

SUMMER 2025 UNDERGRADUATE LEVEL COURSES

ENG 231-01: American Women Writers of the 20th Century

Professor Rachel E. Rigolino: rigolinr@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 3

Course Description:

American Women Writers of the 20th Century is designed to be an exploration of diverse voices and perspectives. This course examines the profound contributions of women writers across different eras, beginning with early 20th-century works such as Marita O. Bonner's essay "On Being Young — a Woman — and Colored" and Zora Neale Hurston's short story "John Redding Goes to Sea." You'll engage with poetry from Jessie Redmon Fauset and Alice Moore Dunbar-Nelson and navigate the sociopolitical landscapes of the Depression Era with Dorothy Day and Margaret Walker.

Midcentury texts include the iconic *A Raisin in the Sun* by Lorraine Hansberry and the stories of Joyce Carol Oates and Flannery O'Connor. The course concludes with the transformative voices of the Black Arts Movement and beyond, featuring works by Ntozake Shange, Toni Cade Bambara, Alice Walker, and Maya Angelou. We will be viewing films throughout the semester as well.

Through lectures, annotations, films, and projects, you'll gain a deep appreciation for the literary and cultural impact of these—and other—remarkable women writers.

Required Texts:

- None

ENG 300-01: Seminar in Critical Practices: "Reading Moby-Dick: Symbol, Allusion, History, Prophecy"*

Professor Christopher A. Link: linkc@newpaltz.edu

Instruction Mode: Asynchronous Online; Summer Session 1

Credits: 4

Course Description:

This introductory seminar will be focused principally on the close, critical reading of Herman Melville's 1851 novel, *Moby-Dick*. Critical attention will be devoted not only to the novel's major and minor characters, plot, digressions, themes, and symbols but also to many of its key, intertextual allusions (the Bible, Milton, Shakespeare, Coleridge, etc.). In addition to a careful examination of the novel and its intertexts, students will also consider some of *Moby-Dick*'s historical sources and contexts, Melville's biography, and—importantly—aspects of American slavery and Abolitionism in the wake of the Compromise of 1850 (including the Fugitive Slave Law). The book's critical reception and lasting influence will also be treated, in part. Student assignments will likely include a written character sketch, short response papers, one online student presentation (PowerPoint), a final research paper, and online discussion board activity (WI). There will be a short online final exam concerning *Moby-Dick* at the end of the course.

Required and Recommended Course Texts:

- Herman Melville. *Moby-Dick*. 1851; Norton Critical Edition (2nd Rev. Ed.), 1999. (ISBN: 9780393972832) – Please note: a 3rd Norton Critical Edition has since come out, but it lacks many of the important critical essays intended as required reading for this course; used copies of the excellent SECOND (Revised) edition are plentiful and inexpensive, albeit sometimes hidden from view when searched on amazon.com (the following link will help: <https://www.amazon.com/dp/0393972836/ref=olp-opf-redirect?aod=1&ie=UTF8&condition=used&qid=&sr=>).
- Herman Melville, *Typee*. 1846; Modern Library, 2001. (ISBN: 9780375757457)
- The Bible (*King James Version*). Oxford World's Classics. Oxford UP, 2006. (ISBN: 9780199535941) {Alternative editions—ideally in the KJV translation, the Bible that Melville read—are OK.}
- William Shakespeare. *King Lear*. Simon & Schuster (Folger Shakespeare), 2004. (ISBN: 9780743482769) {Alternative editions of *King Lear* are OK.}
- Additional course texts (short primary texts and various critical essays) will be available on Brightspace.

**Please Note: This course satisfies the English major core requirement for an "Introductory Literature" course and the college-wide Writing Intensive (WI) requirement.*

ENG 303-01: Introduction to British Literature

Professor Jed Mayer: mayerj@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 4

Course Description:

This course will survey some of the major literary works from the last several hundred years, emphasizing connections between these works and the spread of British Empire and industry. We will explore the ways poets and novelists responded to these changes, and how literature provided an imaginative space for exploring ethical problems raised by the innovations of

modernity. As the British Empire expanded its dominion, its literature came increasingly to address global concerns, and in this course we will consider these works as both critical of, and complicit with, British colonial attitudes. The environmental impact of industrialization provided a similar field for ethical speculation in British literature, and we will read a number of literary works that address concerns we continue to grapple with today. This course will emphasize close readings of many of the era's most significant works of literature, making connections between literary form and historical context, style and substance. Students will learn to develop these close readings in classroom discussions and in formal essays that will help students in articulating complex issues, from the past to the present.

Required Texts (public access texts available online):

- Lewis Carroll, *Alice's Adventures in Wonderland*, and *Through the Looking Glass*
- Samuel Taylor Coleridge, *Selected Poetry*
- Daniel Defoe, *Robinson Crusoe*
- Mary Shelley, *Frankenstein*
- Jonathan Swift, *Gulliver's Travels*
- Virginia Woolf, *Mrs. Dalloway*
- William Wordsworth, *Selected Poetry*

ENG 308-01: Short Story

Professor Rachel E. Rigolino: rigolinr@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 3

Course Description:

This asynchronously delivered, Writing-Intensive (WI) course will provide an overview of the American short story, taking a (mostly) traditional, chronological approach, with an emphasis on providing both historical and biographical information about each writer. From Washington Irving to Junot Diaz, the authors represent a wide range of narrative and cultural perspectives. While students will likely encounter previously-read stories, they will also discover lesser-known texts that reflect—as editor Joyce Carol Oates so wonderfully describes it— the “richness and diversity of the American literary imagination.”

Required Texts:

- *The Oxford Book of American Short Stories* [Paperback] [2nd Edition] Joyce Carol Oates, Editor ISBN-13: 978-0199744398

ENG 333-01: Introduction to American Literature

Professor Matt Newcomb: newcombm@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 4

Course Description:

This course serves as an introduction to American Literature, and, as such, attempts to canvas a breadth of texts from the pre-colonial period to the twenty-first century. To connect the broad range of genres and historical time periods, we will examine the course literature from the perspective of ways of knowing. Throughout the course, we will consider the ways of knowing that illustrate American values and American conflicts. Our discussions will particularly consider questions of science, religion, cultural knowledge, individualism, and colonial/anti-colonial ways of knowing. Our exploration of texts from different time periods will help us to consider the ways that these attributes change as history and geography develop. We will investigate how the literary and historical portrayals of national identity intersect with and inform both historical and contemporary literary, social, and political visions of America.

Required Texts:

- Erdrich, Louise. *Tracks*. Henry Holt, 1988.
- Levine, Robert, et al. Editors. *The Norton Anthology of American Literature* Shorter 10th edition, Norton, 2023. Volumes 1 and 2.
- Whitehead, Colson. *The Intuitionist*. Knopf Doubleday, 2000.
- Yang, Gene Luen. *Superman Smashes the Klan*. DC Comics, 2020.
- <https://www.learner.org/series/american-passages-a-literary-survey/>

Other readings on Brightspace as assigned.

ENG 423-01: Contemporary Literary Theory

Professor Matt Newcomb: newcombm@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 4

Course Description:

This course offers undergraduate students a broad introduction to different schools of literary theory in the 20th and 21st centuries and an introduction to applying literary theory to the reading of texts. Some ability in the close reading of texts will be assumed for this course. Students will read numerous primary sources in literary theory, seeking to understand the uses and disadvantages of each. Approaches to literary criticism that we will explore include (but are not limited to) Historicism, New Historicism, Cultural Studies, Neo-Marxist, Reader-Response, Feminist theory, Critical Race theory, Psychoanalytic theory, New Criticism, Postcolonial Criticism, and Deconstruction. The course will explore the relationships between some of these approaches and the arguments between them. Students will develop a series of reading tools from these theories that can be used for future cultural and literary texts. Students will apply

these critical approaches to literary texts in the course and will begin to develop their own preferred critical reading strategies. Students will be expected to carefully work through theoretical texts and to post responses to numerous readings and to other students' comments.

Required Texts (subject to change):

- *How to Interpret Literature: Critical Theory for Literary and Cultural Studies* by Robert Dale Parker
- *My Year of Meats* by Ruth Ozeki*
- Norton Critical Edition, *Alice in Wonderland* by Lewis Carroll*
- *Norton Anthology of Theory and Criticism*

*(students will choose either the Ozeki or the Carroll book but do not need both)

ENG 465-01: Young Adult Literature

Professor Erin Newcomb: newcombe@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 4

Course Description:

This course focuses on literature written for and (in more contemporary examples) marketed to young adults, a group consisting of 12 to 18-year-olds. The course will address key questions like: what is a young adult? When did the young adult category develop, and how does the category fuse sociological and commercial interests? What do you bring to a discussion of young adult literature as college students, as people who love reading, and perhaps as future educators? By focusing throughout the course on the prominent themes in young adult literature, we will discuss both universal and particular expressions of adolescence, as well as key issues (like coming-of-age, rites of passage, and identity formation) within the course material. We will examine these major issues within the literature itself as well as within its social, historical, political, and artistic contexts—ultimately looking at the multiple, interdisciplinary conversations relating to young adult literature.

Required Texts:

- Acevedo, Elizabeth. *The Poet X*. HarperTeen, 2018.
- Atta, Dean. *The Black Flamingo*. Balzer + Bray, 2020.
- *#NotYourPrincess: Voices of Native American Women*, edited by Lisa Charleyboy and Mary Beth Leatherdale, Annick Press, 2017.
- Rossner, Rena. *The Sisters of the Winter Wood*. Redhook, 2018.
- Sylvester, Natalia. *Breathe and Count Back from Ten*. Clarion Books, 2022.
- Yang, Gene Luen. *American Born Chinese*. Square Fish, 2008.
- Thomas, Aiden. *Cemetery Boys*. Swoon Reads, 2020.

Additional readings on Brightspace.

ENG 465-02: Young Adult Literature

Professor Erin Newcomb: newcombe@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 4

Course Description:

This course focuses on literature written for and (in more contemporary examples) marketed to young adults, a group consisting of 12 to 18-year-olds. The course will address key questions like: what is a young adult? When did the young adult category develop, and how does the category fuse sociological and commercial interests? What do you bring to a discussion of young adult literature as college students, as people who love reading, and perhaps as future educators? By focusing throughout the course on the prominent themes in young adult literature, we will discuss both universal and particular expressions of adolescence, as well as key issues (like coming-of-age, rites of passage, and identity formation) within the course material. We will examine these major issues within the literature itself as well as within its social, historical, political, and artistic contexts—ultimately looking at the multiple, interdisciplinary conversations relating to young adult literature.

Required Texts:

- Acevedo, Elizabeth. *The Poet X*. HarperTeen, 2018.
- Atta, Dean. *The Black Flamingo*. Balzer + Bray, 2020.
- *#NotYourPrincess: Voices of Native American Women*, edited by Lisa Charleyboy and Mary Beth Leatherdale, Annick Press, 2017.
- Rossner, Rena. *The Sisters of the Winter Wood*. Redhook, 2018.
- Sylvester, Natalia. *Breathe and Count Back from Ten*. Clarion Books, 2022.
- Yang, Gene Luen. *American Born Chinese*. Square Fish, 2008.
- Thomas, Aiden. *Cemetery Boys*. Swoon Reads, 2020.

Additional readings on Brightspace.

ENG 593-02: The Bible: Origins, Prophets, and Parables

Professor Christopher A. Link: linkc@newpaltz.edu

Instruction Mode: Asynchronous Online; Session 1

Credits: 3

Course Description:

This summer course is an intensive, graduate-level study of key themes, events, and figures of both the Old and New Testaments of the Bible. For this accelerated course, special critical attention will be devoted to the book of Genesis, understood as both a highly influential and richly developed work of ancient literature, to the writings and oracles of the biblical prophets, and to the parables and overarching narratives of the New Testament. Through close reading of biblical texts, related literary works, and key secondary critical literature, students will examine a number of literary-critical approaches to the Hebrew Bible and the New Testament. Students will also consider a focused selection of literary texts inspired by biblical themes, characters, and situations. Graduate students with little or no previous knowledge of the Bible will find the course a useful introduction to this important cornerstone of Western culture and literature. All students—including those with more advanced knowledge of the Bible—will be invited to consider complex matters of textual (and intertextual) interpretation.

Required Texts (for purchase):

- *The New Oxford Annotated Bible (with the Apocrypha)*, New Revised Standard Version (NRSV), 5th Ed. {Earlier editions—3rd or 4th—are also acceptable.}
- Robert Alter, *The Art of Biblical Narrative* (Rev. 2nd ed.)
- Phyllis Trible, *God and the Rhetoric of Sexuality*
- William Blake, *The Marriage of Heaven and Hell*

Recommended Text:

- John Milton, *The Complete Poetry* (ed. John T. Shawcross) {Optional ed.: needed for *Paradise Lost* and *Samson Agonistes*}

Additional course texts (short primary texts and various critical essays) will be available on Brightspace.

FALL 2025 UNDERGRADUATE LEVEL COURSES**ENG 160-06: Composition I**

Instruction Mode: Fully Seated

Credits: 3

Course Description:

Introductory writing course requiring 4 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of basic academic research and ethical citation.

**ENG 160 is by placement and is an ENG 170 pre-requisite for some students depending on AP scores and other criteria (as reviewed by Academic Advising).*

Course Requirements:

- Four main writing assignments (3-5 pages each)
- Oral presentation (low stakes practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- ePortfolio of writing via Hawksites (a Wordpress-based online platform) that illustrates basic understanding of rhetoric, persuasion, research and ethical citation.

Supplemental Writing Workshop (SWW) ENG 160-01: Composition I

Professor Erin Newcomb: newcombe@newpaltz.edu

MR 9:30-10:45 AM

Instruction Mode: Hybrid

Credits: 3

Course Description:

Introductory writing course requiring 4 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes

(narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of basic academic research and ethical citation.

**SWW courses provide extra support and contact hours for working on assignments in class with instructor guidance. Tutoring may be provided based on availability.*

Course Requirements:

- Four main writing assignments (3-5 pages each)
- Oral presentation (low-stakes practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- ePortfolio of writing via Hawksites (a Wordpress-based online platform) that illustrates basic understanding of rhetoric, persuasion, research and ethical citation

ENG 170-10: Writing & Rhetoric*

Professor Nicola Wilson Clasby: wilsoncn@newpaltz.edu

MR 3:30-5:20 PM

Instruction Mode: Fully Seated

Credits: 4

Course Description:

Introductory academic writing course requiring 6 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of academic research and ethical citation. This course emphasizes work in various genres, as well as a more sophisticated undertaking of research, academic argument, synthesis of ideas, and scholarly and professional discourse.

This course concentrates on a wicked question determined by the instructor that students will explore and research from various perspectives throughout the term.

**ENG 170 can be taken following ENG 160 or students may only be required to complete ENG 170 based on placement (reviewed by Academic Advising).*

Course Requirements:

- Six main writing assignments (ranging from 2-8 pages each)
 - Oral presentation (formal practice in public speaking)
 - Library session/module (research practice)
 - Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
 - Assignments convey a clear understanding of rhetorical situations and appeals, persuasion, critical thinking, research skills and ethical citation.
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Supplemental Writing Workshop (SWW) ENG 170-01: Writing & Rhetoric

Professor Joan Perisse: perissej@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

Introductory academic writing course requiring 6 main writing assignments, engaging students in thinking/writing as process (brainstorming, researching, outlining, drafting, thesis development, revising, editing). Students will explore concepts of rhetoric and rhetorical situations, modes (narrative, informative, persuasive, analytical, etc.) and genres (essay, literacy narrative, proposal, letter to the editor, professional email, etc.) By the end of term, students should exhibit an understanding of academic research and ethical citation. This course emphasizes work in

various genres, as well as a more sophisticated undertaking of research, academic argument, synthesis of ideas, and scholarly and professional discourse. This course concentrates on a wicked question determined by the instructor that students will explore and research from various perspectives throughout the term.

**SWW courses provide extra support and contact hours for working on assignments in class with instructor guidance. Tutoring may be provided based on availability.*

***ENG 170 can be taken following ENG 160, or students may take only ENG 170 based on placement (reviewed by Academic Advising). Students in SWW ENG 160 whose writing requires more support often complete SWW ENG170, or are placed into this course by faculty portfolio review.*

Course Requirements:

- Six main writing assignments (4 brief, 2 major, ranging from 2-8 pages each)
- Oral presentation (formal practice in public speaking)
- Library session/module (research practice)
- Consistent participation (may include weekly quizzes, blogs, discussion boards, journals, short written responses)
- Assignments convey a foundational understanding of rhetorical situation and appeals, persuasion, critical thinking, research skills and ethical citation

ENG 206-01: Advanced Writing and Rhetoric*

Professor Nicola Wilson Clasby: wilsoncn@newpaltz.edu

MR 11:00 AM-12:50 PM

Instruction Mode: Fully Seated

Credits: 4

Course Description:

This course, an ENG170 equivalent, sharpens students' abilities to write grammatical and coherent sentences and to develop ideas more fully in an organized fashion. Students with an interest in writing and studying writing as an art (potential English, creative writing or journalism majors) should consider this course if recommended by placement or portfolio review. Students will hone their abilities to write essays based upon selected readings and class discussions. Special attention is paid to research techniques (including MLA documentation/ethical citation), methods of argumentation, and critical reading skills. Additionally, students sharpen their abilities to conduct literary or rhetorical analysis and interpretation. Students completing the course are capable of producing expository, analytic, argument, and critical essays, as well as papers reflecting a variety of approaches to thinking.

**There is a strong application of rhetorical situation and appeals, persuasion, critical thinking, research skills, synthesis of ideas, and ethical citation.*

ENG 210-02: Great Books Ancient

Professor Heinz Insu Fenkl: fenklh@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 3

Course Description:

This section of Great Books Ancient is an introduction to the ancient cultures of Asia through their seminal literatures. By examining selected literary/religious texts, we will attempt to understand fundamental ideas that form the worldviews of some of the great cultures of Asia. Throughout the semester, we will be studying texts that give insight into Hinduism, Buddhism, and Taoism—religious/philosophical systems that form the infrastructure of contemporary Asia

and which have a profound influence even today. Although we will be reading “old” texts, a significant amount of our time will be spent in drawing comparative or illustrative examples from contemporary Asian and Western culture, including films as well as the culture of legitimate science and the “pseudoscience” of misguided interpretations and appropriations.

Required Texts (to be purchased); other texts available online:

- *The Nine Cloud Dream*, Kim Man-jung (Penguin Classics)
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ENG 226-01: Practical Grammar

Professor Andrew Higgins: higginsa@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 3

Course Description:

The word “grammar” strikes terror in the heart of most people, but the reality is that everyone is a grammar expert. What’s more, if you are a native speaker of English, you mastered English grammar before the age of five. Since then, you have been producing an endless number of grammatically correct sentences. What you may not be, though, is expert at describing the grammatical system that you know so well. This course will help you do that.

If we are all already experts in grammar, why do so many people struggle with grammar when they write? There are two reasons. First, writing is a technology, not a natural system of communication. Second, the writing people encounter in school is frequently aimed at social groups that students are unfamiliar with.

This course will give writers and education majors the tools to describe and explain the grammatical system they already know. Gaining conscious knowledge about grammar will give you more control over your writing, make it easier for you to adapt to different writing situations, and to write for a wider range of audiences, all the while giving you a deeper understanding of your own writing processes.

Required text:

- Kolln, Martha and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects, 8th Edition*. Pearson, 2016.

ENG 230-01: Women in Literature

Professor Elizabeth Guthrie: guthrie@newpaltz.edu

MR 12:30 - 1:45 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

In this course, we will be exploring themes and relationships in and amongst texts by female and gender non-conforming practitioners of the Beat Lineage from the historical foundations through the inception of the Beat literary movement in Post-WWII America and their various Schools to the current day as an active international community. Students will read, discuss, write, and present about texts that situate women and gender non-conforming individuals in terms of their intersectional identities in society and their place within the movement. We will inquire into how ideas of femininity and gender change throughout time and are mediated in different communities and voices. How do intersectional factors influence the representations of femininity and gender in literature? How can we, as readers, thinkers, and writers, contribute to the ongoing work of feminist, gender, and sexuality-focused literary analysis, study, and theory? We will look at works in terms of their elements, content, and context in order to further an understanding and appreciation of the breadth of their expression. These works of varied cultural origins, forms, and translations across the American and global sociopolitical landscape address the “space in literature and the literature in space” and appear in genres such as the novel, short story, theater, text-based performance, poetry, prose poetry, conceptual writing, autobiography, travel log, and essay illuminating the historical, literary, artistic, social, and political implications of the marginalized members who have contributed to a field that continues in contemporary practice and discourse.

ENG 230-02: Women in Literature

Professor Fiona Paton: patonf@newpaltz.edu

TF 11:00 AM-12:15 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

Our primary focus throughout the semester will be the retelling of classical Greek and Roman myth as a conscious device used by women writers to explore issues of gender and power. By reading a variety of female writers, we will be exploring how women have engaged and responded to cultural and literary traditions that have historically been dominated by men. In doing so, we will explore the social dimensions of literature from a variety of perspectives—the aesthetic, the psychological, the religious, the educational, and the political. You will be doing a variety of writing in the class, both formal and informal. Readings will include poetry, novels, short stories, and drama.

Required Texts:

- *The Penelopiad* by Margaret Atwood
- *Girl Meets Boy* by Ali Smith
- *Medea* by Catherine Theis

All other readings are available electronically on Brightspace.

ENG 231-01: American Women Writers of the Twentieth Century

Professor Marcela Romero Rivera: romerorm@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

This course challenges and expands the canon of American women’s literature by centering Latin American and Latinx writers that maintained significant ties to the US, and whose work engages with gender, class, and political struggle. Through novels, essays, poetry, and memoirs, we will examine how these writers address gender, class, exile, dictatorship, and cultural identity, often in direct conversation with U.S. political history, literary movements, and institutions. Figures such as Julia de Burgos, who fought for Puerto Rican independence from the island and later from NYC; Gabriela Mistral, who taught at U.S. universities while serving as a diplomat; Clarice Lispector, who lived in Washington, D.C. as the spouse of a Brazilian diplomat; and Julia Alvarez, whose Dominican-American identity places her at the intersection of hemispheric literary traditions, exemplify the entangled histories of women’s writing in the Americas.

In centering these voices, this course not only challenges the artificial division between U.S. and Latin American literary traditions but also engages with decolonial approaches to literature, recognizing that “America” is not a single country but an entire continent. Readings may include works by Victoria Ocampo, Zoé Valdés, Elena Poniatowska, Margo Glantz, Gioconda Belli, and Cristina Peri Rossi, among others.

Through close reading, historical contextualization, and theoretical frameworks from feminist and decolonial studies, students will critically examine how women writers in the 20th century navigated transnational politics, migration, and cultural production while reshaping the literary landscape of the Americas.

Required Texts:

TBA

ENG 300-01: Seminar in Critical Practices: What is it like to be a bat?

Professor Kim Wozencraft: wozencrk@newpaltz.edu

MR 2:00-3:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

Humankind's impact on Earth and its non-human inhabitants is so profound that we may be entering a new epoch: the Anthropocene—the era of humans. This term underscores the immense influence we have on the planet and even its solar system, much of it driven by our anthropocentric perspective on existence.

In this seminar in critical practices, we will read and critique literature that explores the relationships between humankind and nature, other-than-human life forms, technology, and itself. While many of these works lend themselves to analysis through the lens of ecocriticism, students are encouraged to apply other critical approaches as well. Readings will include novels, memoirs, short stories, and creative nonfiction essays, alongside theoretical and critical texts.

This course fulfills the college's General Education Writing Intensive (WI) requirement by providing students with extensive practice in close reading, critical analysis, and writing in a range of genres and modes.

ENG 300-03: Seminar in Critical Practices

Professor Rachel D. Schwartz: schwartr10@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This semester we will listen to the voices of the silenced. Using a variety of literary critical approaches and a multitude of perspectives and theoretical works, we will investigate narrative dynamics, social, political, and historical contexts, and examine how cultural and literary structures can be understood through literary critical lenses as we read and find new ways to appreciate texts we might not otherwise have found. Writings of First Nation authors, people of color, women and many others will help us understand the products of contemporary and historical minorities and see them within their own cultures and contexts, rather than through the lens of a solely western perspective.

ENG 300-04: Seminar in Critical Practices

Professor Rachel D. Schwartz: schwartr10@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This semester we will listen to the voices of the silenced. Using a variety of literary critical approaches and a multitude of perspectives and theoretical works, we will investigate narrative dynamics, social, political, and historical contexts, and examine how cultural and literary structures can be understood through literary critical lenses as we read and find new ways to appreciate texts we might not otherwise have found. Writings of First Nation authors, people of color, women and many others will help us understand the products of contemporary and historical minorities and see them within their own cultures and contexts, rather than through the lens of a solely western perspective.

ENG 303-02: Introduction to British Literature

Professor Jackie George: georgej@newpaltz.edu

TWF 9:30-10:45 AM

Instruction Mode: Fully Seated

Credits: 4

Course Description:

In this introductory survey, we will explore relationships between literature and the concept of “Britishness.” Along the way, we will draw connections between the formal and thematic elements of a range of texts that engage with and challenge notions of race, class, gender, and nation. We will consider these texts within their diverse cultural contexts, emphasizing the role

literature has played—and continues to play— in contested discourses of citizenship and national identity in the United Kingdom, the British Empire, and the Commonwealth.

Note: Class meetings for this section of ENG 303 will be free of digital distractions; this means students will not use phones, laptops, or other devices unless an accommodation need has been registered with the Disability Resource Center.

ENG 303-04: Introduction to British Literature

Professor Kim Wozencraft: wozencrk@newpaltz.edu

MR 11:00 AM-12:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This section of Introduction to British Literature examines selected works from the Old English period to the present, exploring a range of genres, literary movements, and writers. We will consider the artistic, cultural, linguistic, political, and sociological dimensions of these texts, particularly in relation to British identity, colonialism, and history. Additionally, we will examine the impact of the British Empire on the many populations it affected, as reflected in literature.

Along the way, we'll read and discuss some truly remarkable books, plays, essays, and poems. In some circles, this is known as having fun.

ENG 307-01: The Novel

Professor Carol Goodman: goodmanc@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

This class examines the novel as a genre through reading of both contemporary and classic novels, focusing on the tradition of the Gothic element, including works by Jane Austen, Mary Shelley, Charlotte Bronte, Daphne duMaurier, and Silvia Moreno-Garcia.

ENG 308-01: Short Story

Professor Rachel E. Rigolino: rigolnr@newpaltz.edu

Instruction Mode: Asynchronous Online

Credits: 3

Course Description:

This asynchronously delivered, Writing-Intensive (WI) course will provide an overview of the American short story, taking a (mostly) traditional, chronological approach, with an emphasis on providing both historical and biographical information about each writer. From Washington Irving to Junot Diaz, the authors represent a wide range of narrative and cultural perspectives. While students will likely encounter previously-read stories, they will also discover lesser-known texts that reflect—as editor Joyce Carol Oates so wonderfully describes it— the “richness and diversity of the American literary imagination.”

Required Texts:

- *The Oxford Book of American Short Stories* [Paperback] [2nd Edition] Joyce Carol Oates, Editor ISBN-13: 978-0199744398

ENG 308-02: Short Story

Professor Elizabeth Guthrie: guthriee@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

The purpose of this writing-intensive (WI) course is to survey short stories by both classic and contemporary writers to help develop understanding of the form of the short story as well as cultivate writing skills. Learning to recognize the elements of the short story and write effectively takes practice, so expect to write in class every day and hand in several stories and essays (3-5pages). As we work on the process of closely reading, analyzing, and expressing our ideas in writing, we will be reading various short stories along with essays that should serve as both guide and inspiration. You will analyze elements of literature including, plot, character, setting, point of view, style, and theme, as well as social, political, and historical context. Be prepared to share your work in class, read aloud often, and participate in class discussions.

Required Text:

TBA

ENG 311-01: Understanding Poetry

Professor Joann Dejudicibus: dejudicj@newpaltz.edu

T 5:00-7:50 PM

Instruction Mode: Fully Seated (5 in-person class sessions TOTAL)

Credits: 1

Course Description:

This is a one-credit course meeting once a week over five weeks with the intent to cultivate an appreciation for poetry. Students will explore diverse poetic forms and literary perspectives, considering the transformative possibilities that poetry can explore— from the effects of both lyric and narrative poems to the power of brief, epigrammatic forms, to the influence of the tradition. Students will see that there is no one agreed-upon definition for what poetry is but will hone a clearer sense of what poetry is for them, and how it may coalesce with contemporary culture. Here we hope to reclaim poetry as an art of argument and music, meditation, storytelling, political and social critique, and as communal text.

Authors may include Patricia Smith, Ocean Vuong, Dylan Thomas, Theodore Roethke, Anne Sexton, Ilya Kaminsky, Terrance Hayes, Jericho Brown, Joy Harjo, Mary Oliver, Ellen Bass, ee cummings, Martín Espada, Lee Herrick, Crystal Valentine, Sean O'Connor, Shakespeare, Basho, Petrarch, Ada Limón, Billy Collins, and local authors.

This course will not provide an overview of all poetic terms, sub-genres, forms, and movements; it is not a creative writing course. It may include only basic prosody.

*No textbook required; all materials will be provided on Brightspace or in class.

**The class is graded S/F. To earn a satisfactory grade, students will complete weekly online, and in-class written responses, as well as a grammatical, ethically cited, analytical paper of original ideas (6-8 pages) in response to the course material. Students must also attend all meetings per the university attendance policy.

***The course may begin after the first week of the semester; please check the online schedule for updates.

ENG 333-01: Introduction to American Literature

Professor Fiona Paton: patonf@newpaltz.edu

TF 9:30-10:45 AM

Instruction Mode: Hybrid

Credits: 4

Course Description:

In this course we will take a fascinating journey through the multiple voices of America, from the nation's beginnings to the beginning of the twenty-first century. Who was allowed to speak for America? Who defined America? Whose voices dominated and whose were discounted? How are current versions of nationhood informed by the past? At what point does American literature achieve a distinctive identity, or is the very idea of a national literature problematic? In our journey we will listen to the voices of the first Europeans to "discover" America alongside those for whom the "new" world was already home. We will hear from the Pilgrims and the Puritans and read the religious tracts that bound their frail communities together. We will follow the colonies' struggle for independence and hear the voices that rallied diverse groups together in the name of freedom. We will listen to those for whom the New World meant not freedom but enslavement. As we move through the 20th century and watch the transition from modernism to postmodernism, we will witness the emergence of literary movements like the Harlem Renaissance, the Confessional Poets, the Beats, and the Black Arts Movement. Throughout the semester, whether we are reading Phillis Wheatley or Gerald Vizenor, Emily Dickinson or Allen Ginsberg, our focus will be on how language is used to define, contest, and celebrate the experience of being American.

Required Texts:

- This course is primarily OER with all readings on Brightspace. You will purchase only one text: *A Raisin in the Sun* by Lorraine Hansberry

ENG 333-02: Introduction to American Literature

Professor Claire Hero: heroc@newpaltz.edu

MR 11:00 AM-12:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

In this survey course of American literature from its Puritan origins to the present, we will explore how diverse authors have created and challenged the cultural mythologies and ideologies that have come to define America and American culture. While we will read works by many of

the canonical authors of America, we will also be reading works by many authors who are challenging, both directly and indirectly, that established canon. Our goal this semester is to strengthen our ability to read and write critically about literature as we gain a deeper understanding of American literary history and how it has shaped who we were and who we will be.

No Required Texts

ENG 333-03: Introduction to American Literature*

Professor Sarah Wyman: wymans@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

In this introduction to canonical texts of North American literature, we will encounter a broad spectrum of views and voices. Various authors, playwrights, and poets examine and expound upon the human condition in a nation that is, by definition, transnational, multi-ethnic, and diasporic. We will trace aesthetic movements that shaped U.S. culture over time, including the Harlem Renaissance in New York and the confessional poetry trend in New England. We will study stylistic developments including Naturalism and Imagism. We will consider influential theories of discourse and storytelling such as Robin W. Kimmerer's *Braiding Sweetgrass*, T. S. Eliot's *objective correlative*, and Audre Lorde's theory of poetry. Mapping the contours of U.S. literature over time will allow us to compare and contrast elements of a nation in constant transition. This is a Social / Environmental / Economic Sustainability-related course with a focus on United Nations Global Goals #3 Good Health & Well-Being; #5 Gender Equality; #10 Reduced Inequalities; #11 Sustainable Cities and Communities.

**Attributes: GE3: DIVR, Critical Thinking Introductory, Diversity, GE5: DEI&SJ, Liberal Arts*

Optional Course Text:

- *The Norton Anthology of American Literature, 10th edition.* ISBN 78-0-393-88609-2

Note: Volumes D & E, 7th, 8th or 9th edition are fine to use instead, and open access options will be available.

ENG 333-04: Introduction to American Literature

Professor Andrew Higgins: higginsa@newpaltz.edu

MR 2:00-3:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This course will explore the major writers, movements, and periods of American literature from the American Revolution to the present day.

Required Text:

TBD

ENG 343-01: Transnational Literature

Professor Michelle Woods: woodsm@newpaltz.edu

TF 9:30-10:45 AM

Instruction Mode: Hybrid

Credits: 4

Course Description:

Writers cross and speak to each other through time, languages and borders; most literature is inherently transnational and trans-temporal. In this course, we will look at how this conversation works, focusing on works by exiled and migrant writers and characters from across the globe and the idea of home. We will read different genres: poetry, short stories, novels, plays, and graphic novels that grapple with lost (temporary, bodily, and literary) homes and homelands. We will read works by writers such as Warsan Shire, Salman Rushdie, Mohsin Hamid, M. NourbeSe Philip, Franz Kafka, Marjane Satrapi, Thi Bui, Teju Cole, Jhumpa Lahiri, Euripides, Toni Morrison, Marina Carr, Nikolai Gogol, and Mariana Enriquez.

Texts:

- Mohsin Hamid, *Exit West*

- Marjane Satrapi, *Persepolis*
- Thi Bui, *The Best We Could Do*
- Warsan Shire, “Home”
- Salman Rushdie, “Imaginary Homelands”
- M. NourbeSe Philip, *Zong!*
- Franz Kafka, “A Report to an Academy” and “Metamorphosis”
- Teju Cole, “After Caravaggio”
- Jhumpa Lahiri, “When Mr. Pirzada Came to Dine”
- Euripides, *Medea*
- Toni Morrison, *Beloved*
- Marina Carr, *By the Bog of Cats*
- Nikolai Gogol, “The Nose”
- Mariana Enriquez, “Angelita Unearthed”

ENG 343-02 Transnational Literature

Professor Michelle Woods: woodsm@newpaltz.edu

TF 11:00 AM-12:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

Writers cross and speak to each other through time, languages and borders; most literature is inherently transnational and trans-temporal. In this course, we will look at how this conversation works, focusing on works by exiled and migrant writers and characters from across the globe and the idea of home. We will read different genres: poetry, short stories, novels, plays, and graphic novels that grapple with lost (temporary, bodily, and literary) homes and homelands. We will read works by writers such as Warsan Shire, Salman Rushdie, Mohsin Hamid, M. NourbeSe Philip, Franz Kafka, Marjane Satrapi, Thi Bui, Teju Cole, Jhumpa Lahiri, Euripides, Toni Morrison, Marina Carr, Nikolai Gogol, and Mariana Enriquez.

Texts:

- Mohsin Hamid, *Exit West*
- Marjane Satrapi, *Persepolis*
- Thi Bui, *The Best We Could Do*

- Warsan Shire, “Home”
- Salman Rushdie, “Imaginary Homelands”
- M. NourbeSe Philip, *Zong!*
- Franz Kafka, “A Report to an Academy” and “Metamorphosis”
- Teju Cole, “After Caravaggio”
- Jhumpa Lahiri, “When Mr. Pirzada Came to Dine”
- Euripides, *Medea*
- Toni Morrison, *Beloved*
- Marina Carr, *By the Bog of Cats*
- Nikolai Gogol, “The Nose”
- Mariana Enriquez, “Angelita Unearthed”

ENG 345-01: Creative Writing Workshop I

Professor Kristopher Jansma: jansmak@newpaltz.edu

MR 11:00 AM-12:15 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

Introducing fiction, poetry, and memoir, this course will pair classic texts with contemporary ones. We’ll examine works that have defined literature for decades and pieces that make bold, fresh attempts to revitalize the forms. In doing this, students will develop both an appreciation for the canon and a curiosity towards the writing of their own peers. Students will explore the basics of character, setting, plot, theme, style, and voice in these texts, as well as in a series of instructive writing exercises. In a constructive, workshop setting, students can evaluate one another and improve drafts for revision. Students will play with the basic elements of a story/poem/memoir before combining them together into complete, formalized pieces. Students will experiment with new forms, opening up possibilities for future work.

No Required Texts

ENG 345-02: Creative Writing Workshop I

Professor Timothy Liu: liut@newpaltz.edu

MR 2:00-3:15 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

First and foremost, we shall read great literature (lots of it!) written since 1950. We learn how to write poetry and fiction by reading it. Absorbing its traditions into our own blood. Distilling it. Moving from grace to grace through mimetic apprehension. Stealing the engines of past masters. Moving beyond. Forging a language that reflects our own moment in history. Unveiling mysteries. Honoring verse and prose through well-honed craft. The course will be divided into class discussions and group workshops. We will be reading from two texts. Suggested exercises and assignments will follow from what we read. Student work of particular and/or peculiar merit will also be discussed in class.

Required Texts:

- *Vintage Book of Contemporary American Poetry* (McClatchy, ed.)
- *Great American Prose Poems* (Lehmann, ed.).

ENG 345-03: Creative Writing Workshop I

Professor Claire Hero: heroc@newpaltz.edu

MR 12:30-1:45 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

Creative Writing Workshop I is the first course in the Creative Writing sequence. In this course students will learn the foundational components of poetry, short fiction, and creative nonfiction. We will also consider the ways these genres overlap, creating hybrid forms (such as flash nonfiction or prose poems). Each class will include both discussion and writing exercises, and we will participate in both informal and formal workshops during the semester that enable students to read each other's work and provide feedback. The class aims to make students better creative writers in all three genres by giving them the space to experiment with different

techniques and modes of writing. Students will also be improving their creative writing by thinking about the kinds of decisions writers make and the effects of those decisions; to achieve this goal, we will be reading and discussing a wide variety of poems, stories, essays, and hybrid texts, using these texts as models for what we can do in our own work. The class will culminate in a final exam.

No Required Texts

ENG 345-04: Creative Writing Workshop I

Professor Carol Goodman: goodmanc@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

Introducing fiction, poetry, and memoir, this course will pair classic texts with contemporary ones. We'll examine works that have defined literature for decades and pieces that make bold, fresh attempts to revitalize the forms. In doing this, students will develop both an appreciation for the canon and a curiosity towards the writing of their own peers. Students will explore the basics of character, setting, plot, theme, style, and voice in these texts, as well as in a series of instructive writing exercises. In a constructive, workshop setting, students can evaluate one another and improve drafts for revision. Students will play with the basic elements of a story/poem/memoir before combining them together into complete, formalized pieces. Students will experiment with new forms, opening up possibilities for future work.

No Required Texts

ENG 345-05: Creative Writing Workshop I

Professor Elizabeth Guthrie: guthrie@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

In this intermediate course in creative writing, we will focus on the relationship between the artist and the historical, sociopolitical, theoretical, and aesthetic landscape by which they communicate expression. This will be a close study and practice of the forms and areas of Creative Writing, including Creative Non-fiction, the Short Story, Poetry, and Hybrids combining forms of text and expressive communication. We will read various works by largely American Modern and Post-Modern practitioners of the Beat Lineage and beyond and create original work informed by our collective and personal inquiry as well as analyze and contextualize these works within the larger literary discourse. The creative work will be workshopped within the class culture and culminate in a Final Portfolio, one piece of which will be submitted for publication.

Required Texts

TBA

ENG 353-01: Multi-Ethnic & Diasporic Literature: Transit, Transition, Translation

Professor Marcela Romero Rivera: romerorm@newpaltz.edu

MWR 11:00 AM-12:15 PM

Instruction Mode: Fully Seated

Credits: 4

Course Description:

In this class we will read translated works of new Latin American literature—novels, short-stories, and poetry. These works will allow us to explore notions of movement, change, persistence, and resistance in two ways: thematically, by collectively exploring how these topics appear in the story itself; as well as analyzing the context of production, translation, publication, and reception of these works in the US. These are stories about personal, social, political, and planetary change, which in turn acquire new dimensions and meaning in the process of being adapted and adopted for the US context. Readings will include Julia Alvarez, Valeria Luiselli, Camila Sosa Villada, Gabriela Cabezón Cámara, Juan Pablo Villalobos, Fernando Frías, Mariana Enríquez, Selva Almada, and Dolores Dorantes.

Required Texts:

TBD

ENG 385-01: Theories of Writing (Writing Intensive; writing course category for Education)

Professor Matthew Newcomb: newcombm@newpaltz.edu

TF 9:30-10:45 AM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

How should we think about writing with the growth of generative AI? This course is designed to aid students in thinking about writing and in teaching writing in a research-informed, theoretically-backed, and consciously-chosen manner that can start to address questions like the one above. The course will provide students with a history of major debates in how writing has been taught, mostly at secondary and postsecondary levels. Students will also learn about and practice numerous strategies and approaches to teaching writing. Aspects of teaching writing that the course will focus on include invention (coming up with material or an idea), argument, grammar and style, forms of assessment, lesson planning, connections between reading and writing, research and citation, and narrative. Students will be expected to do their own writing, respond to the writing of others, and create writing opportunities and lessons in the course. Readings will include numerous articles about writing and teaching writing.

Texts (subject to change):

- *Concepts in Composition* by Irene L. Clark
- Numerous articles provided on Brightspace

ENG 406-01: Shakespeare I

Professor Cyrus Mulready: mulreadc@newpaltz.edu

TWF 2:00-3:15 PM

Instruction Mode: Fully Seated

Credits: 4

Course Description

This course will offer students an in-depth look at the drama and poetry of Shakespeare and the culture of his early modern England. We will read plays selected from each of the three major genres (comedies, tragedies and histories), including *Taming of the Shrew*, *Richard II*, *Macbeth*, and *King Lear*. Lectures, discussions and writing assignments will focus on helping students gain a rich knowledge and comprehension of Shakespeare's language and how his plays were performed, but also on investigating the deeper social questions raised by his plays. How should a society treat criminals, foreigners, and other outsiders? Are gender roles and class positions like actors roles, parts to be learned and played? How does our history affect the present? When is vengeance (and the violence that inevitably accompanies it) morally justifiable? We will also look at modern performances of Shakespeare's plays as we consider the continued popularity and influence of Shakespearean drama on our own time.

Required Text:

- *The Norton Shakespeare*, Third Edition (or any well-prepared edition of the works, like the Riverside Shakespeare)
-

ENG 406-02: Shakespeare I

Professor Cyrus Mulready: mulreadc@newpaltz.edu

MWR 11:00 AM-12:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description :

This course will offer students an in-depth look at the drama and poetry of Shakespeare and the culture of his early modern England. We will read plays selected from each of the three major genres (comedies, tragedies and histories), including *Taming of the Shrew*, *Richard II*, *Macbeth*, and *King Lear*. Lectures, discussions and writing assignments will focus on helping students gain a rich knowledge and comprehension of Shakespeare's language and how his plays were performed, but also on investigating the deeper social questions raised by his plays. How should a society treat criminals, foreigners, and other outsiders? Are gender roles and class positions like actors roles, parts to be learned and played? How does our history affect the present? When is vengeance (and the violence that inevitably accompanies it) morally justifiable? We will also look at modern performances of Shakespeare's plays as we consider the continued popularity and influence of Shakespearean drama on our own time.

Text:

- *The Norton Shakespeare*, Third Edition (or any well-prepared edition of the works, like the Riverside Shakespeare)
-

ENG 417-01: The Romantics in England

Professor Jackie George: georgej@newpaltz.edu

TF 11:00 AM-12:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

The Romantic literary period is populated with visionaries, radicals, and idealists who used literature to grapple with the cynical clones of their own time and place. In this course, we will read texts by a variety of authors that respond to the tumultuous cultural and political context of Great Britain in the years between 1789-1830, including (but not limited to) William Blake, S.T. Coleridge, John Keats, Percy & Mary Shelley, William Wordsworth, and Mary Wollstonecraft. Along the way, we will discuss these authors' engagements with discourses of nature, art, revolution, science, and human rights, as well as the resonances of Romanticism that linger in our own contemporary culture.

Note: Class meetings for ENG 417 will be free of digital distractions; this means students will not use phones, laptops, or other devices unless an accommodation need has been registered with the Disability Resource Center.

ENG 423-01: Contemporary Literary Theory

Professor Mary Holland: hollandm@newpaltz.edu

MR 2:00-3:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

What is literary theory and what is it good for? What do we do with it and why study it at all? This course will introduce students to many schools of theory and criticism from the last century or so, including Russian formalism; Marxism; new historicism; feminist, gender, and sexuality studies; race and ethnicity studies; and of course all those "posts": postcolonialism, postmodernism, poststructuralism, and posthumanism. Readings will include many of the great thinkers of the last century, including Simone de Beauvoir, Jacques Derrida, bell hooks, Frederick Jameson, Judith Butler, and Donna Haraway. We will discuss each school's framework for reading literature in the context of how that framework can help us read texts in productive and insightful ways: the goal here is not, and should never be, to slap some theory or other onto a text to see if it will stick, or to impress your friends. To that end, we will read theory and criticism in conjunction with example texts, both fiction and film. Students will ultimately produce written and oral work that applies theoretical and/or critical frameworks to texts of their choosing.

Please note that you will spend the vast majority of your time in this course reading and discussing not literature but theory, which tends to be dense and difficult and require slow and repeated reading. Plan the rest of your semester accordingly: this course is likely to demand more time than you are used to devoting to one course.

Required Texts:

- *The Norton Anthology of Theory & Criticism*, 2nd edition

- Conrad, Joseph. *Heart of Darkness*. Norton critical 3rd edition
 - DeLillo, Don. *White Noise*. Viking critical edition
 - Short texts available on Brightspace
-

ENG 423-02: Contemporary Literary Theory

Professor Jed Mayer: mayere@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This course will introduce students to the more influential and significant trends in twentieth-century literary criticism, from Structuralism to Post-structuralism, from New Criticism to Deconstruction. We will pay particular attention to the politics of literary analysis, as we explore the ways in which Marxism, Gender Theory, Post-colonialism, Animal Studies, and other approaches have raised challenging questions about the relationship between texts and their social environments. We will read selections from some of the major voices in twentieth century philosophy and theory, including Sigmund Freud, Mikhail Bakhtin, Michel Foucault, Jacques Derrida, bell hooks, Judith Butler, and Donna Haraway, examining such figures individually and in relation to relevant critical movements. Students will also learn to apply the critical approaches they learn about through close analysis of selected works of fiction and film.

Required Texts:

- *The Norton Anthology of Theory and Criticism*, 3rd ed.
 - Lewis Carroll, *Alice's Adventures in Wonderland* and *Through the Looking Glass*
 - Mary Shelley, *Frankenstein*
-

ENG 425-01: The Epic Tradition

Professor Thomas Festa: festat@newpaltz.edu

MR 12:30-1:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This course is designed to introduce students to the worlds and ways of epos—the songs, tales, poems that tell at length of heroic deeds in cultures long past. Or rather, this course will seek to reintroduce students to a most ancient genre of literature still talked about, still deployed in casual adjectival use (an “epic” sporting event, movie, airport layover, election cycle, etc.), but mostly treated as if it were as dead as the languages in which the original epics were composed. The course has several objectives: to give students the long view of a form of literary art that was right at the center of European civilization for something like 2400 years; to cultivate an awareness of the importance of violence, deception, and sacrifice to that tradition; to inspire further exploration of the poems’ representations of religious devotion, political action, and the performance of gender roles; to allow students the rare opportunity to immerse themselves in the greatest adventures ever written down.

Prospective Texts for the Course:

- Homer, *Iliad*, trans. Peter Green (U of California; ISBN: 9780520281431)
- Homer, *Odyssey*, trans. Robert Fitzgerald (FSG; ISBN: 9780374525743)
- Virgil, *Aeneid*, trans. Stanley Lombardo (Hackett; ISBN: 9780872207318)
- Dante, *Inferno*, trans. Robert and Jean Hollander (Anchor; ISBN: 9780385496988)

**Note: This course can satisfy either the pre-1800 or pre-1900 requirement for English Majors.*

ENG 445-01: Creative Writing Workshop II

Professor Kristopher Jansma: jansmak@newpaltz.edu

MR 12:30-1:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

To advance beyond introductory and foundational writing skills, this course will examine the complexities of fiction, poetry, and nonfiction writing. We’ll examine works that have defined literature for decades and others that make bold, fresh attempts to revitalize the form. Students will develop both an appreciation for the canon and a curiosity about the possibilities of the present. Students will explore advanced techniques of narrative in these texts, the work of their peers, as well as in a series of instructive writing exercises. Beginning with creative, in-class writing exercises, students will develop their own original pieces that will later be reviewed in a constructive, workshop setting. Revisions will ultimately be done to complete and formalize the pieces.

Required Text:

- *The Writing Life*, Annie Dillard

ENG 445-02: Creative Writing Workshop II

Professor Kathleen Blackburn: blackbuk@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This second level creative writing course continues the work begun in Creative Writing I and explores various forms of narrative and poetry. Students may write micro-fiction, memoir, short story, and poetry in both free verse and structured forms. Greater emphasis is given to analysis of readings, peer critiquing, and editing. A final portfolio of the semester's work will constitute the final project. This class prepares the student writer for the higher-level genre-specific Craft courses in fiction, creative non-fiction, and poetry. Readings to be announced.

ENG 451-01 Senior Seminar: Violence & the Inhuman in Women's Literature and Art from the Borderlands

Professor Marcela Romero Rivera: romerorm@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This research-intensive seminar examines how contemporary women writers, artists, and filmmakers from the U.S.-Mexico borderlands depict violence, ruination, and the erosion of the human as a political category. Through a materialist analysis of literature and visual art, we will explore how figures like Teresa Margolles, Natalia Almada, Dolores Dorantes, and Vanessa Angélica Villarreal challenge dominant narratives of gender, labor, and violence. Rather than portraying victimhood as political inertia, their work articulates new modes of resistance that emerge from dehumanization. Students will develop advanced research skills in library methods while engaging with critical cultural studies, feminist theory, and materialist analysis

methodologies to situate the borderlands conditions within broader hemispheric and global contexts.

Required Texts:

TBD

ENG 452-01: The Craft of Fiction

Professor Heinz Insu Fenkl: fenklh@newpaltz.edu

TF 2:00-3:15 PM

Instruction Mode: Synchronous Online

Credits: 4

Course Description:

Technical, theoretical, and practical aspects of literary narrative fiction for students with a dedicated interest in perfecting their craft for personal edification, publication in serious literary reviews, and potential use in applications to graduate programs. Primarily a writing workshop, but also focuses on close, careful, analytic reading for the purpose of revision and criticism. Short writing exercises at the beginning of the semester culminate in a short- and medium-length short story for final workshop. By permission of instructor only.

Required Texts:

TBA

ENG 453-01: The Craft of Poetry

Professor Timothy Liu: liut@newpaltz.edu

MR 3:30-4:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

The Craft Course in Poetry is for students accepted as creative writing majors and minors. The prerequisite is ENG 345 and ENG 445. Students taking this course will already enjoy both reading and writing poetry and desire to cultivate a passion for the art form spanning the gamut from traditional to radical forms. Following discussion of selected readings from our anthology to kick off each week, students will have their own poems workshopped. Students will consider what makes a poem “finished” (even publishable) as they work all semester long assembling a final portfolio of their best revised poems in anticipation of making their marks in the world at large.

Required Texts:

- *Best of the Best American Poetry: 25th Anniversary Edition* (Robert Pinsky, ed.)
-

ENG 460-01: Classics of Juvenile Fantasy

Professor Fiona Paton: patonf@newpaltz.edu

MR 3:30-4:45 PM

Instruction Mode: Hybrid

Credits: 4

Course Description:

This course has been designed with English Education majors in mind, but it is also open to English and creative writing majors as an elective. We will read a wide range of classic fantasy for children and young adults from the Victorian period to the present, ending with several more contemporary works that are perhaps destined to be “classics” of the future. Scholarly and theoretical articles will be paired with the primary texts in order to develop a rich understanding of the social and literary dimensions of juvenile fantasy. Class discussion will focus on both literary technique and content, with some attention given to the psychology of young readers and the role of fantasy in childhood development.

Required Texts:

- *Alice’s Adventures in Wonderland* by Lewis Carroll (Available free online at www.gutenberg.org)
- *Peter Pan* by J. M. Barrie (Available free online at www.gutenberg.org)
- *The Wonderful Wizard of Oz* (Available free online at www.gutenberg.org)
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *A Wrinkle in Time* by Madeleine L’Engle
- *Harry Potter and the Sorcerer’s Stone* by J.K. Rowling
- *The Tale of Despereaux* by K. DiCamillo
- *Coraline* by Neil Gaiman
- *Haroun and the Sea of Stories*, by Salman Rushdie

ENG 493-01: Graphic Literature Workshop*

Professor Heinz Insu Fenkl: fenklh@newpaltz.edu

TF 12:30-1:45 PM

Instruction Mode: Synchronous Online

Credits: 4

Course Description:

After focusing on the history and the technical details of comics production in the first half of the semester, this course will shift into workshop mode in the second half, with students creating their own “non-mainstream” style comics. Readings will include Asian, American, and European comics and graphic novels, including the works of Osamu Tezuka, Belle Yang, Art Spiegelman, Alan Moore, Joann Sfar, and Guy DeLisle with a special emphasis on “indie” comics and manga/manhwa from Japan and Korea and their cross-cultural influence. The second half of the semester will be focused on producing and workshopping student projects. Some experience in traditional or digital comics production (and drawing ability) is highly recommended before taking this course.

***This course can satisfy a Craft requirement for Creative Writing students or a literature elective requirement for students following the English plan of study.**

Required Texts

TBA

FALL 2025 GRADUATE LEVEL COURSES**ENG 515: Modern Theories of Writing**

Professor Erin Newcomb: newcombe@newpaltz.edu

T 5:00-7:50 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

From the course catalog: “A general introduction to developments in writing theory and instruction including such topics as the composing process, cognition and writing, invention and revision strategies, discourse theory, alternative approaches to teaching grammar and style. (Especially suitable for students planning to teach.)”

This course will both prepare you to teach writing in a theoretically-informed way and involve you in contemporary research and conversations about writing, composition, and rhetoric. The majority of the time will be spent on key debates and issues in the field of writing studies as it has existed since the first Conference on College Composition and Communication in the middle of the twentieth century. Topics will likely include (but are not limited to) foundations of the discipline, the rhetorical situation and audience, theories of reading, language, assessment, information literacy, multimodal literacies, digital rhetoric, feminist and queer theories, disability studies perspectives, decolonizing rhetoric, and anti-capitalist rhetorics. Readings will be key journal articles and academic books with an emphasis on developments in the field especially over the last decade. Students will also gain a larger historical understanding of the movements within writing studies and will be encouraged to develop and try alternative theories and strategies in their writing and in their teaching of writing. Students will conduct their own research into the field of composition and will prepare materials for teaching writing as well (such as lesson plans, syllabi, textbook reviews, and/or assignment sheets). We will also spend time talking about our current composition courses and sharing ideas for immediate teaching.

Readings are available on Brightspace as Open Educational Resources.

ENG 542-01: Workshop in Fiction and Memoir

Professor Kathleen Blackburn: blackbuk@newpaltz.edu

R 5:00-7:50 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

A graduate workshop where students share and critique original works of fiction and memoir in a constructive environment dedicated to the writing process. Students examine works by contemporary and classic authors and analyze vital craft techniques.

**Note: This is a workshop on writing a memoir or novel, which means you will be expected to do a significant amount sustained writing and reading of fiction and nonfiction during the semester.*

Texts for each semester to be announced.

ENG 543-01: Workshop in Poetry

Professor Timothy Liu: liut@newpaltz.edu

W 5:00-7:50 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

A graduate poetry workshop considering traditions and trends animating contemporary poetry and consider strategies for constructing their own. Each poet will find a distinctive identity in terms of imagery, language, identity, and subject matter.

**Note: This is a workshop on writing poetry, which means you will be expected to do a significant amount sustained writing and reading of poetry during the semester.*

Texts for each semester to be announced.

ENG 579-01: Studies in Nineteenth-Century American Literature

Professor Andrew Higgins: higginsa@newpaltz.edu

M 5:00-7:50 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

At the start of the nineteenth century in America, the natural world was seen almost exclusively as a source of untapped natural resources. In his poem “On the Emigration to America and Peopling of the Western Country,” Philip Freneau lamented that forests grew “but to decay” and the many streams that fed the Mississippi were “useless” because no freight was carried on their flood. Within 100 years, however, American attitudes toward the natural world had changed dramatically. Large numbers of Americans—especially upper-middle-class Americans—engaged in outdoor pursuits like birdwatching, boating, and camping, and writers such as John Burroughs and Ernest Thompson Seton had become household names by writing about animals and the natural world. Despite this wave of interest in the natural world, though, the extraction of natural resources and the destruction of the land went on at a pace that would have staggered the mind of Freneau’s generation.

In this course, we will explore American’s changing attitudes toward the natural world as represented in the works of nineteenth-century American literature, asking questions such as:

How did American attitudes toward the natural world change over the course of the century? What did it mean to find aesthetic appreciation in nature? What was the connection between the aesthetic valuation of the wilderness and efforts to conserve and protect it? And what role did literature play in the changing attitudes towards the natural world?

In particular, we will focus on the idea of wilderness and the wild, as represented in the work of writers such as Emerson, Thoreau, Susan Fenimore Cooper, and others, with special attention paid to New York writers.

Required Texts:

- Ralph Waldo Emerson, “Nature”
- Henry David Thoreau, *Walden* and other writings
- Susan Fenimore Cooper, *Rural Hours*
- John Burroughs, *Locust and Wild Honey* (1879)
- Sarah Orne Jewett, *The Country of Pointed Firs* (1896)
- Mary Austin, *The Land of Little Rain* (1903)
- John Muir, *The Mountains of California* (1882)

ENG 585-01: Studies in Contemporary Criticism: Anthropocene Nonhumanities

Professor Jed Mayer: mayer@newpaltz.edu

T 5:00-7:50 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

The mark of humans may now be read in all earthly things, from the strata of the lithosphere to the upper reaches of the stratosphere. The Anthropocene, as many have proposed we call this too-human geological and climatological era, calls for a radical reconsideration of the nonhuman world and humanity’s place within it. Human-induced climate change and the sixth extinction have irreparably harmed nonhuman populations and ecosystems, yet humans must also reckon with the destructive climatic forces for which we are in large part responsible. The nonhuman is at once more vulnerable and more destructive than at any time within human history. And yet as we struggle to articulate the nonhuman, to speak responsibly for endangered species and ecologies, they continue to elude representation. Vaster than mega-hurricanes, smaller than microplastics, Anthropocene nonhumanities call for fresh approaches and new epistemologies. In this seminar we will study some of the more influential philosophical perspectives on the nonhuman, as well as the more generative recent developments in critical theory, and consider the ways in which modes of literary representation have attended to the nonhuman, and how they might offer us cognitive direction for our shared future.

Texts:

- Marlen Haushofer, *The Wall*

- Jeff VanderMeer, *Annihilation*

ENG 593-02: Environmental Literature: Beyond Nature Writing

Professor Sarah Wyman: wymans@newpaltz.edu

M 5:00-7:50 PM

Instruction Mode: Fully Seated

Credits: 3

Course Description:

In this seminar, we will read a wide selection of poems, short stories, novels, and critical articles from world cultures and consider the way authors have represented sustainable cities and communities in literature. We will engage theories of eco-poetics, afrofuturism, and feminist ecological citizenship, as we determine the affordances of moving beyond ecocriticism's roots in nature writing, deep ecology, and the feminist ethics of care. Critics including Ursula Heise, Ayana Johnson, Lawrence Buell, Sherilyn MacGregor, Greta Gaard,

Robert Bullard, Rhiana Gunn-Wright and others will inform our exploration. Environmental Literature will engage the environmental / social / economic dimensions of sustainability to hinge course material to real-world challenges to human, creature, and planetary thriving. Critical sustainability frameworks will illuminate our texts as documents of human efforts to create regenerative societies. Attribute: Liberal Arts

Required Texts:

- Don Delillo, *White Noise*
- Samantha Harvey, *Orbital*
- Leslie Silko, *Ceremony*
- Poets: Ross Gay, Gary Snyder, Jane Hirschfield, Louise Gluck, Terrance Hayes, Wendell Berry, Athena Chu, Walt Whitman, and others.
- Additional literary works by: Octavia Butler, Annie Dillard, Gabriel García Márquez, Ursula Le Guin, Maggie Nelson, Richard Powers