespeare's career, is designed as an introduction to the language, themes, contexts, and implications of Shakespeare's most mature work. Though our close reading of these plays will lead us to consider any number of the many topics which are developed throughout Shakespeare's work, I have chosen these four plays with special attention to their depictions and "stagings" of psychic, cultural, and social extremities. You need not have taken ENG 207 to appreciate this course; and no prior familiarity with Shakespeare or Renaissance literature is required or expected. We will read four plays -- *Othello*, *King Lear*, *The Winter's Tale*, and *The Tempest* – focusing carefully on an individual act for each class session. The weekly discussion sections will give you the opportunity to explore in closer detail the form and content of these remarkable plays.

A&L; ENG Major: Lower-Division Elective; English minor

(CRN 21720) ENG 230: Introduction to Environmental Literature

Galentine, Cassie

This course is an introductory survey of environmental literature that will give students a glimpse of the wide range of formal, thematic, and cultural diversity of "environmental" novels, short stories, and other media. In the process of reading the fiction and critical works of and about humans' interactions with nature and their environment, we will explore different questions that have shaped the field of environmental literature such as: what does the term "environmental" mean? How do texts get classified as "environmental literature" and what are the implications of that classification? How have humans across various time periods and cultures imagined and represented their experiences of nature and the world around them? Students will apply the conventions and methodology of literary studies provided by this course to engage in analytical writing projects that explore these key themes, questions, and concepts within the required course readings.

A&L; ENG Major: Lower-Division Elective; English minor

(CRN 26313) ENG 230: Introduction to Environmental Literature

Alaimo, Stacy

This course introduces key topics, frameworks, and questions for U.S. environmental literature and the environmental humanities more broadly, including Indigenous environments and settler colonialism; race, environmental justice, toxins, and queer ecologies; species extinction, the anthropocene, posthumanism; and future visions. We will read and discuss three short novels, Louise Erdrich, *Tracks*; Helena Viramontes, *Under the Feet of Jesus*; and Jeff Vandermeer, *Annihilation*, along with essays and a few poems in a course packet. Class time will be a mix of lecture, discussion, writing, and small group discussion. Please note, this is an analogue class, where students will have the pleasure of reading actual books and other texts on paper and discussing their ideas with each other in person. The modes of the class are meant to enhance focus, comprehension, and deep thinking as well as a sense of community. We may include guest speakers from local environmental groups and conclude with short group presentations envisioning better environmental futures.

A&L; ENG Major: Lower-Division Elective; English minor

(CRN 21723) ENG 241: Introduction to African American Literature

Tiwari, Avinnash

This course is a survey of writings by African American authors. Studying fiction, essays, and poetry, we will read representative texts to consider whether there are specific formal and thematic elements that characterize an African American literary tradition. We will consider how these texts fit into or defy ideas about race, gender, and class on the one hand and classifications of genre, period, and literary style on the other. We will study relationships among these works to uncover how they reflect on, depend on, or revise one another. We will look for relationships between these works and other art forms such as music and visual arts. This means that as we read each text closely, we may also listen closely to a relevant speech, poetry reading, or piece of music. The goal of this course is to help you engage with African American literature, improving your writing, reading, and critical thinking skills in the process. This class requires substantial reading and writing and vigorous participation.

A&L; IP; US; ENG Major: Lower-Division Elective; English minor

(CRN 26289) ENG 241: Introduction to African American Literature

Barter, Faith

This course is a survey of literature by African American authors from the late 1700s up to the early 21st century. Working (mostly) chronologically, we will read texts from a range of genres and styles including fiction, non-fiction essays, journalism, drama, poetry, and more. We will also discuss art, visual culture, and this section will especially be focused on music - some of our class sessions will be dedicated listening sessions where we listen to music together. Our work with these various forms of cultural production will consider the historical and material conditions that African American writers and artists have been working within and against, as well as the far-reaching and varied forms of expression that they have invented and innovated. As we work, we will think deeply about how our course materials relate to one another and how we can use our coursework to build a working understanding of an African American literary tradition. We will spend some time questioning how our course materials confirm or defy ideas about not only literature, but also about race, gender, sexuality, class, and ability. Some of the questions we will ask throughout the quarter include: What is literature? What is African American literature? Who decides which literature we should study? How has the African American literary tradition shaped these questions?

A&L; IP; US; ENG Major: Lower-Division Elective; English minor

(CRN 21728) ENG 244: Introduction to Native American Literature

Brown, Kirby

In 1968, Kiowa writer N. Scott Momaday's "House Made of Dawn" was awarded the Pulitzer Prize for American literature. Momaday's award signaled for many the “arrival” of Native authors to the American literary scene and ushered in an unprecedented era of Native literary production widely known as the Native American Renaissance. While the explosion of Native writing and the critical tradition that emerged from it carved out much needed cultural and institutional spaces for Native self-representation and Native American Studies, it had the unintended effect of privileging contemporary Native novels over writing from other periods and across a variety of genres and forms. Grounded in the historical contexts in which Indigenous self-expression is produced, this introductory survey of Native American literature widens the net to include an array of contemporary Native self-representation across genres, forms, media, regions, and tribal nations.

A&L; IP; US; ENG Major: Lower-Division Elective; English minor

(CRN 26199) ENG 304: Foundations of the English Major: Context

Bovilsky, Lara; Cortez, José; Wood, Mary

The Foundations of the English Major is a three-course series (ENG 303, ENG 304, ENG 305) that introduces students to the discipline of English as practiced at the University of Oregon. The sequence provides English majors with a common intellectual experience and a foundation for future coursework in literary, media, and cultural studies and folklore and public culture.

ENG 304 addresses the following questions: How do we read texts in relation to their contexts? What is a context? How do texts and history interact? We will think about these questions in relation to literary history, intellectual and aesthetic history, political history, and the history of different cultural formations and categories such as gender, race, sexuality, psychology, and religion. As we do so, we'll show how these histories are themselves recovered and created – products of intellectual activity and ideological forces – rather than merely given facts. The course will pursue these questions and their answers by reading texts chosen from the early modern, modernist, and contemporary periods.

All English majors are required to take ENG 303 (Text), which is offered each fall, and then can choose to take one or both of ENG 304 (Context) and 305 (Theory). In 2026-27, ENG 303 and 304 are taught; in 2027-28, ENG 303 and 305 will be taught

A&L; ENG Major: Foundations of the Major

(CRN 21732) ENG 315: Women Writers' Cultures: Top Analog Futures

Miller, Quinn

What is mechanical, material, and why? What is outside, beyond, or after the digital? In this class students explore everyday life, technology, media history, historiography, theory, and criticism through study of concepts of style, aesthetics, editing, revision, interpretation, citation, and reflexivity; in the context of television and film studies; in dialogue with performance, fashion, and pop culture studies, crip thing theory, anti-identitarian ecosexual studies, and astrological lexicon.

IP; ENG Major: Media/FLR/Culture, Gender/Ability/Sexuality; English minor

(CRN 21733) ENG 316: Women Writers' Forms: Top Women Travel Writers

Bohls, Elizabeth

Travel, or the journey, is often conceptualized in relation to home as the point of departure and return: in Homer's *Odyssey*, the hero wanders as his wife waits faithfully in Ithaca. These gendered roles—man as traveler, woman as homebody—reflect age-old assumptions about travel. But women have always traveled: as pilgrims, migrants, settlers, nurses, even soldiers and sailors, as well as the involuntary travel of millions of enslaved women. Travel writing as a literary genre included less women than men in its early periods, due to women's limited access to education and publication. We'll read narratives by early women travelers: witty aristocrat Mary Wortley Montagu and feminist thinker Mary Wollstonecraft. Our modern travel writers include Pacific Coast Trail hiker Cheryl Strayed and scholar of African American history and literature Saidiya Hartman.

IP; US; ENG Major: 1500-1789, Gender, Ability, Queer Studies, and/or Sexuality; English minor

(CRN 26290) ENG 316: Women Writers' Forms: Top Afrofuturist Feminist Writers

Jones, Stephanie

In this course we will explore Black women's writing within a cultural matrix of Afrodiasporic culture, history, geography, futurity, and relational bonds examined in the context of Black feminist rhetorical theories. This course surveys the lives and writing practices of Afrofuturist feminist writers like Octavia Butler and Janelle Monáe. We will examine the history of Afrofuturism as it relates to the contributions of Black women writing within the Black Speculative Arts Movement. Students will learn Afrofuturist feminist approaches to rhetorical analysis, world-building, and speculative fiction writing through discussions about Afrofuturist feminisms' literary influences. We will explore how Black women writers comprehend, shape, change reality, and human destiny through Afrofuturist feminist pursuits of liberation and justice. Readings are organized through the notion of rootedness. The writers share their conscious motives for selecting characters, situations, and techniques to depict their ideas about how Afrofuturist feminisms maintain human dignity in an objective, alien, and frequently threatening world. Students will study scholarship, short stories, novels, music, analogue and digital art, and poetry of the Cosmic-African diaspora.

IP; US; ENG Major: Gender/Ability/Sexuality; Empire/Race/Ethnicity; English minor

(CRN 26205) ENG 322: English Novel

Brundan, Katy

This course explores some of the highlights of the Gothic novel in the nineteenth century. We will consider the metamorphoses of the Gothic mode from the melancholy, smoldering Romantic anti-hero to imperialist fiction and beyond. Through our reading, we will explore how Gothic's dark fascinations emerged from and challenged stalwart pillars of nineteenth-century culture and morality, from strict gender roles to empire. Our novels include John Polidori's *Ernestus Berchtold, or, the Modern Oedipus* (1819), Emily Brontë's *Wuthering Heights* (1847), H. Rider Haggard's *She* (1887), and Bram Stoker's *Dracula* (1897). As we explore the development and variations of the Gothic among these very different novels, written assignments will include some comparisons between novels. Assessments will include written essays, oral exam, and in-class writing. During the course we will read theoretical and critical perspectives on the nature of Gothic fiction, as well as some newspaper and journal articles that illuminate nineteenth-century debates about gender.

ENG Major: 1500-1789; English minor

(CRN 21736) ENG 330: Oral Controversy and Advocacy

Eccleston, Rachel

In this class we will study the habits of research, reasoning, selection, and presentation necessary for ethical and effective oral advocacy. Students will practice composing oral arguments for a variety of possible contexts in the public sphere, focused on love. Students will choose topics relevant to how they relate to love and the role love plays in our culture and learn rhetorical skills for effectively presenting their ideas and responding to opposing perspectives.

A&L; ENG Major: Theory/Rhetoric; English minor; WSCR minor

(CRN 21737) ENG 335: Inventing Arguments

Kovalchuk, Anna

In this class, we will focus on the rhetoric of facts and misinformation. In other words, how do we assess whether we are encountering sound, useful, informed arguments or manipulative bullshit (a technical term!)? How do writers use evidence and shape arguments to convince us of the validity of their claims? Are birds real? How do we know whether something is science or pseudoscience or just not science? In our present moment of misinformation and AI, how do we analyze the rhetorical strategies and range of evidence we encounter online, at the grocery store, and at family holidays?

We will read widely in a range of genres, writers, and fields to situate our current digital age within a long history of persuasive reasoning, argumentation, misinformation, and fake news. Our readings will be divided into three units: 1) Epistemology and Demarcation: Science, Pseudoscience, and Not Science 2) Rhetoric and Bullshit: Argumentation, Misinformation, and Propaganda 3) Conspiracy Theories and the Limits of our Knowledge.

Students will build a robust toolkit of critical vocabulary, build confidence in analyzing and assessing complex arguments, develop research skills, and practice writing substantive essays.

A&L; ENG Major: Theory/Rhetoric; English minor; WSCR minor

(CRN 26206) ENG 360: African American Writers: Black Women's Novels

Thorsson, Courtney

In this course, we will study novels by Black American women. Using close reading and historical contexts, we will consider how these novels construct race, class, and gender; the possibilities and limits of the novel form; whether and how these texts engage with Black Nationalism, Civil Rights, Black Power, Feminism, and other political movements; and how these novels envision home, community, and nation. The goal of this course is to help you engage with African American literature, improving your writing, reading, and critical thinking skills in the process. This class requires substantial reading, vigorous participation, three short writing assignments (3-4 pages each), and a final paper (10-12 pages).

A&L; IP; US; ENG Major: 1789+, Empire/Race/Ethnicity; English minor

(CRN 26207) ENG 363: Chicano and Latino Writers

Herrera, Salomé

This course examines the origins and development of Chicano and Latino literature and culture in its relevant intellectual, social, and historical contexts. Special attention will be paid to the queer, surreal, and existential threads that pervade well known texts in Latinx Literary Studies. Students will approach critical questions concerning the role of systemic racism, patriarchy, and homophobia in Latinx communal formation. Conversely, we will consider the ways in which queer Latinx authors write against the grain to imagine alternative forms of kinship, storytelling, memory, genealogy, and consciousness.

A&L; IP; US; ENG Major: 1789+, Empire/Race/Ethnicity; English minor

(CRN 26208) ENG 380: Film, Media, and History

Miller, Quinn

Study of the history of institutions and industries that shape production and reception of film/video, including the university system—through attention to everyday life, technology, and literary criticism. This course examines media archives, television studies, and theory, exploring ideas about taste, craft, and composition at play in media and film history, in writing and related art forms. Focusing on material culture, cyclical vinyl revival, contemporary distribution, and pre-streaming/internet-era "pay TV" visions, we discuss wide-ranging topics around self-representation. Through collaborative and creative scrutiny of texts and textual features found in theory, fiction, poetry, documentary, advertising, and social media, students will expand ideas of time and research.

A&L; ENG Major: Media/FLR/Culture; English minor

(CRN 21740) ENG 381M: Film, Media, and Culture

Ovalle, Priscilla

Study of film and media as aesthetic objects that engage with communities identified by class, gender, race, ethnicity, and sexuality.

A&L; IP; GP; ENG Major: Media/FLR/Culture; English minor; CCS minor; DIGH minor

(CRN 21741) ENG 392: American Novel

Alaimo, Stacy

The 20th century American novel has not only encompassed a multitude of voices but has promoted social visions. The diverse set of novels in this class begin with William Faulkner's weird tale of modernist alienation and isolation, moving toward more collective and political modes, with a Harlem Renaissance (nearly lost) classic and a (recently found) political novel by a Chinese American author. The second half of the class features texts that intertwine cultures and environments, starting with Louise Erdrich's account of environmental and cultural devastation wrought by settler colonialism, to Chicana feminist perspectives on land and culture, concluding with a SF novel that plunges the reader into a strange but vibrant rewilding. While it would be impossible to do justice to the 20th century American novel in one term, the works in this class are striking not only for their vital content but for their experimental and provocative structure, form, voice, and narrative perspective. We will discuss how the novels seek to perform "cultural work"—shifting the political realities they inhabit—and how their interpretive puzzles and offbeat humor pull readers into the process of understanding personal, social, and environmental realities and imagining alternatives. Readings will consist of the following short novels: William Faulkner, *As I Lay Dying*; Zora Neal Hurston, *Their Eyes Were Watching God*, H.T. Tsiang, *Hanging in Union Square*; Louise Erdrich, *Tracks*; Ana Castillo, *So Far from God*; Jeff Vandermeer, *Annihilation*. Class time will be a mix of lecture, discussion, writing, and small group discussion. Please note, this is an analogue class, where students will have the pleasure of reading actual books and other texts on paper and discussing their ideas with each other in person. The modes of the class are meant to enhance focus, comprehension, and deep thinking as well as a sense of community.

A&L; ENG Major: 1789+; English minor

(CRN 26209) ENG 399: Special Studies: Writing Associates

Simnitt, Emily

Writing Associates Development is a variable-credit, hybrid, companion class to ENG 404 Internship for Writing Associates. This course focuses on the professional development of the Writing Associates and their continuing study of the practice and ethics of tutoring. The course extends the pedagogical work begun in WR 312 Principles of Tutoring, and complements the ENG 404 Internship with practical support, collaboration, and self-reflection on the tasks of tutoring. And, if taken for more than one unit, provides individualized development opportunities toward each student's educational and/or professional goals. While everyone will participate in the core course assignments, other components of the course are adaptable to each person's credit level, interests, and goals. Junior/Senior standing and successful completion of WR 312 Principles of Tutoring are needed to enroll in this course. Concurrent enrollment in at least one credit hour of ENG 404 Writing Associates Internship is required. Paired ENG 399 and ENG 404 courses may be repeated in subsequent terms.

ENG Major: Upper-Division Elective (accumulate 4 credits); English minor (accumulate 4 credits)

(CRN 21744) ENG 404: Internship: Writing Associates

Simnitt, Emily

English 404 Writing Associates Internship is a variable-credit, internship course that offers advanced Junior and Senior undergraduate students professional experience tutoring undergraduates who are enrolled in lower division courses within English, Composition, Honors College, and AEIS (Academic English for International Students). For each credit hour of enrollment, students should be available for 3 hours of tutoring sessions, starting week 2 and ending in Finals Week. English 404 also entails professional outreach as needed to maintain demand for Writing Associates tutoring services. This course counts toward the University requirement of 62 upper-division credit hours and may be repeated in subsequent terms. Junior/Senior standing & successful completion of WR 312 Principles of Tutoring are needed to enroll in this course. Concurrent enrollment in at least one credit hour of ENG 399 Writing Associates Development is required. Paired, ENG 399 and ENG 404 courses may be repeated in subsequent terms.

(CRN 21745) ENG 404: Internship: Disability Studies

Evans, David

English 404 Disability Studies Fieldwork is a variable-credit internship course in which students learn directly from people with disabilities through community partnerships in sports, schools, health care, direct support provision, the arts, and many other spheres of life. Students earn one credit for every 30 hours of internship with a partner organization. This course counts toward the University requirement of 62 upper-division credit hours and may be repeated in subsequent terms.

(CRN 21746) ENG 404: Internship: Center for Teaching & Writing

TBA

On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses.

(CRN 21747) ENG 404: Internship: Community Literacy

Simnitt, Emily

On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses.

(CRN 26302) ENG 404: Internship: NALRC Comic Studies Storybook

Douglas-Tavani, Jordan

In this internship, student artists will work under the supervision of Northwest Native American Language Resource Center Staff (NW-NALRC), principally Dr. Jordan Douglas-Tavani, in illustrating 1 of 3 illustrated storybooks for the NW-NALRC Indigenous Language Teaching Pedagogical Book Series. For Winter 2027, there will be a book on bees pollinating flowers, a visual dictionary of the home, and a 'slice of life' book focused on dog walking. Students will provide illustrations for the book, as well as for supplementary teaching materials for the book.

English minor; Comics & Cartoon Studies minor

(CRN 21749) ENG 407: Seminar: Utopia

Dawson, Brent

Society, we are told in More's *Utopia*, is generally a conspiracy of the rich against the poor. Whether a better world is truly possible—that is the question the book has posed to the generations that have read it, more or less continuously, since it was first published in 1516. Students in this seminar will both seek to understand More's answer and provide one of their own. They will do the former through close readings of the original in English translation, some of the contexts that informed it, early responses, and modern critical readings. The latter they will accomplish through a series of workshops over the course of the term in which they will design a utopia of their own, realistic or fantastical, debate its merits with others, and write a narrative account.

ENG Major: 1500-1789; English minor

(CRN 21750) ENG 407: Seminar: Sem Sex, Death, Cyborg

Kelp-Stebbins, Kate

In this course we will explore the borderlands of humans and technology through short stories, anime, films, graphic narratives, and television. Recent advances in artificial intelligence, gene therapy, nanotechnology and robotics have many theorists debating the end of humanity as we know it. But how do we even know what it means to be human? Is the human a universal category or one of continual renegotiation based on the races, sexualities, and social positions it excludes? This course will chart the rise of the posthuman from historical attempts to differentiate humans from "non-human" animals or machines, to suspicions that our new computer overlords herald the next step in human evolution. Over the course students will develop tools in order to analyze multi-media works of speculative fiction. Course content ranges from films (Ghost in the Shell, dir. Mamoru Oshii), to comic books (Destroyer by Victor LaValle), to scientific articles ("Computing Machinery and Intelligence" by Alan Turing), to literary works ("The Girl Who Was Plugged In" by James Tiptree Jr.). In engaging these representations of androids, cyborgs, and AI are we witnessing future versions of ourselves, or contemporary reflections on the indeterminacy of our (human) being?

ENG Major: Media/FLR/Culture; Gender, Ability, Queer Studies, and/or Sexuality; English minor; Comics & Cartoon Studies minor

(CRN 26358) ENG 407: Seminar: Movie Reviewing

Rust, Stephen

Movie reviews are a dynamic form of public-facing writing. This course teaches students how to write, edit, present, and publish movie reviews in a variety of formats, including traditional newspaper reviews, mini-reviews for cinephile websites, blog posts informed by critical film theory, video essays, and debate-style reviews. Students will attend and review movies currently playing in local theaters and online and analyze reviews by professional film critics. Students will be encouraged to post their reviews online and begin building their professional reviewing portfolios for the job market. This workshop-style course will be fast-paced, following a tight schedule of writing and editing deadlines reflecting the demands of professional writing, but with a lot of support from your instructor and classmates as we build a supportive classroom community. You should leave the course with a new perspective on cinema and a heightened sense of self-efficacy as a writer.

ENG Major: Writing Requirement; English minor

(CRN 26210) ENG 410: Experimental Course: Irish Folklore & Myth

Quigley, Mark

Maybe one of the first images that comes to mind when many people hear “Ireland” is a countryside of mischievous leprechauns, fairies, and magic. These elements of folk culture have largely defined Ireland in the global imagination.

But what are the origins of these figures? How do they fit within a rich fabric of ancient and modern mythologies and a story tradition told or sung around rural cottage fireplaces and in the great halls of castles over centuries? And how do they shape Irish art, literature, cinema, and spirituality in the modern era?

This course will dive into the mythic legends and heroic tales of ancient Ireland and consider them alongside the later folk stories that tell of encounters with banshees, the Riding of the Sídhe, changelings, and a variety of beings from the ‘other world.’ We will consider how these stories and their roles in Irish culture have changed over time and shaped Irish people’s understandings of themselves and their local communities as well as their relationships to concepts of spirituality, nation, and empire.

Examining how Irish folklore and mythology continues to echo and shape Irish life and culture in the modern age, we will look particularly at the key role of these traditions in the development of the Irish Literary Revival in the work of writers such as W.B. Yeats and Lady Augusta Gregory as well as for later writers such as Flann O’Brien and Seamus Heaney. Students will also have the opportunity to delve into digital archives to discover their own favorite folk stories.

While exploring how folk beliefs around "fairy trees," holy wells, and ancient sacred spaces and festivals continue to be practiced and adapted in contemporary Ireland, we will also look at cinematic treatments of Irish folklore in films such as *Darby O’Gill and the Little People*, *Song of the Sea*, *The Secret of Roan Inish*, *Into the West*, and *Song of Granite*.

ENG Major: Media/FLR/Culture; Empire/Race/Ethnicity; English minor

(CRN 21752) ENG 420: The Art of the Sentence

Upton, Corbett

Art of the Sentence is a course about how sentences are made. Divided roughly into two parts, Art of the Sentence will introduce you to (or review) the language of grammar and the technique of sentence diagramming and then how to use these tools to describe and analyze the prose styles of your favorite authors and even your own writing. By learning to examine and describe the nitty-gritty of a text’s verbal surface, you will add depth to your literary analyses and gain a better understanding of your own academic, creative, and professional writing. Along the way, we’ll read commentary by the stylists themselves, address some common anxieties and myths about English grammar, and have a lot of super nerdy fun with the English language. Junior class standing is required to enroll in this course.

ENG Major: Writing Requirement, Upper-Division Elective; English minor; WSCR minor

(CRN 26320) ENG 423: The Age of Beowulf

Clark, Stephanie

This course will focus on better understanding *Beowulf* and the culture that produced it—particularly its ideas of gender—by five approaches: reading *Beowulf* slowly and carefully in multiple distinctive translations; reading several other Old English texts that help us understand the characteristics of OE literature; reading scholarly essays on *Beowulf*; and reading modern adaptations and translations of the poem (or watching them). You'll write a short essay most weeks. For the term project, you'll create your own researched adaptation of *Beowulf*.

ENG Major: Pre-1500, Gender/Ability/Sexuality; English minor

(CRN 26319) ENG 429: Old English II: Maldon Battle

Clark, Stephanie

In OEII we'll read a varied selection of shorter poems and prose in Old English and perform a reenactment of the *The Battle of Maldon*. You'll get some of the finer points of OE grammar and we'll review other grammatical concepts as needed. The course will also familiarize you with some of the basic language tools used for studying and reconstructing Old English.

ENG Major: Upper-Division Elective; English minor

(CRN 26216) ENG 469: Literature and the Environment: Racial Ecologies

Herrera, Salomé

In what ways has racialization exerted atmospheric pressures and evolutionary selection? How have pre-colonial and anti-colonial conceptions of and relationships to nature refuted the invention of race? These questions and more will drive our literary and cultural inquiry into racial ecologies. The course centers Rita Indiana's *Tentacle* (2015; English translation 2018), a speculative cli-fi and time-travel narrative set in the Dominican Republic. Each week will feature chapters from the novel alongside major theoretical texts, historical and cultural readings, and (plausible) intertexts that inform the novel's creation. Possible frameworks include racial capitalism, the Anthropocene, environmental justice, decolonial paradigms, borderlands thought, queer and trans ecologies, and theories from Black and Indigenous studies. Across the term, students will select an object for literary or cultural analysis and produce a related research essay or public-facing work. Graduate students in 569 will read additional theory assignments in the environmental humanities, ethnic studies, decolonial theory, or secondary scholarship most relevant to their own course of study; they will produce a piece revisable for submission to a peer-review journal and present in class.

ENG Major: 1789+, Empire/Race/Ethnicity; English minor

Folklore, Writing, & Other

(CRN 25849) FLR 195: Introduction to Fairy Tales

Bayless, Martha

Fairy tales are one of humankind's oldest forms of entertainment, and millions still find them entertaining today. This course will explore the world of fairy tales, including their ancient origins, their surprising variations, and their secret rules. We'll ask questions such as: Why have people relished them so much across the centuries? How do they tap into the greatest concerns of the age? Are they inspirational, regressive, educational, damaging? How have people understood them, and how should we understand them?

ENG Major: Lower-Division Elective; English minor

(CRN 25853) FLR 320: Car Cultures

Sayre, Gordon

In this course we will learn about the history of the automotive industry and U.S. public policy toward the industry, examine environmental issues surrounding cars, and study car design and customizing as vernacular art. Car Cultures draws upon several disciplines that contribute to folklore studies, including sociology, art history, media studies and history, all to focus on one of the most pressing social issues of our time: how can the world's people meet their transportation needs without depleting energy supplies, polluting the air and water, or ending up hopelessly jammed in traffic? These questions have no easy answers, not least because Americans' habits and desires, and the infrastructure of our society, have made us resistant to change, and are spreading to other parts of the world. Like many social issues in the U.S., automobiles arouse zealous critics and stubborn defenders. Our course cannot promise breakthrough solutions, but it begins from the premise that motorists' creativity and love of their cars can be part of a solution. The major assignment for the course will be an interdisciplinary project involving folklore or ethnographic fieldwork as well as textual research. Each student, or team of students, will select and research some aspect of car enthusiasm or automotive behavior, whether monster trucks or tuners or rat rods, muscle cars or microbuses, advertisements or repairmen, parking lots or critical masses of cyclists.

ENG Major: Media/FLR/Culture; English minor

(CRN 25858) FLR 350: Folklore and the Bible

Bayless, Martha

Folklore yields insight into contemporary and historical realities, and this is nowhere more true than with regard to mythic and profoundly influential cultural patterns of belief and narratology. This course will bring students to a sophisticated awareness of the Judeo-Christian bible as a shaping cultural document that continues to exert a strong and often unexamined influence on all aspects of our behavior, beliefs, literature, and art.

We will read key sections of the Bible—both from the Hebrew and the Christian portions—examining them as a complex tradition of mythic and narrative patterns, heroic images, poetic and legendary modes, and ethical

prescriptions that have, from the beginning persisted as orally transmitted materials. This course will bring together readings of the Bible in the Judeo-Christian tradition in connection with apt mythological, folkloristic, and traditional contexts, concepts, and meanings. We will read sections of the Bible that have continuing presence in Western culture and literature, exploring how these are shaped by oral traditions and how they carry ongoing symbolic and narrative meaning. In addition to reading key narrative, lyrical, prophetic, and epistolary sections of the King James English bible, we will take a folkloristic approach in studying these accounts—contextualizing them both in relation to modes of oral creation and dissemination, and in connection with parallels to and adaptations of biblical stories in other cultural forms and traditions. We will consider the Biblical accounts in relation to the mythic context of ancient traditions and peoples in the Middle East as well as the transforming applications of these materials through a variety of religious institutions and practices.

The process of oral tradition and the shaping of individual and collective belief will be part of our discussion as we consider a range of traditional modes evident in the Bible: myth, legend, song, heroic story, didactic expression, jeremiad, and proverbs. We will examine the relationship between traditional forms and oral expression and transmission on the one hand, and traditions of writing and official codification on the other. We will also consider religious belief and unbelief in relation to unexamined shaping patterns of belief and cultural orientation. In addition, questions of context, meaning, translation, syncretic adaptation, personal and collective belief, morality, ritual enactment, and social function will be taken up as students gain a more sophisticated and self-aware understanding of a compilation that stands at the heart of Western culture.

A&L; ENG Major: Media/FLR/Culture; English minor

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(CRN 25859) HUM 300: Themes in Humanities: Medieval Manuscripts

Laskaya, Anne

HUM 300 investigates Northwestern European Medieval Manuscript Culture, using several digitally preserved British manuscripts, like the Book of Kells, the Beowulf Manuscript (the Nowell Codex), the Luttrell Psalter, the Belles Heures of Jean de France, Duc de Berry, the Aberdeen Beastiary, and more. Beginning with an introduction into how parchment and inks were made, we will explore medieval paleography (handwriting), and major features of early-to-late-medieval handwriting in workshop settings, allowing us to experience the challenges and aesthetics of various scripts like uncial, insular majascule, and late Gothic textura. Students will also work on a decorated letter and one miniature manuscript painting, imitating and exploring major visual elements of medieval British and French manuscripts. About two-thirds of class time will investigate Manuscript Culture and the features and contexts for particular medieval texts; about one-third of the class will offer students hands-on workshops where they can experience paleography, decorated letters, and miniature painting. What meaningful connections might a medieval scribe, artist, or reader make between word and image? What meaningful connections do we, in our own time, see? Key questions for the course include: How does the world of the Middle Ages make itself known within medieval manuscripts? Can we locate traces of production, textual reproduction/ transmission, and dissemination, as well as identify handwriting, images, and cultural/ multicultural material within manuscripts? What influences did manuscripts have on the world of the

Middle Ages? How do word and image; word and script convey meanings? How do the graphics of paleography and manuscripts reveal major differences between our world and the medieval world? Are there also continuities?

ENG Major: Pre-1500, English minor

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(CRN 25179) WR 320: Scientific & Technical Writing

TBA

Emphasis on form, function, and style of scientific, professional, and technical writing; weekly writing assignments include proposals, reports, definitions, instructions, summaries. Use of documentation in publication.

ENG Major: Writing Requirement; English minor

(CRN 25180) WR 321: Business Communications

TBA

Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students.

ENG Major: Writing Requirement; English minor

(CRN 25181) WR 408: Lab Independent Writing Projects

TBA

Supervised writing projects in nonfiction prose.

ENG Major: Upper-Division Elective; English minor

Grad Courses

(CRN 21768) ENG 608: Workshop: Publication

Bohls, Elizabeth

The primary purpose of this workshop is to support Ph.D. students in fulfilling the degree requirement to revise a seminar paper into a journal article and submit it for publication. The conceptual skills involved in revising and rethinking an essay, and the organizational skills involved in using time effectively for writing, are valuable in many future contexts, not limited to academic careers. 608 will familiarize you with the procedures and tactics associated with article submission and publication in a peer-reviewed journal, as well as with some best practices for organizing, sustaining, revising, refining, and enjoying your scholarly writing and your approach to writing.

(CRN 21769) ENG 613: GTF Composition Apprenticeship

Bryant-Berg, Kristy

ENG 613, Composition Graduate Employee Apprenticeship, is a 1-credit pedagogy course focusing on the practice of composition instruction. This course prepares future GE writing instructors to successfully teach WR 121z. In this course, you will become familiar with the 121z curriculum, observe class sessions taught by experienced instructors, analyze and discuss a range of pedagogical approaches and classroom activities, and reflect on your teaching goals and expectations.

ENG 613 is the first of three required training courses in the Composition Program. This class is followed by ENG 612, Composition Graduate Employee Seminar, which focuses on the theory and practice (praxis) of composition instruction. ENG 610 is completed alongside your first term of teaching in composition.

(CRN 26217) ENG 615: Advanced Studies in Literary Theory: Indigenous Critical Theory & Literature

Brown, Kirby

1968 was a watershed moment in Native American literary and intellectual production. Kiowa writer N. Scott Momaday published the groundbreaking novel *House Made of Dawn* to widespread critical acclaim. Standing Rock Dakota scholar and theorist Vine Deloria, Jr. published *Custer Died for Your Sins*, a scathing (and hilariously sarcastic) indictment of US settler colonialism and a celebration of Indigenous resistance. Both became foundational texts in what would become the academic field of Native American and Indigenous Studies. Since that time, NAIS has developed into a rapidly growing, transdisciplinary field of study with profound commitments to the local while also engaging in transnational, hemispheric, and global Indigenous and settler colonial contexts.

Anchored to field-specific “keywords” and intellectual genealogies across an array of political, geographic, cultural, and disciplinary contexts, this course explores the development of the field and some of the central questions, concerns, frameworks, and methods that define it. These include but are not limited to Indigeneity, Settler Colonialism, Sovereignty, Land; Relationality/Kinship; Indigenous Knowledges/Storywork; Indigenous Feminisms and Queer/Two Spirit studies; and Indigenous Resurgence/Futurisms. As we transition into the latter half of the term, we’ll engage four texts that “do” this work in different ways: Daniel Health Justice’s (Cherokee Nation) *Why Indigenous Literatures Matter* (2019), Átway Tuxámshish/Virginia Beavert’s (Yakama Nation) *Anakú Iwachá : Yakama Legends and Stories* (2021), Deborah Miranda’s (Ohlone-Costanoan Esselen Nation) *Bad Indians: A Tribal Memoir* (2022), and Leanne Simpson’s (Michi Saagiig Nishinabeg) *A Theory of Water* (2025).

(CRN 21771) ENG 620: Medieval Literature: Medieval Ecocriticisms

Lasman, Sam

Long before the development of modern ecocriticism, writers, artists, philosophers, laborers, and aristocrats across the medieval globe engaged deeply with the entangled relationships of human and nonhuman ecologies. Ever-evolving religious and folk traditions, intellectual innovation, and rapidly shifting ecological conditions generated narratives, meditations, and practices which have the potential to expand--and challenge--modern perspectives. In this graduate seminar, we will engage with medieval texts and artifacts from a wide variety of medieval cultures alongside modern ecocritical theory, considering how premodern ecologies provide valuable insights into both past and present.

(CRN 26218) ENG 670: Modern Literature: Decolonial Ireland

Quigley, Mark

This seminar will draw upon a range of decolonial and postcolonial thought to consider the unusual and often underestimated case of Ireland’s complex relationships with empire and anti-imperial resistance at the beginning and the end of the twentieth century.

The cultural and political struggles of the early twentieth century led to the first modern anti-colonial revolution that would begin the unraveling of the British empire. Those of the Northern Irish “Troubles” of the late twentieth century underscore the ongoing legacies of imperialism and supremacism arising from the imposition of colonial partition and the ways that domination was vigorously contested in artistic and intellectual spheres as well as in demonstrations, riots, and escalating political violence.

The course aims to offer new ways to understand and theorize empire, borders, archives, and cultures of resistance that can illuminate the Irish case and productively nuance explorations of related issues in other places and contexts.

A key feature of the course will be our exploration of a range of digital archives that give voice to the range of Irish anti-imperialist movements and initiatives at key historical moments and others documenting the detailed structures of empire working to surveil, repress, and develop methods of counter-insurgency. The archival materials will allow us to trace the overlaps, tensions and divergences between feminist, anti-imperialist, and labor movements at different junctures and consider how these movements were understood by British imperial authorities. The opposing archives enable us to consider the ways that Ireland served as what the critic and theorist David Lloyd has described as a colonial "laboratory" for testing techniques of imperial domination and management that would then be put into practice across the globe.

As these archives have not yet drawn extensive scholarly attention, our archival forays will provide rich opportunities for seeding original research and publication on Irish topics and/or on comparative studies of empire, resistance, and counter-insurgency.

In addition, the archives will provide crucial context for the course's exploration of works of Irish literature and film that offer their own interventions into archival politics and seek to affirm or destabilize archival authority.

We will also trace how leading postcolonial and decolonial critics and theorists have engaged with Irish cultural and political history and how Irish-focused critics have contributed to scholarly discourses focused elsewhere such as the work of the Subaltern Studies Collective and considerations of borders, settler-colonialism, and territorial occupation in South Asia, the Caribbean, and Palestine.

In addition to exploring the periodical culture of early twentieth-century Irish radical newspapers, we will examine writers like Maria Edgeworth, W.B. Yeats, Augusta Gregory, Elizabeth Bowen, Hanna Sheehy-Skeffington, Liam O'Flaherty, Rosamond Jacob, Seamus Heaney, Anna Burns, Ciarán Carson, Anne Devlin, and Christina Reid. We will also consider the work of filmmakers such as Pat Murphy, Steve McQueen, Richard Peppiatt, Maeve Murphy, Ken Loach, and Leila Doolin.