Engl. 1210W.01 – Prose Fiction: Forms and Techniques

“Monsters in Fiction”
Justin Quarry
TR – 9:35-10:50

In this course, we will explore portrayals of various monsters—both realistic and fantastic—in fictions ranging from the late nineteenth to the twenty-first centuries and analyze the elements of fiction used to illuminate them and in turn the societal anxieties and desires in the midst of which they appear. Over our months together, we will attempt to define, and redefine, what, or who, exactly, a “monster” is and what makes such a creature simultaneously horrifying and fascinating, and we will examine novels, graphic novels, and short stories in order to determine the terms by which so-called monsters are understood and described, and what beyond the norm these creatures represent, both literally and metaphorically, in each encounter.

Moreover, the aim of this course is to teach you to think critically about literature, and so we also will devote a significant amount of time to focusing on the writing process by way of close reading, discussion, and writing assignments. Throughout the semester, you will practice analyzing and critiquing our selected literary works in three essays as well as several reading responses and in-class writing assignments, each intended to help you more clearly and more persuasively present your arguments by basing them on textual evidence.

Engl. 1210W.02 – Prose Fiction: Forms and Techniques

“Putting Identity on the Table: Reading Food in Fiction”
Max Baumkel
TR – 1:10-2:25

What can food tell us about our culture, our history, our future, and ourselves? You will work on honing the skills of critical analysis and academic as well as personal writing while you explore themes around sexuality, race, gender, class, and nationality as they emerge from novels in which food is central to the narrative. You will develop three formal papers based on novels such as *Zami: A New Spelling of my Name* by Audre Lorde and *Like Water for Chocolate* by Laura Esquivel, along with a creative final project. We will end the semester with the skills to write essays in the genre of personal narrative, close reading, and research, along with the ability to write entertaining and informative pieces for a web-based audience.

Engl. 1210W.03 – Prose Fiction: Forms and Techniques

“Who Do You Think You Are?: Growing Up in the Bildungsroman”
Claudia Ludwig
TR – 8:10-9:25

What does it mean to grow up and how is the act of growing up represented in literature? This course will focus on the genre of bildungsroman, tracing the evolution of characters as they transition from childhood to adulthood. Texts for this course may include, *Fire and Hemlock* by Diana Wynne Jones, *Never Let Me Go* by Kazou Ishiguro, *Monkey Beach* by Eden Robinson, *The Icarus Girl* by Helen Oyeyemi, and *Who Do You Think You Are?* by Alice Munro. Grades for this course will be determined by three formal essays, reading responses, and in-class participation. By the end of the course not only will you know more about the bildungsroman genre, but you will also be a more confident academic writer and participant in class discussions.
English 1210W – Prose Fiction: Forms and Techniques

[Close study of short stories and novels and written explication of these forms. [3] (HCA)]

Engl. 1210W.05 – Prose Fiction: Forms and Techniques

“Asian American Women’s Fiction”

Piyali Bhattacharya

MW – 2:35-3:50

In this class, we will read work by Asian American female novelists such as Amy Tan, Bharati Mukherjee, Jean Kwok, Jhumpa Lahiri, Bich Minh Nguyen, Bushra Rehman, Catherine Chung, Tanwi Nandini Islam, and Ruth Ozeki. Through critical and close readings of these texts, we will examine what it means to develop cultural and political identities through fiction. We will also examine how class, race, and immigration status affect the identity politics of various kinds of Asian American communities, and what part art plays in sharpening and minimizing those divides. In each session, we will particularly discuss how the gender of the author and the gender/sexuality of the characters play a role in the development of the story in addition to playing a role in the work's critical reception. We will think through what it means to write and read “women’s fiction,” and “women’s ethnic fiction,” and we will thoroughly examine the effect these authors have had in the world of Asian American literature specifically. Finally, we will use these texts as a springboard to examine how these issues play out in our own local communities, and how we can and must contribute to discussions on these topics through continuous and critical awareness of the art, literature, and media that is created by, about, and around us.

Engl. 1210W.06 – Prose Fiction: Forms and Techniques

“As From Their Ashes: Notions of Community and Futurity after Catastrophe”

Kirsten Mendoza

TR – 11:00-12:15

When disasters confound our communities, how do we remember and explain these exorbitant losses? Students will read works of fiction spanning the 17th to the 21st centuries on catastrophes like the Great Plague, The Battle of Somme, and WWII. Our survey will lead us to dabble in the dystopian futures imagined in the literature of Margaret Atwood and others. Your grades will be comprised by daily written responses, an annotated bibliography, and three formal papers with revisions. By the end of the semester, students should feel confident in their abilities to pursue nagging questions and to communicate their ideas in poignant prose.