“W” 2201 AMERICAN LITERATURE TO 1880
This course satisfies the following:
- **General Education Requirements**: Content Area One (Arts & Humanities - Literature) and one Writing Competency class
- **English Major Requirements**:
  - **2008-2016 Plan**: Section B2 (Survey and period course after 1800) or F (Elective courses)
  - **2017-2019 Plan**: Section B2 (American literature) or F (Elective courses)
- Meets the American Literature requirement for the English Minor
- Meets one of NEAG’s Secondary Education American Literature Requirements

2201W-N60 (MW 5:45-7:00) Troeger, Rebecca
In our current political environment, we’ve seen many urgent conversations that center on words like “heritage,” “history,” and “identity.” These terms are directly related to the way that we live and communicate now. In this course, we will investigate the concepts, values, and feelings we associate with American identity and look closely at the ways that these issues originate in the early history of this country. As we’ll see, the story of America is often told as a narrative of westward expansion, civilization, and progress, but the reality is a complicated and messy web of overlapping and conflicting cultures, world views, and identities. We’ll pay special attention to writers from southeastern Connecticut, including William Apess, Samson Occom, Venture Smith, and Lydia Howard Huntley Sigourney, to see what local issues can reveal about what’s happening on a national and global scale. Other authors will include Hawthorne, Poe, Stowe, Douglass, Emerson, Thoreau, Fuller, Alcott, Melville, Whitman, and Dickinson.
This W course requires fifteen pages of revised and edited academic writing, which will translate into three literary analysis papers. Please note: According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

“W” 2408 MODERN DRAMA
This course satisfies the following:
- **General Education Requirements**: Content Area One (Arts & Humanities - Literature) and one Writing Competency class
- **English Major Requirements**:
  - 2008-2016 Plans: Section C (Methods) or F (Elective courses)
  - 2017-2019 Plan: Section C (Genre) or F (Elective courses)
- Meets the Genre Requirement for the Concentration in Creative Writing
- Meets one of NEAG’s Secondary Education Genre Courses Requirements

2408-N60 (TuTh 3:30-4:45) Rogers, Lynne
In Modern Drama, the class will read a variety of American, British and Continental dramas from the slam of the door that shook Europe in Ibsen’s “the Doll House” to the current American off Broaday theatre. The selection of drama read will introduce students to the various forms of theatre including social realism and the diverse responses to realism. The class will look at the historical and cultural context of the dramas as well as the relationship of the text to the physical structure of the performance space. Class discussion will look at the process of reader response in light of the performative and imaginative considerations of the drama as seen by an audience. Questions addressed will include what is unique to the genre of theater and how does the communal nature of a performative event change or modulate our reading of the text. At the end of the semester, students should be able to identify the major trends of realism, naturalism, expressionism, social criticism and political protest as well as comedy of manners. The class will be reading approximately a play a week and students should come to class prepared for discussion.

2600 INTRO TO LITERARY STUDIES
This course satisfies the following:
- **English Major Requirements**:
  - 2008-2019 Plans: Section A (Introduction to Literary Studies) - Required of all English majors and only offered once a year

2600-N60 (TuTh 9:30-10:45) Bercaw-Edwards, Mary
This course serves as the gateway to the English major and is a required course for English majors. It is generally taken only by English majors, but others are welcome. It includes, as the course description notes, "the skills essential for the successful pursuit of a degree in English." Genres to be read and discussed include drama, poetry, narrative, short story, novels, and literary criticism. The material will be organized thematically; within those themes, it will be organized chronologically. Written assignments will include a series of shorter papers and assignments followed by a longer paper and a final project. The class will mostly center on class discussion of
the readings and the topics, but it will include some films, some class presentations, and some field trips.

3091 WRITING INTERNSHIP
This course satisfies the following:
- **English Major Requirements:**
  - 2008-2016 Plans: Section F (Elective courses) - up to 3 credits can apply toward the major
  - 2017-2019 Plan: Section F (Elective courses)

3091-N60 (Arr.) Bedore, Pamela
Contact professor Bedore at pamela.bedore@uconn.edu for more information.

3318 LITERATURE AND CULTURE OF THE THIRD WORLD
This course satisfies the following:
- **General Education Requirements:** Content Area Four (Diversity & Multiculturalism - International)
- **English Major Requirements:**
  - 2008-2016 Plans: Section C (Methods) or F (Elective courses) and Distribution Requirement 2
  - 2017-2019 Plan: Section B3 (Anglophone & Postcolonial Literature)
- Meets NEAG’s Secondary Education International Literature Requirement

3318-N60 (TuTh 5:30-6:45) Rogers, Lynne
This section of Literature and Culture of the Third World will introduce students to the diversity of trends in contemporary Islamic culture in the Arab world. The selected readings are a sample of contemporary narratives from Iraq, Palestine, Lebanon, and North Africa including the Sudan, Algeria and Morocco as well as one North American diaspora mystery. All of these narratives will expose the student to the political, religious, ethical and human concerns in the Arab world. The class will read texts from the modern Arab canon and some of the more recent experimental texts. Several documentaries and film clips will be shown to the class as a group to aid in discussion and to help students visualize the context of the literary texts. Each text represents a trend within the contemporary cultural Islamic landscape. The instructor will give a brief historical background for the texts and examples of art work to place the texts within their cultural climate.

3420 CHILDREN’S LITERATURE
This course satisfies the following:
- **English Major Requirements:**
  - 2008-2016 Plans: Section C (Methods) or F (Elective courses)
  - 2017-2019 Plan: Section F (Elective courses)

3420-N60 (MW 1:25-2:40) Wolfley, Laurie
In this course we read and interpret many works of children’s literature both for enjoyment and within a framework of social responsibility. We examine the content, context, writing style, and illustrations of a variety of literary forms—from ancient myths and fairy tales through popular modern literature and from picture books through adolescent novels. Our goal is to analyze and evaluate the influence of diversity, culture, power, violence, and other social issues, and to focus on socially constructed views of aesthetics on children’s literature. We appraise the value of children’s literature as not only a vehicle for fun but a tool for educating and enlightening children. The picture book project offers us an opportunity to experiment with what we learn by creating our own lesson plan, from design through implementation, and then analyzing its effectiveness in a real-world application. This and other service-learning projects (and associated pre- and post-service reflections) allow us to reach out to the communities in which we live and to learn from the experience.

3501 CHAUCER
This course satisfies the following:

- **English Major Requirements:**
  - 2008-2019 Plans: Section D (Major Author) or F (Elective courses) and Distribution Requirement 1

3501-N60 (MW 11:15-12:30) Goodrich, Micah

Are we the tales we tell? We share stories to complain, to advocate for ourselves or others, to aggravate, to comfort in pain and charm in delight; we tell tales to remember, to lie, to tell the truth, to relate to another, to protect our interests, to lull someone to sleep, to dream. In this course we will read selections from Geoffrey Chaucer’s Canterbury Tales alongside modern retellings and re-imaginings of his stories. We will learn to read some Middle English alongside modern translations, adaptations, and performances of Chaucer’s works. Our goal for the semester is not simply to read Chaucer’s literary corpus, but rather, engage with the longer tradition of story-sharing, tale-telling, world-building, and giving an account of oneself. By bringing Chaucer’s most famous work into a modern, global sphere, our course will bridge fourteenth-century social concerns with modern discussions on race, gender, class, sexuality, and disability. Texts will include selections from Chaucer’s Canterbury Tales, selected short-stories from the Refugee Tales, Patience Agbabi’s Telling Tales, Caroline Bergvall’s Meddle English and Alisoun Sings, Ufuoma Overo-Tarimo play Wahala Dey O!, and Karen King-Aribisala’s Kicking Tongues, among others. Students will do daily readings, weekly responses, and a group project. All of the in-class writing and shorter assignments will act as scaffolding to help each student produce two papers (a midterm paper and a final paper). There will be no final exam in the course.

3692 WRITING PRACTICUM
This course satisfies the following:

- **English Major Requirements:**
  - 2008-2016 Plans: Section F (Elective courses) - up to 3 credits can apply toward the major
  - 2017-2019 Plan: Section F (Elective courses)
Teaching Innovations
This is a course aimed at writing tutors from the Academic Center and any other student who is interested in the Scholarship on Teaching and Learning. The main question for the course will be: can you teach people to be innovative? If so, how? We’ll read Tony Wagner’s Creating Innovators: The Making of Young People Who Will Change the World. We will discuss Wagner’s arguments, apply them to tutoring and teaching contexts, and discuss how writing is changing in the 21st century.

The graded work for the course will include: six response papers, one short argumentative paper (1000 words), and one multimodal project (a podcast, a video essay, a webpage, etc.). This one-credit course is scheduled for 75 minutes per week for the first ten weeks of the semester.