LETTER FROM THE DEPARTMENT HEAD

Dear Alumni, Friends, and Supporters of English:

As you will see in the pages that follow, the last few months have seen exciting developments in the Department of English at Purdue.

The department’s internationally-renowned Online Writing Lab (OWL) has seen traffic to the site increase almost 10 percent since this time last year, with over 410 million page views; it continues to be a vital and innovative resource for students not only at Purdue, but also around the world. A recent study of the Writing Lab shows a positive impact on the GPAs and graduation rates of students who take advantage of the tutoring services offered there.

We continue to support programs and foster relationships with various campus units and the community through a variety of initiatives. These include our inaugural “Big Read” program (Emily St. John Mandel’s Station Eleven) that seeks to forge links between our department, the West Lafayette Public Library, Purdue Convocations, Information Technology at Purdue’s annual “Dawn or Doom” conference, and the Greater Lafayette community. We are delighted that Mandel will be the featured speaker at this year’s Literary Awards event (April 19, 2018). The department is also one of the key participants in the new Cornerstone curriculum (https://www.cla.purdue.edu/academic/cornerstone/index.html), has formed a collaboration with the Polytechnic Institute, and is engaged in many other cross-disciplinary initiatives, both within our own college and in the STEM disciplines.

We have created several new courses at the undergraduate level, including—among others—“Figures of Myth and Legend” and “English in a Global Context.” Our undergrads now have increased opportunities for learning about the practices of scholarly research, academic publishing, and professionalization after college; this is thanks to four new internships—at journals including Modern Fiction Studies, Sycamore Review, and Arthuriana—as well as in the PLacE (Purdue Language and Cultural Exchange) program.

At the graduate level, we have launched a new program—Literature, Theory, and Culture—that is creating quite a buzz amongst potential applicants, and our current graduate students have won numerous fellowships. A dedicated lounge space has been updated and renovated for the graduate students in the department; for such a diverse group of students with such varied research interests—from Linguistics to Literature, Creative Writing, Rhetoric and Composition, Second Language Studies, Education, Professional Writing and beyond—this space provides an opportunity for increased interaction and collegiality.

The ICAP (Introductory Composition at Purdue) program was recently the recipient of effusive praise from an external review committee commissioned by Dean Reingold; the committee noted in particular our rigorous curriculum for English 106 (our introductory writing course) and our careful attention to the professional development of our graduate student instructors. Due to interest and demand, we are piloting a new online version of English 106 starting this semester, with a large-scale roll-out anticipated in 2018.

Let me close by saying that I am honored and humbled to have the chance to serve the department this year as Interim Head; it is a pleasure to work with so many stellar faculty fiercely dedicated to pedagogy, research, and serving the academic community. The broad depth and breadth of specializations, abilities, and interests of our faculty and students is part of what makes Purdue’s English Department such a remarkable place.

Dorsey Armstrong
“Because survival is insufficient.” Now, when support for the humanities is more important than ever, this motto (From *Station Eleven* by way of *Star Trek*) seems appropriate in and out of the world Mandel has created.

*Station Eleven* is an ideal choice for our inaugural “Big Read.” The work is critically acclaimed: National Book Award and PEN/Faulkner Award finalist in 2014; and Arthur C. Clarke Award and Toronto Book Award winner in 2015. Although readily classified as science fiction, the book also invites discussion and collaboration with readers of many other genres and interests. The book’s representation of the killer “Georgia flu” lends itself well to discussions by writers and epidemiologists alike, bringing faculty and attendees together in interdisciplinary conversation. The persistence of Shakespeare after the apocalypse triggers questions about great art and an enduring canon of literature, and the book’s traveling troupe of actors could profitably be compared to Elizabethan troupes performing in Shakespeare’s own day, or even contemporary itinerant players, such as the *Stone Soup* Shakespeare Company, which tours much the same route covered by the players in *Station Eleven*, our own Midwestern parks and towns.

**Spring 2018 Events**

Presentation of “The World Without Us,” April 13 & 14, Loeb Playhouse, 8:00 pm.

Join the English Department every Thursday in February for Books & Coffee. This year’s theme will be science fiction / dystopian / post-apocalyptic books.

Emily St. John Mandel will be our distinguished guest speaker at the Literary Awards Banquet and Reading on Thursday, April 19, 2018.
Cornerstone

Cornerstone Integrated Liberal Arts is a 15-credit-hour certificate program designed for all Purdue undergraduates. The two-semester first year sequence is taught by a team of award winning Liberal Arts Faculty Fellows. It is followed by three courses built around a series of themes designed to add depth to the student’s major.

The Cornerstone certificate provides students with a road map to navigate the varied options of the Purdue core curriculum. It presents a set of classes that complements the student’s area of study and fosters the creative thinking that makes good business and industry leaders, and even more importantly good citizens.

Cornerstone students will cultivate exceptional communication skills as well as an appreciation of the need to examine a diversity of opinions and develop as lifelong learners positioned to make a transformative impact on the world and their communities.

**English Department Faculty Fellows**

- Prof. Angelica Duran
- Prof. Michael Johnston
- Prof. Chris Lukasik

**Program Overview:**

Cornerstone consists of a 2-semester first-year sequence of Transformative Texts. These courses are based on the fundamental premise that great texts inform and inspire students, develop their creative thinking and imaginative capacity, and help them see the world from different perspectives, broadening their understanding of the world and the challenges people face.

SCLA 101 Transformative Texts, Critical Thinking and Communication I: Antiquity to Modernity (UCC Written Communication and Information Literacy)

SCLA 102 Transformative Texts, Critical Thinking and Communication II: Modern World (UCC Oral Communication)

Students then proceed to take 9 hours in the Cornerstone Themes of Cultural Impact and Representation:

1. Science and Technology
2. Environment and Sustainability
3. Healthcare and Medicine
4. Management and Organization
5. Conflict Resolution and Justice

**Sample English Department Courses**

- ENGL 223: Literature and Technology
- ENGL 225: Literature, Injustice, Inequality
- ENGL 226: Narrative Medicine
- ENGL 234: Ecological Literature
- ENGL 322: Word, Image, Media
- ENGL 344: Environmental Ethics, Policy, and Sustainability
- ENGL 367: Detective Fiction
- ENGL 373: Science Fiction and Fantasy
- ENGL 419: Multimedia Writing
- ENGL 421: Technical Writing
- ENGL 439: Topics in Disability Studies
Degree in Three

The College of Liberal Arts offers the opportunity for students to complete their degree in three years. Degree in 3 majors allow students to enter the work force or graduate school a year earlier than traditional plans of study while also providing a cost-effective way to complete an undergraduate degree.

Students can complete the three-year option with or without AP credit by adding summer sessions to traditional coursework in Fall and Spring semesters. Internship and study-abroad opportunities are available for students, too. Degree in 3 offers a great combination of cost-savings and the opportunity to accelerate your future and achieve your goals.

Certificate in Environmental Studies

Environmental and Sustainability Studies is a new, interdisciplinary undergraduate certificate administered by the Center for the Environment. The Certificate gives students working in multiple disciplines a broad exposure to how environmental and sustainability challenges and solutions are conceived, represented, and researched in the Humanities, Social Sciences, Agriculture, and STEM disciplines. The program introduces students to a wide range of environmental issues from diverse perspectives so that they can more effectively comprehend and evaluate today’s environmental and sustainability challenges.

The certificate is designed to help students in all majors to take a more sophisticated and integrated approach to solving environmental and sustainability challenges in their future careers. For information, contact your advisor or the Program Coordinators: Prof. Leigh Raymond, lraymond@purdue.edu and Prof. Robert P. Marzec, rmarzec@purdue.edu
Medical Humanities Certificate

The Medical Humanities Certificate offers an interdisciplinary approach to understanding the intersection of human experience, medical practice, and scientific technology. The program emphasizes how bioscience and health care take place within specific cultural and social contexts. Drawing from expertise across the University, this new program offers rich exposure to both the humanities and social sciences.

The Medical Humanities Program provides an opportunity to provide new models within and across fields and to foster collaborations between departments and programs. Research and Curriculum working groups promote ideas about medicine and health among the university by sharing research, applying for grants, and bringing in outside speakers, while involving students in a more tangible, practical way.

Academic & Career Preparation

The demand for professionals who can synthesize the ethical, social, historical, and practical aspects of health care continues to grow. Purdue graduates who go on to take leading roles in the fields of medicine, engineering, science, and public policy should demonstrate an understanding of and an appreciation for the cultural and historical dimensions of their disciplines.

Students with Medical Humanities training have gone on to work in social/economic research, medicine, allied health professions, dentistry, health law, medical social work, nursing, public health, and public policy studies. This certificate will aid graduates pursuing degrees in pharmacy, medicine, occupational therapy, and other health professions, as well as law and graduate school programs to stand out.

Requirements

18 hours (6 courses) required with at least 6 hours from each the Social Science and Humanities Categories including more than 50 courses from across campus.

Sample Courses

- CLCS 385: Science, Medicine, and Magic in the Ancient West
- ENGL 22600: Narrative Medicine
- ENGL 42201: Writing for the Health and Human Sciences
- ENGL 439: Topics in Disability Studies
- HIST 47005: Women and Health in America
- ANTH 325/SOC 352: Drugs, Culture, and Society
English Language in a Global Context

A New English Major

In this track, students learn about the history of the English language, the varieties of English dialects around the world, and the teaching of English as a second language. Students receive practical training in ESL, experience a unique curriculum, can participate in internship opportunities, and study structure, history, and social contexts.

Key Features:

Reputation: Engl-Global’s integrated curriculum in theoretical and applied linguistics combines courses in English Language and Linguistics with courses in Teaching English as a Second Language, taking advantage of Purdue’s international reputation as a leader in Linguistics and Second Language Studies/ESL at the graduate level.

Internship Opportunities: Students gain on-the-job experience as an apprentice English language instructor in the Purdue Language and Cultural Exchange (PLaCE), as well as the opportunity to participate in a weekly seminar in applied linguistics. Study-abroad options are also under development.

Training: Engl-Global provides valuable training for domestic students who want to teach English abroad in their home country, and for future professionals who wish to bolster their English language credentials for working in international contexts. The program also provides a strong background for those who wish to pursue graduate studies in Applied Linguistics of Second Language Studies.

Minor in English: For students who are not majoring in English, a portion of the Engl-Global curriculum can be taken in the form of a four-course minor in English. The suggested combination includes one course in introductory linguistics, two courses in Teaching English as a Second Language, and the internship course.

For more information, visit http://www.cla.purdue.edu/students/academics/majors/English/englge.html
Latin American and Latino Studies

Latin American and Latino Studies (LALS) is an interdisciplinary program in the College of Liberal Arts, School of Interdisciplinary Studies. LALS provides a way for students to contemplate transnational connections and to approach the study of Latin American and Latino societies and cultures from a variety of methodological and disciplinary approaches. The program offers a minor that is open to all Purdue University undergraduate students as an opportunity to expand the breadth of their knowledge regarding Latin American and U.S. Latino Cultures.

**Fun Facts:**
- The program offers a 15-credit hour minor that is comprised of courses in Spanish, Portuguese, Political Science, History, English, and Anthropology. Courses outside of CLA may soon be added.
- Minors in LALS offer an array of study-abroad and internship options that can satisfy required courses for the minor.

**Points of Pride:**
- As a vibrant, cross-territorial interdisciplinary program, LALS brings together the study of Latin America and Latino communities in the U.S. and the Caribbean.
- Offers a minor that will internationalize students’ studies and enhance potential career objectives.
- Facilitates exploration of the similarities and differences among the histories, cultures, social institutions, and political systems of countries throughout the Americas and in the Caribbean island nations.
- Provides opportunities for students to learn about the history of European colonization, slavery, migration, cultural and economic trade, and transnationality and globalization and their impact on the region.

**Careers:**
- An LALS minor will help students seeking a broad range of careers, such as:
  - Congressional Aide
  - Global Human Resources Manager
  - Consular/Embassy Assistant
  - International Financial Planner
  - Diplomat
  - Social Worker
  - FBI Agent
  - United Nations Officer
  - Humanitarian Relief Worker
  - World Health Organization Officer

**Contact Information**

Beering Hall, Room 6180
100 North University Street
(765) 496-1848
IDIS@purdue.edu

Dr. Alfred Lopez, Director
(765) 494-2764
alopez@purdue.edu
cla.purdue/sis/latin-american
Survey of Incoming Students Aims to Learn about Pre-College Writing Experiences

Researchers in Introductory Composition at Purdue (ICaP) are kicking off a longitudinal study about the writing experience of incoming Purdue students. This study aims to uncover the kinds of writing that students completed in high school before entering the university.

The study, “Assessing Pre-University Writing Experience in New Entering Students,” is designed to gather baseline data on students’ writing experience, so that researchers and instructors have a better understanding of the diverse types of composition experiences that Purdue students have and have not encountered. Studies increasingly demonstrate that strong written communication skills are highly valued by employers, so it is important to discover what kinds of skills students already have when entering the university, and which need further development.

“As high school educators use digital media and turn to non-fiction texts more often, we need to understand more about students’ preparation,” said Bradley Dilger, ICaP director. “A survey of Purdue students will give us the best data.”

As a leader in writing studies research, Introductory Composition at Purdue is continually working to improve its approaches to teaching writing. The study is aimed at Purdue students, but it could potentially provide insight into student writing practices that would impact how writing is taught on a larger scale.

The study will run for three years, with online surveys administered each fall from 2017 to 2020. New Beginners at Purdue will be emailed a link to the survey at the beginning of the fall semester. Participants are also able to enter to win one of ten $25 gift cards for participation.

A link to the survey is at: http://icap.rhetorike.org/

For more information, please contact the investigators:
Dr. Bradley Dilger, dilger@purdue.edu, 765-494-7370
Alisha Karabinus, akarabin@purdue.edu
Lee Hibbard, lhibbard@purdue.edu
Trinity Overmyer, tcovermy@purdue.edu
"Engaging English" (new learning community)

Learning communities are a fast track to academic success, bringing students together for shared curriculum and extracurricular activities. Studies show that they help students earn better grades, make friends faster, and graduate at higher rates.

Our theme-based "Engaging English" learning community introduces students to the field of English Studies, and provides them with foundational liberal arts skills. It teaches, for instance, critical and creative thinking, reading, and writing using a variety of historical and contemporary textual media, from fiction, poetry, and drama, to films, TV shows, comics, and more. Perfect for students of all stripes, this class will delight and instruct at the same time.

WHAT YOU NEED TO KNOW:

**English 202: Engaging English**

**Description:**
The study of English fosters adaptive thinking and creativity, curiosity about other times and places, and the ability to imagine alternatives to the status quo—basically, the skills necessary to navigate a complex world.

**Who this LC is for:**
New (first-year and transfer student) English majors, of course, but also anyone interested in practicing foundational liberal arts skills.

**Extra Benefits:**
English 202 fulfills the "Human Cultures – Humanities" University Core category, as well as the gateway requirement for the English major.

**Activities include:**
English department "Big Read" events; movie nights; dinner with classmates & faculty; field trips, and more!
INTERNATIONAL INITIATIVES

African American Studies Research Center & Purdue Black Cultural Center

Sankofa Summer Abroad: Culture and History in Ghana
June 11 – July 6, 2018

VISIT three cities in the West African nation – Accra, Kumasi, and Cape Coast.

DISCOVER the rich cultural and historic links between Ghana and the African diaspora.

LEARN from professors at the University of Ghana.

EXPERIENCE culture and history through interactions with Ghanaian people.


Contact:
Dr. Venetria Patton
Head and Professor
School of Interdisciplinary Studies
vpatton@purdue.edu

Renee Thomas
Director
Black Cultural Center
rathomas@purdue.edu
HONR 299
DA VINCI IN ITALY

LOCATION
Italy: Florence, Milan and Venice
honors.purdue.edu/current-students/study-away

COURSE DESCRIPTION
The focus for the course will be that most famous Renaissance citizen, Leonardo da Vinci. Da Vinci in Italy explores the transition from the medieval period to the Renaissance across multiple disciplines, thus laying out how much of what we take for granted today about technology or the human subject was implemented in this rich period, especially in Italy. Led by professors from the Colleges of Liberal Arts and Engineering, the study-abroad program will take students to Venice, Milan and Florence, Italy for Spring Break 2018. Our interdisciplinary approach allows students to think about the constructed nature of things we take for granted as "natural" (e.g., time, space, human subjectivity, meaning, sight, gender, knowledge and law), thus opening our eyes to the significance of cultural differences. There will be an accompanying 3-credit, semester long HONR course on Leonardo da Vinci taught by Dr. Felluga during spring 2018. Although students are not required to take both, the course and study-abroad program are designed to complement each other.

HONORS COLLEGE STUDY AWAY 2018

DATES
March 9-March 17, 2018

LED BY
Dr. Dino Felluga
felluga@purdue.edu
Dr. Steve Wereley
wereley@purdue.edu

ESTIMATED COST
$2,600
*Does not include airfare or most meals

HONR CREDITS
2

CALL OUT
Oct. 26, 2017
7:00-8:00 PM
HCRS 1054
As an instructor, Prof. Armstrong wants students to learn how to think critically and express themselves clearly. If they have the tools to analyze/dissect a piece of literature and the ability to craft a persuasive argument concerning a text, then they can apply those tools to every area of their lives. She is invested in students and wants them to love literature and understand how it can be a source of pleasure and a means of education/information.

Prof. Armstrong’s favorite courses to teach include anything to do with the Middle Ages, but especially King Arthur. The Arthurian myth has been incredibly popular for 1,500 years, and every age and culture reinterpret it in new and interesting ways. Some of her favorite teaching moments include when her students had a medieval feast complete with authentic food and entertainment, when she and her class dined on stewed rabbit while watching a play, and when she and her class watched a student demonstrate his working trebuchet and they launched wet sponges from Heavilon Hall to the PMU.

Her students herald her as “the most helpful professor I have ever had” and “dedicated and loyal to the personal benefits of her students” and say that they feel “respected and encouraged to do well.”

Robyn Malo joined the department of English at Purdue in 2008. Her research focuses on the vernacular and religious literature of fourteenth- and fifteenth-century England. Her book, Relics and Writing in Late Medieval England, appeared with University of Toronto Press in 2013, and she has published essays on late medieval literature and religious culture, focusing on the maintenance and formation of communities. Recent invited lectures include Duke, Oxford, Notre Dame, and Yale. Prof. Malo teaches a wide variety of graduate and undergraduate courses introducing students to literature and writing; she enjoys how literary history can make our own moment come alive for students. Prof. Malo is a devoted teacher, and in 2014, she was awarded an Outstanding Undergraduate Teacher Award for the College of Liberal Arts at Purdue. In 2016-2017, she won the prestigious Kofmehl award, the highest honor granted by the College of Liberal Arts for undergraduate teaching.
Professor Angelica Duran, 2017-2018 CLA Cornerstone Fellow

In the 2017-2018 academic year, Professor Duran is both a College of Liberal Arts Cornerstone fellow and a University-wide IMPACT fellow. Her participation in both these pedagogical initiatives will help her revamp and re-situate a couple of bread-and-butter courses that, nicely enough, are in the University Core: “ENGL26400: The Bible as Literature” and “SCLA 10100: Transformative Texts, Critical Thinking, and Communication I: Antiquity to Modernity.” The regular meetings arranged by the fellowship organizations include guidance on practical matters, like classroom exercises and efficient grading; discussions focused on pedagogical theory; and meetings with representatives of groups closely invested in the courses, like the CLA Dean and students. Other English Department faculty members who are Cornerstone instructors or fellows are Michael Johnston and Chris Lukasik; former and current IMPACT fellows from the English Department include Emily Allen, Jenny Bay, and Paul White. Professor Duran looks forward to launching the two revamped courses in Fall 2018, and to showcase the skills, content, and great enjoyment that the English Department and the College of Liberal Arts can provide to all students.

Professor Nush Powell, winner of the 2016-2017 CLA Outstanding Undergraduate Teaching Award

Professor Powell believes that good teaching is about stealing learning from the best, and partners actively with other Purdue teachers to do so, such as through the Teaching for Tomorrow Fellowship, by team teaching with other excellent peers such as Prof. Dorsey Armstrong and Prof. Derek Pacheco. But she’s also strong on her own. Student comments laud Prof. Powell’s near-encyclopedic knowledge of her field, her infectious energy and enthusiasm in presenting class materials, and her humor: “She is quick, funny, and intelligent.” “The enthusiasm Dr. Powell shows for her coursework as well as her expansive knowledge on seemingly every piece of information known to man combine to create one of the best classroom settings at Purdue.” Importantly, students find that the skills and content learned in Prof. Powell’s classes are useful to them in other areas. Says one, “I majored in English Literature and enjoyed my classes with you more than any other I took at Purdue—Gothic Literature was my favorite course in all my college career (I have gone back and reread The Monk since graduation because it is now one of my favorite books).” And as an exchange student from the UK in the undergraduate program remarks simply, “I thoroughly enjoyed your teaching style, and think you should move to Canterbury.”
Spring 2018 T, R 12-1:15
ENGL 217 / Figures of Myth & Legend I: Monsters

“DRAGONS!”

For well over a millennium, people all over the world have been fascinated with those fire-breathing, flying, gold-hoarding, riddle-asking, mythical creatures known as dragons.

This course will explore the many forms and meanings of the mythological creature known as the dragon/wyrm/wyvern from ancient to modern times, with special attention paid to literary and film treatments of the legend.

Readings will include Beowulf, The Hobbit, The Hero and the Crown, His Majesty’s Dragon, Nimona, and more!

Skills delivered:
- Arguing through evidence,
- Historical awareness,
- Traditional and visual literacy,
- Dragon awareness

(Yes, D&D and Game of Thrones are likely to come up, too.)

For more information, contact Professor Manushag Powell (mnpowell@purdue.edu).

Students of all majors, minors, backgrounds, and alignments welcome!
English 22900

**Creole Languages and Cultures**

Spring 2018 | Professor Benedicto | TR 4:30-5:45 pm

This course introduces the concept of pidgin and creole languages across the world, with a focus on English-based pidgins and creoles. It addresses their geographical distribution and some of their cultural manifestations such as music, food and literature on both sides of the Atlantic. The course presents a general view of the historical events that led to the formation of creole languages and to the development of the African diaspora.

**WE WILL CONSIDER**

different varieties of creole languages and (their) cultures including English-based creoles in West Africa such as Kru (Liberia and Sierra Leone), Nigerian Pidgin and Cameroonian Pidgin; in the Caribbean such as Jamaican, San Andean, Nicaraguan and Limonense, contrasting them with the Spanish-based creole Palenquero; and the three most predominant creoles in the US- Louisiana Creole, Gullah and Hawai’i Creole, to understand their characteristics and their history.

**WE WILL EXPLORE**

the ways in which the languages manifest in the music and literature of the contexts where they are spoken. Finally, we will consider the African diaspora as a fundamental thread that ties (English-based) creole languages and peoples together. In exploring these issues, the course will draw on a variety of theoretical concepts and traditions from sociolinguistics, creole studies and African American studies.
SPRING 2018 COURSES

English 234
Ecological Literature

English 237
Introduction to Poetry

Professor Dan Morris
TR 10:30-11:45

Learning outcomes for this course include “soft skills” such as developing teamwork and communication, and crucial skills for the labor market including good writing, research, and oral presentation. Course assignments will be designed individually with each student to meet his or her needs. Education students, for example, will be able to develop course and lesson plans; creative arts and creative writing students will be able to develop their own creative productions; students with interests in computer graphics will be encouraged to use these skills in their graded assignments.

Suitable for any and all Purdue students. Absolutely NO prior experience (or even interest in) poetry is required before signing up for this course.

We will together develop a vocabulary of terms so that we can learn together to try to talk and write about poetry. We will understand how a poet shapes words into visual forms to create meaningful works of art. I am myself a poet as well as a poetry scholar, and I try to combine my experiences as a writer and a reader of poetry in class presentations, discussions, and projects. I am very interested in how new media is impacting how we read, write, and access poetry, and I look forward to discussing how newer technologies are changing our understanding of the role of poetry today.
In this course, students will learn to read the Hebrew Bible through the tradition in which it has come down to us: namely, the Jewish rabbinic, and especially, the prophetic tradition. We will read closely the book of Genesis and early portions of Exodus. Then we will take a more sweeping account of the remainder of Exodus, Numbers, Leviticus, Deuteronomy, selected books of the Holy Writings and the Prophetic texts (especially Job, Jonah, Isaiah, and Esther). All readings will be examined in modern English translations. We will also consider in our discussions selections from the Midrashic, Talmudic, and Kabbalistic (Jewish mystical) traditions, as well as samples from later rabbinic writings. Although “Biblical Hebrew” (HEBR 121-122) is not required for this course, it is recommended as a wonderful complement to ENGL 264 and 462, and information about signing up for “Biblical Hebrew” (HEBR 121-122) is available from the instructor, Professor Stuart Robertson, at roberts5@purdue.edu. For more information, see: https://www.cla.purdue.edu/slc/l/hebrew/biblical/index.html
The English department’s first online literature course, Shakespeare on Film (ENGL 27600), was taught by Professor Paul White in the 2017 summer session. The class is a joint venture between English and the Purdue Program in Digital Education. Scheduled for Fall 2017 in a special 8-week format, this Purdue core curriculum course recognizes Shakespeare’s unique and important place in the history of film and modern performance culture. As a new digital learning course, all work is completed online. Shakespeare on Film is divided into seven basic modules, each of which centers on films inspired by a single Shakespeare play, such as *Hamlet*, *Romeo and Juliet*, or *The Taming of the Shrew*. A typical module or week, for example, involves watching video-taped lectures, viewing a film, reading the play on which it is based, then studying scholarly articles that not only explicate the film but provide students with tools needed for engaging in their own film analysis. That analysis is then expressed and refined in an online discussion with other students and in work contributed to a course wiki. The instructor engages with students individually and collectively via video conferencing and email.

Options for the major course project include writing a traditional research paper, developing a website, or producing a short film. By the end of course, students should have a sound grasp on how the Shakespearean text is adapted to the big screen and how film directors reinterpret and reimagine the same Shakespearean text in remarkably different ways; they should also be skilled in analyzing Shakespeare films through scholarly writing. Shakespeare on Film is designed as a learning experience for undergraduates of every level centered on one of the world’s greatest writers and the films he shaped and inspired.

English 344 “Environmental Ethics, Policy, and Sustainability,” is open to all majors in all colleges. The course introduces students to ethical, political, and cultural issues in relation to today’s grand environmental and sustainability challenges. We will explore a broad range of concerns: human and nonhuman welfare, global climate change, population growth, resource use, environmental justice, biodiversity, etc. The course is designed to provide students from different disciplinary backgrounds a multi-lens, transdisciplinary approach to environmental and sustainability issues. Students will explore various arguments, frameworks, and theories in order to imagine and openness pathways to human-environmental relations. This course is part of the new Certificate in Environmental and Sustainability Studies (CESS) Program.

There are no prerequisites. Contact Prof. Robert P. Marzec (rmarzec@purdue.edu) for more information.
English 389: Literature for Children

This course explores classic eighteenth, nineteenth-century, and early twentieth-century book for children, including the so-called “golden age” of children’s myth, fairy tales, and fantasy, as well as domestic fiction for girls and adventure books for boys.

We’ll consider questions like: What exactly is “children’s literature”? What are some of the problems arising from the dynamic between adult writer and child reader? How do adults deal with children’s agency in classic texts? Whose literature is it really?
English 411: Mark Twain and America  MWF 4:30  Prof. Bob Lamb

Mark Twain is America’s greatest, most influential writer: in the words of W.D. Howells, “the Lincoln of our literature.” His works, translated into nearly 150 languages, have been published in every country in which books are produced. To the world, he is not just an American, he is “the American,” representing all that is good and some of what is not so good about this nation. Twain not only changed the way fiction is written, he produced the most culturally rich and diverse writings of any American author. He became, and remains, an American icon, so much a part of American culture that to this day he is constantly referenced, quoted (and misquoted), and read by people throughout the world from all walks of life. There is virtually no issue of his time that he didn’t address, and since these issues persist into our own time, he remains as strikingly relevant for us today as he was during the four decades in which he dominated American culture. He also possessed the greatest pure imagination in world literature and was possibly the funniest writer who ever lived—he is always interesting—but beneath that humor often lie powerful insights into all aspects of America and human nature. As he put it, “Against the assault of laughter, nothing can stand.” Incredibly complex and often contradictory, he was our greatest champion of progressive American values, often over a century ahead of his time, and also the most incisive critic of itself that America ever produced. His admirers are as diverse as Charles Darwin, Harriet Beecher Stowe, Frederick Douglass, Ulysses S. Grant, Jose Marti, Nikola Tesla, Helen Keller, Franklin Roosevelt, Stephen King, and Toni Morrison. As one scholar has succinctly put it, to understand America, you must understand Mark Twain.

We will closely read six of Twain’s most important books: Roughing It (1872); The Adventures of Tom Sawyer (1876); Life on the Mississippi (1883); Adventures of Huckleberry Finn (1884); A Connecticut Yankee in King Arthur’s Court (1889); and Pudd’nhead Wilson (1894). We will use the Mark Twain Library illustrated and annotated editions from the University of California Press for each of the texts except for Life on the Mississippi (Penguin) and Pudd’nhead Wilson (Penguin). There will also be an illustrated course pack containing my introduction to Twain and the course, my overview of the texts, my detailed chronology of Twain’s life and work, essays by Twain, historical contexts for reading Twain, and my annotated bibliography of scholarship. The purpose of the course is to immerse you in Twain’s world, to enhance your experience in studying him, and to have fun.

The texts represent different kinds of writing from the major periods of his career: the travelogues (Roughing It, Life on the Mississippi); the Mississippi Valley books (Tom Sawyer, Life on the Mississippi, Huck Finn, Pudd’nhead Wilson); and Twain’s darker, later phase, as seen in his science fiction (Connecticut Yankee) and detective fiction (Pudd’nhead Wilson). A special emphasis will be on how Twain represents and criticizes racism, the construction of race, the South, the “American Dream,” capitalism, politics, the law, imperialism, technology, religion, the American small town, reform movements, and the idea of progress, and on how he explores such issues as free will, fate, the nature of the human self, oral versus written culture, and the relationship of the individual to the community and of the region to the nation. Students will be expected to do the reading and participate in class discussions. There are two 5-page papers, two 8-page papers (these are not research papers), and no exams. No previous knowledge of either Twain or American literature is required.
ENGL 439: Topics in Disability Studies:
Disability in Fiction and Memoir
Professor Linett
Tu, Thu 1:30pm
In this course students will read fascinating literary texts—fiction, film, and memoir—that take disability as a theme. Questions that will drive the course include the following: how has the conception of the “normal” developed and changed over time? What are the cultural meanings of various disabilities? How do disabled people understand their place in society? How does ableism foreclose opportunities for disabled people? How does living in a disabled body in an ableist society spark creativity? How is disability like and unlike other categories of identity? And finally, how does literature represent disabled bodies and minds?

ENGL 412: Twenty-First-Century Fiction
Prof. John Duvall
Tu, Th 10:30-11:45am
Read and engage with the kind of fiction not usually offered in college literature courses—novels written in your lifetime by US and UK authors whose reputations have emerged since 2000. All fiction published since 2006!

Examine Contemporary Issues:
*Role of social media
*Climate change
*Terrorism, state violence, and the security state

Explore Multiple Genres:
Sci-fi, political satire, FANTASY, detective fiction, and even zombie lit.
Develop a better sense of the variety and vitality of contemporary fiction and hone your writing skills through topics that focus on fiction’s depiction of current social issues.

Coursework: 2 short papers (3 pages each), a longer essay (9 pages), and a final examination.

John Duvall is the Margaret Church Distinguished Professor of English and has won his Department’s Excellence in Undergraduate Teaching Award four times. He has authored or edited 11 books on modern and contemporary fiction.

Increase your understanding of diversity; build empathy; sharpen your analytic skills; enjoy innovative literature.

This course counts toward the minor in Critical Disability Studies and the Healthcare and Medicine category of Cornerstone and can serve as one of the 400-level classes required for (most) English majors. Since this version of the class is different from previous versions, students who have taken 439 in the past can retake this for credit.
English 51800
Teaching English as a Second Language: Principles and Practices
(Curriculum Design)

This dual level course addresses the interaction of various social and cultural contexts of learning and teaching of language with principles of course and materials design. It also provides practical experience in course and materials design and development, and preparation for a range of teaching situations through awareness of the characteristics and needs of different cultural and linguistic groups with various learning goals.

Prerequisite: ENGL 516 or consent of instructor

Tuesday, Thursday 1:30 pm - 2:45 pm REC 108

Margie Berns
berns@purdue.edu
Shakespeare
After 9/11

Engl 54300
Spring 2018
T/Th 1:30pm
Prof Paul White
pwhite@purdue.edu

Explores the intersection between topics prominent in 9/11 critical discourse (e.g., terrorism, war, surveillance, racial and religious otherness, and trauma) and Shakespearean dramatic texts, stage productions and films. "9/11" is also a convenient marker for the beginning of new developments in Shakespearean criticism since 2000 which will be considered. Plays/films examined include Hamlet, Macbeth (occasioned by England’s first major act of terror: the gunpowder plot of 1605), 1 Henry IV, Titus Andronicus, and The Tempest. Students engage regularly in online Blackboard discussion forums, write a few short essays and a complete term research project.

Image credit: Ethem Onur Bilgiç, Istanbul, Turkey; for Shakespeare Counterstream Symposium, Boğaziçi University, Turkey May 2015
ENGL 585
Creative Nonfiction Writing
Professor Adcox
Tu, Thur 3:00—4:15pm

ENGL 596
Writing the Divine
Professor Kaveh Akbar
Mondays 6:30 — 9:20pm

The search for the divine, for faith, for cosmological orientation, has been the great obsession of poets since Gilgamesh and the Mahabharata. Even today, when irony is the default posture of the public intellectual, many poets maintain a relentless sincerity in their fascination with their own spiritual yearning (and their spiritual doubts). In this course, we’ll track the ways poets navigate faith in their work, beginning in ancient Mesopotamia and moving all the way into contemporary verse by poets like Kazim Ali, Jane Hirshfield, and Danzé Smith. We’ll write creative pieces and analytic essays responding to course texts. We will study, from a craft standpoint, how poets are able to wrap language around the great unknowables—doubt, the divine, and the wide, mysterious gulf in between.
ENGL 677
Seminar in Modern Literature:
Modernism & Disability
Professor Linett
Thursdays, 4:30–7:20pm

This course combines an introduction to theoretical materials in disability studies with readings of transatlantic modernist texts. Questions that will drive the course include the following: how has the conception of “normal” developed and changed over time? What cultural meanings are attached to various abilities and disabilities? How have people with disabilities been understood in terms of their subjectivity, rationality, and sexuality? How are mental disabilities seen differently from physical disabilities? How can disability studies be relevant to texts in which no major characters are disabled? And most importantly, how does disability interact with aesthetics to help create formal properties of literary works? A variety of theoretical and critical texts will guide our discussions of these questions. Subtopics will include the relationship between disability studies and animal studies; disability bioethics; and the deformity of modernist form.

Course Description
ENGL 677 is an introductory course to quantitative research methods used in language related disciplines. This class will allow you to acquire the basic skills necessary to understand and evaluate quantitative research studies that you encounter and to design your own quantitative study.

Course Objectives
The main objectives of this course are
• to provide you a basic introduction to quantitative research
• to help you get familiar with the basic concepts, issues, tools, and resources related to quantitative research
• to teach you how to elevate quantitative research studies
• to teach you the basic skills to design a quantitative research study
• to introduce different types of quantitative data collection and data analysis
• to help you understand how to write research articles based on quantitative research

Instructor: Beril T. Arik
E-mail: btezelle@purdue.edu
Class location: Heavilon 206
Meeting time: MWF 2:30–3:20pm