

# Summer Course Descriptions

## ENG 203

### World Literature

#### LITERATURE OF THE AFRICAN WORLD

**Dr. Whitney Martin**

The term "African Diaspora" refers to people and cultures that are dispersed throughout the world but have struggles in common. This course will engage diverse texts from the African Diaspora. Students will consider the connections and distinctions of themes and political outlooks. We will explore oral culture, the representation of the "Other," and the legacy of colonialism. This course will provide students with the proper analytical tools for a fruitful encounter with literature. The course work will enable students to develop crucial writing and communication skills.

## ENG 223

### Introduction to Creative Writing

#### Online

**Dr. Adam Clay**

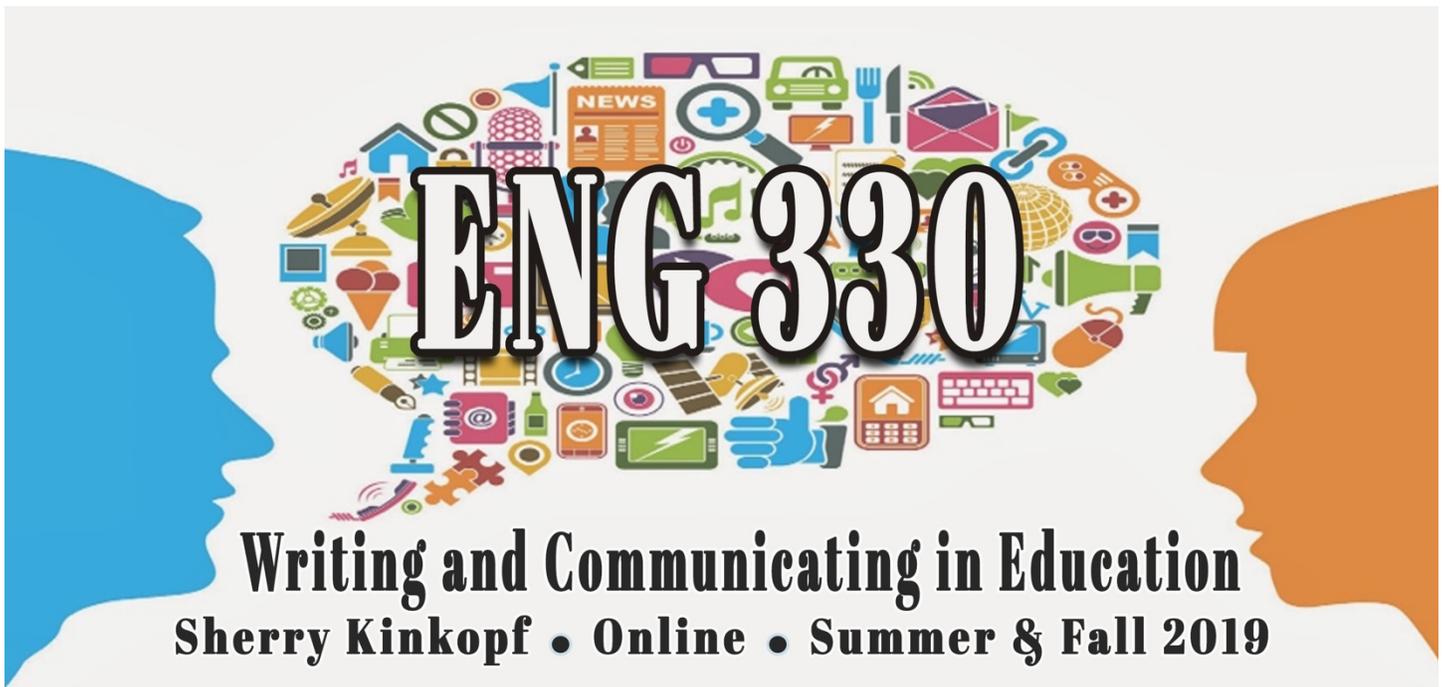
ENG 223 is an introduction to genre creative with an emphasis fiction, poetry, and nonfiction. Students study craft-based and draft creative various genres. The



place an emphasis on generative writing exercises modeled on published work; students will also take part in peer-review workshops to develop and revise their writing. The class will culminate in the submission of a final portfolio that includes revised creative work, along with a critical introduction reflecting on the writing process as it applies to fiction, poetry, and creative nonfiction.

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**ENG 330**  
**Writing and Communicating in Education**  
**Online**  
**Dr. Sherry Kinkopf**



If your major is related to education or if you are considering becoming a teacher, this course is for you. ENG 330, Writing and Communicating in Education, is an advanced composition course aimed at improving a prospective teacher's ability to communicate with varying audiences and for varying purposes. Throughout the course, students will learn about their professional organizations and analyze how they function as discourse communities, participate in an extended inquiry project, and explore how teachers use language to communicate ideas. To further their understandings of how communication works in the profession, students take an inquiry stance and investigate a current educational issue of their choice and engage in exploring ways to write about what they have learned. Even though the course is online, it is highly interactive and students are supported by their peers and their professor to engage in topics and writing genres. Communication skills are essential for accomplished teaching, and ENG 330 is certain to help the prospective teacher become more confident and competent in many communication contexts.

**ENG 489 (4WI)**

**Studies in American Literature**

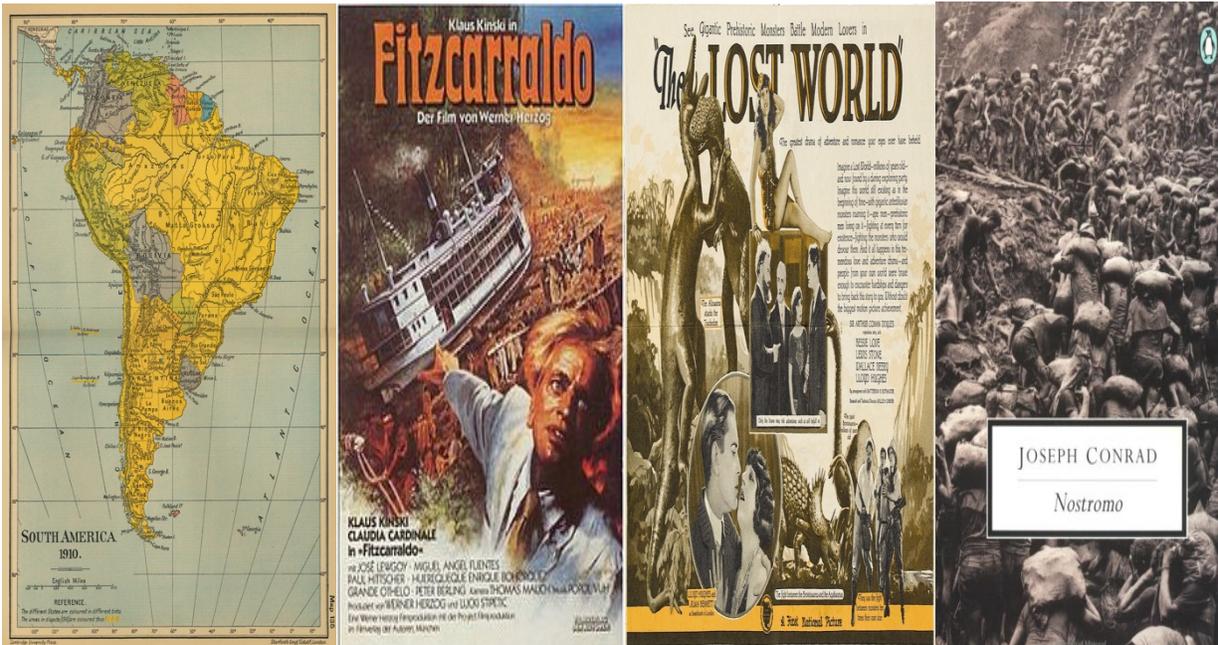
**WALLACE STEVENS and WILLIAM CARLOS WILLIAMS**

**MTWRF 2:45-4:40**

**Dr. Jonathan Barron**

The poets Wallace Stevens and William Carlos Williams broke the rules and re-invented American poetry. How did they do it? Why did they do it? They had help from visual artists, painters and sculptors many of whom they knew. In this class, we will look at the new paintings and sculpture from Marcel Duchamp, Pablo Picasso, Henri Matisse and others to see how and why Williams and Stevens made their own new, strange, and wonderful poetry. Two papers and some in-class writing.

**ENG 413 (Gulf Park)**  
**Survey of the Modern Novel**  
**Modernist Visions of South America**  
**MW 4:15-6:45**  
**Dr. Damon Franke**



At the turn of the 20th century, Western Civilization was fascinated with South America. Machu Picchu was "discovered" by the West, rekindled notions of El Dorado, and spurred Arthur Conan Doyle to write *The Lost World*. The new automobile industry needed rubber tree plants for its tires. The Amazon rainforest stunned Western eyes with its sublimity and wonder. Neocolonialism brought genocide, and the Monroe Doctrine sanctified American spheres of influence. This course examines major authors who mined South America for literary material in the early 1900s. Joseph Conrad's *Nostromo* portrays the volatile political situation in Colombia on the eve of losing Panama and the imminent construction of its canal. Jules Verne's last adventure novel *Magellania* juxtaposes a hermit and shipwrecked colonists near Cape Horn. Similarly to *The Lost World*, Charlotte Perkins Gilman's *Herland* imagines an isolated "world" in South America, hers filled with a feminist utopia. *The Voyage Out* launched Virginia Woolf's career as a novelist and parallels a voyage to Brazil with the growth of the heroine. W.H. Hudson's *Green Mansions* and José Eustasio Rivera's *The Vortex* provide sympathetic visions of the majesty and Gaia organicism of the forests of Venezuela and Colombia. Butch Cassidy and the Sundance Kid and Carlos Fitzcarrald, the inspiration for Werner Herzog's *Fitzcarraldo*, found Bolivia and Peru fertile ground for their exploits, and we will watch the relevant films. We will read the seven modern novels listed above, and students will research one in order to craft a 10-12 page essay. Students in history, film, psychology, education, political science, geography, and interdisciplinary studies can design their own projects according to their interests. Every student should be able to earn an "A." This class can be a course for the English minor, and it satisfies the 400-level elective and the writing intensive requirements for the major.