

DEPARTMENT OF ENGLISH

UNIVERSITY OF NEBRASKA

COURSE DESCRIPTION BOOKLET

SUMMER SESSIONS 2001

Available on the World Wide Web at <http://www.unl.edu/english/courses/courses.html>

Because of the long lead time, the descriptions should be considered to be rather tentative. Although it is assumed that most instructors will be offering the courses as described here, students should be aware that some changes are possible.

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HOW TO USE THIS BOOKLET

This booklet should be used with the Schedule of Classes issued by the Office of Registration and Records. The English Department Course Description Booklet contains as many descriptions of courses as were available as of March 8, 2001. The Booklet may include descriptions of some courses that are not found in the official Schedule of Classes. If the course is described in this Booklet, but not in the Schedule of Classes, it should be assumed that the course will be offered as described in this Booklet. In

every case the student should remember that in the interval between now and the start of the next semester, changes are inevitable, even though every effort is made to describe accurately in this Booklet what the Department intends to offer.

LEVEL OF COURSES

Students should not take more than six hours at the 100 level. These courses are intended for beginning students; upperclass students should take courses on the 200, 300, and 400 level. Course numbers with a middle digit of 5 mark writing courses, which are required in some colleges. Consult your college bulletin.

INDEPENDENT STUDY

Independent Study is intended for students who want to undertake readings or similar projects not available through regular course offerings. Students may do up to six credit hours of Independent Study with a member of the professorial staff, but not with instructors or graduate assistants. Before registering for Independent Study, students must complete an Independent Study Contract form, available from the English Department Office, which describes the reading list, written work, times of meeting and the basis of the grade. The Contract Form must be signed by both the student and the supervising professor and a copy submitted to the Chief Advisor for department records. The student may then obtain the call number for the appropriate Independent Study course -- 199, 299, 399, 399H, or 497. The registration of any student who has not filed the contract with the Chief Advisor by the end of Drop/Add period will be canceled.

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ENGLISH MAJORS

All Arts & Sciences College English majors (including double majors) should see their advisors every semester. For further information see the Chief Advisor, Jacquelynn Sorensen, in Andrews 123A and consult the English Department's Advising Handbook.

STUDENT APPEALS COMMITTEE

Students wishing to appeal a grade may address their grievances to the Department of English Appeals Committee. Under ordinary circumstances, students should discuss problems with their teachers before approaching the Committee. Committee Chair is Franz Blaha, 335 Andrews.

Students may inform the Chair of the Department, Andrews 204A, of cases where the content of courses materially differs from the description printed in the Course Description Booklet. Questions or complaints concerning teachers or courses should also be addressed to the Chair of the Department.

The University of Nebraska-Lincoln, an Affirmative Action/Equal Opportunity Employer, supports

equal educational opportunity and offers the courses listed herein without regard to race, color, sex, religion, national origin, age, disability, marital status, sexual orientation, or political affiliation. Complaints, comments, or suggestions about Affirmative Action/Equal Opportunity matters should be addressed to the Chair of the Department.

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GUIDE TO THE ENGLISH DEPARTMENT'S CURRICULUM

The English Department offers a great many courses, more than are listed by title in the University Bulletin. These include courses in British and American literature, women's literature, other literatures in English, some literatures in translation, minority literatures, composition, creative writing, linguistics, film, popular literature, and English as a Second Language.

Knowing something about the organization of the curriculum may help majors or non-majors who are trying to find courses. The numbering system provides some guidance, first by levels:

Courses numbered from 100 to 151 are first-year composition courses.

English 180 and 200-level courses are considered entry-level courses, for majors and non-majors alike.

300-level courses are historical surveys of literature, advanced author courses, or advanced writing or rhetoric or linguistics courses.

4/800-level courses are combined senior/graduate classes and are more professional in their approach.

The numbering system provides additional guidance to types of courses. For example, middle-digit 5 courses, like 150, 252, 354, are all writing courses, including creative writing. Here is a quick guide to the numbering system:

A middle digit of "0" indicates courses in types of literature, such as short story (303), poetry (202), drama (4/801), or fiction (205), and popular fiction (206A, 206B).

A middle digit of "1" indicates special thematic courses or courses examining literature in relation to particular issues (several women's literature courses, Plains Literature, Literature of War and Peace, for example).

A middle digit of "2" indicates language and linguistics courses.

A middle digit of "3" indicates courses focusing on authors (Shakespeare, The Brontës, Major American Authors).

A middle digit of "4" indicates ethnic minority courses, courses in translation, and courses that represent literature written in English in countries other than the U.S. and Britain (Judeo-Christian Literature, Canadian Literature, African-American Literature, for example).

A middle digit of "5" indicates creative writing or composition courses.

A middle digit of "6" indicates a historical survey of literature.

A middle digit of "7" indicates courses in criticism, theory, rhetoric (Literary Theory, Film Theory and Criticism).

A middle digit of "8" indicates interdisciplinary courses (Introduction to Comparative Literature).

A middle digit of "9" indicates special and professional courses (English as a Second Language).

Note: Film courses are spread throughout the numbering system, by analogy with literature courses. Thus Writing for Film and TV is numbered 259; Film Directors, 233; and so on. Women's literature courses are beginning to be spread out in a similar fashion. There are also some anomalies in the numbering system, but it provides a useful guide.

The practical lesson from this numbering system is that if you find one course that interests you, you may be able to find others by looking for similar numbers at different levels. As may be clear from these examples, there is a lot of repetition in the English Department curriculum. (Anyone interested in a list of English courses by categories can obtain one from the Chief Advisor in 123 Andrews Hall.)

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University of Nebraska-Lincoln
SUMMER SESSIONS 2001

Curriculum Committee Evaluation of Courses for Major Requirements -- Previous to Fall 1999

NOTE: This list contains only those courses offered this semester that will automatically be credited for the literature area requirements indicated below. For the possibility of counting any other course, check with the Chief Advisor. The list does not exclude any course not listed from counting for the English major.

		British literature	Literature before 1800	Literature by women, minorities, or in translation	American literature
Course	Title	[9 hours]	[6 hours]	[3 hours]	[3 hours]
Engl 215E	Introduction to Women's Lit			X	
Engl 215J	20C Women Writers			X	
Engl 230A	Shakespeare	X*	X*		
Engl 244	African American Literature			X	X
Engl 244B	Black Women Authors			X	X
Engl 245B	Native American Lit.			X	X
Engl 245D	Chicano Literature			X	X
Engl 315B	Women in Popular Culture			X	
Engl 341	Judeo-Christian Lit		X	X	
Engl 361B	Intro Late American Lit.				X
Engl 403A	American Short Story				X
Engl 430A	Shakespeare	X*	X*		
Engl 465	19th C British Lit	X			

* Only one course in this group [230A,430A,430B,430D,430E] may be used for the literary area requirements.

DEPARTMENT OF ENGLISH
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Curriculum Committee Evaluation of Courses for Major Requirements Beginning Fall 1999

NOTE: This list contains only those courses offered this semester that will automatically be credited for the area requirements indicated below. For the possibility of counting any other course, check with the Chief Advisor. The list does not exclude any course not listed from counting for the English major.

		Introductory course	Linguistic writing, rhetoric	Literary/rhetorical theory	Culture ethnicity, gender	British Lit	Literature before 1800	American Lit
Course	Title	[3hours]	[3hours]	[3hours]	[3hours]	[3hours]	[3hours]	[3hours]
Engl 215E	Intro Women's Lit.				X			
Engl 215J	20C Women Writers				X			
Engl 230A	Shakespeare					X*	X*	
Engl 244A	Intro to African Lit				X			
Engl 244B	Black Women Authors				X			
Engl 245B	Native American Lit.				X			
Engl 254	Composition		X					
Engl 315B	Women in Popular Culture				X			

* Only one course in this group [230A,430A,430B,430D,430E] may be used for the literary area requirements.

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Pre-Session (May 21-June 8)

[Engl 150 - Composition I](#)
[Engl 151 - Composition II](#)
[Engl 205 - 20th Century Fiction](#)
[Engl 215E - Intro Women's Lit.](#)
[Engl 215J - 20th Century Women Writers](#)
[Engl 230A - Shakespeare](#)
[Engl 244A - Intro African Lit](#)
[Engl 244B - Black Women Authors](#)
[Engl 245B - Native American Lit](#)
[Engl 253 - Writing of Poetry](#)
[Engl 254 - Composition](#)
[Engl 259A - Writing for Films and TV](#)
[Engl 315B - Women in Pop Culture](#)
[Engl 341 - Judeo-Christian Lit.](#)
[Engl 4/813 - Film "Classic Directors"](#)
[Engl 4/814B - 20th Century Women Writers](#)
[Engl 4/865 - 19th Century British Lit](#)

1st Five-Weeks (June 11-July 13)

[Engl 150 - Composition I](#)
[Engl 151 - Composition II](#)
[Engl 205 - 20th Century Fiction](#)
[Engl 215E - Intro Women's Lit](#)
[Engl 230A - Shakespeare](#)
[Engl 244 - African American Lit](#)
[Engl 245D - Chicano Lit](#)
[Engl 254 - Composition](#)
[Engl 303 - Short Story](#)
[Engl 315B - Women in Pop Culture](#)
[Engl 4/803A - American Short Story](#)
[Engl 464 - British Lit. 1660-1800](#)
[Engl 4/871 - Literary Criticism](#)
[Engl 957B - Nebraska Writing Project](#)
[Engl 991A - Nebraska Literacy Project](#)

2nd Five-Weeks (July 16-August 16)

[Engl 150 - Composition I](#)
[Engl 151 - Composition II](#)
[Engl 180 - Introduction to Lit](#)
[Engl 205 - 20th Century Fiction](#)
[Engl 215J - 20th Century Women Writers](#)
[Engl 230A - Shakespeare](#)
[Engl 252 - Writing of Fiction](#)
[Engl 361B - Intro Late Amer Lit](#)

Freshman English

NOTE: 100-LEVEL ENGLISH COURSES WILL BE OPEN ONLY TO FRESHMAN AND SOPHOMORE STUDENTS. Students in Arts and Sciences who have not completed the Communication requirement and have 65 credit hours or more must choose English 254 or 354 (or both) to complete this requirement. (In unusual cases, exceptions to this rule may be granted by the Chief Advisor, English Department.) Advanced students in other Colleges who want or need a composition course should also choose 254 or 354.

English 101 and 102, including ethnic and honors variations, English 150, and English 151 are freshman English composition courses, designed to help students improve their writing by study and practice. Since reading and writing are closely related, several of the courses involve reading. Although the courses vary some in the amount of writing required as a minimum, students can expect to do a substantial amount of writing, some formal, some informal, some done in class and some at home. Ordinarily students take 100-level courses in the first year.

Students registered in the College of Arts & Sciences are required to take any two of the following courses. Students in other colleges should check their college's bulletin or with an advisor, since different colleges have different requirements.

NOTE: ENGLISH 101 AND 102, INCLUDING ETHNIC AND HONORS VARIATIONS, ARE SELF-CONTAINED COURSES, AND IT IS NOT NECESSARY TO TAKE THEM IN SEQUENCE.

English 101 - Composition & Literature I (Fall)

English 102 - Composition & Literature II (Spring)

These are first-year English composition courses. English 101 combines writing with the reading of shorter types of literature -- poems, short stories, and essays. English 102 combines writing with the reading of longer types of literature -- novels, plays, and narrative poetry. Students in both courses can expect to write at least 7500 words during the semester. The kinds of writing may vary some from section to section, though most students can expect to write a number of formal papers, as well as some less formal ones, including perhaps in-class exercises and journals. These courses assume that reading and writing well are closely connected, and they are recommended for students who wish to improve their reading skills through the study of literature.

English 101A - Composition & Literature I - "African American Literature" (Fall)

English 102A - Composition & Literature II - "African American Literature" (Spring)

Each of these courses is identical to its counterpart above -- English 101 or 102 -- in the expectations concerning the amount and nature of writing and reading, except that all of the material to be read will be by or about African-Americans.

English 101B - Composition & Literature I - "Chicano Literature" (Fall)

English 102B - Composition & Literature II - "Chicano Literature" (Spring)

Each of these courses is identical to its counterpart above -- English 101 or 102 -- in the expectations concerning the amount and nature of writing and reading, except that all of the material to be read will be by or about Mexican-Americans.

English 101D - Composition & Literature I - "Native American Literature" (Fall)

English 102D - Composition & Literature II - "Native American Literature" (Spring)

Each of these courses is identical to its counterpart above -- English 101 or 102 -- in the expectations

concerning the amount and nature of writing and reading, except that all of the material to be read will be by or about Native Americans.

English 101H - Honors Composition & Literature I (Fall)

English 102H - Honors Composition & Literature II (Spring)

NOTE: These courses are intended for students who have demonstrated unusual ability in previous English classes. Admission is by invitation or application only. See the Department of English Chief Advisor, Jacquelynn Sorensen, Andrews 123A, for more information.

Each course closely resembles its counterpart above -- English 101 or 102.

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English 150 - Composition I

This is a first-year English composition course that concentrates on the study and practice of writing. The course is intended to help students develop ways of using writing that will serve them in the university and in their lives; to help them see connections among language activities, writing, speaking, reading, listening; to help them become more aware of how they and others use language. English 150 emphasizes writing and speaking on issues about which the individual knows a great deal, beginning with issues related to family, friends, organizations, university, or local communities.

English 150H - Honors Composition I

NOTE: This course is intended for students who have demonstrated unusual ability in previous English classes. Admission is by invitation or application only. See the Department of English Advisor, Jacquelynn Sorensen, Andrews 123A, for more information.

This course resembles closely English 150 (above).

English 151 - Composition II

This course shares the same aims as English 150 but emphasizes uses of language less close to the individual, more global than local. The course stresses writing and speaking on issues interesting to the individual, but about which he or she may need to know more, including ideas and issues of regional, national, or global scope. English 150 and 151 do not need to be taken in sequence.

English 151H - Honors Composition II

NOTE: This course is intended for students who have demonstrated unusual ability in previous English classes. Admission is by invitation or application only. See the Department of English Advisor, Jacquelynn Sorensen, Andrews 123A, for more information.

This course resembles closely English 151 (above).

English180 - Introduction to Literature

NOTE: This course does not fulfill any part of the freshman composition requirement in the College of Arts and Sciences.

This course is intended to introduce first and second-year students to examination of reading, especially the reading of literature. In order to examine the process of reading, students can expect to explore literary works (poems, stories, essays, and drama), some works not usually considered literary, and the students' own reading practices. The course will deal with such questions as how do we read, why do we read, and what is literature and what are its functions.

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English 186 - English as a Second Language/Language Skills (3 credits)

English 187 - English as a Second Language/Introduction to Writing (3 credits)

English 188 - English as a Second Language/Advanced Communication Skills (3 credits)

NOTE: Admission to these courses is by placement examination required of all newly admitted non-native speakers. See the Coordinator of ESL Program, Michael Harpending, Andrews 309.1, for more information.

English 188 applies to the composition requirement in Arts and Sciences, and in some other colleges.

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SUMMER 2001 - Pre-Session

ENGL 205 - 20TH CENTURY FICTION

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Caramagno	2666

Aim: Novels are historical documents that testify about what is going on in the real world -- in science, history, art, psychology, and philosophy. Like all other fields of knowledge you are studying here at the university, novels contribute to intellectual history. This course is cross-disciplinary, designed to intersect with various majors. It not only introduces students to six important novelists of the 20th century; it helps us see how their fiction expresses the social, cultural, philosophical, and psychological issues of 20th-century life.

Requirements: Quizzes and a final exam.

Tentative Reading List: E.M. Forster, *Room with a View*; Virginia Woolf, *Mrs. Dalloway*; Joseph Heller, *Catch-22*; Douglas Adams, *The Hitchhiker's Guide to the Galaxy*; Jeanette Winterson, *Oranges Are Not the Only Fruit*.

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ENGL 215E - INTRO TO WOMEN'S LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Bhatnagar	2670

Aim: Introductory course for undergraduates interested in women's studies and women's literature. Introduces students to a selection of poetry, short fiction, film texts. The course is designed to encourage students to reflect on their assumptions about women's literature.

Teaching Method: Lecture, discussion, group work

Requirements: Class presentations and/or short writing assignments, pop quizzes, in-class writing, group work

Tentative Reading List: *Norton Anthology of Literature by Women*, second edition

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ENGL 215J - 20TH CENTURY WOMEN WRITERS

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Staff	2673

(Further information unavailable at this time.)

ENGL 230A - SHAKESPEARE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Buhler	2676

Aim: To introduce students to Shakespeare's plays and to different ways of approaching and appreciating them. We will explore the plays as dramatic scripts, as historical documents, and as literary texts. Since these are dramatic scripts, we'll work on staging short scenes the better to understand how Shakespeare draws upon actor and audience alike. Since these are historical documents, we'll learn about social and political concerns in Shakespeare's day and his sense of history; we will also see how these plays have served to illuminate subsequent ages (including our own) and their concerns.

Teaching Method: Lecture/discussion; active reading and viewing--we'll be looking at and working through the plays in considerable detail. Videotapes of Shakespearean plays in television and film productions, along with in-class presentations, will help us in considering how the plays can be interpreted by directors, actors, audiences, and individual readers.

Requirements: Reading/response journals; an explication of a soliloquy or passage of dialogue; one essay, which may report on a Shakespearean production, possibly your own staging of a scene.

Tentative Reading List: *Twelfth Night* and *As You Like It* as comedies; *Richard III* and *Henry V* as histories; *Hamlet* and *Antony and Cleopatra* as tragedies.

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ENGL 244A - INTRO TO AFRICAN LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Owomoyela	2681

Aim: The course aims to introduce students to African cultures and social history through a reading of selected literary works. Since no prior knowledge of these subjects is assumed on the part of students, it is hoped that by the end of the semester they will have gained some useful insights into matter relating to Africa, and be better able to converse intelligently about them.

Teaching Method: I will offer lectures and clarifications of issues at appropriate points and serve as a resource person during class discussions. But the better part of the semester will be spent in group discussions in which students will be expected to participate actively and effectively.

Requirements: Each student will write a brief report on the works we will study and also write a mid-term examination. There will be a research paper at the end of the semester.

Tentative Reading List: Chinua Achebe and C. L. Innes, Eds., *The Heinemann Book of Contemporary African Short Stories*; Yvonne Vera, *Opening Spaces: An Anthology of Contemporary African Women's Writing*.

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ENGL 244B - BLACK WOMEN AUTHORS

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Patton	2682

Aim: This course will be an introduction to and exploration of writing by black women, primarily American, but also African and Caribbean. We will read short stories from the 19th and 20th centuries. The purpose of the course is to introduce students to writing produced by black women across the Diaspora.

Teaching Method: Class and small group discussion with some mini-lectures.

Requirements: Student presentation, two papers, study questions/reading responses, and final exam.

Tentative Reading List: *Centers of the Self*, *Unwinding Threads*, *The Bluest Eye*, *For Colored Girls*,

Annie John, *She Tries Her Tongue*, and Krik Krak. We will also view some films.

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ENGL 245B - NATIVE AMERICAN LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Kaye	4647

Aim: The purpose of this class is to introduce students to several genres of literature in English by Indigenous writers of the United States and Canada.

Teaching Method: Primarily discussion, some lecture, student reports, and group work.

Requirements: Seven reading journals; one or two out-of-class experience writings; reading quizzes if necessary.

Tentative Reading List: We will read poetry by Simon Ortiz, Joy Harjo, Chrystos, and others; essays by Ward Churchill, Vine Deloria, Devon Mihesuah and others; fiction by Thomas King, Jeannette Armstrong, Scott Momaday, Leslie Silko, and others; films by Sherman Alexie and Alannis Obomsawin.

ENGL 253 - WRITING OF POETRY

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Raz	4648

Aim: To write and discuss our own poems and to read poetry by contemporary poets as models and context for our work.

Teaching Method: Workshop, discussion, presentations.

Requirements: To attend class, write poems, and read poems for discussion. One 20-minute oral report to the class on a living poet of your choice, a written essay based on your presentation, and 12 original and finished poems are required. Keeping journals and class response also are required.

Tentative Reading List: Issue(s) of the literary quarterly *Prairie Schooner*; Mary Oliver, *A Poetry Handbook*; *Introspections: American Poets on One of Their Own Poems*, ed. Robert Pack and Jay Parini, U. Press of New England; handouts; more. Some of the poets we may read are Mark Doty, Rita Dove, Stephen Dunn, Rosellen Brown, Marvin Bell, A. R. Ammons, Julia Alvarez, Robert Pinsky, Maxine Kumin, Mark Strand, Erica Jong, Dave Smith and others.

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ENGL 254 - COMPOSITION

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Staff	2686

(Further information unavailable at this time.)

ENGL 259A - WRITING FOR FILMS AND TV

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Olney	4649

NOTE: Use of computers required. Special fee=\$10.00

Aim: This class is designed to combine creativity with professionalism in order to serve the needs of student writers working on a variety of types of short film screenplays. A basic understanding of the mechanics of cinema is necessary to master the format of screenwriting. Students also learn how to analyze their own work.

Teaching Method: Most of the class period will be devoted to writing and writing exercises. In addition, students will share ideas in small groups. We view film clips to demonstrate film language and grammar.

Requirements: The ability to write in a computer lab environment is essential. Students will complete and revise two 30-page screen plays for short films. Students will write approximately six pages per day.

Tentative Reading List: *Writing the Short Film* - Pat Cooper, Ken Dancyger, Focal Press, 1994. *Television and Screenwriting* - Richard A. Blum, 3rd ed., Focal Press, 1995.

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ENGL 315B - WOMEN IN POP CULTURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Staff	2693
0930a-1220p	MTWRF	302	Staff	2694

(Further information unavailable at this time.)

ENGL 341 - JUDEO-CHRISTIAN LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Stock	4650

Aim: To read extensively in the Hebrew and Christian scriptures (Old and New Testaments of the Bible). These texts will be studied, as fully as time permits, in their cultural and intellectual contexts, and some attention will be given to their influence on English and American literature.

Teaching Method: Informal lecture/discussion; some small group work.

Requirements: Midterm, final examination, 8-10 short, in-class papers, one 8-10 page critical paper.

Tentative Reading List: The King James Version (also known as Authorized Version) will be the basic text as it is the most significant translation for English literary studies. All students must have a copy of this translation.

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ENGL 4/813 - FILM "Classic Directors"

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
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0930a-1220p

MTWRF

301

Dixon

4651/4652

Special fee=\$20.

Aim: To view a series of films in-class, with discussion, and thus to explore some of the better-known films of the 20th century and the lives of their creators.

Teaching Method: Screenings, lectures, papers, group discussion. **Films screened include:** (Week One) *Action in the North Atlantic*, *A Chump at Oxford*, *Devil Doll (1936)*, *Homicidal*, *A Man for All Seasons*; (Week Two) *Ipcress File*, *That Man from Rio*, *The Mouthpiece*, *Arabesque*; (Week Three) *Scandal Sheet (1952)*, *Summer (The Green Ray)*, *Tarantula*, *Fail Safe*, *The Trouble with Angels*.

Requirements: Three papers, five pages each.

Tentative Reading List: Corrigan, Timothy. *A Short Guide to Writing About Film*, 4th ed.; O'Brien, Geoffrey. *The Phantom Empire*; Katz, Ephraim. *The Film Encyclopedia*, 3rd ed.

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ENGL 4/814B - 20TH CENTURY WOMEN WRITERS

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Honey	4653/4654

Aim: To acquaint students with a wide variety of women writers, mainly in American literature, and with an emphasis on diversity. We will look at women writers from multicultural backgrounds, such as Chicana, African American, Native American, Asian American, lesbian, as well as Euroamerican and other cultural groups.

Teaching Method: Discussion and group work.

Requirements: Daily response papers and attendance; one final paper.

Tentative Reading List: *The Norton Anthology of Literature by Women*; *Summer*, Wharton; *O Pioneers*, Cather; *Woman Hollering Creek*, Cisneros; *Zami*, Lorde; other texts to be decided.

ENGL 4/865 - 19TH CENTURY BRITISH LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0930a-1220p	MTWRF	301	Behrendt	4655/4656

Aim: This section focuses on the Romantic period, c. 1780-1835. The aim is to offer a general overview of the key issues, topics, characteristics, writers, and cultural features of the period within an interdisciplinary cultural and historical context, and within the more broadly inclusive definition of British Romanticism that has emerged within the past decade. Because of the compressed time frame, we will not study prose fiction to any extent, but will concentrate on non-fiction prose and poetry. We will especially inquire into the relations we perceive between the non-fiction intellectual prose and the poetry, and will consider how Romantic poetry (and art) interrogate and explore subjects from other forms of public discourse, including extra-literary forms.

Teaching Method: Discussion, primarily, with some brief presentations on historical, cultural, and critical/theoretical contexts. Perhaps some small group work for reporting back to the group-as-a-whole.

Requirements: Discussion, first and foremost. Because of the limited time we have available, the course will be very discussion-intensive. Everyone will be expected to help move the conversation forward. No one will receive a grade higher than a C who is not a regular participant in classroom discussions. A final examination for everyone. Graduate students will turn in a detailed research proposal by the end of the course. **Please note that this is a 400/800 level course**; it is therefore an advanced course in which it is assumed that students can read the material at a level of intellectual, critical, and cultural sophistication appropriate to a course at this level.

Tentative Reading List: We will use one text: Mellor and Matlak, *British Literature, 1780-1830*.

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SUMMER 2001 - 1st 5-Week Session

ENGL 205 & 205C - 20TH CENTURY FICTION

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	501	Grajeda	2667

0630p-1020p

MW

502(C)

Staff

2668

Grajeda - 501

Aim: To read, analyze, discuss and understand fiction of the 20th century, with emphasis on the works of ethnic minority writers of the United States.

Teaching Method: Main discussion; small group work.

Requirements: Three papers, reading quizzes, attendance and participation.

Tentative Reading List: Writers like Toni Morrison, James Welch, Rudolfo Anaya, Amy Tan.

Staff - 502

(Further information unavailable at this time.)

ENGL 215E - INTRO TO WOMEN'S LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	501	White	2672

Aim: This course provides an introduction to women writers in English, emphasizing fiction, but also treating poetry and non-fictional prose. Feminist and other critical perspectives will come into play, and we will attend with some care to the relationship between women's history and women's literature.

Teaching Method: Lecture, discussion, and group work.

Requirements: Two papers, one final (take-home), quizzes on the novels, group project

Tentative Reading List: Novels by Austen, Charlotte Brontë, and Jamaica Kincaid; short stories by Eudora Welty, Flannery O'Connor, Charlotte Perkins Gilman, Sandra Cisneros, Joyce Carol Oates; poetry by Emily Dickinson, Emily Bishop, Anne Sexton, Sharon Olds, and Audre Lorde. Some non-fiction prose (Julian of Norwich, Wollstonecraft, Woolf) as well.

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ENGL 230A - SHAKESPEARE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235p	MTWRF	501	White	2677

Aim: An introduction to Shakespeare's plays, including perspectives created by recent films of Shakespeare's work.

Teaching Method: Lecture and discussion with some group work.

Requirements: Two papers, one take-home final exam, six quizzes for comprehension, one group project. **Must be free to view films out of class**, either at arranged viewings or on your own.

Tentative Reading List: *Macbeth*, *Hamlet*, *King Lear*, *A Midsummer Night's Dream*, *Twelfth Night*, *Richard III*; Shakespeare films.

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ENGL 244 - AFRICAN AMERICAN LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	501	Staff	2680

(Further information unavailable at this time.)

ENGL 245D - CHICANO LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235p	MTWRF	501	Grajeda	2683

Aim: This is an introductory course on Mexican-American literature in English (mainly fiction and poetry but including also a few representative examples of drama and nonfiction prose). The goal of the course is to understand the literature as emerging out of a specific historical and cultural situation.

Teaching Method: Discussion and lecture. Some small group work.

Requirements: Reading journal, quizzes, two short papers

Tentative Reading List: Rodolfo Anaya, Tomas Rivera, Sandra Cisneros, Gary Soto and others.

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ENGL 254 - COMPOSITION

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	501	Staff	2688

NOTE: Use of computers required. Special fee=\$10.00

(Further information unavailable at this time.)

ENGL 303 - SHORT STORY

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	501	Ford	2692

Aim: To develop the skills needed to understand and appreciate the short story as a literary form through the close analysis of stories written through the centuries, with primary emphasis on the 19th and 20 centuries.

Teaching Method: Lectures and class and group discussion

Requirements: Informed discussion resulting from careful, active reading before class; one short unresearched and one longer researched paper; maybe a short story.

Tentative Reading List: Kennedy, *An Introduction to Fiction*; handouts.

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ENGL 315B - WOMEN IN POP CULTURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
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1100a-1235p

MTWRF

501

Staff

2695

(Further information unavailable at this time.)

ENGL 4/803A - AMERICAN SHORT STORY

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	501	Wolf	2704/2717

Aim: (1) To develop skills in reading (and, for some students, teaching) short stories; (2) to provide an overview of developments in the American short story through works by major 19th- and 20th-century short story writers; (3) to examine the character and direction of contemporary American short stories. The course is directed toward intelligent, open-minded readers regardless of major, especially teachers (and prospective teachers) of literature.

Teaching Method: Full class discussions alternating with discussions in small groups, supplemented by frequent written and performance exercises.

Requirements: (1) A statement of your aims; (2) careful, engaged reading of all assigned materials; (3) regular attendance; (4) active participation in class discussions; (5) for undergraduates: two 3-4 page personal essays; for graduate students: one 3-4 page personal essay and one 6-8 page research report or critical paper; (6) a final self-appraisal of your work.

Tentative Reading List: Hawthorne, *The Celestial Railroad and Other Stories*; Melville, *Bartleby & Benito Cereno*; James, *Great Short Works of Henry James*; Anderson, *Winesburg, Ohio*; Hemingway, *The Snows of Kilimanjaro & Other Stories*; Flannery O'Connor, *Everything that Rises Must Converge*; Angus and Angus, eds., *Contemporary American Short Stories*; Cahill, ed., *Women and Fiction*; Ravenel, ed., *The Best Short Stories of the Eighties*; bookstore packet of stories; Strunk and White, *The Elements of Style*.

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ENGL 464 - BRITISH LITERATURE 1660-1800

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235p	MTWRF	501	Bhatnagar	4700

Aim: This is an advanced level survey of 18th-century British non-fiction prose and poetry, designed for seniors. The aim of the course is to acquaint students with the 18th-century pastoral and discuss its modern relevance in the American Western.

Teaching Method: Lecture, discussion, group work.

Requirements: Class presentations and/or short writing assignments, pop quizzes, in-class writing, group work.

Tentative Reading List: Tillotson, ed. *Eighteenth Century English Literature*; Uphaus and Foster, ed., *The Other Eighteenth Century*.

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ENGL 4/871 - LITERARY CRITICISM

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235a	MTWRF	501	Ford	2709/2722

Aim: This course is a survey of the ideas of some of the most important critics, from Plato to Derrida. We will emphasize approaches leading to understanding over mere coverage, asking about each critic: What are the critic's assumptions, including ethical assumptions, about literature (and where did these literary assumptions come from)? What is the critic's method of interpreting literary works (how does he or she determine a work's meaning)? What is the critic's standard of evaluation (how does he or she know if a work is successful/beautiful/good, including ethically/morally good)? How are this critic's ideas like or different from the other critics' we examine?

Teaching Method: Lecture, class and group discussion, student presentations. A graduate student intern will be available to give extra help to undergraduate students in the class.

Requirements: Intense study of the readings, short written reactions to critics' ideas leading to individual or group presentations, possible one exam, a longish researched paper.

Tentative Reading List: Adams, *Critical Theory Since Plato*; Stevens and Stewart, *A Guide to Literary Criticism and Research*; handouts.

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ENGL 957B - NEBRASKA WRITING PROJECT

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1235p	MTWRF	501	Brooke	****

******PREQ: Permission**

Aim: The Nebraska Writing Project Summer Institute is Nebraska's yearly Invitational Institute for our National Writing Project site. Admission is by application only (March 16 deadline), and is limited to Nebraska teachers, kindergarten through college, who wish to explore and share the place of writing in their curriculum. Interested teachers should request application materials from Director Robert Brooke, 472-1807, rbrooke1@unl.edu.

ENGL 991A - NEBRASKA LITERACY PROJECT

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0815a-1135a	MTWRF	591	Ritchie/Goodburn	****

******For more information or for the suppressed call number, contact Amy Goodburn (472-1831, agoodburn1@unl.edu) or Joy Ritchie (472-1858, jritchie1@unl.edu). DATES: June 11-June 29.**

Aim: The Nebraska Literacy Project is a three-credit graduate-level seminar for teachers (kindergarten through postsecondary) offered through the UNL English Department. The Project will meet Monday through Friday from June 11 to June 29 from 8:15 to 11:35 a.m. This project is designed to engage teachers in discussions about literacy as a means of better understanding and supporting their students' (and their students' communities') literacy practices. Some of the questions we will explore together include: What do we mean by literacy and who defines it? How do issues of power and privilege shape how we acquire and understand literacy? How do we interpret literacy in our classrooms and our communities? What strategies or practices can facilitate our understanding of peoples' diverse literacies? How can we, as teachers, support and advocate for our students' and our communities' diverse literacies?

Teaching Method: We hope this class will provide a space for writing, reading, and sharing ideas with others. During our three weeks together, we will reflect on our literacy experiences and those of our students and communities by engaging in the following activities:

- o Writing literacy histories

- o Reading and writing about literature
- o Photographing local literacies
- o Practicing problem-solving strategies
- o Inquiring through case studies
- o Developing individual projects

Requirements: Daily reading (in common and self-selected) and writing; participation in small group and full class activities; a class presentation; an individual course project

Tentative Reading List: We are still developing the reading list, which will include at least one novel, a packet of readings about literacy, and Ellen Cushman's *The Struggle and the Tools*. We also plan for participants to work individually and in groups to develop a reading list that directly connects to their interests in literacy-related topics.

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SUMMER 2001 - 2nd 5-Week Session

ENGL 205 - 20TH CENTURY FICTION

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	601	Blaha	2669

Aim: An introduction to and overview of some of the most important authors of prose fiction of this century. We will read both Anglo-American and European writers.

Teaching Method: Lecture/discussion

Requirements: Reading quizzes, presentations, one paper.

Tentative Reading List: We will read roughly one novel (or equivalent) a week, beginning with Remarque's *All Quiet on the Western Front* (1920s) and read novels in roughly historical sequence by such authors as Hemingway, Faulkner, Golding, Fuentes, Baldwin, Walker, Porter, and J. K. Toole.

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ENGL 215J - 20TH CENTURY WOMEN WRITERS

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235p	MTWRF	601	Staff	2675

(Further information unavailable at this time.)

ENGL 230A - SHAKESPEARE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
0915a-1050a	MTWRF	601	McShane	2678

Aim: To look at representative works of Shakespeare, comedies and tragedies, to learn to read them as mature readers and to assess what constitutes their appeal through long ages and for widely differing audiences.

Teaching Method: Lecture, discussion, group work.

Requirements: Reading, discussion, informal and formal responses to the plays; a final.

Tentative Reading List: Some sonnets, *Midsummer Night's Dream*, *Romeo and Juliet*, several other comedies and tragedies we choose together, *Lear* and *The Tempest*.

ENGL 252 - WRITING OF FICTION

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235p	MTWRF	601	Staff	2684

(Further information unavailable at this time.)

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ENGL 361B - INTRO TO LATE AMERICAN LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Call#</u>
1100a-1235p	MTWRF	601	Blaha	2699

Aim: A survey course of the second half of American Literature roughly from the Civil War to the present. Students will gain insight into the main authors and movements in American Literature of that period. The approach will be essentially chronological/historical.

Teaching Method: Lecture/discussion

Requirements: Weekly journal entries/essays on the assigned readings. One paper. The quality of writing will be considered in the evaluation of the journals/essays. Strict adherence to the departmental attendance policy.

Tentative Reading List: *Heath Anthology of American Literature*, 3rd ed., vol. 2.

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