



**ENGLISH DEPARTMENT COURSE DESCRIPTIONS  
MAYMESTER 2016**

<b>Summer at Carolina: Session A</b>	<b>May 9, 2016 - May 13, 2016</b>
<b>Summer at Carolina: Session B</b>	<b>May 9, 2015 - May 26, 2016</b>
<b>Summer at Carolina: Session C</b>	<b>May 9, 2016 - June 16, 2016</b>
<b>Summer at Carolina: Session D</b>	<b>May 9, 2016 - July 27, 2016</b>
<b>Summer at Carolina: Session E</b>	<b>May 30, 2016 - June 23, 2016</b>
<b>Summer at Carolina: Session F</b>	<b>June 6, 2016 - July 28, 2016</b>
<b>Summer at Carolina: Session G</b>	<b>June 27, 2016- August 5, 2016</b>
<b>Summer at Carolina: Session H</b>	<b>July 5, 2016 - July 28, 2016</b>

*All English courses 300 and above require ENGL 101, 102, and one course between ENGL 270-292*

**Summer at Carolina: Session B**

- ENGL 102.005      RHETORIC AND COMPOSITION      MTWRF 10:05-12:35      RULE**
- ENGL 102.006      RHETORIC AND COMPOSITION      MTWRF 10:05-12:35      STERN**
- ENGL 285.001      THEMES IN AMERICAN WRITING      MTWRF 1:15-3:45      SCHWEBEL**  
*(Designed for Non-English majors)*

This three-week course explores the personal possibilities of young adulthood in postwar and contemporary America by reading both fictional “School Stories” (including young adult novels) and nonfictional memoirs of the high school and college years. As a nation, the United States has long placed faith in the classroom as the bedrock of American democracy, a platform from which all children, regardless of birth, can get a fair shake at a middle-class future. American mass culture, meanwhile, often celebrates high school “Glory Days” and the “Bright College Years” of one’s twenties as the pinnacle of existence. The novels and memoirs we’ll explore together put these hopes head-to-head with realities as young adults across the decades confront institutional racism, sexism, and classism; grapple with peer pressure, jealousies, and first loves; and invariably emerge from the cauldron of school as newly chastened adults.

- ENGL 360.001      CREATIVE WRITING      MTWRF 10:05-12:35      AMADON**
- This course is an introduction to the writing of poetry and fiction. We will learn, as a class, ways of responding to creative work and use our discussions as a means of defining our own aims and values as writers and poets. The final goal of this course is a portfolio of original creative work, but peer response is fundamental; both will factor heavily in the final grade. The class will read works by contemporary and canonical writers as a way of expanding our view of what our writing can do. However, this course is designed as a creative writing workshop, and the majority of class time will be devoted to discussing new writing from students.

- ENGL 439.001      TOPICS: GLOBAL CONTEMPORARY FICTION MTWRF 1:15-3:15      GULICK**
- An Indian servant-turned-entrepreneur confesses to murdering his boss. A victim of the world’s worst industrial disaster offers up a skeptical appraisal of “white savior” humanitarianism. An Iranian graphic novelist reflects back on coming of age during the Revolution. An overweight, fantasy-obsessed Dominican-American teenager takes on a 400-year-old New World curse in his search for love. Two Nigerian lovers travel far and wide (well, at least to England and the States) and navigate the complexities of race and national identity in the age of Obama.

These are the plots we’ll follow in our fast-paced Maymester study of global contemporary fiction, as we explore how a new generation of authors from India, the Caribbean, the Middle East, and Africa reflect on identity and history in an age of globalization. Works will include Aravind Adiga’s *The White Tiger*, Indra

Sinha's *Animal's People*, Junot Díaz's *The Brief Wondrous Life of Oscar Wao*, Marjane Satrapi's *Persepolis*, and Chimamanda Ngozi Adichie's *Americanah*. This course will provide a rigorous introduction to some extraordinary works of literature, ambitious in their style, structure and scope. Reading them will be a transformative as well as a challenging experience. You do not need to be an English major to take this course; you should, however, prepare to read voraciously, write carefully, and learn a tremendous amount from your classmates during our fast-paced three weeks together.

### **Summer at Carolina: Session C**

**ENGL 360.002      CREATIVE WRITING      MTWRF 2:50-4:05      BARILLA**  
This course will function primarily as a workshop in several genres of creative writing, in which students will share work in progress with other members of the course. We will work with poetry, short fiction and narrative nonfiction, with emphasis on fiction and poetry. The course will also involve reading and discussing published work in these genres, as well as numerous in-class and out-of-class writing exercises. Students will produce original work in each genre, which they will turn in as a portfolio at the end of the course for a final grade.

### **Summer at Carolina: Session E**

**ENGL 102.001      RHETORIC AND COMPOSITON      MTWRF 10:05-12:05      DINGS**  
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.

**ENGL 102.002      RHETORIC AND COMPOSITION      MTWRF 1:15-3:15      DINGS**  
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.

**ENGL 285.002      THEMES IN AMERICAN WRITING: AFRICAN AMERICAN LITERATURE  
(Designed for Non-English majors)      MTWRF 2:50-4:50      TRAFTON**  
Selections from contemporary African American literature. Readings include novels, short stories, plays, and graphic novels. Assignments include weekly quizzes and 3 5-page papers.

**ENGL 288.001      ENGLISH LITERATURE      MTWRF 2:50-4:50      CROCKER**  
Because this course is designed to introduce you to influential texts, authors, and movements in early British literature, it is a "canon" course, instrumental in creating the tradition it describes. As we read different works, all of which participate in defining the English literary tradition, we will consider the question of canonicity in relation to the conceptions of personhood that this literary tradition creates. In other words, what kinds of human behavior, human experience, or human expression does the early English canon promote?

**ENGL 385.001      MODERNISM      MTWRF 10:05-12:05      GLAVEY**  
This course will serve as an introduction to the literature of Anglo-American--and, to a much lesser extent, European--modernism. Our first goal will be to understand the specific features of particular early-twentieth-century texts: how they are put together as works of art, what they attempt to achieve, how they may or may not challenge contemporary readers. From there we will consider how they respond to, reflect, and resist the processes of modernization. One of our primary questions will be: What does it feel like to be modern? In thinking through what literature tells us about this question, we will consider the epistemological, psychological, and sociological facets of modernity as reflected and rewritten by the particular formal and thematic choices of our authors. Authors covered will include Djuna Barnes, Andre Breton, T. S. Eliot, Ernest Hemingway, Langston Hughes, Zora Neale Hurston, James Joyce, Mina Loy, Richard Bruce Nugent, Ezra Pound, Marcel Proust, Gertrude Stein, Wallace Stevens, William Carlos Williams, and Virginia Woolf. Requirements for the course include an essay, a creative project, and a final exam.

**ENGL 432.001      YOUNG ADULT LITERATURE      MTWRF 8:30-10:30      JOHNSON**  
The subject matter of this course is contemporary American young adult (YA) literature. Students will examine texts that are in some way related to central ideas about America and Americans of various backgrounds and experiences. Discussion topics will include the meanings of literary excellence in the young adult literature world, the politics of the children's book publishing industry, and current issues and controversies in the field, including awards, censorship, gender, authorship, race, and more. Most importantly, students will give attention to the relationship between literature and social justice.

### Summer at Carolina: Session H

**ENGL 102.003            RHETORIC & COMPOSITION            MTWRF 10:05-12:05            RICE**  
English 102 builds on English 101 to help prepare students for the writing they will do in future college courses and beyond. While English 101 honed students' ability to critically read and closely analyze a text, English 102 emphasizes developing well-reasoned argumentative papers that draw on multiple sources and viewpoints. During the semester, students learn to identify the elements of an effective argument and to apply those principles in composing researched essays about academic and public issues. This course also strengthens students' information by teaching strategies for finding, assessing, using, citing, and documenting sources.

**ENGL 102.004            RHETORIC & COMPOSITION            MTWRF 1:15-3:15            RICE**  
English 102 builds on English 101 to help prepare students for the writing they will do in future college courses and beyond. While English 101 honed students' ability to critically read and closely analyze a text, English 102 emphasizes developing well-reasoned argumentative papers that draw on multiple sources and viewpoints. During the semester, students learn to identify the elements of an effective argument and to apply those principles in composing researched essays about academic and public issues. This course also strengthens students' information by teaching strategies for finding, assessing, using, citing, and documenting sources.

**ENGL 283.001            THEMES IN BRITISH WRITING: VALUES AND SOCIETY FROM WORDSWORTH  
TO THE WALKING DEAD            MTWRF 1:15-3:15            JARRELLS**  
*(Designed for Non-majors)*

What do we mean when we talk about values – that is, when we talk about where values come from and what they tell us about who “we” are, or about the relationship between, say, family or political or aesthetic values and economic value more generally, or about how the values that we hold dear in our society fare in moments of crisis? To address these questions, and to provide some helpful context for understanding them, we will engage a range of literary works that show value and values interacting, overlapping, and – more often than not – coming into conflict with one another. Authors to be studied include Adam Smith, William Wordsworth, Jane Austen, Kazuo Ishiguro, Zadie Smith, and Aravind Adiga. Also to be studied: some recent television treatments of the value / values relation, including *The Wire* and *The Walking Dead*.

**ENGL 389.001            THE ENGLISH LANGUAGE            MTWRF 2:50-4:50            DISTERHEFFT**  
*(Cross-listed with LING 301.001)*

*The English Languages* introduces linguistics through an in-depth exploration of many aspects of English. We will examine the English sound system (phonetics and phonology), word structure (morphology), grammar (syntax), and meaning and usage (semantics). We will also consider other aspects of English, including its acquisition by children, its history as a language, and its social context.

**ENGL 439.002/650    TOPICS: NINETEENTH CENTURY AFRICAN AMERICAN LITERATURE**  
**MTWRF 10:05-12:05            TRAFTON**

Introduction to nineteenth-century African American literature. Readings include poetry, novels, autobiographies, manifestos, and slave narratives. Assignments include weekly quizzes and two major analytical papers.