



ENG 101A English as a Second Language, Advanced	TR 11:20–12:45	Duran
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In this advanced ESL reading and writing course, students develop their study skills, vocabulary, and grammar through reading and writing assignments designed to prepare them for college writing. This course also provides support for international students as they acclimate to American university expectations and norms.

ENG 107A College Writing	MWF 10:20–11:15	Brassard
ENG 107B College Writing	MWF 11:25–12:20	Brassard

This section of College Writing emphasizes reading, thinking, researching, and peer reviewing as essential components of a successful writing practice, with short essays in different modes (descriptive, narrative, analytical, persuasive) building toward a research project with the primary goal of investigating the impact of the climate crisis on various fields or professions.

ENG 107C College Writing	MWF 12:30–1:25	McDonald
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In this course we will practice skills that are transferable to your other courses and the workplace, such as: collaboration, listening and communicating, problem-solving, content creation, giving/receiving feedback, the ability to form arguments, and time management. The course structure is discussion-based, and you will engage in various types of in-class writing, soundwriting, peer conferencing, revision, research, student-instructor conferences, and a collaborative assignment. You will be encouraged to develop a writing practice that works for you. Assessment in this course is labor-based, with credited weekly writing and several essays. There are no required textbooks.

ENG 107D College Writing	MW 2:40–4:00	Duncan
ENG 107E College Writing	MW 4:10–5:35	Duncan

Development of writing skills with emphasis on instruction and practice in writing the college essay and the library research paper.

ENG 107F College Writing	TR 9:45–11:10	Kochendorfer
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Development of writing skills with emphasis on instruction and practice in writing the college essay and the library research paper.

ENG 112A Thinking Through Literature	MWF 9:15–10:10	Swidzinski
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Humans are, fundamentally, poetic and narrative creatures: we use metaphors, stories, and writing to make sense of the world in which we live. This course explores how literature—in the form of lyrics, fiction, and thought experiments—shapes our everyday lives. We'll do this by reading and listening to Mitski, Ariana Brown, Megha Majumdar, Ted Chiang, Ling Ma, and others.

ENG 112B Thinking Through Literature	MWF 10:20–11:15	Larson
ENG 112C Thinking Through Literature	MWF 11:25–12:20	Larson

The practice of reading creative writing and thinking through our own writing can help us solve problems across a lifetime. This section of English 112 explores the role of words and stories in the world, specifically through the lens of mobility and travel. Viewing literature as equipment for living, we'll explore a broad variety of literary forms to understand the circulation of ideas across our lives and our planet. We'll read works by many poets, and prose by Art Spiegelman, Jacqueline Woodson, Hua Hsu, and Mohsin Hamid.

ENG 112D Thinking Through Literature	MWF 12:30–1:25	Buck-Perry
ENG 112E Thinking Through Literature	MWF 1:35–2:30	Buck-Perry
ENG 112K Thinking Through Literature	TR 12:55–2:20	Buck-Perry

What might stories tell us about the many ways we interpret our experiences? How might language and literature stretch our “perceptual systems” and serve as another means to help us “see” more and think through significant questions? Course readings will explore these questions and invite us to examine the complex process of “knowing” ourselves and the world around us.

ENG 112F Thinking Through Literature	MW 2:40–4:00	Sutter
ENG 112G Thinking Through Literature	MW 4:10–5:35	Sutter

For this course, we will conduct close study of the science fiction of Octavia Butler, the transformative justice work of adrienne marie brown, and the indigenous botanical wisdom of Robin Wall Kimmerer. These writers will provide a foundation from which we will explore apocalypse alongside visions for a post Covid-19 and climate change society. We'll sit with critical questions: What loss must be grieved in these times? What changes can we imagine now that we are here? What will racial and ecological justice look like in the future? We will apply these lenses to our personal experiences and dreams in order to envision a most responsible path forward. #transformativejustice #writinganewfuture #emergentstrategy #godischange

ENG 112I Thinking Through Literature	TR 9:45–11:10	Hiro
ENG 112J Thinking Through Literature	TR 11:20–12:45	Hiro

Why Read? This course will begin from the question of what reading books is good for beyond mere entertainment, and why you should even be required to take an English course in college. Readings (*Kindred*, *Angels in America*) invite us to consider what literature could have to say about contemporary crises such as systemic racism and the COVID pandemic. #whyread #whiteness #racism #Blacklivesmatter #COVID #slavery #AIDS #Writingwithstyle #illnessasmetaphor

ENG 112L Thinking Through Literature	TR 2:30–3:55	Walker
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Voices From the Other Side: Examining Borders, Crossings, and Travel Through Visible and Invisible Lines – Where are you from? It's a question often asked within moments of meeting someone. It's also a question that can lay bare troubling assumptions about who belongs in a space. Because the question “where are you from” can have a dark side, a shadow, an inverse, a silent but forceful hidden question: “what are *you* doing *here*?” “Where are you from,” although common, is never a small, simple question. In this class, we'll be thinking about the places we come from, the places we travel to, and the visible and invisible borders we cross to go from here to there, through the lens of fiction. We'll be reading three short novels by an international cast of authors whose characters cross borders of all kinds: national, regional, physical, metaphysical, spiritual, and cultural, to name a few. As we read, think, discuss, and reflect, we'll be challenging our own assumptions about how place shapes identity and culture, the light and the dark, and how individuals can grow beyond the assumptions and expectations inherent in places.

ENG 112M Thinking Through Literature	TR 2:30–3:55	McDanel
ENG 112N Thinking Through Literature	TR 4:10–5:35	McDanel

Headlines today are saturated with talk of “burnout”—workers are exhausted, caregivers are fatigued, young people are labeled the “burnout generation,” and seemingly everyone is anxious. Whether it’s the unrelenting pressures of the gig economy, or the exhaustion created by systemic racism, or the widespread pandemic fatigue caused by the last 18 months, it would seem that in our particular moment in 2021 we have reached “peak burnout.” But while burnout might appear to be a modern condition of the 21st century, American literature shows us that it in fact has a long history. This section of English 112 provides an introduction to literature through the lens of burnout: how can literature help us understand this phenomenon? More broadly, how might reading literary texts in relation to their historical context illuminate how we think about the past and our present? In this discussion-based course we’ll explore these questions through novels and short stories by Melville, Gilman, Porter, Larsen, and Plath.

ENG 112O Thinking Through Literature	TR 8:10–9:35	Kochendorfer
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Dystopian Literature – In this undergraduate literature course, we will be discussing dystopian literature across the centuries. This course serves as a study of important ideas and problems as they are reflected in the world's literature. We will be exploring topics such as: war, racism, death, censorship, film, civil disobedience, and minority literature. We will discuss how dystopian literature mirrors and contrasts our own society, and how we can make meaning of the world moving forward.

ENG 225A Introduction to Literary Studies	TR 2:30–3:55	McDonald
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For at least a decade now, popular media outlets have been decrying the death of the English major. In 2013 the New York Times ran an editorial titled, “The Decline and Fall of the English Major” and very recently, in a 2023 issue of The New Yorker, literary critic Nathan Heller published “The Death of the English Major.” Such screeds are appearing frequently, yet, here we are, still committed to being lifelong readers and writers. So, how can literature matter in our lives and in our current world climate? What roles can it play? In this course we will read, discuss, and write about various literary genres with an emphasis on our individual readings, perspectives, and experiences. The class format is dialogical/discussion-based with considerable class time dedicated to writing. You will be introduced to some of the more recent and relevant approaches of critical inquiry, such as anti-colonialist, anti-racist, feminist, and queer theories, with an eye on “dismantl[ing] the forms of interpretation we’ve inherited” (Castillo, *How to Read Now*, 5). Class activities will include:

- Using the academic library and online literary/other resources as part of the research process
- Creating an annotated bibliography
- Collaborating in a group presentation
- Writing critically and creatively
- Learning about post-graduation professional opportunities for English/Writing skills through the Career Education Center
- Peer conferencing

ENG 302A Survey in British Literature II	TR 11:20–12:45	Weiger
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This survey of British literature will focus primarily on the 19th century. Our reading of prominent texts and authors of the Romantic and Victorian periods will help us get acquainted with a century of tremendous natural, historical, social, and economic transformations. Some course topics will include: the country & the city, exploration & exploitation, science & religion, British identity & colonialism. We’ll pair our readings with brief, exploratory research assignments and presentations to cultivate a habit of reading and engaging in historical research. Readings may include: *Lyrical Ballads*, *Sense and Sensibility*, *Great Expectations*, *The Importance of Being Earnest*.

ENG 311A Writing Workshop: Nonfiction	MW 2:40–4:00	McDonald
ENG 311B Writing Workshop: Nonfiction	TR 12:55–2:20	McDonald

Students will be exposed to various techniques and devices for writing in the non-fiction genre. Some of these include narrative essays, travel writing, profiles, braided or collage essays, topical essays, flash non-fiction, and more. The class is a workshop setting in which we read essayists, both published and non-published. Students will engage in various workshops and peer review groups.

ENG 317 Writing Theory & Practice	W 4:10–6:55	Weiger
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This course on the theory and practice of writing focuses on writing instruction. We'll discuss how to teach and tutor emerging writers, giving them the skills and confidence they need to communicate effectively. Topics will include: strategies for inclusion, tutoring second-language learners, distinguishing the work of human writing assistants from AI, and helping all writers cultivate a unique voice. Get ready to write for yourself, as well! We'll craft personal literacy narratives, philosophies of writing assistance, and more. Required for new Writing Assistants. Education majors are also welcome and encouraged to enroll. (Prerequisite: 3.0 in writing courses, including ENG 107, ENG 112, or equivalent.)

ENG 326A Shakespeare	TR 12:55–2:20	Swidzinski
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This course focuses on the plays and poetry of William Shakespeare. We will contextualize our study of Shakespeare's writings by examining contemporaneous literature, art, and other social documents and by discussing critical models and theories as they relate to each play. We will explore themes across and within these works such as authority, gender, colonialism, race, nature, economics, and subjectivity (to name just a few). We will also pay close attention to timeless literary concerns such as love, war, betrayal, jealousy, and friendship. Finally, we will explore the performance aspects of these works as we consider what happens when the words Shakespeare wrote are spoken by living, breathing actors. We will develop critical research skills in this class, which are important for your life outside of college, and one of your main projects of the semester will be a "Research Notebook" delving into the multifaceted world of Shakespeare. **[NOTE: This course satisfies the historical survey requirement for English majors.]**

ENG 335A (X) Literatures and Cultures of Food	TR 9:45–11:10	Buck-Perry
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"Tell me what you eat, and I will tell you what you are," declared the famed French gourmet Jean Anthelme Brillat-Savarin. This course will enthusiastically pursue Brillat-Savarin's delicious approach to studying human nature. By examining the meals on our plates and those in literature, we'll explore food as a means to learn more about the self and our ties to family, our society, our past, cultures around the globe, and to the natural world that sustains us. Through our exploration of a diverse assortment of texts and experiences, we'll engage two habits of UP's new Core Curriculum, "Literacy, Dialogue, and Expression," and "Global and Historical Consciousness." Authors and texts will include *The Edible Woman* by Margaret Atwood, *High on the Hog: A Culinary Journey from Africa to America* by Jessica B. Harris, *The Gastronomical Me* by M.F.K. Fisher, *The Language of Baklava* by Diana Abu-Jaber, and the poetry of Li-Young Lee, Joy Harjo, and Gary Soto. Class sessions will incorporate regular gatherings around the table to share food and drink. **[Note: all seats go to students taking the course as a Core Explorations Course]**

ENG 361A Northwest Literature	MW 2:40–4:00	Larson
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Since, like humans, all literature is situated, why not investigate texts through their places and spaces? Let's start with the region in which our campus is located: what stories have been told about the Pacific Northwest? How have these stories varied across time? What's unique about these places and texts? What connects them to the rest of the planet? How can literature make us sharper "readers" of these and other spaces in which we live? While we'll learn a great deal about our region (its peoples, histories, stories, geography, tensions, cultures), our true aim is to cultivate a

habit of reading deeply into place across a lifetime – wherever our lives take us on this vast planet. This will be a course in spatial literacy, exploring texts by such authors as Norman Maclean, Annie Dillard, Mitchell Jackson, Tim Egan, David James Duncan, Molly Gloss, and others.

ENG 370A (X) Studies in Women Writers	MWF 1:35–2:30	Brassard
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This revised version of Studies in Women Writers engages with two Habits of UP’s new Core Curriculum, “Literacy, Dialogue, and Expression,” and “Global and Historical Consciousness” through reading novels by authors from three continents and researching the intersection of culture and history within and beyond the texts. Students will participate fully in the production of course knowledge through various assignments including a feminist context report, a historical research project, and preparing discussion questions. Authors and texts will include Dangarembga’s *Nervous Conditions* (Zimbabwe), Okparanta’s *Under the Udala Trees* (Nigeria), Shamsie’s *Home Fire* (UK/Pakistan), Slimani’s *In the Country of Others* (France/Morocco), Shafak’s *The Island of Missing Trees* (UK/Turkey), and Kennedy’s *Trespasses* (Ireland). **[Notes: Counts as an elective for Gender, Women, and Sexuality Studies. 12 seats go to students taking the course as a Core Explorations Course.]**

ENG 391A Writing Workshop: Interactive Fiction	TR 4:10–5:35	Walker
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In this workshop, students will create and get feedback on several pieces of original Interactive Fiction. We’ll consider how the techniques of fiction change when, instead of giving characters agency, we give the reader/player agency. In addition, we’ll explore IF communities and subcultures, both online and in real life, as well as how such connected audiences drive content, creative choices, and form. Finally, we’ll consider the relationship of IF to video games, roleplaying games, and other choice-based forms of storytelling. Expect to develop a solo piece of IF, a collaborative piece of IF, as well as shorter pieces of IF that respond to prompts, technical challenges, or artistic inquiry.

ENG 403A Seminar in Topic I	M 4:10–6:55	Hiro
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Doppelganger Stories – This seminar will take a tour through a series of texts that foreground the unsettling experience of navigating an encounter with a “double”—an evil twin, a shadow-self, or what has traditionally been called a “doppelganger.” We’ll explore some theories of the doppelganger—Freud, for instance, famously described such encounters as “uncanny”—and we’ll also think about how the concept manifests in our present-day world, leaning on Naomi Klein’s brilliant 2023 book *Doppelganger* for some key insights. The class will collectively study some cultural and literary criticism, and students will develop a research project guided by their particular interests in the topic. Reading list to be finalized, but may include *Operation Shylock* (Philip Roth), *The Double* (Jose Saramago), *A Picture of Dorian Gray* (Oscar Wilde), *Sula* (Toni Morrison), and other works by Edgar Allen Poe, Ursula LeGuin, Fyodor Dostoevsky, Charles Chesnutt—as well as perhaps some glimpses of examples from film and TV.