

Department of English

Undergraduate Course Descriptions

Spring 2024

Note: WMU Essential Studies courses are indicated by (WES) after the course title.

ENGL 1100: Literary Interpretation (WES)

CRN: Multiple Sections | Mode: In-person

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Artistic Theory and Practice Category.

An introduction to the study of literature, aimed at developing abilities to read literature and write about it with skill, sensitivity, and care. Students will read poetry, drama, and prose fiction, and through the writing of several papers will be introduced to terms and methods of formal study of literature. Course required for entry into most upper-level English courses.

ENGL 2070: Race and Literary Adaptation

CRN 15086 | Mode: In-person | Tuesdays and Thursdays, 2:00-3:40 | Dr. Christopher Nagle

This course will focus on a selection of recent popular literary adaptations in a variety of media that foreground representations of race, from the eighteenth century to the present, allowing us to ask important questions about who is represented how, for what imagined audiences, why these choices have been made, and with what consequences (artistically, historically, ideologically, and commercially). Our texts are likely to include some or all of the following: a graphic novel by Octavia Butler, a choreopoem by Ntozake Shange, an unfinished work of classic fiction by Jane Austen, one or two works of best-selling historical romance by Julia Quinn and Shonda Rhimes, and a variety of films, episodes of serial drama, and an award-winning documentary on James Baldwin by Raoul Peck. Class sessions will be roughly divided between discussion of readings and screenings, and we will consider questions of fidelity, intertextuality, historical anachronism, and contemporary considerations such as colorism, biracial identity, and sexual violence, among others to be determined in part by the interests of students. Short writing exercises and a final creative project, in addition to active participation, will be expected.

ENGL 2080: Literature in Our Lives (WES)

CRN 15102 | Mode: In-person | Mondays and Wednesdays, 12:30-1:45 | Ms. Alyssa Jewell

This course satisfies WMU Essential Studies Level 1: Foundations – Inquiry and Engagement: Critical Thinking in the Arts and Humanities Category.

Heraclitus famously observed, “The only constant in our lives is change.” This section of Literature in Our Lives, then, will focus on environmental change, both in the natural world and in one’s immediate surrounding environment. Using Gaston Bachelard’s *The Poetics of Space* as a starting point, we’ll investigate how authors make use of their surroundings in their art as well as how they negotiate the constantly transitioning spaces around them. We’ll look at environmental literature, immigrant literature, and coming of age stories through a variety of genres: memoirs, journals, personal essays, poems, novels, and short fiction. Students will practice honing their own observational writing skills through keeping a personal journal and will respond to major course readings through written assignments, creative projects, and lively course discussions. We’ll additionally read work from Gloria Anzaldúa, Natasha Trethewey, Jericho Brown, Ocean Vuong, Anne Lamott, Eduardo Galeano, and Henry Thoreau, among others.

English 2100: Film Interpretation (WES)

CRN: 10735 | Mondays and Wednesdays 2:00-3:15 | Mode: In-person | TBA

Screening sections CRN 11844 (Mondays 6:30-9:00) or CRN 11845 (Tuesdays 6:30-9:00)

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Artistic Theory and Practice Category.

Catalog Description: Studies in the motion picture as art form.

English 2110: Folklore and Mythology (WES)

CRN: 11665 | Mode: Asynchronous Online | Dr. Mustafa Mirzeler

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – World Language and Culture Category.

In this course students will explore the folklore and mythology of people who live in disparate parts of the world, in Africa, Central Asia, Mesopotamia, the ancient shores of Mediterranean Sea and Western Europe. Drawing from the contemporary folklore and mythology, this course historicizes and conceptualizes cultural and social contexts that produce folklore and myths around the world.

ENGL 2230: African American Literature

CRN 15103 | Mode: In-person | Mondays and Wednesdays, 10:00-11:40 | Dr. Scott Slawinski

In English 2230, we will take a chronological approach to African-American literature, beginning with the earliest texts available in the eighteenth century. We will trace the African-American experience from the slave trade through abolition, segregation, the Harlem Renaissance, the Civil Rights Movement, and the contemporary era. We will touch on music and art from time to time, and ground our readings in historical context. Authors include Phillis Wheatley, Frederick Douglass, Pauline Hopkins, James Weldon Johnson, Nella Larsen, Langston Hughes, Zora Neale Hurston, Ralph Ellison, James Baldwin, Amiri Baraka, and Alice Walker, among others.

Texts:

The Norton Anthology of African-American Literature (3rd edition)

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Oxford World's Classics)

Booker T. Washington, *Up from Slavery* (Oxford World's Classics)

Some readings outside the anthology will be posted to e-learning. Students can tentatively plan to write at least two essays, take at least one exam, and complete other shorter work.

English 2660: Writing Fiction and Poetry (WES)

CRN: Multiple Sections | Mode: In-person and Fully synchronous online

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Artistic Theory and Practice Category.

This is an introductory creative writing course that covers both fiction and poetry. It is a reading as well as a writing course; students will learn the basic elements of fiction and poetry, read selections of work in each genre, complete critical and creative writing exercises and assignments, and participate in workshop sessions that focus on discussion of their own work and the work of their peers.

ENGL 2790: Introduction to English Education

CRN 13949 | Mode: In-person | Mondays and Wednesdays, 2:00-3:15 | Ms. Jessica Molloy

Catalog states: An introduction to the responsibilities, aspirations, and professional knowledge of secondary English language arts teachers.

English 2790 will introduce you to the creative, exciting, and challenging world of teaching high school and middle school English by:

- Meeting and talking with public school English teachers and students;
- Reading narratives and viewing films about teaching;

- Learning and presenting about issues in the field;
- Sharing about your own interests and experiences studying English;
- Discovering ways to use the Internet and new technologies for teaching;
- Finding out about the job market for teachers;
- Learning about requirements, courses, tests, etc. to earn certification.

Decide if you want to earn a teaching certificate! Open to students at all levels and in all majors and minors!

Required of all students earning teaching certificates in English as of catalog year 2016-17.

ENGL 2810: Youth, Literature, and Culture (WES)

CRN 13554 | Mode: In-person | Mondays and Wednesdays, 11:00-12:15 | TBA

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Artistic Theory and Practice Category.

Catalog Description: The course will introduce students to terminology and key ideas of a particular literary and/or visual form within children's literature and youth culture.

ENGL 2980: Scriptwriting for New Media

CRN 15106 | Mode: In-person | Tuesdays and Thursdays, 11:00-12:15 | Ms. Kristen Field

In this course, students will be introduced to the art of writing for the screen. While you'll be encouraged to turn to examples from film and television to get a sense of the rhythm and tools of the genre, students will also have a chance to explore more recent developments in storytelling on the screen: scripts written specifically for WebEx or Zoom, narratives shot entirely (or partially) on phones, and other adaptations that have arisen out of opportunity and necessity.

The semester will begin with a focus on samples and studies, giving students an opportunity to read some screenplays and examine their formatting and structure, as well as taking note of how the script itself translates onto the screen (by watching the final product).

Subsequently, students will have the opportunity to engage in generative writing exercises in class, pitch an idea for a final project, and workshop a 20–30-page script (some of which we'll be able to read aloud in class).

If you have any questions, please contact Kristen Field (kristen.v.field@wmich.edu).

ENGL 2980: Tolkien and Middle Earth

CRN 15512 | Mode: In-person | Tuesdays and Thursdays, 12:30-1:45 | Dr. Grace Tiffany

In this class we'll explore Tolkien's Middle-earth in its various literary manifestations (*The Hobbit*, *The Lord of the Rings*, and some excerpts from *The Silmarillion*). We will include in our discussion some aspects of Tolkien's imaginary world which, though he never included them in his stories, he discussed in his letters to publishers, family members, and fans. We will also sally forth on short excursions into some of Tolkien's translations of Anglo-Saxon poetry. And we will start with an important essay in which Tolkien lays out his opinions about and reasons for writing fantasy. Between *Hobbit* and *LOR*, we'll take time to read and discuss his allegorical short story, "Leaf by Niggle."

Equal attention will be given to Tolkien's stylistic and imaginative achievements. That means we'll discuss *how* he constructs a great story and also *what* the story is, means, and does.

Tolkien Texts (**These particular editions are required**):

The Hobbit, Houghton-Mifflin, ISBN# 978-0-547-92822-7

The Fellowship of the Ring, H-M: ISBN# 978-0-547-92821-0

The Two Towers, H-M: ISBN# 978-0-547-92820-3

The Return of the King, H-M: ISBN# 978-0-547-92819-7

The Letters of J. R. R. Tolkien, ed. H. Carpenter, H-M: ISBN# 978-0-618-05699-6

"Leaf by Niggle" and other selected material: supplied by instructor

Assns.: class participation (20%), four 3-pg. writing assignments (15% ea.), final exam (20%).

ENGL 3050: Professional Writing, Work, and Culture (WES)

CRN 14514 | Mode: In-person | Mondays and Wednesdays, 2:00-3:40 | Dr. Brian Gogan

This course satisfies WMU Essential Studies Level 3: Connections – Local and National Perspectives Category.

This course prepares students to produce effective communications in workplaces and organizations, helping them transition from academic to professional writing. Students gain practice with both informational and persuasive genres in print, digital, and visual formats. Students also gain practice with various methods of intellectual inquiry, including both qualitative and quantitative research methods, with special attention on discovering the needs and expectations of readers in workplace and professional contexts. Inherent in all student projects is consideration of ethics in a writer's rhetorical and methodological decisions. At the center of the course is the vital connection between effective communication and the success of organizations at both the local and national levels. Thus this course interrogates the "Big Question": How can the study and practice of professional communication prepare students for success as they seek careers in the arena of local and national organizations?

This course fulfills the requirements for Essential Studies, Level 3: Connections, Local and National Perspectives. As such, the course will target the following student learning outcomes:

- Apply ethical, critical, and informed thought within and across disciplines
- Apply different methods of intellectual inquiry, investigation and discovery
- Demonstrate effective and appropriate written communication

These learning outcomes will be assessed at the end of the semester by a major professional writing project that is accompanied by a 1) brief report on a user audit, which uses various methods to investigate the effectiveness of a document on readers, and 2) a transmittal memo, which ask students to ethically and critically evaluate the context of the major writing project using the thinking of reader-centered professional writer. Rubrics developed by WMU Essential Studies will be used for the evaluation.

Additionally, this course will enable students to

- Write in a variety of practical genres including resumes, letters, emails, memos, reports, and proposals
- Practice strategies for anticipating, identifying, and addressing the situated needs of audiences
- Craft polished documents that demonstrate the fundamentals of reader-centered communication
- Research the habits of writers in your profession

ENGL 3080: Quest for Self (WES)

CRN 13682 | Mode: Fully Synchronous Online | Mondays and Wednesdays, 12:30-1:45 | Dr. Phil Savage

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Personal Wellness Category.

Catalog Description: Exploration of the perennial quest for the self through the special perspective provided by literature. The literary perspectives may be supplemented by materials from other arts or disciplines. A non-technical course for the general student rather than the student specializing in the study of literature; does not count as credit towards an English major or minor.

ENGL 3140: African Literature (WES)

CRN 13948 | Mode: In-person | Tuesdays, 2:00-4:30 | Dr. Vincent Desroches

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – World Language and Culture Category.

This course will be an exploration of several African cultures through text and film. We will be challenging stereotypes present in American discourse regarding Africa. We will also learn about the complex issues facing African societies in the 21st century, including the climate crisis, health care, economic inequality, challenges to democracy, women's rights, refugees, and more.

Catalog Description: A topical and/or regional study of African literature which may focus on North Africa, Sub-Saharan Africa, West, East, and/or South Africa. Topics may be historical or contemporary and can include oral tradition, mythology, religious texts, epic, poetry, drama, fiction, autobiography, biography, film, popular culture, essays, and address the development of autochthonous cultures as well as connections between cultural areas and/or contact with the West and other parts of the world. Works will be studies in English.

English 3170: Stories of the Other (WES)

CRN: 15409 | Mode: Asynchronous Online | Dr. Mustafa Mirzeler

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – World Language and Culture Category.

This course brings the stories of gender, religious and sexual “minorities” in non-Western world from a comparative perspective. These are the people who are called others of the “others” in their respective societies with their attendant terms and categories. This course brings the voices of these others’ “other”, to the classrooms, and share their stories with students. These stories constitute a valuable comparative resource for students, as they put a spot light on universally vital issues in their own societies, recent examples may include the issues of migrants, and LGBTQ individuals, in the third world, such as in Turkey.

ENGL 3210: American Literature II

CRN 15109 | Mode: In-person | Mondays and Wednesdays, 3:30-4:45 | Ms. Ellyn Ruhlmann

This class surveys American fiction, nonfiction, poetry, and drama from the end of the Civil War to the present. Students will use various critical approaches and reading strategies to explore a diverse selection of authors and themes from this period. Topics include the major literary movements of realism, naturalism, and modernism; the influence of intellectual movements; regional writing and the American experience; native and immigrant cultures; and evolving issues concerning the rights of women and people of color.

Text: *The Norton Anthology of American Literature*, vols. C, D, and E.

ENGL 3300: British Literature I

CRN 14099 | Mode: In-person | Tuesdays and Thursdays, 9:30-10:45 | Dr. Jana Schulman

Songs and stories are the means by which human beings have traditionally expressed themselves. They take the form of rhythmic and narrative language and they reveal the emotions, values, cultural traditions, even conflicts, that members of a given culture or society experience. From epic to lyric poetry, from drama to prose, this sampling of English literary texts will provide us an opportunity to appreciate the joy of language and literature.

We will begin with Old English ("The Dream of the Rood," *Beowulf*), turn to Middle English (selections from Chaucer's *Canterbury Tales*), then to early modern literature (Shakespeare's *Macbeth*), and end our survey through the centuries in the eighteenth century with Alexander Pope's "Rape of the Lock." The class fulfills the pre-1700 requirement for the major. Prerequisite: English 1100 (Literary Interpretation).

ENGL 3660: Advanced Fiction Writing

CRN 10815 | Mode: In-person | Mondays and Wednesdays, 11:00-12:15 | Mr. Christopher Alm

Students will submit and critique works of fiction in a roundtable style discussion format. This workshop is designed to sharpen your writing, reading, and analytical skills.

ENGL 3670: Advanced Poetry Writing

CRN 14150 | Mode: In-person | Tuesdays and Thursdays, 2:00-3:15 | Dr. Alen Hamza

In this course, we will work toward imagining things into existence and polishing our poetry. You will write a lot, try new things, and hone your craft. Because writing well requires reading well (and widely), we will read a good deal of published poetry, including several single-author collections. We will also read essays on the craft of writing and on the genesis and growth of a writer's consciousness, enlarging our vocabulary and ways of discussing poems from a writer's perspective. Generally speaking, one day each week will be a workshop day; the other we will use to discuss an essay, one or two sets of poems, or a book of poetry.

ENGL 3690: Writing in the Elementary School

CRN: Multiple Sections | Mode: Fully synchronous online

Catalog Description: Focuses on writing development of kindergarten through sixth grade children. Preservice teachers will learn ways to implement best practices, respond to student writing, assess writing growth, use writing as a means of learning, and build a motivating and engaging culture of writing in their classrooms. This course fosters a theoretical understanding of the writing process and requisite skills in part by writing in varied genres and forms and emphasizes writing as an integral component in all content areas.

ENGL 3700: Writing Creative Non-fiction

CRN 14515 | Mode: In-person | Tuesdays and Thursdays, 2:00-3:15 | Dr. Maria Gigante

This course is set up as a traditional workshop, which means that it will be centered around class discussion and review of each student's writing. In preparation for workshops, we will read examples of creative nonfiction and discuss a range of possibilities for form, techniques, and style. Everyone will generate at least two pieces of creative nonfiction and participate in the peer review process.

ENGL 3720: Development of Modern English

CRN 14516 | Mode: In-person | Mondays and Wednesdays, 10:00-11:40 | Dr. Adrienne Redding

From the catalog: English 3720 traces the development of modern English from its beginnings to the present, examining historic and linguistic influences on change in spoken and written English. It explores theories of language development, with emphasis on their practical implications.

Students who complete the course successfully will acquire the following:

- Language description skills, including proficiency in the International Phonetic Alphabet.
- Working knowledge of terminology used in the discipline of linguistics.
- Understanding of the external (social, political, intellectual) influences on language change.
- Understanding of the internal (linguistic) mechanisms of language change.
- Awareness of how standard varieties are authorized and institutionalized.
- Understanding of English as a global lingua franca and the implications of its influence.

ENGL 3820: Literature for the Young Child (WES)

CRN 12776 | Mode: In-person | Tuesdays and Thursdays, 4:00-5:40 | TBA

This course satisfies WMU Essential Studies Level 2: Exploration and Discovery – Societies and Cultures Category.

Catalog Description: An exploration of human and literary values in the best of children's works for the very young through age nine. Emphasis is on critical sensitivity and techniques necessary for interpreting and evaluating works representative of the major forms of children's literature. Discussion will focus on how literature is first learned through adult-child interaction and how interaction creates changes that are influenced by time period and culture as well as the personal dynamics inherent in the oral tradition. Visual reading through picture books will be examined as well as the evaluation of good picture book literature. Developmental issues related to a child's reading capability and narrative skills will be considered through an

examination of transitional reader (chapter books) and novels. Poetry, both in its oral form and its written form, will be considered as will be mythology and folklore: its versions, variants, and adaptations (both in book and film form).

ENGL 3840: Adolescent Literature

CRN 15110 | Mode: In-person | Mondays and Wednesdays, 12:30-1:45 | Ms. Morgan Shiver

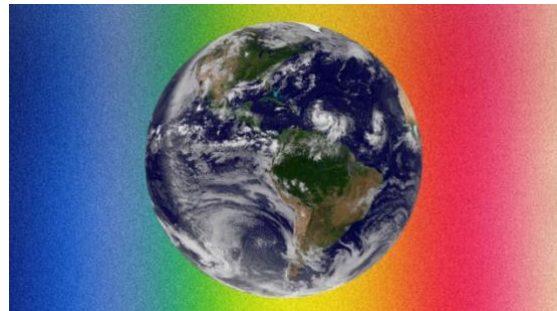
Is the book always better than the movie? This section of ENGL 3840 “Adolescent Literature” asks students to explore the young adult genre through one of its most popular forms: the book/movie adaptation. Reading and viewing book/movie pairings like *The Hunger Games* and *The Hate U Give*, students will establish an understanding of the young adult genre’s conventions and trends. Throughout the semester, students will consider the ways in which the adolescent experience is reflected in literature, what is gained and lost when YA books are interpreted into film, and — the all-important question — what makes a YA movie adaptation *good*? In addition to regular class participation and reading quizzes, students will complete short reflections, a group discussion leader project, and a proposal for the final book/movie pairing in the class.

ENGL 4120: Climate Change and Culture (WES)

CRN 14529 | Mode: In-person | Mondays and Wednesdays, 3:30-4:45 | Dr. Allen Webb

This course satisfies WMU Essential Studies Level 3: Connections – Global Perspectives Category.

Now is a time of dire emergency for the Earth, a time when drastic and dramatic measures must be taken so that our planet remains habitable. The emergency of the global COVID pandemic has been a kind of fire drill for the climate crisis, emphasizing the importance of science, the relatedness of all human communities, and the necessity of collaboration and changing behavior.



A cultural studies approach to understanding the climate crisis can foster a deeper understanding of the human social systems that cause global heating and possibilities for meaningful action.

This course brings together texts from the humanities, especially novels, and the social sciences to consider: the global impact, history, politics, and ethics of global warming; imagined representations of warming in the future and their relevance to the present; and, ways to mobilize people to address climate change via social movements.

ENGL 4440: Studies in the Novel

CRN 15113 | Mode: In-person | Tuesdays and Thursdays, 2:00-3:40 | Dr. Jil Larson

This section of Studies in the Novel will focus on the shape novels take. We will explore the ideas and preoccupations of the books we read together, but we will also give special attention to concepts such as perspective, focalization, story and structure, voice, and a variety of other narrative choices that contribute to the form of each of the novels we read and discuss. The course is designed to foster in writers, literature majors, and future English teachers a fascination with how novels work and just how flexible the genre is. To this end, we will be reading both traditional and experimental novels and discussing family, race, class, gender, history, grief, memory, and ethical and political questions of all sorts.

ENGL 4520: Shakespeare Seminar

CRN 14000 | Mode: In-person | Tuesdays and Thursdays, 10:00-11:40 | Dr. Grace Tiffany

This is a discussion- and writing-intensive course that fulfills the baccalaureate-level writing requirement of the student's curriculum. We'll read and discuss seven of Shakespeare's plays and experiment with scene readings. We'll also watch play-scenes on video, and address these and other questions: how did, and does, cross-gender casting affect roles in performance? How are Shakespeare's racially inflected roles affected by their enactment by actors of color, for modern audiences, either on film or on the stage? Where do early-modern Islamophobia and anti-semitism figure in the plays, and how have their attendant stereotypes been countered on the contemporary stage and in film? Assignments: three short (2-page) papers (10 points each), one 8-to-10-pg. paper incorporating some research (25 points), final exam (20 points), class participation (25 points). *In all written work students must abide by the WMU academic honesty requirement.* (See link under "Resources" on e-learning.)

Reading: Sonnets (a few); *The Taming of the Shrew*; *Twelfth Night*; *The Merchant of Venice*; *Richard III*; *King Lear*; *Othello*; *The Winter's Tale*. Texts: Folger editions.

ENGL 4720: Language Variation in American English

CRN 15114 | Mode: In-person | Mondays and Wednesdays, 2:00-3:40 | TBA

Catalog Description: A study of regional and social varieties of American English from sociolinguistic perspectives, focusing on the forces which influence different types of language variation. Examines issues of linguistic bias, and offers a multi-cultural perspective on the role of language in daily life.

ENGL 4790: Writing in the Secondary School

CRN 11713 | Mode: In-person | Tuesdays and Thursdays, 10:00-11:40 | Dr. Jonathan Bush

Built around concepts of “best practice,” this course includes intensive study and practice of all aspects of teaching writing at middle and secondary schools and will focus on concepts of audience, purpose, and genre as they apply to the processes of writing. We will practice all the skills that make an effective writing teacher – planning, development, response, grading, and classroom activities that support students’ writing processes. We will also touch on grammar, technology, and the effect of Common Core Standards on classroom practices. The course typically concludes with a practical demonstration of teaching, either at WMU or in local high school or middle school classrooms. Students will leave the course with a firm background in teaching writing.

ENGL 4840: Culture in Children’s Literature (WES)

CRN 15219 | Mode: Fully Synchronous Online | Mondays and Wednesdays, 2:00-3:15 | Ms. Jamie Bienhoff

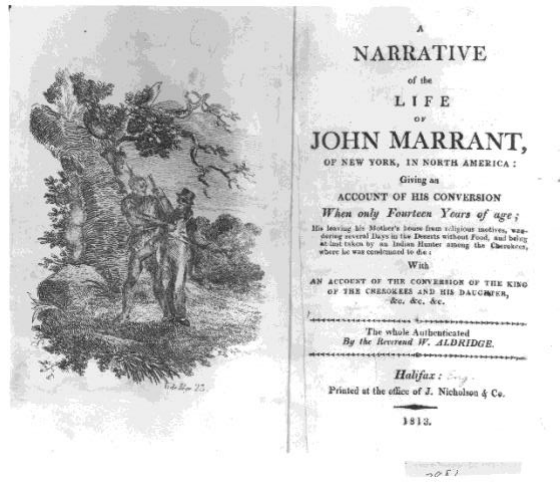
This course satisfies WMU Essential Studies Level 3: Connections – Local and National Perspectives Category.

In today’s contemporary social and political environment, it has become essentially important to think critically about the ways that texts for young people shape ideologies and understanding of culture within our society. ENGL 4840 tackles this challenge by examining a range of topics speaking to current concerns of multiculturalism, diversity, and the richness of culture that defines America. Readings will highlight underrepresented voices and will include novels for young readers and middle grade students, picturebooks, comics, poetry, and/or film. Additionally, students will engage in critical thinking and consider their own analytical practices through discussion, activities, and short essays as well as creation of a multimodal research project.

ENGL 5220: Slave Narrative: Method/Interpretation

CRN 15117 | Mode: In-person | Thursdays, 4:00-6:20 | Dr. John Saillant

An in-depth examination of the American slave narrative, considering its early forms, its full flowering in the abolitionist movement, and its afterlives as well as its connections to gender and sexuality. Students will read scholarly works and primary sources and will craft a final project incorporating both.



ENGL 5660: Creative Writing Workshop—Fiction

CRN 15126 | Mode: In-person | Wednesdays, 6:30-9:00 | Professor Richard Katrovas

This will be a traditional workshop in which the group critiques one another's short stories and novel chapters. Some of the writing for the course may be in response to assignments, though this will be negotiable. Each student will generate a minimum of thirty pages of prose fiction. An aspect of the course will be a far-ranging conversation on the state of the art, and where it is going.

ENGL 5680: Creative Writing—Playwriting

CRN 15129 | Mode: In-person | Mondays, 4:00-6:20 | Dr. Steve Feffer

"The imagination is perhaps on the verge of reasserting itself, of reclaiming its rights."

--Andre Breton

"Tell me whom you haunt and I'll tell you who you are."

--Andre Breton

This is a workshop in the writing, development, and presentation of your playwriting and performance texts. We will spend most of our time in class on the sharing and workshoping of your dramatic writing. However, we will also spend a portion of our time devoted to playwriting exercises that will help you develop your existing work, start something new, integrate into your own writing process, or use rehearsal and readings for rewriting purposes.

Our goal will be the development of a new full-length play for graduate playwrights—and those with the ambition to do so (80 pages is the “sexy” length for a new full-length, so we might think of an “act” as half that); or for non-graduate-playwriting folks, a total of 40-50 pages of “**completed**” drafts (an act of a full length; or a couple of ten-minute plays and a one act; or two one acts; etc.; but some things that say “At Rise” and “End of Play” (in roughly that order). It’s just too easy to start things and not finish them—we know as playwrights, the only words that are harder to write than “at rise” are “end of play”!)

The focus of our play readings will be new dramatic work that experiments with format on the page and how that might translate to performance on the stage.

For more information, contact email: steve.feffer@wmich.edu or phone: 269-377-0640.

ENGL 5770: Advanced Readings in Old Norse

CRN 15130 | Mode: In-person | Wednesdays, 4:00-6:20 | Dr. Jana Schulman

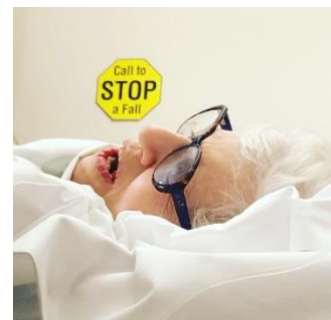
Drinking in Old Norse-Icelandic Literature

The class will be devoted to further refining a reading knowledge of Old Icelandic through translating scenes and episodes that demonstrate the social importance of drinking in medieval Icelandic literature. Over the semester, we will translate these selections in order to examine these “drinking bouts” and what they reveal about Icelandic and Norwegian culture. Since ritual drinking frequently leads to problems (vomiting, wagering, exchanging insults, among others), translating and reading these texts as well as reading secondary essays will contribute to an informed discussion of the significance of drinking and the production of alcohol. Students will write a research paper (involving close reading and the use of secondary sources) on some aspect of this and present their results to their colleagues. Reading closely and critically and writing clearly and persuasively also constitute the learning outcomes of this class. Prerequisite: One semester of Old Norse (5760, or 6970).

ENGL 5970: Text + Image: Writing & Photos

CRN 14518 | Mode: In-person | Fridays, 1:00-3:20 | Professor Thisbe Nissen

In this course we’ll explore work at the intersection of image and text. We’ll look at photographs, write about photographs, read about photographs, read about “reading” photographs, write about writing about photographs—and even make photographs, write about them, and write about writing about them... We’ll be reading and working in multiple genres: prose fiction, poetry, memoir, creative nonfiction, flash fiction, literary and art criticism, theory, photojournalism, lyric essay, and other hybrid forms that might not yet have names.



Drawing on the rich lineage of literary works that rely on, respond to, and incorporate photographs, we'll look at seminal collaborative works, like James Agee and Walker Evans'



Depression-era *Let Us Now Praise Famous Men*; and 12 Million Black Voices, with text by Richard Wright alongside the government-sponsored photographs of the Farm Security Administration; and also Roy DeCarava's intimate photos Harlem life published in 1955 as *The Sweet Flypaper of Life*, with a fictional narrative by Langston Hughes. These works have continued to be in conversation with other creative, critical and theoretical works all over the world for nearly a century now, and we'll make our way among the theorists and critics (Susan Sontag, Roland Barthes, John Berger, Geoff Dyer, Robert Adams, John Szarkowski, Marianne Hirsch, Tim Carpenter, Annette Kuhn, Jo Spence, and Patricia Holland,

among others); the photographers (Roy DeCarava, Sally Mann, Larry Sultan, Sophie Calle, Nigé' Ollis, Neil Kramer, Sandy Carson, Joanne Leonard, Josephine Sittenfeld, and many more); and through selected works by writers who've incorporated photography—both original and archival—in their creations in unique and fascinating ways. These writers and artists may include Leslie Marmon Silko, W.G. Sebald, Michael Lesy, Robert Olen Butler, Teju Cole, Siri Hustvedt, Ransom Riggs, Jeffrey Sharlet, Claudia Rankin, Judith Kitchen, Robin Coste Lewis, Dao Strom, Nikky Finney, Paisley Rekdal, Maria Romasco Moore, Marvin Heiferman, Steven Dunn, Sheila O'Connor, Lauren Groff, and Q.M. Zhang, among others.



So, dust off your Polaroids, turn on your camera-phones, haul out the family albums and high school yearbooks, sharpen your pencils and your critical eyes and get ready for a whole new kind of English course. It will involve substantial reading, and also a lot of in-class and at-home writing—both creative and critical, though not traditionally academic—and some photographing, and maybe some curation, too. This will be an adventure in seeing, interpreting, and making.