**Coming of Age**

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*

**Meaning and the Criminal Mastermind**

This course takes a single ambitious recent novel (by Thomas Pynchon, for example, or David Mitchell, or Jennifer Egan) and reads it across the whole semester, interrupted by shorter works (from the whole range of English literature: perhaps Shakespeare, Dickinson, Tony Kushner, Tracy K. Smith) that can be seen as sources for or comments upon the big novel. Students will write four critical essays that explore the relationships among these works, and there will be a final exam aimed at making sense of it all.

*John Anderson*

**Crossing Borders**

“Crossing Borders” is a college-level introductory course in literature. We will study literary texts and films that deal with experiences of border crossing. In this course, we will take “borders” to mean not only spatial or geopolitical boundaries (e.g. between towns, states, countries, continents), but also boundaries based on social and cultural categories (gender, social class, race, ethnicity, etc.). We will be interested in the ways texts represent these borders and the people who inhabit these spaces and transgress these borders. How do literary texts and films creatively depict borders and border crossing? How do these texts imagine the way these borders shape peoples’ understanding of themselves, others, and the world? How do these texts imaginatively represent how people negotiate, transgress, and transform these borders?

*Alex Puente*

**Pretty Little Liars: Silence, Secrets, and Fiction**

We most often associate the word fiction with literary works–novels, short stories, and plays–or with other forms of entertainment that engage in imaginative storytelling–movies, television shows, and live performances. Works of fiction are dependent on imagination, invention, and deception. In other words, fiction is a lie, and works of fiction deploy lies and liars in various ways and to various ends. For example, a writer must use fabrications in order to create a believable and engaging world for the reader to enter, but secrets and lies can also work to build tension between characters or to create mystery and heighten suspense within a narrative. In this course, we will be looking at some of literature’s “pretty little liars”: from Roseanne Clear in Sebastian Barry’s *The Secret Scripture* to just about everyone in Shakespeare’s *Much Ado About Nothing*. We will analyze and discuss the various lies on the page–from big lies to lies of omission–and assess the role of truth and falsehood in the stories we tell.

*Megan Crotty*
ENGL1080.05 Modernist Art: Literature, Painting, Film  T TH 3
This section of Literary Themes focuses on the formal complexity in relation to dominant motifs of modernist art, in literature (Gide, Proust, Mann, Woolf), painting (Van Gogh, Picasso, Matisse, Klee, Dali), and film (Bergman, Fellini, Godard). We will read various definitions of “modernism,” to discern what unites these twentieth-century genres. Psychoanalytic writing (Freud) and philosophy (Heidegger, Benjamin) that developed during the modernist era will also be studied. At least three analytical essays will be assigned; writing itself will be a primary focus. Students will visit the Museum of Fine Arts in Boston, to make the experience of modern art real.
Frances Restuccia

ENGL1080.07 Personal Insight in English Literature  T TH 9
Literature is often concerned with understanding the individual in context, in the context of her/his personal experience or in social, political or cultural context. Very often such understanding crystallizes in a moment of insight, when elements come together and a new pattern emerges. Such insight can be experienced by a character within a novel, for example, or it can be one experienced by the reader about the character. Literary insight may also furnish the reader with the capacity for greater insight in her/his own experience. The course will explore these issues through various literary genres – novels, short stories, poetry – and techniques of literary analysis.
James Murphy

ENGL1080.08 Traditions/Counter-traditions  T TH 10:30
This course considers what happens when so-called classic texts are re-visioned by people from different times and cultures. We will investigate how historical context and culture inform each required reading, as well as how the cultural capital accrued by texts that form “the literary canon” shape the imaginations of writers who engage them. Required readings include: William Shakespeare’s “The Tempest”; Aimé Césaire’s “A Tempest;” Charlotte Bronte’s Jane Eyre; Jean Rhys’s Wide Sargasso Sea; Emily Bronte’s Wuthering Heights; Maryse Condé’s Windward Heights; Dante’s Inferno; Gloria Naylor’s Linden Hills; Grimm Fairy Tales/Nalo Hopkinson short stories. Students will read, analyze, discuss, and write about the assigned works.
Rhonda Frederick

ENGL1080.09 Self-Help, Self-Making  MWF 2
This section of literature core, “‘Self-Help,’ Self-Making,” looks at the history of the idea of the ‘self-made man’ (or woman). We read some of the literature of ‘self-help’ (the term is a 19th-century invention) from the 19th and 20th centuries, as well as novels, short stories, essays, and memoirs that both endorse and are skeptical of the notion that one can create oneself anew independent of upbringing or inheritance. Some of the authors we will read include Benjamin Franklin, Samuel Smiles, D.H. Lawrence, George Eliot, Frederick Douglass, and Joan Didion.
James Najarian

ENGL1080.10 Literature of Service  MWF 3
Through 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 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 include John Milton, George Bernard Shaw, Charlotte Brontë, Jamaica Kincaid, Tracy Kidder, Phil Klay, Ben Fountain, and Kazuo Ishiguro.
Aeron Hunt
ENGL1080.11  Rule Breakers  T TH 10:30
This section of the Lit Core will examine the issue of "Rule Breakers"
We will be looking at literature that deals with the act of breaking the rules and the social and moral consequences that result from rule breaking. And we will be looking at the way this is done in various literary forms.
We have to begin with some key questions:
Why and how, do societies create rules?
Who enforces the rules and how are they enforced?
Why do people decide to break rules?
What are the social consequences of breaking rules?
What are the individual consequences for the rule breaker?
Do men and women deal with rules and rule breaking differently?
Bonnie Rudner

ENGL1080.12  Literature as Testimony  T TH 9
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, autobiography, and graphic narrative, 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 Holocaust, and 9/11.
Lori Harrison-Kahan

ENGL1080.13  Alienation as Literary Motif  T TH 3
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

ENGL1080.14  Meaning and the Criminal Mastermind  MWF 12
This course takes a single ambitious recent novel (by Thomas Pynchon, for example, or David Mitchell, or Jennifer Egan) and reads it across the whole semester, interrupted by shorter works (from the whole range of English literature: perhaps Shakespeare, Dickinson, Tony Kushner, Tracy K. Smith) that can be seen as sources for or comments upon the big novel. Students will write four critical essays that explore the relationships among these works, and there will be a final exam aimed at making sense of it all.
John Anderson

ENGL1080.15  Alienation as Literary Motif  T TH 10:30
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
ENGL1080.16 Literature and Politics from *Julius Caesar* to *Game of Thrones*

MWF 10

In this course, we will explore the fundamentals of textual interpretation and literary analysis by reading a diverse array of texts—from novels, poems, and dramas to works of philosophy, science fiction, and film—dealing with the issues and problems that reside at the heart of collective existence. We will read works spanning across various time periods and genres, some highly “literary” and others considered more “popular,” in an effort to develop a critical awareness of how textual elements such as language, imagery, character, plot, and genre are used to construct meaning. But we will also learn to draw connections between specific works of literature and their historical contexts and to consider the perspectives that each text offers on larger questions about political life that have long concerned writers (and readers!) of literature, including: what makes political life necessary? How are political ideas informed by conceptions of humankind, and vice versa? How are these conceptions conveyed in written texts? What do literary texts allow us to understand about political life that works of history or philosophy might not? Readings will include works by Shakespeare, Machiavelli, Frederick Douglass, Herman Melville, Margaret Atwood, and Ursula K. Le Guin (among others) as well as films/visual media such as Christopher Nolan’s *The Dark Night* and HBO’s *Game of Thrones*.

*Scott Reznick*

ENGL1080.17 Love and Other Difficulties

MWF 10

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*

ENGL1080.18 Island Fiction

MWF 2

This course ponders the significance of islands, literal and figurative, in the human condition and in the human imagination. Starting with Thomas More’s *Utopia*, we will move through some early travel narratives, fictional utopian and dystopian island experiments, and we will finish with some offshoots of the “island genre” that may include JG Ballard’s *High Rise* or stories about space exploration.

*Allison Cotti-Lowell*

ENGL1080.19 Education and its Discontents

T TH 1:30

What does it mean to be educated—as opposed to merely knowledgeable? How do our educational institutions damage as well as develop us? 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*

ENGL1080.20 Coming of Age

MWF 1

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

**ENGL1080.21 Memory and Forgetting**  
T TH 1:30

This literature core course will explore the theme of memory in fiction, poetry, essays and film: the manipulation of time in stream of consciousness and in flashbacks, the way that trauma or deep emotion can “freeze” moments in our minds to which we recur again and again, the exquisite pleasure of nostalgia as well as the liberating numbness of amnesia. We will read works from a range of historical periods with attention to neuroscientific theories of memory, Freudian notions of repressed memory, and the role of photography in the creation of memory. Authors may include Wordsworth, W. B. Yeats, Virginia Woolf, James Joyce, and Julian Barnes, among others.

Clare Dunsford

**ENGL1080.22 Food Fights: Dietary Politics in Literature**  
T TH 1 30

Food unites us, but it also drives us apart. At the same time that what we eat connects us to our communities and histories, disparities in food access, differing dietary values, and problems in the infrastructure surrounding food production and consumption have catalyzed major conflicts across history. In this course, we will study how literary works register and attempt to mediate these tensions, considering the aesthetic and social practices that characterize food writing, examining traditional literary genres like poetry, prose fiction, essays, graphic novels, and film, as well as genres specific to food writing, such as cookbooks and recipe blogs. Additionally, we will use our investigations of this material to consider the role of food in our own community, through a series of field trips which may include going to a farmers’ market, visiting a local farm, and touring the inner workings of BC dining services.

Andrea Crow

**ENGL1080.23 Serial, Series, Adaptation**  
MWF 9

This class looks at how stories are told through time and refashioned over time, from the Victorian serial novel to contemporary television to retellings and adaptations. What stories do we keep telling, and why? How does a story keep us coming back for more? As we investigate these questions, we will think about form (serialized novel, television, novel-in -Twitter), genre (detective fiction, fairy tale), character, and adaptation. In addition to using class readings as a way to examine literary form, we will consider questions of gender, history, and culture. Texts may include works by Charles Dickens, Arthur Conan Doyle, Angela Carter, Anne Sexton, and Kamila Shamsie, television episodes, and critical essays.

Lauren Wilwerding

**ENGL1080.24 Nature and the Self**  
MWF 9

This course provides an introduction to literary studies by considering the relationship between literature, the self, and nature. Through poems, essays, novels, and travel-writing, we will analyze the interactions and influences between physical spaces – those outdoors and the "natural" world – and the inner spaces of writers, their texts, and their characters. How has nature shaped writing throughout its history? How has it influenced poets, authors, playwrights, essayists? How does wilderness play a part in narratives, fictional or not? This course investigates the divide between the human and nonhuman world, stretching from Lucretius to modern day conceptions of the “Anthropocene.”

Emma Hammack
A concern for the environment has recently become a fixture in literary studies. However, there are some difficulties in the task of fusing literature and ecology. One of them is that literature and art, at least since the industrial revolution and the advent of “modernity,” gradually began defining itself in opposition to nature. The more that modern art and literature began to reflect the late 19th and 20th century experience—defined by rapid urbanization, psychological introspection, massive political unrest—the more that a concern for ecology slowly faded into the background until, suddenly, it seemed to have disappeared from literature completely.

Our starting point in class will be to investigate this “disappearance,” to ask what may have caused this turn away from the natural world and what it might say about the relation of modernity to ecology. Yet, the purpose of investigating this disappearance will not only be a way of criticizing literature’s failure to address environmental issues. We will also explore how modernism and the legacy of literature following in its wake can help us redefine and rethink a series of issues touching on the ecological.

Matthew Mersky

ENGL1712 Roots and Routes: Reading Identity, Migration, and Culture (T TH 12)
Prerequisite: With permission of the Instructor.
Corequisite: ENGL1713
Satisfies Literature Core Requirement
Offered Periodically
Core Renewal Course: Enduring Questions. For freshmen only
This paired course (with ENGL1713) welcomes students from diverse cultural and linguistic backgrounds. Native English speakers, advanced English-language learners and OTE students are encouraged to register. Interested students should contact core@bc.edu for permission to enroll.
We will read short stories and essays by 21st-century writers who have emigrated to the US as children or young adults, as well as portraits of immigrant communities. We will encounter recurrent themes around diaspora, exile, choice, national and transnational identities. Looking closely at language itself, we will think about multilingualism in the twinned contexts of our texts and the students’ own linguistic experiences. Students will perform close literary analysis through informal and formal writing assignments. They will produce a video of an interview that they conduct with an immigrant and go on a field trip into an immigrant community.

Elizabeth Graver

ENGL1713 Roots and Routes: Writing Identity, Migration, and Culture (T TH 10:30)
TH 6-7 50
Prerequisite: With permission of the Instructor.
Corequisite: ENGL1712
Satisfies Writing Core Requirement
Offered Periodically
Core Renewal Course: Enduring Questions. For freshmen only.
This course welcomes students from diverse cultural and linguistic backgrounds. Native English speakers, advanced English-language learners and OTE students are encouraged to register. Interested students should contact core@bc.edu for permission to enroll. Building on the themes of culture and identity explored in the paired literature course (ENGL1712), we will write in a variety of genres from creative narratives and shorter spoken word-style pieces to critical essays drawn from interviews and field research. We will delve into the questions of immigration, community, homeland, and choice, and consider what it means to write in a second language. Students will be encouraged to compose fresh, innovative prose and learn to give and receive productive feedback. On occasion, student writers will present their polished work to their peers in the classroom and online. 

Lynne Anderson

ENGL1714 Reading the Fate of Man, the Face of God, and the Malevolence of the Whale in Herman Melville's Moby-Dick (M W F 12)
Corequisite: Must be concurrently enrolled in HIST1704 
Satisfies Literature Core Requirement
Offered Periodically 
Core Renewal Course: Enduring Questions
Moby-Dick (1851), arguably the greatest American novel, raises questions fundamental to human existence: What is fate? freedom? the meaning of life? the world? Can we know it? This course examines how characters, narrative voice, genre, and plotting create an almost biblical text; how depictions of whaling become parables; how historical references reflect contemporary politics; and how fiction can bring us to reflect on our own lives. Like Queequeg’s tattoos, it presents a “mystical treatise on the art of attaining truth . . . whose mysteries not even [he] himself could read” while its value resides in simply raising the questions.

Michael Martin

ENGL1715 Revolutionary Media: How Reading Changes Us (M W F 10)
Corequisite: Must be concurrently enrolled in HIST1705 
Satisfies Literature Core Requirement
Offered Periodically 
Core Renewal Course: Enduring Questions
As digital media have become more prevalent, studies have shown that they have changed the way we read and that various modes of reading shape our thinking, our feelings, and even our brains in varying ways. We read textbooks differently than we read poems, tweets differently than we read novels. This course centers on the cognitive and social contexts of reading, and will read a range of texts in different media, from 1450 to the present, that deal in some way with the nature of reading itself, including pamphlets, poems, novels, a graphic novel, film, and social media. We will also work on developing strategies for effective reading and writing.

Mary Crane

ENGL1717 Fictions of Development: Adolescence in Historical Context 
(T TH 1 30*TH 6-7 50)
Corequisite: SOCY1707 
Satisfies Literature Core Requirement
Offered Periodically
Core Renewal Course: Enduring Questions
How does scientific discourse intersect with literary, historical, and cultural forces? Does it matter that Peter Pan, who refused to grow up, appeared in the same year (1904) as the first major psychological treatise on “Adolescence”? What might the angsty white teenagers of “Rebel Without a Cause” (1950) and The Catcher in the Rye (1951) have to do with James Baldwin’s tale of coming of age in Harlem, Go Tell It On the Mountain (1953)? More recently, is there any relationship between the idealized teen world of “Clueless” and the dystopian high school in Never Let Me Go (2005)?

Maia McAleavey

ENGL1718 Reading In/Justice: Literature as Activism from Abolitionism to #BlackLivesMatter  (T TH 12)
Corequisite: ENGL1719
Satisfies Literature Core Requirement
Offered Periodically
Core Renewal Course: Enduring Questions
This course examines how literature addresses questions of racial, gender, and economic injustice. Topics include slavery, abolition, and civil rights; feminism and gender equality; labor reform; and global human rights. Readings range from poetry, drama, and fiction to journalism, memoir, and new media. Questions will include: Why are some works created for activist purposes considered art while others are not? How do literary works transcend the writer’s intentions to take on new meaning in the public sphere? How has the recovery of forgotten works by women and minority writers become an act of socio-political activism?

Lori Harrison-Kahan

ENGL1719 Writing In/Justice: The Power of Response (T TH 1 30*TH 6-7 50)
Corequisite: Must be concurrently enrolled in ENGL1718
Satisfies Writing Core Requirement
Offered Periodically
Core Renewal Course: Enduring Questions. For freshmen only
In this writing workshop students will question, analyze, and respond to injustice through writing. By responding to readings, to the times we live in, and to their own long-burning questions regarding justice and injustice and the gap between, students will grow as college writers and thinkers. Education, discrimination in its many forms, economic inequality, and other topics determined by student interest will be examined. Texts may include Spiegelman's graphic novel MAUS, Freire's Pedagogy of the Oppressed, Coates’ open letter to his son, Between the World and Me. Projects include letters, editorials, personal narratives, interviews, philosophical ponderings, a multi-genre research project.

Eileen Donovan-Kranz

ENGL1722 Oppression and Change in Contemporary United States: Writing as Social Action  (M W F 11)
Corequisite: UNAS1701.
Satisfies Writing Core Requirement
Offered Periodically
Core Renewal: Enduring Questions - For Freshmen Only
In First-Year Writing, students practice strategies for creating and revising writing for various purposes and audiences. This course will explore how writing can help one listen, empathize, explore and discover new ideas and points of view related to contemporary social inequality and change. By exploring oppression based on social class, gender, race and sexual orientation, we will use writing to learn about the causes and expressions of social inequality and justice, do interview-based research to listen to deepen our knowledge of others’ experiences, and create projects that envision positive social transformation.

Paula Mathieu