ENGL1080.02 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

ENGL1080.04 Literature Core: Metamorphosis
Satisfies Literature Core Requirement
It is said that death and taxes are the only sure things in life. Why doesn’t change get equal billing? Some changes are imposed on us. Some we participate in more or less willingly. And some we initiate ourselves. Changes often occur unexpectedly, and their shapes can prove surprising. What is certain is that when we encounter changes, the ways in which we interpret them will affect their meaning. This course will explore how highly accomplished writers depict people from many different walks of life as they negotiate changes conspicuous and subtle. In the spirit of the theme of metamorphosis, we will read widely in literatures composed in other languages; and we will think hard about what it means to have access to materials by way of translation. Writers will likely include several of the following: Euripides and Ovid; William Shakespeare, George Herbert, and Andrew Marvell; Frederick Douglas, Charles Dickens, Henrik Ibsen, and Franz Kafka; Louise Erdrich, Flannery O’Connor, Isabelle Allende, Jhumpa Lahiri, Ha Jin, and Toni Morrison.
Dayton Haskin

ENGL1080.06
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
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

ENGL1080.10 Literature Core: Zen and Literary Writing
Satisfies Literature Core Requirement
This course provides an introduction to literary study by looking at how Zen (Chan) Buddhism has been represented, understood, and expressed through various forms of literature over the past 1400 years. We will read works translated from Chinese and Japanese as well as works originally written in English. Literary genres will include haiku and other poetic forms, travel memoirs, short stories, and at least one novel. We will also consider the Zen koan as a literary form. No previous knowledge of Buddhism is required or expected.
Alan Richardson

ENGL1080.12 Literature Core: Love and Other Difficulties
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

ENGL1080.14 Literature Core: Metamorphosis
Satisfies Literature Core Requirement
In this course we will explore the idea of metamorphosis in literature, with close analysis of transformations that confuse the distinctions between male and female, animate and inanimate, human and animal. Texts will include the classical mythology in Ovid’s Metamorphoses, the magical changes of heart and body in Shakespeare’s Midsummer Night’s Dream, Kafka’s psychological examination of changes within the domestic family in Metamorphosis (as well as
a graphic novel adaptation of that novella), Ionesco’s political allegory of change in *Rhinoceros*, and Louise Erdrich’s Native American narrative of sexual and social transformations in her novel *Tracks*. There will be a midterm and final as well as several take-home and in-class essays.

Robin Lydenberg

**ENGL1080.16 Literature Core:**
**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

**ENGL1080.18 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: Rule Breakers**
**Satisfies Literature Core Requirement**
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 in 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
ENGL1080.22 Literature Core: The Global Novel  
Satisfies Literature Core Requirement  
In this course we will read novels written in English from nations around the world, including Nigeria, the Dominican Republic, Antigua, and India. We will discuss the political implications of these novels and what America can learn from close reading literature from other cultures.  
Amelie Daigle

ENGL1080.24 Literature Core: Modern Life  
Satisfies Literature Core Requirement  
In this section, we will focus specifically on the problem of modern life. We will be interested, then, in how literature responds to such topics as the collapse of traditional forms of authority, the accelerated pace of urban life, the violence of war, the birth of new technologies, and the real or imagined proximity of revolution. We will address these issues through analyses of works of drama, fiction, poetry, philosophy and the visual arts. Authors will most likely include Beckett, Blake, Descartes, Eliot, Joyce, Shakespeare, and Woolf. Assignments will include quizzes, informal writing, essays, and exams.  
Robert Lehman

ENGL1080.26 Literature Core: A Literary History of the Devil  
Satisfies Literature Core Requirement  
Beginning with the Old and New Testaments, this course will explore how a single character - the Devil - changes in literary representation to accommodate different times, genres, and beliefs. Why has Western culture obsessed over a character that appears in only a handful of Biblical verses? What do these changing representations suggest about what we fear or desire? And what happens when that master villain becomes a work's hero? Authors will include Dante, Milton, Marlowe, Blake, Byron, and Mark Twain, among others.  
Eric Pencek

ENGL1080.28 Literature Core: Boarding School Boys  
Satisfies Literature Core Requirement  
In this course, we’ll look at the role of literature in subject (that's the subject of the film, tv series, play or novel, and you, the subject who's reading this, here, now) formation. And the subject under our particular investigation is the adolescent on his (or her—we’ll look at girls’ schools too) way through the traditional boarding school system. We begin with the English boarding school and ask: what did (does) it mean to be English? How was Englishness formed and what privileges did it bestow? And why should we care anyway? But we’ll also explore the American system which, you’ll find, owes an awful lot to its English model. Let’s do some
comparisons. And let’s very particularly look at the role of these schools in the perpetuation of class division, in the construction of gender, and in the production of the heterosexual norm.

In this class, you should expect to engage very actively in classroom discussion. You’ll help to map out the work of literature in the production of something the protagonists of our works might have called “character.” Whatever that is.

Joe Nugent

**ENGL1080.30 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*

**ENGL1080.32 Literature Core: Seduction and Betrayal**
**Satisfies Literature Core Requirement**
This course engages with texts that depict characters who “walk on the dark side,” that is who make terrible mistakes, do evil things, or who simply make us uncomfortable in their actions. Possible readings include *Richard III*, selections from *Paradise Lost, Wuthering Heights, Heart of Darkness, Civilization and Its Discontents*, the movie version of *The Godfather, Beloved*, and *Assassins*. We will also review major forms of literary criticism, and, in a series of three short papers, practice different kinds of critical analysis. The course has a midterm and a final examination.

*Elizabeth Wallace*

**ENGL1080.34 Literature Core: Seduction and Betrayal**
**Satisfies Literature Core Requirement**
This section of Literature Core will explore the concept of seduction and betrayal on the level of text: How can texts seduce and betray their characters, authors or readers? How do texts define seduction? In what ways can literature and film reveal evidence and/or expose secrets? How do the dynamics of seduction and betrayal create agency or authority in the relationship between reader and text? In addition to using class readings as a way to examine literary form, we will consider questions of gender, history, and culture. Texts will range from Jane Austen's *Northanger Abbey* to Philip Roth’s *The Ghost Writer*, episodes of *Mad Men* to *Citizen Kane* and beyond as well as essays and literary theory.

*Lauren Wilwerding*
ENGL1080.36 Literature Core: “Marginal in America”  
Satisfies Literature Core Requirement  
In this section we examine literary texts for their depiction of life on the margins and Peripheries of American society. We distinguish between the many stages and states of marginality, i.e., between visible and invisible, permanent and transitory, voluntary and involuntary. We consider the experience of the urban working-class, African Americans, first generation European immigrants, the regionalist voice, and the social anarchist, among others. Marginality, in other words, will be encountered in terms of class, race, gender, ethnicity and geography, and, in many cases, these conditions will overlap. Writers include Whitman, Douglas, Twain, DuBois, Cather, Chopin, Hughes, McCann and Tóibín.  
*James Smith*

ENGL1080.38 Literature Core:  
Satisfies Literature Core Requirement  
This course is centered around both the reading of and writing about materials which deal with the inhabitants of the North American Continent at the point of European settlement and later. This course will provide you with information both in the form of fiction and non-fiction from both sides of this cultural merging. You should leave the course with a broader sense of major themes in Native American as well as an understanding of the European point of view of this culture. Possible texts: Ceremony by Silko, Tracks by Erdrich, Prison Writings by Peltier and Flight by Alexie.  
*Dacia Gentilella*

ENGL1080.40 Literature Core: Travel Literature  
Satisfies Literature Core Requirement  
This course will investigate how journalists, missionaries, runaways, conquerors, poets, and others use travel to capture—and occasionally to define—physical and cultural landscapes. We will examine the relationship of travelers to their surroundings and discuss the intersections between emotional, intellectual, and physical journeys. Emphasis on primary source materials, including maps, diaries, letters, and historical documents, will encourage consideration not only of expedition and exploration but also of the ways in which a traveler’s own context informs interpretation of the foreign environment. While class discussion will occasionally make reference to the American landscape, course readings and research will focus on international writers, including Joseph Conrad, Primo Levi, Amitav Ghosh, Christopher Columbus, Ryszard Kapuściński, and Italo Calvino. Supplementary readings will be drawn from Chinua Achebe, Art Spiegelman, Edward Said, Shiva Balaghi, Kathryn Hume, and others.  
*Allison Adair*
ENGL1080.42 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

ENGL1080.44 Literature Core:
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

ENGL1080.46 Literature Core: Rule Breakers
Satisfies Literature Core Requirement
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.

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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

ENGL1080.46 Literature Core: Literature and the Sea
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*