FALL 2025 COURSE TOPIC DESCRIPTIONS

ENGL 203 Creative Writing: Study and Practice (days/times below)

An introduction to concepts and approaches in writing fiction, poetry, and creative nonfiction. Students read works by published authors and produce their own work, using the processes of drafting, sharing, and revision that writers practice. Assignments include a variety of short writing activities designed to explore possibilities for developing creative work, and also include opportunities to attend on-campus literary events. The course prepares students for further study in creative writing, including 300-level courses.

Instructors:
Nguyen – ENGL 203.01 (T/TH 8:30-9:45)
Terry – ENGL 203.02 (M/W 2:30-3:45)

Fulfills: Core requirement for Creative Writing Minor

ENGL 204 Foundations of Literature & Culture (T/TH 2:30-3:45)

This course prepares students for advanced work in literary studies. Students will learn skills necessary to read, analyze and write critically about multiple genres using field-specific nomenclature while engaging with methods in literary and cultural studies. They will have opportunities to use UMBC's library resources, such as special collections materials and digital archives, and to explore the role of English studies outside the classroom.

Instructor: Tran
Fulfills: Core requirement for Literature and Culture Minor

ENGL 205 Debunking Myths about Good Writing (M/W 4:00-5:15)

This course explores myths about good writing. Despite the emphasis schools place on the importance of writing, many students still describe themselves as "bad writers," and employers often lament the quality of writing that their employees produce. As a result, many people have argued that literacy is in crisis. This course will examine myths that have contributed to this perceived crisis and explore how ideas about good writing should actually change depending on what a person is writing, for whom, and why. Students will produce various kinds of writing (e.g., personal, community, workplace) and gain skills using different kinds of writing technologies such as print, video, sound, and AI.

Instructor: Holladay
Fulfills: Core requirement for Writing, Rhetoric and Technology Minor

ENGL 231 Introduction to World Literature I (M/W 10:30-11:45)

Arthurian Literature

This course will study how the Arthurian myth originated and cover its various incarnations from 1100-1500. What accounts for the medieval explosion of the Arthurian legend? Why were Merlin, Morgan le Fay, Lancelot, Arthur, Guenevere, the Holy Grail, magic rings, sorcery, and magical swords

such a draw? Did Arthur ever die? Did Monty Python get it right? The course will incorporate a trip to see the Walters Art Museum's collection of premodern armor and weaponry. Texts include Marie de France's lais, Chretien de Troyes' romances, Wolfram von Eschenbach's *Parzival*, *Sir Gawain and the Green Knight*, and Thomas Malory's *Morte d'Arthur*.

Instructor: McKinley
Fulfills: World Lit Requirement for Secondary Ed

ENGL 243.01 Currents in American Literature (M/W 1:00 – 2:15)

Secret Life of American Books

Books are things. They have a texture, a scent; they bear the marks of the people that made them and the raw materials from which they're composed. Every printed thing has a history that can tell us something about the times, places, and peoples that encountered it. This course will trace the material and social history of printed things in American life, from Indigenous assemblages and colonial broadsides to zines and #BookTok. Through hands-on experiential learning and creative exploration, students will also learn the parts of a book, how they are constructed, and how they make meaning.

Instructor: DiCuirci

ENGL 243.02 Currents in American Literature (T/TH 11:30 – 12:45)

Poetry and Politics of Baltimore

This class will investigate the connection between poetry and politics in the communities surrounding UMBC. We begin with historical background of Baltimore and readings about what it means to be what Langston Hughes calls a "social poet." Then, to focus on the relation between local events, social justice, and literature, students will engage Black Arts Movement literature, recent work about the 2015 uprising, Baltimore #BlackLivesMatter, queer and trans rights, and red-lining and underinvestment in the city. Students will also learn about Baltimore's literary and cultural institutions such as magazines, libraries, small presses, publishers, and bookshops and will spend time working with materials in UMBC's Special Collections library.

Instructor: Finberg

ENGL 304 British Literature: Medieval and Renaissance (M/W 10:30 – 11:45)

The Renaissance Court

In this course we will read the literature of the 16th and 17th centuries through the lens of four English courts: that of Henry VIII, Elizabeth I, James I, and Charles I. These four courts, spanning some of Britain's most turbulent political times, witnessed an exceptional period of literary productivity. We will study Elizabethan sonnet sequences, the court masque, pastoral and Cavalier poetry, and tragic drama. Authors include Thomas Wyatt, Henry Howard, Philip Sidney, Mary Herbert, Edmund Spenser, Elizabeth Carey, Shakespeare, Aemilia Lanyer, Mary Wroth, John Donne, Ben Jonson, Robert Herrick, Katherine Philips, Andrew Marvell, and John Milton.

Instructor: Falco
Fulfills: Period A, Literature Track

ENGL 306 British Literature: Victorian and Modern (T/TH 1:00 – 2:15)

The Individual and Society

How do British literary texts from the Victorian Age to the present day examine the complex relationship between the individual and a rapidly changing society impacted by industrial capitalism, Darwinism, Empire, the Welfare state, Feminism, Thatcherism, The Troubles, immigration, and Brexit? We will read fiction by Charles Dickens, Margaret Oliphant, Kazuo Ishiguro, and Audrey Magee, poetry by Tennyson, Browning, Arnold, Christina Rosetti, Hopkins, Kipling, T.S. Eliot, Yeats, Philip Larkin, Ted Hughes, Seamus Heaney, Carol Ann Duffy, Alice Oswald,Grace Nichols, Jean Binta Breeze, and David Clarke, drama by John Osborne, and prose by George Orwell.

Instructor: Fernandez
Fulfills: Period C, Literature Track and Secondary Education

ENGL 307 American Literature: from New World Contact to the Civil War (M/W 2:30-3:45)

Early American Ghost Stories

This course will explore themes of haunting, horror, the "weird" and the paranormal in colonial and early U.S. literature. Attending to a range of literary forms, we will examine the aesthetics of paranormal literatures as well as the political and cultural concerns that they take up, from settler colonialism and religious debates to gender politics and enslavement. Readings will include witchcraft trial transcripts, paranormal short fiction, gothic anti-slavery texts, prison memoir, and indigenous speculative fiction.

Instructor: DiCuirci
Fulfills: Period D, Literature Track and Secondary Education

ENGL 315 Studies in World Literature (T/TH 11:30-12:45)

Novel Worlds

How has the novel engaged with global realities, and circulated transnationally through translation, literary prizes, and the book trade? We'll read French novelist, Michel Houellebecq's *The Map and the Territory* on global art markets, (Goncourt Prix), Polish Nobel laureate, Olga Tokarczuk's *Drive your Plow Over the Bones of the Dead* on human-animal relations, and three Anglophone authors and Booker Prize winners –Yann Martel's *The Life of Pi*, on the ocean as transnational, philosophical space (Canada); Richard Flanagan's *The Narrow Road to the Deep North,* on World War II (Australia), and Samantha Harvey's 'space pastoral' *Orbital*, written during the pandemic (UK).

Instructor: Fernandez
Fulfills: World Literature, Secondary Education

ENGL 317 Literature and the Sciences (T/TH 1:00-2:15)

Diagnosing Gender

In this course we will map the evolution of the modern Western understanding of sex, gender, and sexual orientation by examining the history of the interactions between gender diverse and gender variant people and Western science. We will analyze how science influences public understanding of sex and gender – and how gender diverse and gender variant people have influenced Western scientific understanding of the complexities of sex and gender. We will read first person accounts by GD and GV persons, scholarly and scientific papers, and will explore other media that will expand our understanding of the subject. (Cross Listed with GWST 390)

Instructor: Rudacille
Fulfills: Diversity; Category D, CT Track

ENGL 320 Topics in Communication and Technology (M/W 1:00-2:15)

Editing for Impact

This course provides students with the opportunity to develop specialized approaches to editing content for various audiences, within the context of print magazine publishing. Students will learn and engage in a complete cycle of magazine editing and production, including developing big-picture themes and tone, creating a real-time production schedule, coordinating with writers, and editing everything from copy to photos to pull quotes to headlines. Students will complete the semester with a print magazine as a result of their collective efforts.

Instructor: Tropea
Fulfills: Category A, CT Track

ENGL 324 Theories of Communication & Technology (T/TH 10:00 – 11:15)

This course focuses on important theories and issues in communication and technology studies, exploring them from various historical and contemporary perspectives. Students will become acquainted with the major movements in the field and the scholars who have shaped them.

Instructor: Shipka
Fulfills: CT Requirement

ENGL 350 (T/TH 2:30 – 3:45)

Global Modernism and Modernity

What is modernist literature? How does it relate to the changing world of the twentieth century? What happens as we follow modernism around the world and across decades? This course will explore the meaning of the term "modernist" as we consider experimental literature from the U.S., U.K., Europe, the Caribbean, India and other locations. We will also explore modernism across various media, including radio and film. Possible authors include: Woolf, Joyce, Kafka, Stein, Faulkner, Anand, Coetzee, and Marson.

Instructor: Berman
Fulfills: Diversity; Period E, Literature Track and Secondary Education

ENGL 351 (T 4:30-7:00)

Shakespeare and Adaptation

Shakespeare is everywhere. More than four hundred years after his works first appeared on stage, his plays are continually produced around the globe. Thousands of films, novels, plays, songs, poems, graphic novels, and visual and kinesthetic works of art have been inspired by Shakespeare. This course will explore a selection of Shakespeare's plays and their adaptations in media of all sorts. We will dive into the literary complexity of Shakespeare and think through the choices made in adapting these plays in (mostly) recent decades. The phenomenon of Shakespearean adaptation raises questions about the relationship between adaptation and source text, the status of "classic" texts and their variant forms, and the role of Shakespeare in popular culture. Whether admiring or irreverent, adaptations of Shakespeare demonstrate our continued attraction to these stories and a reliance on Shakespeare to navigate our contemporary world, issues of intersectionality and negotiations surrounding race, disability, gender, class, tyranny and freedom.

Instructor: Osherow
Fulfills: Period A, Literature Track; Shakespeare Requirement for Secondary Education

ENGL 360 (T/TH 11:30 - 12:45)

Growing Up Asian/American

This course explores how writers narrate experiences of growing up Asian in America. We will unpack how their subject and identity formation are shaped by structural forces of racism, migration, war, and globalization as well as the intergenerational dynamics of the Asian immigrant family. Reading across a wide range of literary forms and mediums, we will examine how these children negotiate issues of identity and belonging, filial obligations, model minority discourse, among other topics. In addition to attending to the intersection of gender, sexuality, class, religion, and (dis)ability we will consider the diverse experiences of immigrant children, Asian adoptees, and refugee children.

Instructor: Tran
Fulfills: Diversity; Period E, Literature Track and Secondary Education

ENGL 364 Perspectives on Women in Literature (T/Th 10:00 - 11:45)

Experimental Writing by Women: Race, Gender, and the Avant-Garde

This course will examine multiple feminist theories of writing as we trace the relationship of the categories "experimental" and "avant-garde" to gender and race. From the women-run *Little Review*, the central outlet for modernist texts of the 1920s, to recent debates about the "whiteness of the avant-garde," we will study how women-identified people respond to white supremacist hetero-patriarchy with experimentation in literary form and textual circulation. Special attention will be given to hybrid and interdisciplinary forms such as autotheory, performance, and multimedia works. (Cross listed with GWST 364)

Instructor: Finberg
Fulfills: Diversity; Secondary Education Requirement

ENGL 375 Masterworks for Creative Writers (M/W 10:30-11:45)

Writing and Reading Speculative Fiction

In this creative writing course, students will read and write sci-fi, fantasy, magical realism, and other speculative fiction that asks, "What if?" about the story's reality. Assigned reading will include work by Octavia Butler, Tananarive Due, and P. Djeli Clark, which hybridizes genres and dares to imagine new realities. Throughout the semester, students will learn the craft of speculative fiction, including worldbuilding and fantastical conceits, and apply these concepts to their own fiction writing.

Instructor: Terry

ENGL 387
Pop Culture Online: Analyzing and Creating Digital Media

Instructor: Holladay

As the tools we use to create and distribute digital content change and new tools emerge, cultural production evolves in tandem. In this course, students will learn skills in digital design and multimedia composition by exploring the evolution of pop culture genres in literature, music, film, and beyond as they respond to technological developments. In addition to considering representations of tech in pop culture, students will study how digital technologies participate in the rhetorical ecology of pop culture as reflected in advertising, video games, social media, and other interactive digital media. Readings include practical texts offering skills-based learning alongside cultural and rhetorical studies of technology. Early in the semester, students will choose a pop culture genre to study for the course's assignment sequence, which culminates in a digital portfolio tracing the evolving technology-culture relationship. Students will have the option to tailor their portfolio format and content for use in job applications or internship opportunities.

ENGL 448 – Seminar in Literature and Culture (W 4:30 - 7:00)

Pilgrimage and Material Culture

This course explores how medieval pilgrimages entail very material modes of knowing, through relics, bones, badges, and shrines. We will study pilgrim traffic to the Tabard Inn in brothel-populated Southwark (London). Who was the "bourgeois" pilgrim, who preferred to travel in comfort? How did medieval persons engage material signs to make meaning of their world? Do objects have agency? Texts include Chaucer's *Canterbury Tales*; the *House of Fame*; *The Book of Margery Kempe*; Bill Brown's *Other Things*; the *Pilgrim's Guide to Santiago de Compostela*; and medieval anti-pilgrimage writings. Class trip to view medieval pilgrim paraphernalia at the Walters Art Museum. (Combined with ENGL 648)

Instructor: McKinley
Fulfills: 400 Level, Literature Track and Secondary Education Certification

ENGL 464 Studies in Women and Literature (TH 4:30 - 7:00)

Virginia Woolf: Echoes and Afterlives

In this seminar we'll read major work by Virginia Woolf and listen for its resonance and echoes in other art and writing in the years since her death. We'll look for Woolf's influence on later writers and wonder about the unexpected places Woolf pops up in contemporary culture. Reading will draw

from Woolf's fiction and feminist essays as well as from texts, performances, and media artifacts inspired by Woolf. In addition, a main thrust of this course will be to examine Woolf within a feminist context, paying attention to her major feminist essays, *A Room of One's Own* and *Three Guineas* in the context of evolving notions of gender and sexuality as well as feminist history. Some prior familiarity with Woolf's writing is beneficial but not required. (Combined with ENGL 664)

Instructor: Berman
Fulfills: Diversity, 400 Level, Literature Track and Secondary Education Certification

ENGL 486 – Seminar in Communication and Technology (M 4:30 – 7:00)

This course examines our changing understanding of the teaching of composition during the past 30 years by tracing key theories and pedagogies across this period. These sometimes conflicting approaches to the teaching of writing include the following orientations: cognitive, expressivist, social constructivist and political. The course is intended for current and prospective teachers of English at elementary, secondary and post-secondary levels. (Combined with ENGL 686)

Instructor: McCarthy
Fulfills: 400 Level, CT Track and Secondary Education Certification

ENGL 493 – Seminar in Communication and Technology (T/TH 11:30 - 12:45)

Theories of Creativity and Play

Albert Rouzie argues that "the deeply entrenched divisions between work and play, seriousness and frivolity, and order and chaos. . .ultimately impoverished our culture's approach to literacy"(27). This course examines how these divisions came about and explores how recent attempts to anneal the work/play split (i.e., to take play seriously and recognize its connections to critical engagement), facilitate our abilities to make and negotiate meaning in a rapidly changing world. The course will also focus on misconceptions about, and approaches to, creativity. Throughout the semester we will be exploring ways that theories of play might inform and transform creative-critical practice. (Combined with ENGL 625)

Instructor: Shipka
Fulfills: 400 Level, CT Track