

UIC Department of English
Summer 15 Course Descriptions

SUMMER SESSION I: (4 week session)
May 18 through June 12

ENGL/MOVI 102: Introduction to U.S. Latino Film

Summer Session I

CRNs: 18837 (engl), 19844 (movi)

Days: MTRF 1:00 – 4:00 PM

Neri Sandoval (nsando3@uic.edu)

This course is designed as an introduction to talking about the meaning of U.S. Film production, with particular attention to the representation of Latinos in the history of cinema. We will also focus on the ways in which this history has been taken into account in films produced and/or directed by Latina/os. Consequently, we will begin at the late 19th century to explore not just the history of cinema as such, but also the socio-economic and cultural conditions of Hispanics living in the U.S. that, in turn, influence what one could understand as a particular Chicano/a (and then Latina/o) cinematic form of expression.

ENGL 109: American Literature and Culture

Summer Session I

CRN: 16018/19849

DAYS: MTRF 1:00-3:55pm

Instructor: Sarah Buchmeier (sbuchm2@uic.edu)

Radical Forms: Contradictions and Extremes in the American (Literary) Imagination

In his account of the American novelistic tradition, Richard Chase asserts that because American fiction is born out of “a culture of contradictions” its form and tone “tends to rest in contradictions and among extreme ranges of experience.” This course will take Chase’s claim as our point of departure in an inquiry about the development of American literature, particularly in the nineteenth century. We will seek out the extreme and radical in not just the American novel, but in short stories and poems as well.

Through close readings, we will attempt to articulate an account of how American literary forms theorize, rationalize, and define this contradictory culture and how such “extreme ranges of experience” necessitate radical approaches to established forms or the invention of entirely new ones. Authors likely to be included: Edgar Allan Poe, Nathaniel Hawthorne, Ralph Waldo Emerson, Emily Dickinson, and Herman Melville.

ENGL 111: Women and Literature

Summer Session I

CRN: 20116

Days: MTRF 9:00 AM - 11:55 AM

Elvira Godek-Kiryluk (godekki2@uic.edu)

We will read fiction and poetry written by American women between the first and second World War. This period covers some of the most turbulent times in the history of the United States and some of its best literature: the Roaring Twenties, the Harlem Renaissance, and the Great Depression followed by a decade of poverty and unemployment, political activism, and the New Deal recovery measures. We will read the poetry of H.D. [Hilda Doolittle], Marianne Moore, Gwendolyn Brooks, and Muriel Rukeyser and the fiction of Dorothy Parker, Zora Neale Hurston, Tillie Olsen, and Djuna Barnes. There will be two short papers, one presentation, and a final exam.

ENGL 161: Academic Writing II: Writing for Inquiry and Research

Summer Session I

CRN 17707

Days: MTRF 09:00-11:55

Dongho Cha

The Decline of Men: Writing About Masculinity in the 21st Century: English 161 is designed to provide you with the tools that you will need to engage academic inquiry. During the first half of the semester, you will complete three writing assignments in which you will learn to summarize, analyze, and synthesize class readings. In the second half of the semester, you will write a research proposal about one aspect of the course you'd like to research. You will spend the remainder of the semester turning your proposal into a research-assisted essay using the skills we learned in the first half of the semester. You will emerge as an incipient scholar joining the masculinity research community and offering your perspective on many of the pertinent debates in the field. In this course we will examine the subject of the so-called "declining American male." Recent studies in academic journals, magazines, and the mainstream press agree that the American male is in a state of crisis. Rigid definitions of masculinity are outdated and dysfunctional, leading men to a variety of health, economic, and sexual problems, as verified by recent statistical evidence. We will examine the research in a variety of disciplines—psychology, sociology, economics, history, sport, sexuality, and pop culture, among others—and trace the historic roots of contemporary masculinity. In addition, our readings will address several different topics in the masculinity debate, including the nature-vs-nurture divide, the politics of gender, adolescent male development, father-son dynamics, hyper-masculinity in sports, the metrosexual, and cultural constructions of manhood. The central question, as posed by journalist Guy Garcia, is this: can men stop being defensive without going on the offensive? And does the American male have anything to be defensive about? You will be expected to take into account your own experiences and integrate these into the ongoing masculine narrative of contemporary American culture.

ENGL 241: English Literature I: Beginnings to 1660

Summer Session I

CRN 17305/17306

Days: MTRF 9:00 - 11:55

Instructor: Brianna Noll (bnoll2@uic.edu)

This course will introduce students to important literary works and concepts from the beginnings of English literature to about 1660, covering the periods known as the Middle Ages and the Renaissance (or Early Modern Period). During these periods, the English language changes greatly, and we will examine how English evolves from a West Germanic tongue to something more like what we speak today. At the same time, we will consider how the literature demonstrates a shift from communal values to individual perfection and what, historically and culturally, signals this shift. The texts we study will range from heroic to pious to satirical, and we will encounter graphic depictions of sex and violence, as well as contemplations on the nature of God and the individual soul. Texts to be read will include long works like *Beowulf*, Chaucer's *The Canterbury Tales*, and Shakespeare's *Twelfth Night*, alongside shorter works like Bede's "Caedmon's Hymn" and lyric poetry by Wyatt, Sidney, Shakespeare, and Donne.

ENGL 491: Advanced Writing of Fiction

Summer Session I

CRN 14179/14706

Days: MTRF 1pm-3:55pm

Professor: Christopher Grimes (cgrimes@uic.edu)

This advanced fiction workshop is for students who have taken English 212 (or the equivalent). Knowledge of fiction-writing techniques and willingness to engage in open discussion of work-in-progress are necessary. Failure to participate will adversely affect grades. Each student will write at least three story drafts, as well as critiques for each peer-evaluated story. Work that was initiated in a previous 212 or 491 course is permissible if revised since last seen by a workshop.

SUMMER SESSION II: (8 week session)
June 15 through August 7

ENGL 105: British and American Fiction

Summer Session II

CRN: 17428/14043

Days: M, W, F, 2:00-3:40pm

Heather Doble (hdoble3@uic.edu)

In this course we will examine the family and forms of reproduction in British literature of the nineteenth century questioning what it means that novels with monstrous reproduction like *Frankenstein* exist alongside novels like Jane Austen's *Pride and Prejudice* in which reproduction takes place within more traditional familial structures. We will read novels, poems, and didactic historical literature distinguishing the different work done by various kinds of literature. Each student will complete at least one in class presentation, write a paper, and take a final exam.

ENGL 107: Introduction to Shakespeare

Summer Session II

CRN: 18177/18178

Days: MWF 10:00-11:40 Am

Instructor: Trevor Strunk (tstrun2@uic.edu)

In English 107, we will try to explain one of the most difficult figures in English-speaking literature: William Shakespeare. As we will see, Shakespeare is very complex in his way -- the language, plots, and depth of reference in his plays require some unpacking -- but also much more relatable than one might otherwise expect. Shakespeare's work not only relates to many of the emotional and dramatic cues we as contemporary readers are used to, but in fact, many of these cues were popularized by Shakespeare in the first place. Through a survey of Shakespeare's comedies and tragedies, as well as a Romance and some sonnets, we will try to do two things in this introductory foray into Shakespeare: one, we will work as a class to determine a way to read and understand Shakespeare; and two, we will seriously ask what Shakespeare means to us as a contemporary audience. What we will discover, I expect, is that he has a lot of relevance to us and our world, difficult as he may be.

ENGL 120: Film and Culture: Subversive Cinema

Summer Session II

CRN 18837

Days: TR 1:30-4:00

Jessica Berger

This course will explore the intersections between film and American culture with an emphasis on so-called subversive, often counter-cultural texts. In examining a wide range of "classic" and "cult" films from the silent era to today, we will explore the nature of cinematic revolution, its relationship to the commercial and historical, and seek to ask and answer significant questions about our visual culture and its symbiotic engagement

with our sociopolitical beliefs. To further our understanding, we will view films, read articles, and seek to build a working knowledge of the formal components of moving image arts with an emphasis on the ways films construct and convey meanings through generic repetition and aesthetic innovation. Films viewed will include titles as diverse as *Bonnie & Clyde*, *Persona*, and *Brazil*. Students should expect to write a number of short papers, prepare at least one short presentation, and engage in research/viewing outside of class time.

ENGLISH 160: Academic Writing I

SUMMER SESSION II

CRN: 16259

Days: TR 10:45 – 1:15 PM

Davis Smith-Brecheisen (dbrech2@uic.edu)

Honing the skills necessary to be good readers and writers of texts enables us to better make sense of our cultural and political moment. This course is an attempt to negotiate the rocky terrain of the pop culture landscape through close reading and analytical writing. Examining the challenges and opportunities provided by different media and genres, we will investigate the ways in which culture competes for our intellectual and emotional investment. The course is organized around four writing assignments – a series of blog posts, an informational essay, an argumentative essay, and a literary analysis. Each of these assignments will require you to closely engage a variety of primary readings and respond to them. In your responses you will be asked to apply many of the skills of close reading to your own writing: Structuring your writing, using rhetorical appeals, and mobilizing evidence, for example. These projects – as well as our in-class work – will be based on the cornerstone of the UIC composition program: situated writing. We will consider how situation shapes genre choice, how language choices produce consequences, and how the ideas we generate as a class this semester can impact a broader social context.

ENGL 161 – Academic Writing II: Writing for Inquiry and Research

Summer Session II

CRN: 18181

Days: MWF 12:00-1:40

3 hours. Students learn about academic inquiry and complete several writing projects including a documented research paper. Topics vary by section. Prerequisite: ENGL 160 or the equivalent. All students take the Writing Placement Test. If students place into ESL 050, ESL 060, ENGL 150, ENGL 152 or ENGL 160, the student must take that course (or courses) prior to enrolling in ENGL 161. Students with an ACT English subscore of 27 or higher receive a waiver of ENGL 160 and permission to enroll in ENGL 161. [Important placement testing and prerequisite information for visiting students.](#)

English 242, Summer Session II, 2015

British Literature 1660-1900: Commerce, Empire and Modernity

Instructor: Professor Sunil Agnani (sagnani1@uic.edu)

Dates: 15 June 2015 - 7 August 2015 (8-week course)

CRN/Course ID: 14702/14703

Tues/Thurs, 10.45am-1:15pm

Lincoln Hall 101

This course is the second in the English Department's sequence, and covers the crucial periods when the relatively small island nation of Britain established itself as a global power through its maritime empire. In literary terms, it encompasses eras and movements conventionally referred to in various ways: the Restoration, the 18th-century, the Enlightenment, Romanticism, and the Victorian period. We will worry less about those rubrics and more about the underlying issues that shaped the cultural world in which writing was shaped, such as the multiple revolutions and political upheavals which took place (the French Revolution, the Haitian Revolution, the American revolution, demands for the rights of women), the emergence of modernity (urban modernity in the case of London, but also colonial modernity in other spaces such as the West Indies or India), and (finally) the unsettling notion of species transformation suggested by Darwin's theory of evolution. Our guiding question: How do literary texts encode or make sense of the forms of cultural difference—not to mention the forms of mixture (of classes, races, and peoples)—that are characteristic of the modern world? We will alternate between literary/narrative texts and those concerned with ideas, politics, and culture. Our aim will be to develop reading practices that allow us to situate specific texts within a larger field of debates and competing ideas. Authors to be read include: Aphra Behn, *Oronooko*; Daniel Defoe, *Robinson Crusoe*; Adam Smith, *Wealth of Nations*; Jonathan Swift, *Gulliver's Travels*; Mary Wollstonecraft, *Vindications*; Jane Austen, *Mansfield Park*; Thomas DeQuincey; *Confessions of An English Opium Eater*; Karl Marx, selections; Charles Darwin, *Origin of the Species*; HG Wells, *The Island of Dr Moreau*. Visual materials include excerpts from film adaptations of some works.

ENGL 243: American Literature: Beginnings to 1900

Summer Session II

CRN 14138/14142

Days: TR 1:30-4:00

Instructor: Chris Findeisen (cfinde2@uic.edu)

English 243 is a survey of significant texts in American literature until 1900. We will study works in a wide variety of literary modes and genres within their historical contexts, paying close attention to the formal strategies writers employ to represent, resist, shape, and respond to the world around them. Topics covered will include (among others): historical origins, American exceptionalism, and myth-making; transcendentalism and romantic individualism; slavery and its impact on constructions of race, gender, and identity; economic mobility and the American Dream. Assessment will be based on two short papers, a midterm, a final exam, and student responses. Authors covered will include: Benjamin Franklin, Frederick Douglass, Emily Dickinson, Ralph Waldo Emerson, Edgar Allan Poe, Mark Twain, and others.

English 305: Studies in Fiction: Young Adult Literature

Summer Session II

CRN 18838

Days: TR 10:45-1:15

Instructor: David Schaafsma (schaaf1@uic.edu)

This section of Studies in Fiction focuses on Young Adult Literature, or (primarily) fiction written about young adults specifically for a young adult audience. The course is intended to appeal largely to English education students, who are prospective teachers, as these books often prove to be an exciting adjunct to the traditional required literary texts, speaking directly to middle and high school students not well engaged with the literature of the English curriculum, but all students interested in young adult literature will be welcome. Some of the books are written with a particular appeal to “at risk” or struggling students, and some are books that are as well crafted and ingenious as any books studied in other high school or college literature courses. A regular approach to the material will be how to engage prospective middle and high school students with the materials, and sometimes, how to pair such books with more “classic” texts still regularly taught in schools. We’ll also read rationales for this type of literature, and pedagogical texts that can help us see how we might approach them with young adults. We’ll engage in some of these same activities, try them out, to begin to imagine how they might work with middle/high school students. We’ll read some texts about urban areas and students of color, since the English education program has an urban focus, and we’ll read several works written for adolescents by Chicago area authors, or works about Chicago. We’ll also spend a couple weeks reading a few graphic novels such as Anya’s Ghost and books in popular genres such as Divergent.

ENGL 493: Internship in Nonfiction Writing

Summer Session II

CRN 19461/19462

Day: M 1:00 p.m. - 2:50 p.m.

Instructor: Katherine Parr (kparr@uic.edu)

While students are writing, editing, or researching approximately 14 hours a week in an internship, they are enrolled simultaneously in English 493, a six- or three-credit course that meets once a week. Students share knowledge gained in the internship, write short papers, and learn about writing for a public audience. Through internships students examine different work cultures, gain professional skills, and build a network of contacts leading to jobs after graduation.