

ENGL 1010

A composition course emphasizing expository writing and close, analytical reading. A grade of C or better is required to meet the W1 requirement. Students may not have credit in both ENGL 1010 and ENGL 1210 or Honors English 1020.

ENGL 2015. **College Composition and Rhetoric II: College and Career**

Seth Logan Swanner

ENGL 2015 helps students become stronger writers, speakers, and thinkers, and features assignments that explore issues that pertain to students' majors and future careers. Students will engage in different genres for a range of audiences, revise substantially, and practice critical thinking in academic, civic, and professional contexts.

ENGL 2020: **"Literature, Media & Culture: American Sport"**

Professor Paul Bergstraesser

In this asynchronous online course, you will dive into American sport through the study of literature and different types of media (including film and art). You will acquire the tools for understanding, appreciating, and writing about sports—and get ready to share (through online discussions and essays) your own personal experiences in sport as well. By exploring a variety of authors and media, we will investigate the many ways sports are a part of our culture and lives. Online discussion, reading, and writing are equally important in this class, and you will hone your skills in each area by the end of the semester. This course fulfills your COM2 University Studies requirement. I will be offering one section of this course: ENGL 2020-40.

ENGL 2025-01 **Gateway Course**

Kent Drummond

How did Elvis Presley convince millions of fans that he was the King of Rock 'n roll? How did Michael Jackson persuade us he was the King of Pop? And how did Taylor Swift make us believe she's no longer a country star, but one of the great pop stars of the 21st Century? In this class, we'll identify and analyze the rhetorical strategies used by musical performers. And because this is the gateway course for the English major, we'll also discuss what it means to be an English major in 2023 -- including the many career options available to you upon graduation.

English 2025 is a prerequisite for upper-division study in the department.

ENGL 2425 **Lit in English I**

Anderson

Surveys major figures and literary movements in literatures written in English through 1750.
Prerequisite: WA or COM1

ENGL 2440: Survey in Rhetoric and Writing—"Voice" through the Millennia

Nancy Small

"Rhetoric" is the way symbols and words create our worlds. As our primary means of winning friends and influencing people, it has been studied since our earliest written records were kept. This course will be an introduction to rhetoric from a wide variety of cultural and historical perspectives. To accomplish this broad sweep, we'll ride the wave of history by focusing on the idea of "voice." For Greek and Latin teachers, this meant the human speaking and the quality of their voice before the audience. About 2,500 years later, in the 21st century, "voice" is about the power to speak, the demand to be heard, and how folks from traditionally marginalized populations join in our communities and conversations. As we trace this idea of "voice," other central aspects of rhetoric will be brought up alongside it, including invention, ethos, pathos, logos, kairos, stylistics, listening, silence, and more. By the end of the class, students should have a rich, firm grasp on what "rhetoric" means, why it matters, and how humans have been leveraging it since time immemorial. These concepts will then carry forward into other courses on rhetoric and writing studies. We will meet in person, T/Th 2:45 pm - 4:00 pm. For our majors, this course can count as one of the lower-level broad historical sweep courses or as a rhetoric/composition/professional writing elective. Prerequisites: COM1/ENGL 1010 or concurrent enrollment.

ENG 3000 Literary Theory

Anderson

An introduction to critical theory as a methodology within literary studies. The course covers major schools of theory and major figures within those schools. Students will read, discuss, and write about literary texts and cultural artefacts by placing them in dialogue with important works of both theory and literary criticism. Prerequisite: ENGL 2025; Junior standing.

ENGL 3010

Introduces common methods, concepts, and theories emphasized in these interrelated intellectual traditions. It asks students to examine how research traditions have developed alongside each other over time, and prepares students to design a multimodal research project. Prerequisite: ENGL 2025; Junior standing.

ENGL 3010-02 (Spr 2023)

Fisher

This section of 3010 engages students in defining the field of Writing Studies and in practicing some of the methods used in this field. Designed for students pursuing concentrations in professional writing, English education, and related majors, the course may take up a range of issues of interest to Writing Studies scholars (such as race, class, and gender studies; genre theory; histories and theories of rhetoric; K-16 literacy instruction; multilingual writing; multimodal rhetoric; professional writing; writing center and writing program administration—and beyond).

Taken as a whole, this course should not only familiarize students with research methods that they may use in upper-division coursework, but it will also offer theoretical and practical approaches relevant to students' career plans or graduate study. Additionally, it will engage students in thinking about how to design a substantial research project based on one of the methods and approaches we study.

ENGL 3300. Topics in Renaissance Literature: The Pen and the Sword

Seth Logan Swanner

This rabble-rousing literary history will explore early modern representations of protest, disobedience, and insurrection. By alternating between Shakespeare's plays and other politically troublesome texts, this course will track the explosive political events in early modern England that eventually led to the beheading of King Charles I. We'll learn the basics of sixteenth- and seventeenth-century political theory in order to see how some thinkers—including Shakespeare—challenged authority, even at the risk of their own lives. We will see that, although the terms of political resistance have changed, early modern thinkers were dealing with many of the same debates that we are today, including the nature of political representation, the limits of legitimate resistance, the role of religion in governance, and the memorialization of a controversial past.

ENGL 3400/ENGL 5270 – Eighteenth-Century Novel (and Other Media)

Edson

This course explores the interactions of the novel in the crowded media “ecosystem” of 18th century Atlantic world. As an emergent form, the novel defined itself against and/or sought the prestige of other visual and print modes and genres, including letters, histories, travel narratives, chapbooks, broadsides, erotica, conduct manuals, newspapers, sermons, engraved images, anthologies, criminal biographies, economic treatises, and gossip columns. An experimental form, novels challenged the boundaries between fact and fiction as well as the various genre categories we now take for granted. This course explores how the novel forced its way into a crowded market and seized the attention of the book-buying public, achieving popularity by imitating, stealing, integrating, or mocking competing modes. Questions include: How and why do novels disrupt generic expectations? Can we explain these disruptions as attempts to enlarge audiences or expand markets? Why do novels masquerade as histories, letters, and found documents? We will start with novels of cultural encounter on the colonial periphery—Behn's *Oroonoko*, Crusoe's *Robinson Crusoe*, Winkfield's *Female American*—move to the metropole—Defoe's *Moll Flanders*, Richardson's *Pamela*, and MacKenzie's *Man of Feeling*—loiter briefly in the twilight zone of the Gothic—Radcliffe's *Mysteries of Udolpho* and Austen's *Northanger Abbey*—and then move to the nightmare of the Caribbean plantations—Sansay, *The Horrors of St. Domingo* and Earle, *Obi, or the History of Three-Fingered Jack*. Assignments include a midterm exam, a team-led discussion, and a long paper.

ENGL4020 description:

Burchett

Our semester will consist of you engaging with readings, a diverse group of guest speakers, and personal practice within the wonderful world of editing. While you will read texts—and consistently hear first-hand from professionals—about the theory and practice of editing in a specific context, you will also work toward practically applying editing skills through personal/team-based research/writing, through discussions on readings, and overall by taking ownership of your own growing philosophy of and approach to editing—considering what it could look like to work in this field full- or part-time.

ENGL 4600-01

Literary Tourism: Reading & Experiencing from Ancient Sites to Modern Sights

McCracken-Flesher

Thursdays 6:10-9 p.m., CR 113

Tourism is founded in literature. But how does literature construct sites of desire? How does reimagined and even created and fantastic landscape convert into physical destination for readers who roam?

In this course, we will study the texts that evoke place and provoke movement. We will consider literary texts as maps, the construction of cultural memory, the consolidation of imagination into space, the networking of sites.

You will study authors, sites and concepts—such as Margery Kempe, Palestine and Pilgrimage; Scott, Romantic Scotland, and nostalgia; Dickens, the shifting city, and mapping the new; Stowe and Douglas, international affairs, and celebrity; Stevenson, “uncharted” worlds and commerce; Primo Levi, Auschwitz, and cultural memory.

You will learn about celebrity culture and necromanticism (it was a thing), ponder the interrelation of space and story as sacred, and consider the challenge of commerce.

Assignments will build toward the opportunity to develop student-led case studies of sites such as Hemingway’s Paris, or Annie Proulx’s Wyoming.

This course situates itself at the nexus of the humanities and the public sphere; it welcomes students of many disciplines, such as literary and touristic studies. It also offers a potential first step toward faculty-led study in the UK or Jerusalem, and toward independent research abroad.

Rhetorics for Social Justice (ENGL 4600)

Patton

Learn about social justice issues, social movements, and injustice and the influence our current lives. Analyze language of social justice over time. Study how marginalization, disenfranchisement, and erasure inform the rhetorics and movements of social justice. Students put theoretical concepts of social justice into real-world practice.

Cross-listed between: AAST & COJO 4260 and 5260 and GWST 4500.

ENGL 4630: Honors Thesis Workshop Zibrak

Students who plan to complete an English Honors Thesis by the end of spring will enroll in this workshop, where they will share work and receive feedback as well as learn topics in thesis-writing and project management.

Prerequisites: Acceptance into the English Honors Program

U.S. WOMEN OF COLOR LITERATURE

Cross listed with AADS 4675 AAST 4675 AMST4500

ENGL 4600 GWST4675 NAIS 4990(9R)

Dr. Margarita E. Pignataro

Online Blended Course Asynchronous and Synchronous

ABOUT THE COURSE Spring Semester 2023 | Tuesdays and Thursdays | 1:20 pm - 2:35 pm U.S. Women of Color seminar course examines scholarship of and about U.S. women of color authors via literary and digital sources. We trace the trajectory of U.S. women of color from early writings to more contemporary scholarship. With a focus on the writings of Native American, Chicana/Latina, Asian American and African American women, we will examine how their experiences are shaped by the intersections of gender, race, class, sexuality, and age. Some of the themes/theoretical tools covered in class include the themes mentioned and colonization, migration, memory, place, home and identity

Afro Carib Latinx Lit

LTST 4990 -80 Tps: Afro Carib Latinx Lit

Cross-listed with AAST4990 ENGL4640 (2W) AADS 4675 AMST4500

Dr. Margarita E. Pignataro

Online Blended Course Asynchronous and Synchronous

Mondays 3:10-5:55 p.m.

3 Credit hours

African Caribbean Latinx Literature (in translation, in English with a few phrases in Spanish or some Spanglish) is the central focus of this course. Broadly defined as a discourse created by a people through the telling of their stories. We examine this literary perspective specifically through the literary genres of poetry, novels, essays and interviews. Students will read a variety of texts that encompass themes of identity, cultural self, class, ethnicity, sexuality, mestizaje, place, migration, gender, and political ideologies in relation to the story of the development of the African Latinx Caribbean communities. The historical setting, language and religious/spiritual aspects found in the experiences are highlighted through textual and digital means. As students understand the linguistic, cultural and social politics of the African Caribbean Latinx diaspora via literature, they will begin to reflect on the connections of the themes studied to current day United States social political and linguistic environment.

ENGL 4999-01 Senior Seminar

Kent Drummond

Why do we still watch *The Wizard of Oz* 80 years after it was made? Why do we still listen to the Beatles 50 years after they broke up? Some artists, narratives, and genres achieve *cultural sustainability*; that is, we still care about them – and consume them – decades years after their creation or demise. In this class, we'll draw from literary, rhetorical, and consumer culture studies to explain how this process takes place. And we'll also examine the marketing machinery and consumption trends that make such sustainability possible. Two large cases will anchor the class: Oz (from the 1900 original text by L. Frank Baum to the Broadway show *Wicked*, and beyond); and the Beatles (from their formation in the late 50s to their breakup in 1970, and beyond). For their final project, students will choose their own artist, group, or artistic movement to illustrate cultural longevity.

ENGL 4999-02: Senior Seminar, Rhetoric and Public Memory (Spring 2023)

Nancy Small

Memory is “the soil in which desires, fears, predictions, and projects [of the future] take root,” writes Paul Ricoeur. From establishing a literary canon to motivating our daily decisions, the persistence of memory for individuals, collectives, and cultures is undeniable. This course will begin by exploring public places and spaces where memory is constructed, including a walking tour of campus and select parts of Laramie to witness public memory in action. Next, we'll consider how public memories are shared rhetorical constructions, designed to (often) perpetuate a culture's master narratives and/or to (sometimes) introduce counternarratives of resistance and transformation. Using ideas and analytical processes learned during this first 2/3 of the semester, students will create a poster presentation and podcast episode describing and analyzing a lesser-known public memory site of their choosing. We'll end the course with the (equally rhetorical) process of proposing new sites of public memory through a guided imaginative activity. Therefore, this course will examine public memory as a concept, a product, and a process. It is

appropriate for both literary studies and writing studies majors. The class meets in person, T/Th 11:00 am - 12:15 pm. Prerequisites: COM1, COM2, and either ENGL 3000 or ENGL 3010; Senior standing.

ENGL 5320: Literary Realism and Naturalism in the United States

Zibrak

Why did literary realism emerge in the nineteenth century and what part did it play in ordering society and shaping our understanding of the modern United States? Can a literary genre change the way we think and feel? Students will explore these questions through readings in American literary realism and naturalism from the late nineteenth to the early twentieth centuries including novels and stories by Kate Chopin, Sui Sin Far, William Dean Howells, Frank Norris, Zitkala-Ša, Richard Wright, Edith Wharton alongside theory and criticism by Jameson, Kaplan, Pizer, Fleissner, and others.

The primary responsibility of this course is completing a significant amount of reading. In addition to a final paper or project on a topic of their choosing, students will be responsible for two assignments designed to enrich the shared learning community of the classroom: a book review made accessible to the class via the course website on a specific date and an in-class presentation on a theory of realism.

ENGL 5455: Slavery and Freedom in America

Henkel

As W. E. B. Du Bois writes in *Black Reconstruction*, after the abolition of enslavement, “the opportunity for real and new democracy in America was broad.” What was the experience of enslavement? What is freedom? What is the relationship between enslavement, its abolition, and democracy? How are we to understand the history and legacies of slavery and the resistance to it? In what ways are slavery and waged labor similar and dissimilar? How was literacy used as a tool both to strengthen the system and to dismantle it?

To answer these questions, we will take a deep look at a range of texts, all of which provide a diversity of perspectives on these questions. This class is an examination, through literature, culture, and law, of a fundamental question about the American experience: how is it that a nation born in freedom and independence was built with the labor of enslaved human beings, and what are the lasting effects of that problem? In addition to Du Bois' *Black Reconstruction*, texts may include Sojourner Truth's "Ain't I a Woman," the Supreme Court case *Dred Scott v. Sandford*, Frances E. W. Harper's *Iola Leroy*, and Toni Morrison's *Beloved*.

ENGL 5964/5965

Thesis Writing Workshop/Thesis Research II

Edson

First, the good news. You have a strong idea, a substantial draft of a chapter or more, and, most important, you know how to write a thesis . . . right? As the companion course to ENGL 5960, ENGL 5965 will continue to provide second-year MA students with intellectual community as you traverse the later stages of the thesis-writing process, including preparing for the defense. Students will continue to workshop draft portions of their second and third chapters (or equivalent for the public-facing portfolio) not workshopped in ENGL 5960. Ideally, the goal for everyone is to have a complete thesis drafted shortly by Spring Break.

Now for the bad news. Your thesis is the culmination of your graduate work and essential to your credentialing as an MA, but it doesn't lend itself to any of the forms and spaces of intellectual exchange, both in the academy and beyond. Too slim to be a book and too long to be an article, too baggy to be a roundtable talk and too short on the interaction often associated with public programs, a thesis sets you up for all kinds of amazing intellectual endeavors while simultaneously leaving you totally unprepared for most of them. You know how to position yourself in relation to opposing arguments, but how do you present yourself and frame your competencies, say, in a resume/letter for a two-year college teaching position? This course seeks to address these problems by preparing students, while finishing your thesis, to look to the future and consider other genres, audiences, and venues for your ideas. In addition to a thesis completion course, ENGL 5965 is a seminar in professionalization. Local guest speakers will introduce you to careers beyond academia, while current PhD students will offer guidance to those with offers from PhD programs on how to negotiate, what to expect, and how to prepare for the next step.

Finally, ENGL 5964, Thesis Writing Workshop, the companion-to-the-companion course, will give students roughly three hours each week to do some writing in a supportive community environment. After writing on a Friday afternoon, with the distractions of the week behind you, you'll enter the weekend with a sense of relief and real accomplishment...so you can spend the weekend (yes) writing even more! Woohoo!