ENGL1080 Literature Core (Fall, Spring:3.0)  
Satisfies core requirement for: Literature.

In Literature Core, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

The Department

ENGL1080.02 Literature Core:  
Satisfies Literature Core Requirement

Featuring film, visual art, and popular fiction, this course explores histories and legacies of slavery in the United States. In addition to looking at narratives of slavery in these different creative forms, we will play with the definition of “slavery” so that we can think and rethink drug addiction and dealing, gender oppression, histories, and particular kinds of inter-racial relationships. Students will hone their close reading and interpretive skills, share their analyses in class discussion and writing assignments, and debate and test their ideas with classmates. Assignments may include short essays, one revised essay, critical response papers, and take-home exams.

Rhonda Frederick

ENGL1080.03 Literature Core: The American Idea  
Satisfies Literature Core Requirement

In this course, we will examine definitions of America as mediated through several genres: poetry, fiction, essay, and film. From wide open spaces to a cold-water flat, the notion of individual exceptionalism to the obligation to serve a collective good, we will interrogate the many ways literature has grappled with the ongoing struggle to define this place that is, in many ways, still an ideal. Texts will include poems by Whitman, Dickinson, Hughes, and Ginsberg; fiction by Millhauser, Morrison, Danticat, Alexie and Lahiri, non-fiction by David Foster Wallace, and films directed by Orson Welles, Robert Altman, and Paul Thomas Anderson.

Sue Roberts

ENGL1080.04 Literature Core: The American Idea  
Satisfies Literature Core Requirement

In this course, we will examine definitions of America as mediated through several genres: poetry, fiction, essay, and film. From wide open spaces to a cold-water flat, the notion of individual exceptionalism to the obligation to serve a collective good, we will interrogate the many ways literature has grappled with the ongoing struggle to define this place that is, in many ways, still an ideal. Texts will include poems by Whitman, Dickinson, Hughes, and Ginsberg; fiction by Millhauser, Morrison, Danticat, Alexie and Lahiri, non-fiction by David Foster Wallace, and films directed by Orson Welles, Robert Altman, and Paul Thomas Anderson.

Sue Roberts

ENGL1080.05 Literature Core: The Literature of Service  
Satisfies Literature Core Requirement

Through a close examination of literary works that take service as a topic, this course explores the ethical and political considerations that service implies. Some questions we will consider include: What is the relationship of art to service? How does service shape the self? How do gender, class, race, and religion shape the experience of service? How does service mediate the relationship of individuals to communities? We will look at texts that explore service in relation to religion, work, war, and society. Authors may include John Milton, George Bernard Shaw, Charlotte Brontë, Jamaica Kincaid, Tracy Kidder, and Ben Fountain.

Aeron Hunt
ENGL1080.06 Literature Core: Literature of the Fantastic TTh3*
Satisfies Literature Core Requirement
This course will examine literature that explores themes of “the fantastic.” We’ll consider that term rather generally, and use it to frame our discussions of William Shakespeare’s A Midsummer Night’s Dream, Mary Shelley’s Frankenstein, Kurt Vonnegut’s Slaughterhouse-Five and other novels, plays, poems and short stories. Ultimately, this exploration will lead us to questions about why writers use invented or skewed realities to explore political, social, cultural or theological issues, and whether these texts’ fantastic nature might even allow writers to reach “truths” that are otherwise unattainable.

Chris Boucher

ENGL1080.07 Literature Core MWF11
Satisfies Literature Core Requirement
Students in this course will deeply examine works from the sixteenth, nineteenth, twentieth, and twenty-first centuries in which the creators consider the dark side of artistic creation. These works are like funhouse mirrors, portraits of the artist as conman, conspirator, shady deity, mad king, perpetrator of the perfect crime. Shakespeare’s "Richard III," Suzan-Lori Parks’s "Topdog/Underdog," Alfred Hitchcock’s "Vertigo," Herman Melville’s "Benito Cereno," and the poetry of Emily Dickinson are among the classic works that take this strange turn. The class is discussion based, but students will write short responses to the literature. There is a final exam.

John Anderson

ENGL1080.08 Literature Core: Coming of Age TTh10.30*
Satisfies Literature Core Requirement
In this section of Lit Core, we will study "bildungsroman", or literature that concerns "coming of age", the passage from childhood to adulthood. We will consider works across time and place that reveal insights into their specific contexts, as well as our own. Texts include Othello, Great Expectations, the short stories of Flannery O'Connor, Drown and Salvage the Bones. We will use small and large group discussion, as well as formal (two longer papers) and informal writing assignments as a way to share responses to texts and to generate our own ideas. There is a midterm, final exam, and an informal student presentation. I value your thoughts and encourage you to bring them to class each meeting.

Treseanne Ainsworth

ENGL1080.09 Literature Core: Doppelgangers TTh10.30*
Satisfies Literature Core Requirement
From Beowulf to Fight Club, Western culture is obsessed with representing humanoid monsters and alter egos. The nightmare of a doppelganger impersonating or even replacing an individual has haunted writers and directors as diverse as Woody Allen and Robert Louis Stevenson. Computer technology seems to have made the fantasy of being in two places at once a reality, and each year teams of programmers vie for the Loebner Prize for “Most Human Computer.” In this course we will meet famous doppelgangers of literature and cinema, with such questions in mind as, Can doppelgangers become fully human? and What if the doppelganger is you?

Eric Weiskott
ENGL 1080.10 Literature Core: Literature and the Sea  MWF9
Satisfies Literature Core Requirement
From Odysseus’s Sirens to a tiger in a lifeboat, this course will explore the way writers have thought about human interaction with the sea through a variety of literary periods and genres, including epic, poetry, drama, and the novel. While the sea connects these texts, the range of themes and issues each writer explores will provide many opportunities for interdisciplinary discussions. Texts may include Shakespeare’s The Tempest and Cesaire’s Une Tempete; selections from Homer’s Odyssey and Walcott’s Omeros; fairy tales by Grimm and Andersen; poetry by Whitman, Tennyson, and Bishop; and The Life of Pi by Martel. Field trips to the north shore’s Peabody Essex Museum will add a local hands-on component to the course.

Emma Atwood

ENGL 1080.11 Literature Core: Coming of Age  TTh9*
Satisfies Literature Core Requirement
In this section of Lit Core, we will study “bildungsroman”, or literature that concerns “coming of age”, the passage from childhood to adulthood. We will consider works across time and place that reveal insights into their specific contexts, as well as our own. Texts include Othello, Great Expectations, the short stories of Flannery O’Connor, Drown and Salvage the Bones. We will use small and large group discussion, as well as formal (two longer papers) and informal writing assignments as a way to share responses to texts and to generate our own ideas. There is a midterm, final exam, and an informal student presentation. I value your thoughts and encourage you to bring them to class each meeting.

Treseanne Ainsworth

ENGL 1080.12 Literature Core: Love and Other Difficulties  MWF8
Satisfies Literature Core Requirement
Description: In the classical era and up to the Renaissance, love was considered an appropriate topic for study, even academic study. The assumption was that just because we all have feelings, that does not mean we know how to love, or to love well, and that therefore we need to study it, discuss it, practice, in order to become better at it. This class will study various theories and practices of love via readings in Plato, Goethe, Eugene O’Neill and others, in order to learn how it’s done.

Thomas Kaplan-Maxfield

ENGL 1080.13 Literature Core: Tradition and Innovation  TTh12*
Satisfies Literature Core Requirement
This literature core course will study how pairs of authors have dealt with the same “timeless” genres, subjects and themes, and how those various elements have evolved over time. Works to be read are Edward Bellamy’s Looking Backward and Marge Piercy’s Woman of the Edge of Time, Beowulf and John Gardner’s Grendel. Mark Twain’s Adventures of Huckleberry Finn and Jack Kerouac’s On the Road, James Weldon Johnson’s Autobiography of an Ex-Colored Man and Richard Wright’s Native Son, and The Autobiography of Benjamin Franklin and Maxine Hong Kingston’s Woman Warrior.

Philip O’Leary

ENGL 1080.14 Literature Core: Immigrant Narratives  TTh1.30*
Satisfies Literature Core Requirement
Explores the theme of immigration in American literature, with a focus on contemporary novels and films. The course begins by exploring two “classic” immigrant narratives: Anzia Yezierska’s autobiographical novel Bread Givers and Shaun Tan’s graphic novel The Arrival. From there we take up texts that revise, challenge, and re-write the genre’s conventions. We watch Francis Ford Coppola’s film The Godfather Part II and read Chang-rae Lee’s A Gesture Life and Junot Diaz’s Brief Wondrous Life of Oscar Wao. We conclude with a pair of texts that examine the link between immigrants and terrorists: Mohsin Hamid’s novel The Reluctant Fundamentalist and Janet Reitman’s Rolling Stone article about the Boston Marathon bombers. Assignments include 1-2 quizzes, 2 five-page papers, a final exam.

Christina Klein
ENGL1080.16 Literature Core: 
Satisfies Literature Core Requirement  
Beginning with Heidegger’s “The Origin of the Work of Art,” we will focus on philosophy and art. Interspersed between philosophical texts will be modern novels as well as contemporary artworks that will allow us to concentrate on the interplay between philosophy and literature as well as visual art, now from the artistic perspective. Students will visit the Museum of Fine Arts to discover an artwork to interpret from a philosophical point of view. This course encourages creative critical thinking and concentrates on writing itself – grammar, precision, style, and what it means to generate a thesis that governs the entire paper.

Frances Restuccia

ENGL1080.17 Literature Core: Education and its Discontents  
Satisfies Literature Core Requirement  
What does it mean to be educated—as opposed to merely knowledgeable? How do our educational institutions damage as well as develop us? Can education alienate us from our ethnic and cultural backgrounds? We will explore how writers use various literary forms to explore the promise and pitfalls of formal education. Our texts will include novels, short fiction, plays, and at least one film. There will be two papers; a final; several “pop” quizzes; and a group presentation. This course includes graphic content and language and presumes class participation.

Andrew Sofer

ENGL1080.18 Literature Core:  
Satisfies Literature Core Requirement  
What is the influence of the economy and market values on human personality and relationships? Our concern will be with the problem of income inequality and the question of market values and their limits. Focusing largely on contemporary social life as conditioned by the great financial crisis of 2008, we shall read novels, philosophical discussions and creative non-fiction that deal with the wage crisis on one hand and its relation to the finance industry on the other. We will also look at what role literature plays in a world where value is understood entirely in quantifiable and monetary terms.

Kalpana Seshadri

ENGL1080.19 Literature Core:  
Satisfies Literature Core Requirement  
This is a close-reading of literature course. Certain themes, alienation, for instance, or the role of women in society will be stressed, and examined. Narrative strategies, points of view, characterization, are discussed as well, as will the connection between literature and society as a whole; matters of aesthetics are also emphasized. Readings may include Madame Bovary, All the King’s Men, Where I’m Calling From (Raymond Carver). There are quizzes, hourly exams and three 7 page essays.

George O’Har

ENGL1080.20 Literature Core: Literary as Testimony  
Satisfies Literature Core Requirement  
This section of Literature Core will explore how literary texts bear witness to historical events and address social issues. Through the study of poetry, fiction, drama, and memoir, we will examine how writers have used a variety of literary genres and forms to transform traumatic memories and the experiences of displacement and oppression into art. Topics include slavery, the Vietnam War, the Holocaust, and 9/11. Texts may include Herman Melville’s Benito Cereno, Narrative of the Life of Frederick Douglass, Toni Morrison’s Beloved, Tim O’Brien’s The Things They Carried, David Henry Hwang’s M. Butterfly, Art Spiegelman’s Maus, and Jonathan Safran Foer’s Extremely Loud and Incredibly Close.

Lori Harrison-Kahan
Literature core courses for Freshmen, Fall 2015

ENGL1080.21 Literature Core: Twisted Tales
Satisfies Literature Core Requirement
Exploring "Twisted" Structures, Behaviors, Themes
In this course we will explore "twists" in literature (fiction, primarily)—twists of plot (that surprise us), themes (that challenge us), and structures (orderly structures and those that are unexpectedly ordered). Sometimes, the "twists" are multiple, and we will take special care to note thematic and moral implications as well as the structural designs of "twisted tales." The course aims to help you: enhance your understanding of literature's meanings and structures; amplify your skills of analysis; expand your role in discussion; increase your skill and fluidity as a writer.

Eileen Donovan-Kranz

ENGL1080.23 Literature Core:
Satisfies Literature Core Requirement
Through works by such authors as Plato, Aeschylus, Freud, Alan Ginsberg and Kurt Vonnegut, this course engages with fundamental questions of human existence. How do we live a good life? What is the meaning of human suffering? Why do we obey evil authority? How can we deal with the crass commodification of modern life? Readings from literary, philosophical, psychological and sociological texts help us explore these questions.

James Wallace

ENGL1080.24 Literature Core: Literary as Testimony
Satisfies Literature Core Requirement
This section of Literature Core will explore how literary texts bear witness to historical events and address social issues. Through the study of poetry, fiction, drama, and memoir, we will examine how writers have used a variety of literary genres and forms to transform traumatic memories and the experiences of displacement and oppression into art. Topics include slavery, the Vietnam War, the Holocaust, and 9/11. Texts may include Herman Melville's Benito Cereno, Narrative of the Life of Frederick Douglass, Toni Morrison's Beloved, Tim O'Brien's The Things They Carried, David Henry Hwang's M. Butterfly, Art Spiegelman's Maus, and Jonathan Safran Foer's Extremely Loud and Incredibly Close.

Lori Harrison-Kahan

ENGL1080.25 Literature Core:
Satisfies Literature Core Requirement
Students in this course will deeply examine works from the sixteenth, nineteenth, twentieth, and twenty-first centuries in which the creators consider the dark side of artistic creation. These works are like funhouse mirrors, portraits of the artist as conman, conspirator, shady deity, mad king, perpetrator of the perfect crime. Shakespeare's "Richard III," Suzan-Lori Parks's "Topdog/Underdog." Alfred Hitchcock's "Vertigo," Herman Melville's "Benito Cereno," and the poetry of Emily Dickinson are among the classic works that take this strange turn. The class is discussion based, but students will write short responses to the literature. There is a final exam.

John Anderson
ENGL1701 Truth-telling in Literature (Fall:3.0)  
Corequisite: HIST1701  
Satisfies core requirement for: Literature.  
Core Renewal Course: Enduring Questions  
This course investigates how experience and imagination combine to produce compelling stories. We will question automatic distinctions between fact and fiction, examining written work instead on a spectrum of truth: from first-hand accounts and historical records to confessional poetry, historical fiction, and literary reportage, to parallel novels and even fantasy. Do literary techniques reveal truth, or do they obscure it? Can the imagination ever produce truth? We will consider the challenges of reliable and unreliable narration, cross-cultural translation, and embedded commentary in experimental poetry and metafiction. Authors include Tim O’Brien, Amitav Ghosh, Theresa Hak Kyung Cha, Plato, Emily Dickinson, Italo Calvino, and others.  
Allison Adair

ENGL1702 Reading the Body (Fall:3.0)  
Corequisite: SOCY1702  
Satisfies core requirement for: Literature.  
Core Renewal Course: Enduring Questions  
This course will use literature to explore how the experience of embodiment shapes human identity in contexts including illness, obesity, poverty, disability, pregnancy, trauma, and aging. Through the analysis of fiction, nonfiction, and poetry, we will consider the way that bodily experiences, material conditions and cultural constructions of normalcy shape our understanding of identity in sickness and in health. In our class discussions, we will consider how literary representations of bodies in sickness and health might influence real world actions and interactions by establishing distance or constructing empathy through the act of reading.  
Laura Tanner

ENGL1703 Humans, Nature, and Creativity (Fall:3.0)  
Corequisite: PHIL1703  
Satisfies core requirement for: Literature.  
Core Renewal Course: Enduring Questions  
While nature is routinely imagined as something apart from humans, there is also an age-old tradition of mixing them up. Nature has often taken on human qualities and humans have become naturalized. This course explores this collapsing with the help of literature from antiquity to the present. These include works by Virgil, Sophocles, Marvell, Shakespeare, Thoreau, Rachel Carson, and Emily St. John Mandel. In what contexts might we want to maintain this distinction? Can critiquing this distinction help us to think about pressing environmental issues in insightful and original ways? What kind of balance can we strike between these categories?  
Min Song
FREN3300 The French and the Peoples of America (Fall:3.0)  
Prerequisites: Four years of high school French OR FREN2210  
Satisfies core requirement for: Cultural Diversity, Literature.  
Conducted in French  
Elective for French major or minor  
Fulfills A&S Literature & Cultural Diversity Core requirement  
From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston’s Puritans, New Yorkers of the 1940s, and New England’s university students, politicians, and writers. Students will also work on topics of French grammar through guided exercises.

GERM1166 The Quest for Justice: Kafka and Kleist (Fall, Spring:3.0)  
Cross Listed with: ENGL1166  
Satisfies core requirement for: Literature.  
Conducted in English with all texts in English translation.  
Counts toward German major, German minor, and German Studies minor.  
The term "poetic justice" implies that when we are wronged, literature can put it right even if our environment cannot. In this course, we read two of Germany’s most enigmatic authors: Heinrich von Kleist and Franz Kafka. Though hailing from two different centuries, both grapple with the task of defining a universal standard of justice in a diverse world. Is there really justice for all when racism and sexism inform not only our thinking but also our social institutions? Can we ever really know what justice is, after we realize that all human knowledge is subjective?

ITAL3314 Literature and Business (Fall:3.0)  
Cross Listed with: ENGL2206  
Satisfies core requirement for: Literature.  
Conducted in English  
Elective for Italian major and minor.  
The course looks at businessmen as they are portrayed in short stories, plays, a novel, and films from the Middle Ages to the present. It takes as a premise the revolutionary nature of the businessman, and literature will serve as the microcosm to explore society’s evolving ideas about business. Questions include the role of businessmen in urban development, the arts and philanthropy, business and meritocracy, reputation and the need for privacy/secrecy, price vs. value, the ambivalent symbolism of currency, the commodification of the human body ature, the anxiety of poverty and of wealth, and inherited vs. earned money.
SLAV2162 Classics of Russian Literature (in translation) (Fall:3.0) TTh10.30*  
Cross Listed with: ENGL2227  
Satisfies core requirement for: Literature.  
All readings and lectures in English. Undergraduate major elective. Russian Major requirement  
A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.  
Cynthia Simmons

SPAN3395 Contextos: Introduction to Literary Analysis in Spanish (Fall, Spring:3.0)  
Satisfies core requirement for: Literature.  
MWF9 or MWF11 or MWF1  
Conducted in Spanish Required for Hispanic Studies majors and minors  
Contextos introduces students to the analysis of a wide range of Hispanic texts, including genres such as poetry, narrative, drama, essay, and film. Special attention to written work and discussion allows them to become familiar with the concepts and terminology essential for original critical thinking.  
The Department