

ENGL1080.02 Literatures of the Pandemic**M W F 11**

Literature has long been used as both a means of escaping and understanding pandemics and their societal impact. In this course, we will read literature across place and time to see what insights we can apply to our own situation. We will begin with Boccaccio's 14th century "The Decameron," in which young people in quarantine told each other stories to pass the time, and end with stories from the *New York Times*' 2020 "Decameron Project," in which contemporary writers were enlisted to do the same. In between, we will consider how literature about pandemics help us create order and meaning out of chaos and uncertainty, and how reading about sickness and death can help us understand and appreciate what it means to be human. Texts may include: *The Plague*, *The Last Man*, *Blindness*, *Pale Horse*, *Pale Rider*, *Severance*, as well as short stories, poems and the 2020 scenes from *Angels in America*. **Treseanne Ainsworth**

ENGL1080.04 Finding the Animal: Beasts and Boundaries in Literature**MWF 1**

read the work of poets Anne Bradstreet, Phyllis Wheatley, Langston Hughes, Gwendolyn Brooks, Ada Limon, and Walt Whitman; books by poets Allen Ginsberg, Edward Hirsch and Claudia Rankine; and memoirs or excerpts by Tobias Wolff, Lucy Grealey, Saint Augustine, Harriet Jacobs and Ta-Nehisi Coates. *Sue Roberts*

ENGL1080.12 Imagining “America” in Narrative

MWF 12

This course explores the concept of “America” in literary narratives that have been central to

ENGL1080.20 Misfits**T TH 12**

Literature is full of misfits, outsiders, drifters, square pegs--characters who struggle to find or escape their place in the world. In this course we consider a variety of literary approaches to telling these characters' stories, imagining the social and cultural contexts in which they move, and working out the dynamics of possibility and constraint. Likely texts include Edith Wharton's *The House of Mirth*, Junot Diaz's *The Brief Wondrous Life of Oscar Wao*, Stuart Dybek's *Childhood and Other Neighborhoods*, Joan Didion's *Slouching Towards Bethlehem*, and Hunter Thompson's *Fear and Loathing In Las Vegas*. **Carlo Rotella**

ENGL1080.22 Literature as Testimony**MWF 10**

This section of Literature Core will explore how literary texts bear witness to historical events and address social issues. Through the study of poetry, fiction, drama, and autobiography, we will examine how writers have used a variety of literary genres and forms to transform traumatic memories and the experiences of displacement and oppression into art. Topics include slavery and the Holocaust. Texts may include Herman Melville's *Benito Cereno*, *Narrative of the Life of Frederick Douglass*, Toni Morrison's *Beloved*, Art Spiegelman's *Maus*, Tommy Orange's *There There*, and *The Laramie Project*. **Lori Harrison-Kahan**

ENGL1080.24 Reading in the First Person**MWF 1**

The first-person perspective provides a particular weight to our writing; "I" encompasses

ENGL1080.28 Philosophical Fictions: Self and Other T TH 3

Who and what am I? And how do you, and all the others, fit in? This course will survey a range of modern classics that depict the intersection, and sometimes collision, between self and other across centurh

ENGL1080.36 **Difficult Texts and How to Read Them** **T TH 3**
This class will fo

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encounter include that of the Native American, the urban working-class, the African American, the first generation European immigrant, the regionalist voice, the “New” woman, the social anarchist, the refugee, among others. Marginality, in other words, will be encountered in terms of class, race, gender, ethnicity and geography, and, in many cases, these conditions will overlap. Writers will include: Walt Whitman, Mark Twain, Frederick Douglas, Willa Cather, Kate Chopin, Booker T. Washington, W.E.B. DuBois, Langston Hughes, Colm Tóibín, and Barbara Kingsolver. *James M. Smith*

The classes below fulfill the requirements in *both* the Literature Core and the Cultural Diversity Core.

ENGL1180.06 Narratives of Slavery, Incarceration, and Freedom T TH10:30
(*satisfies Cultural Diversity requirement*)

This section of Literature Core will focus on narratives that speak to questions of slavery, incarceration, and freedom—both literal and metaphorical. The current pandemic along with the mass demonstrations against systemic racial injustices will provide a particular backdrop and context from which to consider these questions and issues. The course will start with historical and political writings about slavery from the 1800s and the social contexts in which these writings were produced and consumed. We will then move on to historical and contemporary fiction and film that informs and challenges our historical understanding of slavery and the relationship between slavery and our current system of incarceration. Course texts may include *Homegoing* (Yaa Gyasi), *The Narrative of the Life of Frederick Douglass*, *David Walker’s Appeal*, *Beloved* (Toni Morrison), *Kindred* (Octavia Butler), *The Nickel Boys* (Colson Whitehead), and *Just Mercy* (Bryan Stevenson). *Marla DeRosa*

ENGL 1182.01 Just Literature: Reading for Good

T TH 10:30

– *Satisfies Cultural Diversity requirement*
– *Sequenced with the FWS class ENGL 1010*

In this course, students will encounter injustice within literary works. In reading treatments of injustice across time and literary genres, students will encounter powerful depictions of structural inequalities and ultimately will imagine and name alternate pathways toward a more just world. Literature in this course will bring readers close to the pain of injustice and inequality; research, writing and discussions of context will prompt greater understanding as well as a vision of transformative compassion and greater equality. Texts may include Butler’s Parable of the

Coming of Age: Literature UNAS170801
Corequisite

TTH 10:30