

ENG 373 African-American Literature

Study of important works by African American writers, from the slave narratives of the nineteenth century to the prose, poetry, and drama of the twentieth century.

ENG 375 Studies in Irish Writers

This survey of Irish fiction, drama, and poetry from 1900 to today explores issues of identity, nationalism, gender, history, and faith through works by heavyweights Joyce and Yeats, but also by Lady Gregory, Sean O'Casey, Edna O'Brien, Roddy Doyle, Colm Toibin, Brian Friel, Seamus Heaney, Eavan Boland, and Marina Carr, among others.

ENG 401 Seminar in British Literature I

Research and development of an extended argument informed by critical debates; topics to rotate and may include "Chaucer," "Otherness in Early Modern English," and "British Modernism". May be repeated once for credit. English majors only or instructor permission. **Prerequisites** ENG 225

ENG 402 Seminar in American Literature I

Research and development of an extended argument informed by critical debates; topics to rotate and may include "American Romanticism," and "Naturalism and Dystopia." May be repeated once for credit. English majors only or instructor permission **Prerequisites** ENG 225

ENG 403 Seminar in Topic I

Research and development of an extended argument informed by critical debates; topics to rotate and may include "Telling/Retelling," "Economics & Ethics," and "Posthumanism." English majors only or instructor permission. **Prerequisites** ENG 225

ENG 404 Seminar in Non-Western Literature I

Research and development of an extended argument informed by critical debates; topics to rotate and may include "Postcolonial Literature," "Indian Literature," and "Modern Chinese Literature." Restricted to English majors or with instructor permission. **Prerequisites** ENG 225

ENG 493 Research

Involves students in professional-level research by assisting faculty in research or creative projects. An opportunity for mentoring beyond the classroom and involvement in processes and procedures of research and publication. Work will vary, but could include researching primary and secondary materials, summarizing articles and books, compiling bibliographies, indexing, copy editing, manuscript preparation, and dissemination of manuscripts.

ENG 497 English Internship

Academic internships are available for qualified students (3.0 G.P.A.; 3.25 G.P.A. in English). Internships provide English majors with job experience pertinent to the study of English. The internship may be taken for one to three credit hours, and the credit can apply to the English major. Students may receive an IP (In Progress) grade until the completion of their internship.

ENG 499 Senior Capstone Seminar

Seminar course required of all majors, with emphasis on applying and mastering all major skills (close reading, critical thinking, integration of sources, and persuasive writing) through the development of individual research project from portfolio of prior course assignments. English majors only. (Capstones done via independent study are numbered as "ENG 491") **Prerequisites** ENG 225

BACHELOR OF ARTS IN ENGLISH

Degree Requirements

I. Core Curriculum – 39 credit hours:

Crdt. Hrs.	Area	
3	Fine Arts	– Fulfilled by FA 207 , FA 307 or FA 310 .
3	History	– Fulfilled by any history course up to and including 300 level.
3	Literature	– Fulfilled by ENG 112 only.
3	Mathematics	– Fulfilled by any mathematics course above MTH 120.
6	Philosophy	– Fulfilled only by PHL 150 and PHL 220 .
6	Science	– Fulfilled by one course each from 2 clusters, including Human Biology (BIO 103 , BIO 106 , BIO 203), Food (BIO 104 , BIO 107 , ENV 160), Physical Science (CHM 105 , PHY 109 , PHY 163), Environment (ENV 182 , THEP 482), Geoscience (ENV 110 , ENV 111), Ocean Science (ENV 162 , BIO 191 : Intro. to Marine Science); or courses in a science major. Consult programs for options.
6	Social Sciences	– 2 disciplines fulfilled from among SOC 101 , PSY 101 , ECN 120 , ECN 121 (transfer credit only), POL 200 , POL 203 , POL 205 , SW 205 , CST 225 . – Lower-division requirements fulfilled only by THE 105 or THE 101 (Transfer students only) and THE 205 . Upper-division THE course may be a Theological Perspectives class that can be used to satisfy the distribution requirements of both theology and a companion subject.
9	Theology	

II. College Requirements, BA – 21-33 credit hours:

-3 credits – Effective Communication. Choose one of the following:

CST 107	Effective Public Speaking
ENG 107	College Writing
ENG 311	Advanced Writing
CST 332	Collaborative Group Ldrshp.

-3 credits – Metaphysics: PHL 331-337 One course

-15 credits – Upper division hours outside the primary major (9 of which must come from at least 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.)

-0-12 credits – Intermediate level of one language

III. Major Requirements – 30 credit hours:

ENG 225	Introduction to Literary Studies	3
Three Survey courses from four below		
ENG 301	British Literature I (Medieval through 18th Century)	3
ENG 302	British Literature II (19th Century to Present)	3
ENG 303	American Literature I (Beginnings to 1900)	3
ENG 304	American Literature II (1900 to Present)	3
Three Topic courses (300 level) from choices below		
ENG 306	Writing Workshop: Poetry	3
ENG 309	Writing Workshop: Fiction	3
ENG 311	Advanced Writing	3

ENG 317	Composition Theory and Practice	3
ENG 326	Shakespeare: Page, Performance, and Perceptions	3
ENG 336	Studies in Drama	3
ENG 337	Modern/Contemporary Arabic Literature	3
ENG 338	European Literature in Translation	3
ENG 339	Studies in Fiction	
ENG 342	Studies in Poetry	3
ENG 343	Studies in Nonfiction	3
ENG 351	Satire	3
ENG 352	Film and Literature	3
ENG 353	Letters and Literature	3
ENG 361	Northwest Literature	3
ENG 363	Environmental Literature	3
ENG 370	Studies in Women Writers	3
ENG 371	City Life in American Literature	3
ENG 372	Multi-Ethnic American Literature	3
ENG 373	African-American Literature	3
ENG 375	Studies in Irish Writers	3
Two Seminar courses from options below		
ENG 401	Seminar in British Literature I	3
ENG 402	Seminar in American Literature I	3
ENG 403	Seminar in Topic I	3
ENG 404	Seminar in Non-Western Literature I	3
Senior Capstone Seminar		
ENG 499	Senior Capstone Seminar	3
General Electives – 18-29 hours		
TOTAL CREDIT HOURS: 120		

V. THE ENGLISH MINOR

The English minor requires ENG 112 plus 15 hours of upper-division ENG courses.

VI. WRITING PAPERS IN MLA STYLE, LIBRARY RESEARCH IN LITERATURE, AND THE UNIVERSITY OF PORTLAND'S PLAGIARISM/ACADEMIC CHEATING POLICY

A. Writing Papers in MLA (Modern Language Association) Style

The fields of literature and language use a particular format for papers called "MLA Style," so we ask that our students also learn to use MLA Style in their papers for our courses. MLA Style is explained in Kirszner & Mandell's *The Pocket Cengage Handbook* (7th edition), the text used in English 107 and English 112.

Professors and Writing Center Assistants are happy to answer questions about MLA Style, or you can

consult the Modern Language Association's *MLA Handbook* (now in its 8th edition), available online or at the library. Visit the Writing Resource Center's [webpage for MLA citation](#).

B. Library Research

To do library research, you will need to be familiar with the Library's online reference resources – as well as the locations in the stacks of the print journals in literary studies. Our library's online catalog offers access to nearly all of the library's holdings. Still: *do not limit your research only to full-text articles available electronically*. Scour our book stacks and print journal holdings, too; browsing the PR- and PS- sections in the basement stacks is a rewarding adventure in itself. In addition, our library participates in a consortium of university libraries in this region called SUMMIT. You can access the 12 million titles in these libraries by choosing the Summit option from the library menu. The book will appear at our library in a few days.

The library offers a full range of options for electronic research, including numerous search engines – most importantly the *MLA Bibliography* – and other electronic resources, such as JSTOR. Visit the [library's website](#). Take a tour of the library and find out what resources are available. Remember that there is far more information available in our library than you will likely need for your research. The difficulty is knowing how to find what is there. When you have exhausted your research skills, ask your professor or a research librarian for assistance.

All the English faculty urge you to do research in the journals and books available in UP's library (and through Summit) as well as through the full-text articles available on-line. Once again: do not just sit at your computer! Explore the riches of our book stacks.

C. Plagiarism/Academic Dishonesty Policy

The University Bulletin clearly states that any instance of academic dishonesty “must be reported to the dean of the college or school in which the student is currently enrolled.” Academic dishonesty ranges from unintentional plagiarism to copying someone's work on an exam to obtaining material from the web without attributing the source when including it in your paper. Students caught cheating will at the minimum receive no credit for the assignment and being referred to the Dean's office, but further penalties such as failing the class or being expelled from the University are also possibilities.

Most professors will have you submit your papers to Turnitin.com, a service which checks them for plagiarized passages and adds each student paper to its UP database of submitted papers. Your professor will give you instructions for using Turnitin through Moodle.

Relevant statement from the University of Portland's Code of Academic Integrity
Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity. The complete Code may be found in the University of Portland Student Handbook and as well the Guidelines for Implementation. It is each student's responsibility to inform himself or herself of the Code and Guidelines.

VII. ADDITIONAL ENGLISH DEPT. OPPORTUNITIES

A. Senior Capstone Project/Paper

Seniors will take the Capstone Seminar in the Spring. The experience will allow you to complete a project you conceive independently – usually a paper involving critical analysis with substantial secondary material, totaling 20-30 pages – while working through the project’s stages collectively, with your capstone peers. You are welcome to build on a past paper for this project. A creative writing capstone is also an option, for students who have worked substantially within the specific genre. [NOTE: Prior to 2017, the capstone was a project completed as an independent study (ENG 391) with one professor; students who came to the major in years before 2017 will have the option to revert to the old mode, or shift toward the new seminar model.]

B. English Readings & Lectures, and the Schoenfeldt Series

An important part of the intellectual development of all students takes place outside of the classroom in the form of lectures, readings, and other such cultural events. The English Department provides rich opportunities for students to hear free lectures and readings on campus by writers and literary scholars flown to campus from across the nation. In addition, the Schoenfeldt Distinguished Writers Series and other groups on campus routinely bring speakers to campus. Majors are strongly encouraged to attend a handful of these each semester. Likewise, the city of Portland is well known for its many cultural events, including readings by authors at venues like Powell’s Books and the Portland Arts and Lecture Series (Schnitzer Auditorium downtown). All students are strongly encouraged to take advantage of these opportunities as a means to further enhance their classroom learning.

C. Writers Magazine

Our yearly literary journal publishes creative works by students from across our campus. Recent past editions are available as links on the English Department website. Though the student staff works with an English faculty advisor, it welcomes submissions and editorial staff from all disciplines. The editorial board oversees the artwork, editing, and distribution of the magazine. Faculty advisor John McDonald can provide details.



D. The Northwest Undergraduate Conference on Literature

Each spring the English Department sponsors NUCL (as in “Knuckle down and write a paper!”), a literary conference at which students from UP and other Northwest colleges and universities present critical papers on literature, poetry, and personal essays. Modeled on professional literary conferences, the event organizes undergraduates into panels on similar topics or issues. UP students serve as respondents for each panel, initiating

discussion after the papers have been presented. The subtitle of NUCL, “Contemporary Responses, Critical Contexts,” announces that one goal of the conference is to have students respond in their research papers to the current “critical conversation” about the work they are exploring, presenting their own ideas in the context of what professional critics of our time are arguing.

NUCL Internships: each year in the Fall semester, applications are requested for the three NUCL internships—1 credit hour positions involving working with the faculty chairs of NUCL to help organize and run the conference. Among their duties are reading and evaluating submissions, creating the program, and working with various campus contacts to make the conference run smoothly. See Dr. Joshua Swidzinski or Dr. Genevieve Brassard, as well as the [NUCL website](#), for more information.

E. The Writing Center and Writing Assistantships

The English Department’s Integrated Writing Program operates a Writing Center in the Learning Commons, Buckley Center 163, which is staffed by student Writing Assistants (WAs). These are trained paper readers who usually work with drafts of writing assignments; they are *not* editors who “fix” or correct writing. Instead, they guide students to writing improvement by offering questions, suggestions, techniques, or strategies to help their writing skills, to analyze specific writing assignments, and to understand the conventions and expectations of writing in different disciplines. All writers can benefit from having their prose read by another person, so take advantage of the opportunities the Writing Center offers.

Becoming a Writing Assistant (WA): as Director of the Integrated Writing Program, Dr. Hiro trains the Writing Assistants (in ENG 317) and supervises the Writing Center and program. Writing Assistants are nominated by their respective department faculty as outstanding thinkers and writers in those fields. This unique student professional role will serve English majors well in graduate school or other career choices. See Dr. Hiro for questions.

F. Department Blog

Our blog is a great way to get some valuable writing, editing, and online publishing experience. Majors can apply to intern as Managing Editor, or join the team of contributing editors who write posts on a variety of topics ranging from campus and department events; interviews with visiting writers; internship or service learning experiences; and many others. Contact Dr. Hersh for more information or if you want to get involved.

G. Sigma Tau Delta, the English National Honor Society

Our chapter of Sigma Tau Delta is a dynamic group of majors eager to make a difference within the department, on campus, and beyond the bluff. Majors who meet the criteria for membership are invited by letter to apply in January, and new members are paired with a senior mentor and celebrated at an induction ceremony. For more information about criteria, application procedures, and membership benefits, please contact the society’s faculty sponsor, Dr. Larson.

H. **Internships**

The English Department chair periodically sends English majors information by email about relevant internships. Majors should consult the UP Career Services website for internship listings or contact the CAS Internships Coordinator, Elizabeth Jones (jonesel@up.edu). Contact Dr. Larson if you have questions, ideas, and/or issues about internships.

I. **Graduate Study in English, law school, other graduate work**

If you think you may be interested in graduate work in English, speak to several of your English professors as early as possible in your career at UP. Many graduate programs (for the M.A. and Ph.D.) require their applicants to take the Graduate Record Exam (GRE) in the fall of their senior year. This exam consists of a general exam, much like the SAT, testing overall verbal and mathematical ability, and a specialized exam testing a specific content area such as literature or a foreign language. A school may require just the general exam scores or may ask you to take both parts of the test. The Graduate School office has the information on how to register for the test, and your advisor can help you figure out the best timing for taking the GRE and applying to graduate school.

Those interested in pursuing a career in the law, a fine choice for English majors, should also start preparing in their junior year for the law school application process. It pays to study for the LSAT standardized test, either on your own with the help of readily available books, or by taking one of the nationally recognized preparation courses. Your score on the LSAT is a crucial component of your application. One place to look is the Internet Legal Research Group site (<http://www.ilrg.com>). The important thing is to start learning about law schools and how to apply to them well in advance of when the applications are due. Early applications ensure the best possible chances of admission.

Those interested in pursuing high school teaching who are not already affiliated with UP's School of Education can learn much by investigating the many Master's of Arts in Teaching (M.A.T.) degree programs available locally (including a good one here at UP) and nationally.

J. **Counseling Services (at the University Center for Counseling and Health in Orrico Hall, 503-943-7390)**

The University offers counseling services to all students enrolled at UP. The staff offers assistance for the academic, personal, and career development of students through workshops, individual and group counseling, training, and consultation services. Appointments with our experts in the areas of Personal Counseling, Learning Assistance, Career Assistance, and Minority Assistance can be made.

Near the beginning of each semester, workshops in how to study, taking notes, test-taking skills, and text anxiety are offered, and these workshops are extremely valuable, especially to freshmen. Watch the bulletin boards for notices of the times and locations.

K. Career Planning Assistance

Most of our majors do not attend graduate school right away but instead find work in any number of fields outside of academia. The study of English prepares you for a diverse array of careers. Your faculty Advisor will be happy to speak with you about your career plans, and the department occasionally hosts a career planning meeting with representatives from the Career Services office and, sometimes, recent alumni in English. For professional career assistance, contact the office of Career Services located in Orrico Hall. The staff at Career Services can help you construct your resume and prepare for interviews with prospective employers. They can also arrange for internships, paid and unpaid, that can be sources of important experience for your later job search.

What Next? English majors over the past fifteen or so years have gone on to schooling or jobs in these fields: marketing, social media, journalism, law, business (banking, advertising, etc.), Fulbright Fellowship teaching or research, college teaching and research, community college teaching, high school teaching (public and private/parochial), non-profit management and development, librarianship, modeling, volunteer experiences (Teach for America, Peace Corps, Jesuit Volunteers), international development, publishing.

It is essential that you recognize throughout your college career that you are gaining important skills that will aid you in obtaining a job upon graduation. Following is a list of skills liberal arts majors possess, prepared by Dr. Howard Figler, a national expert on career options for liberal arts majors.

WHY LIBERAL ARTS GRADUATES ARE VALUED BY EMPLOYERS

(The Fifteen Most Marketable Skills of Liberal Arts Graduates)

- (1) Writing skill – The ability to write memos, reports, letters, position statements, e-mails, and other communications clearly and persuasively, and hold the reader’s interest. Writing is a hallmark of liberal education. Liberal arts is about writing papers. Most students discover that their writing skills have developed greatly. Employers prize writing skills because they’re so hard to find and because they recognize that clear writing is clear thinking. Future leaders of organizations are always effective writers and speakers.
- (2) Speaking skill – The ability to talk comfortably to groups ranging from three people to three hundred, to get your point across clearly in a way that the “audience” enjoys listening to you. This includes committee meetings, board meetings, informal discussions, and formal speaking occasions. Speaking skill is a byproduct of the frequent and intense discussions among students and faculty inside and outside of the classroom. Employers value speaking skill highly, because their leaders are continually called upon to be articulate and effective within the organization and in public forums.
- (3) Listening skill – Being able to focus on another person’s words and non-verbal cues, be empathic with their thoughts and feelings, and respond in ways that demonstrate you “hear” them. Perhaps liberal arts graduates are capable listeners because they are sensitive to human differences, owing to their frequent study of other cultures. Employers value listening skill because it is in short supply in the general population. People are usually too busy talking. Good liberal arts listeners help companies to better understand their customers and clientele.
- (4) Risk-Taking – Not bungee jumping off buildings. This is the ability to risk failure in the pursuit of an important goal. Few ventures can be guaranteed successful. No one can predict how things will work out. Your talent for trying new things and being resilient in the face of the results is an index of your risk-taking. Liberal arts graduates are often willing risk-takers, because they recognize from their studies of history that notable successes are often preceded by failures. Employers value the quality of risk-taking, because everything they do is fraught with uncertainty.
- (5) Adaptability – The ability to move from one project to another, from one problem to another, from one situation to another, and from one group of people to another – all done smoothly, without much friction. The ability to accommodate to changing conditions in your job and adapt to whatever your employer needs from you. Liberal arts graduates tend to have this skill, because they study such

a wide range of subjects and ideas. Employers highly prize adaptability because conditions change, projects change, and priorities change, sometimes very rapidly.

(6) Leadership - The ability to take responsibility for the progress being made toward a particular goal. This does not necessarily mean being the person "in charge." It means deciding that you will exercise initiative by investigating and trying to solve a certain problem and you'll work with whomever is necessary to move toward that end. It is not clear why liberal arts graduates often seek leadership roles, but they do. Perhaps it is because they are continually studying societal change and they want to be a part of it. Perhaps they like doing certain things better than they have been done before. Employers are always looking for people with a leadership attitude.

(7) Problem-solving - This overlaps with certain other skills in this list, but it's a skill in its own right - the ability to focus your energies, resources, and the efforts of other toward solving a particular problem. Being resourceful in the face of obstacles. Not taking no for an answer. Being both imaginative and persistent in the pursuit of solutions to a complicated problem. Liberal arts graduates are skilled problem-solvers, because every investigation of a new research area is a problem of how to find the relevant information quickly and how to capture it and make sense with it in a paper or a project. Employers value greatly their employees who are persistent problem-solvers.

(8) Researching - The ability to identify information and knowledge that contribute to moving an organization toward a goal. This includes library research, computer research, first-hand data gathering, and synthesizing information into a coherent, usable whole. Liberal arts graduates are especially adept at this skill, because the breadth of their curriculum requires them to research a vast array of different topics. Being able to research an entirely new topic, under time pressure and with accuracy, is a skill much prized by any employer.

(9) Coping with deadline pressure - The ability to produce good work when you're governed by external deadlines. Capable of functioning on other people's schedules, even when the time frame is notably hurried. Pressing deadlines occur frequently when liberal arts students are taking four to six courses across the curriculum. Employers are constantly throwing time deadlines in the face of employees, so they appreciate people who can handle them calmly and effectively.

(10) Defining problems - Problems have to be identified and stated clearly before they can be solved. This skill is hammered into liberal arts students for four years, in nearly every course they take. They become adept at explaining the problem they're investigating before beginning the research. Employers look especially hard for this skill, because they recognize that often stating the problem takes one half way to the solution.

(11) Mastery of information retrieval systems - The huge amount of research done by liberal arts students makes them very familiar with retrieval systems such as libraries, books, periodicals, Internet, and personal interviews. If there's a source of information, a liberal arts graduate undoubtedly knows about it and has used it many times. This is the "technology" of the Information Age, and employers like knowing that liberal arts graduates can navigate these systems confidently.

(12) An open mind to new ideas and approaches - Creative thinking is greatly encouraged in liberal education. "How might this be done differently? What are we overlooking here? If we started over, what might be an original approach to the problem? What has never been thought of or done before?" These are the kinds of questions continually urged in liberal arts courses. Creativity and originality are urgently sought by businesses and other organizations.

(13) Critical thinking - This skill is demanded of liberal arts students in every course. Never accept anything at face value. Challenge everything. Always look for a different perspective. Above all, think for yourself. This cultivates the reflex to look at every problem from many different angles. Every decision in an employment context must be examined critically. Employers prize the liberal arts graduate's ability to apply careful thinking skills in all situations.

(14) Mathematical Skills - Because so many employees are math-averse, employers like finding people who can handle mathematical concepts and talk to the mathematical people in their organization with some ease. Liberal arts usually insists that a student take some math or statistics courses, so employers welcome this skill. Liberal arts grads who are comfortable with mathematical and statistical concept benefit from this in their careers.

(15) Language Skills - It is impossible to over-estimate the importance of language skill and cultural sensitivity. Language facility is highly prized. Speaking, translating, reading, or writing - employers will take all the language talent and experience they can get. Americans who speak or understand only their language are increasingly at a disadvantage in many international employment situations. Doing business or nonprofit activity with other cultures requires the understanding that comes from speaking their language and being familiar with their customs. Companies search high and low for language background, because they do much business overseas and have many customers in the U.S. from a variety of cultural backgrounds.