

Eve Dunbar – ENGL 101.51: Troubling Girlhood

This course explores narratives focused on the public and private lives of young people, mostly those who identify as women and/or girls. The aim of the course is to write through and “trouble” (challenge and struggle over) our cultural assumptions regarding those who are gendered “girls” in the US. Using literary fiction, YA novels, short stories, memoir, and visual texts, we’ll consider how various identity categories challenge and shift the meaning of “girlhood” in the United States from the 19th century into our contemporary moment.

In addition to reading some great texts, students enrolled in this course will develop an academic writing practice, and learn to participate in and lead a college classroom discussion.

Zoltan Markus -ENGL 101.52: What’s Love Got To Do With It?

“This course focuses on representations of love (filial, parental, sexual, etc.) from antiquity to the present. Situating the selected works in their contemporary cultural and historical contexts, the course explores significant differences as well as possible continuities between past and present interpretations and representations of such basic concepts and institutions as gender, family, marriage, filial and marital duties, the private sphere, and sexuality. Shakespeare's *Romeo and Juliet* serves as a chronological center for these investigations, but we will also discuss other texts (representing diverse dramatic, epic, and lyric genres) by Euripides, Aristophanes, Ovid, Petrarch, Boccaccio, Chaucer, Shakespeare, Shelley, Emily Brontë, and others. In addition, we will look at various adaptations (musical, theatrical, fine arts) of *Romeo and Juliet* as well as film versions.”

Erin Sweany – ENGL 101.53: Epidemic and Order: The Social Components and Consequences of Disease

Epidemics and their attendant fears of contagion remind us of the potential toxicity of social contact as well as our own physical limitations in the face of restrictions on movement. As we’ll see in this course, these impositions can disrupt—and even entirely rupture—established social orders. From medieval lepers to COVID-19 sufferers, epidemics can spread prejudice, and yet they can also open opportunities to see the world in new and generative ways. From 1347 to 1351, the Black Death kills 40 – 60% of the population of England, contributing to later uprisings against established social stations, and a clerk named Geoffrey Chaucer writes one of the most popular set of tales of the English Middle Ages: a class satire called *The Canterbury Tales*. In the 18th century, the expanding British Empire sends an ambassador to Turkey where his wife, Lady Mary Wortley Montagu, learns about smallpox inoculation. She goes on to fiercely advocate for the practice in England and writes poetry about the female experience of the disease. This course will carefully situate these and other literary works about epidemics within their historical and social contexts, asking how scientific ideas inform social products (including literature) and vice versa.

Kristin Carter - ENGL 101.54: Writing Lives: Autobiography, Biography, and the Public Self.

This course looks at the problem of representing experience, one's own or someone else's, in the biographical/autobiographical mode. Whether we are investigating a writer's own autobiography, or an author's engagement with someone else's narrative of failure or triumph, departure or arrival, we will ask the same questions: what motivates a person to tell his or her life story, or to investigate someone else's, and how are these stories bound by both authors and readers to narratives of citizenship, belonging, and/or exclusion? What claims about the exemplary or excessive qualities of a life story are made, or are emulated, by its readers? In addition to critical consideration of biography and memoir in traditional media, your work in this class will include examinations of the fake memoir and the digital overshare; you will also be invited to curate a branded footprint of your own, using tools of new media.