HONORS-DESIGNATED COURSES

-The courses on the list below were nominated by the faculty teaching them or by department chairs or program directors.
-They were chosen as honors-designated courses by the LAHP faculty liaison committee because they meet a minimum number of honors course criteria.
-Honors-designated courses will count for your LAHP honors minor.
-You do not need to do any extra work in these courses – you simply need to maintain a GPA sufficient to graduate with LAHP honors.
-These courses will count wherever they fit into your degree plan—in your major, minor or block electives—AND they will count toward the LAHP minor at the same time.

ENGLISH

ENGL 3301: The Arthurian Legend — Gladstein
08/2012-

The myth of King Arthur and his knights looms large in English and American literature and culture. In this course students will explore different manifestations of the myth beginning with medieval works such as "Gawain and the Green Knight" thru Mark Twain's A Connecticut Yankee in King Arthur's Court to Disney's The Sword and the
Stone. The ideas of chivalry and romantic love as well as the political usage of the Camelot concept will be analyzed and discussed.

ENGL 3302: Film and Literature – Representing Borders — Gunn
08/2012-

This course uses the critical concept of "borders" (both literal and figurative) to assess the relationship between a selection of American novels and films that explore various forms of boundary crossing. Borders, broadly conceived (actual geopolitical borders, categorical and disciplinary boundaries, physical, philosophical, social, and existential limits, and so on), will serve thus as a primary topic of the films and literary texts on the syllabus; but our aim also shall be to use "border thinking" as an expansive interpretive rubric for assessing the manner in which various writers and filmmakers figure the construction and crossing of national, racial, gendered, sexual, and class-based boundaries.

ENGL 3302: Film and Literature — Gladstein
08/2012-

McLuhan said that the medium is the message and in this course students have the opportunity to see just how different directors, actors, and producers have taken a specific text and created their individual messages. In order to emphasize the myriad possibilities of interpretation, I have chosen first a "sacred" text, Hamlet, where although it has been set in 20th century New York or

14th century Denmark, the words are always the same and then Frankenstein, a text that every film maker ignores. Other texts emphasize other issues such as how the changing audience affects what is shown on screen. Students will read six texts and view twelve films, 2 for each text. In addition, I have created DVDs that have clips from various versions and focus the discussion about the techniques of adaptation and interpretation.

ENGL 3304: Gothic Literature Gladstein
08/2012-

Gothic literature has been popular since its birth in the 18th century. In this class, students will read The Castle of Otranto, the novel that started the craze for the supernatural gothic and The Mysteries of Udolpho that originated the psychological gothic, where seemingly supernatural occurrences are ultimately explained. A variety of texts from such writers as Edgar Allen Poe and Oscar Wilde will bring the readers to some 20th century star gothic works such as Stephen King's Carrie and Anne Rice's Interview with a Vampire. Close analysis of the techniques for inspiring terror and presenting horror as well as developing character and theme will be the basis for discussion and writing assignments.

ENGL 3306 Young Adult Literature Herron
08/2012-

Young Adult Literature (3-0) Study of major works of literature that appeal to the young adult reader, with emphasis on contemporary novels and short stories. Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.

ENGL 3310: Chicana/o Literature – Queering the Borderlands Rohrleitner
08/2012-

This course offers an introduction to some of the most important texts, authors, issues, and developments in contemporary Chicana/o literature, literary theory, and critical thought in relation to queer theory and GLBTQI studies. In an effort to do justice to the richness and complexity of queer Chicana/o literature, we will read from a wide range of genres. We will focus on writers who explicitly engage with GLBTQI issues and the academic field of Queer Theory in an effort to give room to frequently silenced narratives and theoretical and activist positions within Chicana/o literature, to do justice to the complexity of contemporary Chicana/o literary production, and to show how Chicana/o literature is at the center rather than at the margins of American Studies. We will ask challenging and exciting questions about the complex nature of Chicana/o literature in the context of the GLBTQI and Chicana/o Civil Rights Movements, Third World Feminism, immigration legislation, the relationship between Chicana/o and other queer literatures in the United States, and the cross-pollination of Chicana/o Studies and Queer Theory.

ENGL 3317: Postcolonial Literature - The South Asian Novel Jayasuriya
08/2012-

This course examines the genre of the novel through the works that have come out of, and about, the South Asian region. We will be examining novels belonging to a variety of subgenres—historical, autobiographical, bildungsroman—written in diverse literary modes—such as realism, magical realism, postmodernism—by some of the region's most prominent (and prize-winning) Anglophone writers who grapple with issues including colonialism and imperialism; the aftermath of Partition and independence; nationalism and decolonization; immigration, diaspora and transnationalism; gender and sexualities; class and caste; communalism, terrorism, and fundamentalism.

ENGL 3327: Jewish American Literature Cappell
08/2012-

A study of Jewish American literature. Prerequisites: ENGL 1312 or ENGL 1313 or ESOL 1312.

ENGL 3328: Representing the Holocaust in Literature and Film Cappell
08/2012-

A study of Holocaust literature and film. Prerequisites: ENGL 1312 or ENGL 1313 or ESOL 1312.

ENGL 3331: World Literature Rohrleitner
08/2012-

This course invites students to critically engage with some of the most exciting new voices in contemporary world literature. I chose the related subjects of travel, migration, exile, and diaspora, which are equally relevant issues to writers and readers in Africa, Asia, Oceania, the Americas, and Europe. Some of the central critical terms we will cover in our discussions thus include notions of "home," "migration /emigration/immigration," "transnationalism," "exile," and "globalization," and "diaspora." We will discuss how authors from different national, social, ethnic, gendered, and aesthetic backgrounds engage these terms in their fiction. Which body of work constitutes world literature? Who makes such decisions? What is the tension between the idea of the enduring "masterpiece" and emergent transnational literature?

ENGL 3341: History of Form – Literature and Music Ortiz
08/2012-

This course explores the relationship between literature and music in both its theoretical and historical dimensions. Throughout the semester we will address the questions of how music and language interact, how music may be imagined as language or as something outside of language, and how the nonverbal aspects of language may be considered part of its meaning. We will read works from different literary periods and different national traditions, including poetry, drama, opera, and the novel. Students will also be asked to read and use theoretical writings on language and narrativity (Hoffmann, Adorno, Barthes, Said, Rousseau) to frame our discussion of the texts and music.

ENGL 3353: Reading and Responding to Literature Perrillo
08/2012-

In this course, we'll be exploring a range of ways to interpret texts and methods for responding to them in writing. From this exploration, you will be better prepared to teach your future students how to develop their own ideas about texts, all while making writing central to your teaching practice. In addition, we will be studying schools of critical theory and how to teach those theories to high school students. Working with critical theories is not the only way to teach students how to develop complex ideas about a text, but it does help students to give shape to—and investigate further—ideas that they tend to notice or be attracted to as they read on their own. To do this, we will apply various critical theories to a small body of writing by African-American writers, spanning from slave narrative to contemporary poetry.

ENGL 3355: Workplace Writing Dura or Baca
08/2012-

In your professional life, you will be faced with hundreds, and eventually thousands, of writing tasks: e-mails, letters, reports, and proposals of many different kinds. Taking into account current research in Rhetoric and Professional Writing as well as current business practices, this course is designed to help you understand how to make rhetorical (and relational) decisions about writing situations.

ENGL 3365: Advanced Composition and Rhetoric Clark
08/2012-

Study of classical and contemporary rhetorical theory with emphasis upon the aims and modes of contemporary discourse; practice in techniques of invention, organization, and style as applied to written composition. Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended. Open to freshmen exempted from ENGL 1312.

ENGL 3366: Advanced Composition II Mangelsdorf
08/2012-

In this class students will learn fundamental rhetorical concepts that will help interpret and produce a variety of texts for different audiences and purposes, strengthen your reasoning skills, analyze connections between language and power, acquire a repertoire of stylistic strategies to use in your writing, improve your ability to integrate research into your texts, and learn basic visual design techniques and strategies.

ENGL 3374: Mythology and Folkore – Mexican American Folklife Abarca
08/2012-

The course's aim is to familiarize students with the wealth of Mexican-American folklore. We will learn about different aspects of folklore and read how and why scholars as well as non-

academic scholars write about their folklore. Most importantly, this will be a "hands on class." The ultimate goal is for you to gather aspects of your own family folklore (or as some critics say, folklife) and to be able to contextualize it within its historical and cultural significant. For those of you who are not Mexican-American, folklore is part of your own life; therefore, you will learn about the richness of your own cultural history.

ENGL 4350: Major American Author – Herman Melville Yothers
08/2012-

Herman Melville is both revered as the author of Moby-Dick, Billy Budd, and "Bartleby, the Scrivener" and remembered as an author who was curiously unrecognized in his own time. In this class, we will read a broad swath of Melville's work and consider the reasons for his marginality in his own time and for his enshrinement at the center of American literary history three decades after his death. We will investigate the ways in which Melville's explorations of nationalism, sexuality, cosmopolitanism, race, and slavery contribute to his status as a specifically American literary figure.

ENGL 4350: Major American Author – Edgar Allen Poe Yothers
08/2012-

We will be examining the life and works of one of the most misunderstood writers in American literature, along with some of the major critical controversies surrounding his work. In the past, Poe has at times been dismissed as a madman, a literary lightweight, an alcoholic, a dreamy romantic, a simple horror writer, or some combination of the above. Within the last few decades, however, Poe has regained his status as one of the giants of American literature, and with good cause. This semester, we will be exploring a wide range of Poe's fiction, poetry, criticism, essays, letters, and reviews in order to understand the complex, ironic vision that has made him one of the most influential and enduring figures in American literary history.

ENG 4354 Writing Processes for Children Herron
08/2012-

Writing Processes of Children (3-0) Current theory and practice in K-8 writing development; Review of applicable rhetorical and linguistic theories; evaluation and assessment of written work; relationships between reading and composition. Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.