

SUMMER 2020 COURSES

Department of English ♦ Rhode Island College

First Summer Session

ENGLISH 120: **Studies in Literature and Identity**

Sue Abbotson MTuW 1-3:56

“Achieving Happiness in a Post-Lapsarian World”

In these dark times, let us look at the issue of identity in its broadest sense: what does it mean to be human, and how can humanity as a whole best achieve happiness? In the literary imagination, ever since Adam and Eve were kicked out of Paradise, humankind has sought ways to recreate a perfect society in which to live, but this has been hampered by people’s different takes on what perfection means, especially when aspects of culture, race, gender and politics begin to influence responses. These ideas have been rendered in verse, prose (fiction and non-fiction), artistic image, dramatic dialogue, and film. We shall be considering such explorations since their Biblical beginnings to Jim Carrey to assess if humanity might ever be able to create for itself the perfect society. Requirements include attendance, active participation in discussion, in and out of class writing, two essays (3-5 pages), midterm and final exams.

ENGLISH 123: (hybrid) **Studies in Literature and Genre**

Zubeda Jalalzai TuTh 8-12:43

Literature and Genre: Muslim Literatures

This course is both an introduction to literature in Rhode Island College’s General Education program, as well as a class that explores the nature of literature and genre, particularly some of those texts based on religion or culture that in some ways may be termed “Islamic” or associated with a Muslim majority country. How does culture define literary production? To provide some cultural and religious context, we will begin with a brief introduction to seminal works of literature like selections from the *Qur’an* and *The 1001 Nights*. We shall see that much of the literature engages significant global issues and represents a long history of contact between various continents. We will also read works by American Muslims including those from the 1960s with Malcolm X and the Nation of Islam as well as by transnational writers like Khalil Gibran and Mohsin Hamid. Through our reading of epic texts, poetry, autobiography/memoir, magical realist novels, as well as the Marvel comic *Ms. Marvel*, we will examine the correlation between the boundaries of identity and the limits of genre.

ENGLISH 208: (hybrid) **British Literature**

Russell Potter MTuWTh 4-6:10

The course will survey – and call into question – the shifting canonical sands of English literature, focusing in on the interconnections between the medieval and Victorian eras. Material from non-print media, such as painting, engraving, architecture, and music will be included in each relevant period, and specific attention will be paid to issues of class, race, and gender. Requirements include attendance, active participation in discussion, a weekly response paragraph on our class blog, and one (5-7) page critical essay, which will go through a draft reading process halfway through the session.

ENGLISH 230: (hybrid) **Writing for Professional Settings:**

Gary Grund MW 5-9:20

This course consists of lectures, discussions, and writing (in and out of class). Students will compose letters, memoranda, proposals, and other forms of written communication appropriate to business and industry. There will be 10 assignments equally weighed. Students in ENGL 230 will complete all reading and writing assignments. The single text in the course will be Philip C. Kolin’s *Successful Writing at Work* to which all the assignments will refer. The papers will be short, and students will have the opportunity to revise their work. When in class, students will be expected to participate. The course is a hybrid.

C **ENGLISH 262: (hybrid)**
Women, Crime and representation

O **Maureen Reddy TuTh 5-9:20**
U This Connections course examines representations--in fiction, non-fiction, film, and television--of women as criminals, as crime victims, and as detectives. We will consider texts of several national origins and time periods, paying close attention to the similarities as well as differences in their portrayals of women. We will draw on research and analyses done by scholars from a variety of fields, including film and media studies, gender and women's studies, sociology, history, and literature to help us make sense of these representations and what they might tell us about our society and ourselves. Course format will be discussion, with occasional brief lectures by the professor and presentations by students. Each student will write two formal papers of varying lengths, participate in a group presentation, and be responsible for frequent assignments in class and on Blackboard. Hybrid course.

S **ENGLISH 301: (hybrid)**
E **Reading America to the Civil War**

B **Zubeda Jalalzai TuTh 1-5:20**
U **American Literature and the Racial Frontier**
L This course explores the concept of frontier as a contested space between settlement and wilderness between distinctive cultures, and between divergent understandings of race, gender, family, and community. This early American literature course will start with the contact between Europeans and Native Americans through images of America as a sexualized space and move through the Colonial and the Civil War periods to think about how slavery and war affected the boundaries between people and contributed to competing ideas of the nation. Frontiers, like any border meant to regulate interaction, are also places where divisions are regularly breached and customs sometimes flouted. We will, therefore, examine literary instances of border crossing and racial/ethnic intermixing.

L **ENGLISH 477:**
L **Internship in Rhetoric and Writing**

E **Mike Michaud TBA**
T **What are you doing this summer? How about an internship?**
I English majors can register for ENGL 477: Internship in Rhetoric and Writing during the summer. Internships stretch over both summer terms and begin the week after graduation. Interns work 12-15 hours per week at their internship sites and another 3-4 hours per week on classwork that is conducted entirely online. RIC students have interned at organizations like Rhode Island Public Radio, *Rhode Island Monthly*, RIC's PR/Communications division, the Museum of Work and Culture (Woonsocket, RI), Save the Bay, and United Way RI. Internships provide important opportunities to gain exposure to professional workplaces and professional writing. If you are interested in a summer Rhetoric and Writing internship, please contact Dr. Michael Michaud (mmichaud@ric.edu) to set up an informational meeting.

ENGLISH 522: (hybrid)
Topics in Feminist Theory and Literature

Maureen Reddy TuTh 5-9:20
Girlhood

In this course, our central topic will be feminist theorizing about, and fiction and film focused on, girlhood. We will attend particularly to representations of girls and girlhood in various media, examining them with the analytic tools provided by feminist theory. Although this is a graduate course, it is in some sense introductory, as students are not expected to have prior knowledge of feminist theory. Students are, however, expected to have some understanding of basic theoretical concepts used in literary study (from English 501: Introduction to Graduate Study, for example, or English 202: Introduction to Literary Study II/now English 300: Introduction to Theory and Criticism, or their equivalents elsewhere). Probable primary texts include *Bastard Out of Carolina*, *The Miseducation of Cameron Post*, *Prep*, *The Girl Who Fell From the Sky*, *The Hate U Give*, and *Oranges Are Not the Only Fruit*.

Second Summer Session

ENGLISH 121: (hybrid) **Studies in Literature and Nation**

Anita Duneer M-Th 1-3:20 **Identity and Place**

In *Imperial Eyes*, Mary Louise Pratt defines “contact zones” as “social spaces where disparate cultures meet, clash, and grapple with each other.” In this course students will encounter contact zones from a variety of time periods and perspectives, beginning with Columbus’s descriptions of America and Shakespeare’s imagination of the New World in *The Tempest*. We will then view the contact zone through the eyes of 20th- and 21st-century African, Caribbean, American, Native American, Asian, and Pacific Rim writers. Students will consider the particular and universal aesthetics of storytelling, as well as the power of stories to shape the way readers view themselves and understand people of other cultures. Requirements include participation, online discussion and quizzes, and two short papers (4-6 pages each).

ENGLISH 209: (hybrid) **American Literature**

Alison Shonkwiler MTuW 9-11:47 **The Making of Americans**

This course aims for the impossible: to survey American literature from the colonial period to the present. We will take a sampling of voices, touching on some (but not all) key texts and authors, emphasizing what one writer termed the “trans-national” character of our national literature and national identity. Students will be introduced to major literary movements and historical contexts of the seventeenth through twentieth centuries, including Puritanism, colonialism, Native American contact, eighteenth-century republicanism, Transcendentalism and Romanticism, slave narratives, American poetic voices, Realism and Naturalism, the Harlem Renaissance, Modernism and Postmodernism, and finishing with literary responses to the Vietnam War, the conflicts of the 1960s, and their cultural resonances today. Requirements include a substantial amount of reading; regular attendance; reading quizzes; a multi-step course paper that integrates critical interpretation with historical research; and a final exam. Hybrid course.

ENGLISH 230: (hybrid) **Writing for Professional**

Gary Grund MW 5-9:20

This course consists of lectures, discussions, and writing (in and out of class). Students will compose letters, memoranda, proposals, and other forms of written communication appropriate to business and industry. There will be 10 assignments equally weighed. Students in ENGL 230 will complete all reading and writing assignments. The single text in the course will be Philip C. Kolin’s *Successful Writing at Work* to which all the assignments will refer. The papers will be short, and students will have the opportunity to revise their work. When in class, students will be expected to participate. The course is a hybrid.

ENGLISH 261: (hybrid) **Arctic Encounters**

Russell Potter MTuWTh 4-6:10

This class examines narratives of cultural contact both “factual” and “fictional,” between European explorers of the Arctic and its indigenous peoples in the comparative context of European and colonialism, visual representation, and emergent literatures. Material will include historical accounts, fiction, and film, as well as music and other performative arts. Requirements include attendance, active participation in discussion, a weekly response paragraph on our class blog, and one (5-7) page critical essay, which will go through a draft reading process halfway through the session.

ENGLISH 336: (hybrid) **Reading Globally**

Anita Duneer TuTh 1-5:43 **Narrative Experimentation and Global Identities**

In our current age of economic and cultural globalization, postcolonial writers have been telling stories that experiment widely with narrative voice, perspective, and form. What do these postmodern narrative choices tell us about the intersections of global, national, ethnic, racial, and gendered identities? And in what ways is the prefix “post” helpful or inadequate as we consider the stylistic experimentation in a range of genres from around the world? Readings will include a sampling of poetry, short stories, novels, memoirs, and films by African, Caribbean, Native American, and Asian writers. Requirements include in-class and online participation, quizzes, a presentation, and two papers (6-8 pages each).