

DEPARTMENT OF ENGLISH

UNIVERSITY OF NEBRASKA

COURSE DESCRIPTION BOOKLET

SUMMER 2003

Updated March 10, 2003

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 4, 2003. 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.

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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.

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 Laura White, 336 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).

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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 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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DEPARTMENT OF ENGLISH

University of Nebraska-Lincoln

SUMMER SESSIONS 2003

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 Lit			X	X
Engl 245D	Chicano Lit			X	X
Engl 315B	Women in Popular Culture			X	
Engl 361B	Intro to Late American Lit				X
Engl 364	Restoration & 18th C Lit	X	X		
Engl 403A	American Short Story				X

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

** A course subtitle will determine whether a particular offering of this course deals substantially with pre-1800 literature.

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DEPARTMENT OF ENGLISH

University of Nebraska-Lincoln

SUMMER SESSIONS 2003

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.

						Historical Literature Core		
Course	Title	Required for Engl major	Linguistics, writing, rhetoric	Literary/rhetorical theory	Culture, ethnicity, gender	British literature	Literature before 1800	American literature
		[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]
Engl 215E	Intro Women's Lit				X			
Engl 215J	20C Women Writers				X			
Engl 230A	Shakespeare					X*	X*	
Engl 244	African American Lit				X			
Engl 245D	Chicano Lit				X			
Engl 254	Composition		X					
Engl 315B	Women in Pop Culture				X			
Engl 361B	Intro Late American Lit.							X
Engl 364	Intro Restoration & 18th C Lit					X	X	
Engl 471	Literary Criticism			X				

* Only one asterisked course in this group [230A,330E] may count toward the historical literature core requirements.

COURSE DESCRIPTIONS
Summer 2003

<u>Freshman English</u>	<u>1ST 5-WEEK SESSION</u>	<u>2ND 5-WEEK SESSION</u>
<u>PRE-SESSION</u>		
<u>Engl 205 - 20th Century Fiction</u>	<u>Engl 205 - 20th Century Fiction</u>	<u>Engl 205 - 20th Century Fiction</u>
<u>Engl 215E - Intro Women's Lit</u>	<u>Engl 215J - 20th Century Women Writers</u>	<u>Engl 215J - 20th Century Women Writers</u>
<u>Engl 244 - African American Lit</u>	<u>Engl 245D - Chicano Lit</u>	<u>Engl 230A - Shakespeare</u>
<u>Engl 244A - Intro to African Lit</u>	<u>Engl 252 - Writing of Fiction</u>	<u>Engl 254 - Composition</u>
<u>Engl 254 - Composition</u>	<u>Engl 254 - Composition</u>	<u>Engl 303 - Short Story</u>
<u>Engl 259A – Writing for Films & TV</u>	<u>Engl 315B - Women in Pop Culture</u>	<u>Engl 361B - Intro Late American Lit</u>
<u>Engl 315B - Women in Pop Culture</u>	<u>Engl 4/803A - American Short Story</u>	<u>Engl 4/871 - Literary Criticism</u>
<u>Engl 364 - Restoration & 18C Lit</u>	<u>Engl 957B – Nebraska Writing Project</u>	
<u>Engl 4/839 - Film Directors – "Classic Directors"</u>		
<u>Engl 930 - Shakespeare</u>		

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.

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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.

SUMMER 2003 – Pre-Session

Engl 205 - 20th Century Fiction

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Caramagno	2502

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 five 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.

Teaching Method: Lecture.

Requirements: Three tests on lectures and readings.

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

Engl 215E - Intro Women's Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Staff	2506

Further information unavailable at this time

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Engl 244 - African American Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Patton	4393

Aim: This course surveys literature produced by African Americans from the Harlem Renaissance through the present. We will study various genres, including prose, poetry, and drama. The course addresses such topics as: What constitutes African American literature? What is the relationship between the historical context and literary production?

Teaching Method: The class will meet as a discussion group with occasional lectures and small group activities.

Requirements: Attendance, participation, study questions, oral report, one essay, a midterm and a final.

Tentative Reading List: *The Norton Anthology of African American Literature*, and *For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf*.

Engl 244A - Intro to African Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Owomoyela	2512

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 matters 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: To be determined.

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Engl 254 - Composition

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Staff	2515

Further information unavailable at this time

Engl 259A – Writing for Films & TV

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Foster	4807

NOTE: Use of computers required. Special fee=\$10.

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 a portfolio of short films. Students will write approximately six pages per day.

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

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Engl 315B - Women in Pop Culture

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Dreher	2523
0930-1220	MTWRF	302	Staff	2524

Dreher - 301

Aim: This course takes a multi-cultural approach to the study of the Star/The Icon/The Actress. We will discuss the making of these American emblems of fame and success via readings and films, and speculate on what the print and media images might be telling us about women's role in society. More important, we will investigate the impact of the subtle, though powerful, modes of suggestion the media and print culture make about particular women's body types and examine what messages may circulate within our society about them. Personalities to be

studied include Marilyn Monroe, Jacqueline Kennedy Onassis, Dorothy Dandridge, Oprah Winfrey, and Jennifer Lopez.

Teaching Method: Lecture/discussion.

Requirements: Reader responses, one 3-5 page theme paper, pop quizzes.

Staff - 302

Further information unavailable at this time

Engl 364 - Restoration & 18C Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Stock	4396

Aim: To read some major late 17th-century and 18th-century British authors in the literary, historical, intellectual context of the times.

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

Requirements: Midterm, final examinations, 8-10 in-class writing exercises, one 8-10 page outside critical paper.

Tentative Reading List: Behn, *Oroonoko*; Defoe, *Robinson Crusoe*; Swift, *Gulliver's Travels*; poems by Pope; Johnson, *Rasselas*; plus a selection of essays and other poems.

Engl 4/839 - Film Directors – "Classic Directors"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
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0930-1220 MTWRF 301 Dixon 2538/2552

Special fee -- \$30

Aim: To screen and analytically discuss the construction of a series of classic American films, in intensive daily screening and lecture sessions.

Teaching Method: Lectures, screenings, group discussion, readings. Films screened include *The Manchurian Candidate* (Frankenheimer), *Arsenic and Old Lace* (Capra), *Twelve Angry Men* (Lumet), *Trouble in Paradise* (Lubitsch), *Mildred Pierce* (Curtiz), *Rope* (Hitchcock), *The Big Sleep* (Hawks), *Action in the North Atlantic* (Bacon), *Vertigo* (Hitchcock), *The Wizard of Oz* (LeRoy), *The Man Who Shot Liberty Valance* (Ford), *War of the Worlds* (Haskin), *I Am a Fugitive from a Chain Gang* (LeRoy), *Zelig* (Allen).

Requirements: Three papers, five pages each, typed, on the films we see each week and the discussion that follows. Promptness and participation are essential. NOTE: For Engl 839 students, each paper will be 10 pages long.

Tentative Reading List: Corrigan, Timothy. *A Short Guide to Writing About Film* (5th ed.), Longman (paperback); Katz, Ephraim. *The Film Encyclopedia* (4th ed.), Harper (paperback).

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Engl 930 - Shakespeare

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220	MTWRF	301	Buhler	4399

Aim: To explore in detail how performance-based strategies can help both in understanding and in teaching Shakespeare's plays. We will consider historical and contemporary stage practices, the performance history of these plays, and recent criticism that engages with the insights of both Performance Theory and Semiotics. Because the emphasis of the course is pedagogical, we will always be mindful of practical applications in the secondary or college-level classroom. But because the occasion and subject matter of the course (and the courses you may teach later on) is Shakespeare, we will also be mindful of the richness, historicity, and artistry of the playtexts themselves, as well as of their realizations on stage and screen.

Teaching Method: Lecture, discussion, small-group work, in-class presentations and performances. Each class session will have at least one performance-based exercise that will require reading material aloud or enacting the text in some way.

Requirements: a) Journals that document your encounters with Shakespeare, with the class, and with the issues we've raised. b) Statement of Purpose and a revision thereof, specifying the topic or material you wish to explore in your major project. c) Group research report. d) Major project: either a conference-style paper (8-12 pp.) or a teaching unit (running approximately 20 minutes) on an aspect of Shakespearean drama/stagecraft. e) Attendance and participation, as all of the above implies.

Tentative Reading List: Bernice W. Kliman, ed., *Approaches to Teaching Shakespeare's "Hamlet"*. William Shakespeare, *As You Like It*; *Hamlet*; and *Henry V*.

SUMMER 2003 – 1st 5-Week Session

Engl 205 - 20th Century Fiction

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	502	Grajeda	2504

Aim: To read, analyze, discuss and understand short stories and novels of the 20th century, with emphasis on the work of U.S.A. and Latin American writers.

Teaching Method: Lecture, discussion, and group work.

Requirements: Two papers, reading journals, quizzes, attendance and participation.

Tentative Reading List: Writers like Toni Morrison, Saul Bellow and Isabel Allende.

Engl 215J - 20th Century Women Writers

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	501	White	4450

Aim: This course provides an introduction to 20th-century women writers, emphasizing fiction, both novels and short stories, and poetry. Our approach will be broad, setting historical, cultural, and literary contexts for each text, including a consideration of women's history, feminist theory, literary modernism, literary genre, culture, class, race, and religion. Our aim will be both inward and outward; that is, we will practice close reading of the works in question while also placing them in their intellectual, literary, and cultural perspectives.

Teaching Method: Mostly discussion with some lecture and group work.

Requirements: Two short essays, one take-home final, quizzes, one group project/presentation.

Tentative Reading List: Short stories by Oates, O'Connor, Welty, Gilman; poetry by Plath, Sexton, Bishop; novels by Atwood, Morrison, Kincaid, Woolf.

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Engl 245D - Chicano Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235	MTWRF	501	Grajeda	2513

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.

Engl 252 - Writing of Fiction

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235	MTWRF	501	Staff	4451

Further information unavailable at this time

Engl 254 - Composition

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	501	Staff	2517

Further information unavailable at this time

Engl 315B - Women in Pop Culture

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235	MTWRF	501	Staff	2525
1100-1235	MTWRF	502	Staff	2526

Further information unavailable at this time

Engl 4/803A - American Short Story

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	501	Bergstrom	2536/2550

Aim: In this course we will read major authors and works in the short story genre from the origins of the form in America to contemporary times. This is not precisely a survey course, nor will the arrangement of readings be strictly chronological. We will pay some attention to the development of the form, but the heart of the course is the reading and discussion of excellent stories selected for a variety of theme, technique, and perspective.

Teaching Method: The course will depend nearly exclusively on discussion as a whole class along with small group work. I will provide some information about the major authors and will be sure to add my thoughts to the conversation, but I will try very hard not to be tempted into lecturing.

Requirements: Regular attendance and completion of the reading assigned for each day are crucial (we'll be reading 40-

50 stories in 24 days). Students will turn in written responses for each week's reading. Undergraduates will write a 5-7 page paper on a story or group of stories; graduate students will write a longer paper for which some library research will be expected. There will be no final examination. To the extent possible, weekly journals and assignments will appear on Blackboard, with a hard-copy option available for those who don't have dependable access to the Internet.

Tentative Reading List: I'm likely to order one anthology and maybe a single-author collection.

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Engl 957B – Nebraska Writing Project

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0900-1230p	MTWRF	501	Minter	****

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 14 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.

SUMMER 2003 – 2nd 5-Week Session

Engl 205 - 20th Century Fiction

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	601	Staff	2505

Further information unavailable at this time

Engl 215J - 20th Century Women Writers

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235	MTWRF	601	Staff	2509

Further information unavailable at this time

Engl 230A - Shakespeare

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	601	Staff	2510

Further information unavailable at this time

Engl 254 - Composition

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	601	Ford	4499

Aim: The goal is improved student performance in the writing of argumentative expository prose. This writing will be directed toward specific purposes and addressed to carefully chosen appropriate audiences. Success in this course should help prepare students for kinds of writing often required in college and beyond.

Teaching Method: Demonstration, class discussion, small groups, guided practice.

Requirements: Three to five essays, a research project, and an oral presentation.

Tentative Reading List: Hacker, *A Writer's Reference*; student writing, materials found through research.

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Engl 303 - Short Story

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050	MTWRF	601	Blaha	2522

Aim: An introduction to and overview of the short story as a distinct literary genre; a number of the authors included in the syllabus will be read in translation.

Teaching Method: Lecture/discussion.

Requirements: Class presentations, one short paper, one exam.

Tentative Reading List: One or two anthologies of short fiction (the precise titles have not yet been decided upon). There will also be a package of critical material.

Engl 361B - Intro Late American Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235	MTWRF	601	Blaha	4665

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: Two exams; one short paper.

Tentative Reading List: *Heath Anthology of American Literature*, 4th ed., vol. 2.

Engl 4/871 - Literary Criticism

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235	MTWRF	601	Ford	2542/2556

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, possibly 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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