ENGL 110-080
Political Rhetoric
Kristen Poole
TR 12:30 – 1:45

In this course we will be examining the art of political rhetoric at three different points in time and place: ancient Rome, sixteenth-century England, and modern (20th-/21st-century) America. Corresponding to these different moments, our texts will be Cicero’s *Art of Rhetoric*, Shakespeare’s *Julius Caesar*, and modern American political speeches. We will be learning the skills of structuring an argument and persuading an audience by close reading and analyzing the words of others, and then by putting the lessons we learn into effect in our own writing. We will focus on developing critical thinking skills, deepening structural analysis and organization, cultivating a sense of authorial style, and learning practices of collaborative work. The course will use the online project management platform Basecamp, which allows for “real world” professional interaction and also provides flexibility for various teaching scenarios (in-person, hybrid, or online). Like all other ENGL 110 courses, our course will include at least one multimodal assignment that asks you to incorporate elements beyond text on a page or screen. The course culminates with an in-depth research paper on an American political speech of the student’s choice.

ENGL 110-081
Sports in America
John Jebb
MWF 11:15 – 12:05

Sports, athletes, and the outdoors have among their fans some renowned American writers. And discussions of sports, athletes, and the outdoors inevitably involve American values. So this course will use athletics as a means to encounter great American writing and to explore American themes: the value of the wilderness, achievement, team psychology, coaching, the differences between male and female athletes (and coaches), sports in the minority community, cheating, and more. Among fiction writers who were sports fans, possible authors may include Ernest Hemingway, Ring Lardner, playwright Sarah DeLappe. Many professional sports journalists are superb stylists, so we may sample the works of Frank Deford and Gary Smith and Jon Krakauer. We will consider their rhetorical approaches, the authors' points of view, even reporters' research methods. Writing projects will allow you to explore these topics as they are treated in our readings, and to augment what the authors say with your own experiences as athletes and fans. The course will begin with shorter assignments about our texts, then continue to full-length essays and at least one multimodal assignment that asks you to incorporate elements beyond text on a page or screen. A source-based project will allow in-depth exploration of a negotiated topic raised in our course.
ENGL 110-082
Writing Environmental Justice
Brooke Stanley
MWF 9:05 – 9:55
While the science about climate change is clear, hard data can lose sight of the human element of environmental problems. People of color, communities in the global South, and low-income neighborhoods are disproportionately affected by environmental issues. These stories matter, and this is where writing comes into play. In this course, we will study literary texts about environmental justice as a springboard to develop your own writing. Our units foreground various roles: Activist, Naturalist, Scientist, Migrant, Storyteller, Youth, and Filmmaker. We will engage with thinkers from a range of backgrounds, professions, and places, including South Africa, Sweden, Spain, India, the Marshall Islands, Nigeria, and the United States. Texts will include Diana García’s When Living Was a Labor Camp, J. Drew Lanham’s The Home Place, Ben Okri’s “What the Tapster Saw,” Josh Fox’s Gasland, and more. We will also consider how environmental justice intersects with racial justice and the COVID-19 pandemic. As in all ENGL 110 classes, expect to write often, devote time to revising, and practice writing together. Assignments will include reflective journal entries; brief discussion posts; and a research project, where you will explore an environmental justice topic of your choice through both an essay and a podcast.

ENGL 110-083
A Menu for Writing: Food, Culture & Identity
Claire McCabe
MWF 9:05 – 9:55
Food often declares our culture and ethnicity, our sophistication or lack thereof. Food is political. Food is art. Entire social movements are based on food preferences such as vegetarianism and the slow foods movement. Our popular culture is permeated with reality TV shows focusing on food, food blogs, and advertisements for food products. Food will inspire this honors class with endless material for research and writing: Is industrial food production ecologically sound? Can the world be fed organically? Why do some countries suffer illnesses of overabundance, such as obesity and diabetes, while others deal with starvation? Our menu for writing will include journal entries and reading responses, a short personal essay, a more in-depth research project, and a final presentation that can include multimedia with visuals...perhaps a Powerpoint, a video or a “booklet.” In addition, we’ll plan one or two “virtual excursions” during the semester.

ENGL 110-084
A Menu for Writing: Food, Culture & Identity
Claire McCabe
MWF 10:10 – 11:00
Food often declares our culture and ethnicity, our sophistication or lack thereof. Food is political. Food is art. Entire social movements are based on food preferences such as vegetarianism and the slow foods movement. Our popular culture is permeated with reality TV shows focusing on food, food blogs, and advertisements for food products. Food will inspire this honors class with endless material for research and writing: Is industrial food production ecologically sound? Can the world be fed organically? Why do some countries suffer illnesses of overabundance, such as obesity and diabetes, while others deal with starvation? Our menu for writing will include journal entries and reading responses, a short personal essay, a more in-depth research project, and a final presentation that can include multimedia with visuals...perhaps a Powerpoint, a video or a “booklet.” In addition, we’ll plan one or two “virtual excursions” during the semester.
ENGL 110-085
David Kim
You Got Beef? Food and Culture in the US
MWF 10:10 – 11:00
What has become of food in the age of celebrity chefs, “foodies,” “food porn,” “caveman diets,” and “food deserts.” Yes, food is simply what you eat, but as these trends indicate, food is also deeply cultural and political. We will read widely from the broad genre of “food writing,” including food reviews and criticisms; food autobiographies and histories; and food diaries on social media. We will explore today’s food culture as the stage for the ongoing discussions around cultural appropriation (race & ethnicity), power and equity (gender & labor), and tradition and modernity (media & technology). The major assignments include 1) two short essays on the intersections of food and culture; 2) a food journal in the mode of digital storytelling; 3) one research paper that examines a course topic in depth.

ENGL 110-086
Debunking: Quackery, Pseudoscience, and Conspiracy Theories
Ray Peters
TR 9:30 – 10:45
This course will explore debunking of quackery, pseudoscience, and conspiracy theories by analyzing pseudoscientific thinking in print, film, tv shows, and advertising. In particular, we will examine unscientific claims about vaccines, alternative medicine, conspiracies, fringe science, paranormal phenomena, U.F.O.s, and aliens. Throughout the course, the emphasis will be on the rhetorical analysis of texts, focusing on the techniques that result in effective debunking. Readings may include Carl Sagan's *The Demon-Haunted World: Science as a Candle in the Dark*, Paul Offit's *Do You Believe in Magic? The Sense and Nonsense of Alternative Medicine*, and Lee McIntyre’s *Post-Truth*. In order to examine the latest in pseudoscience and conspiracy theories, we will also read online sources such as *Quackwatch*, *Snopes*, and the *Science-Based Medicine Blog*. In order to develop skills in academic writing, we will analyze research papers in the *Arak Anthology* and other samples of academic writing. Students will write brief response papers, critical reviews, analytical essays, and a research paper and multimodal project analyzing why people believe weird things.

ENGL 110-087
Dress and Identity
Rebekah Phillips
MWF 12:20 – 1:10
Dress is an integral part of human identity. In this synchronous online class, we will look at the last two hundred years of clothing history and use it as a starting point for understanding modern concepts of race, gender, class, and the expression of political views. What determines whether clothing is seen as feminine or masculine—not to mention conservative or radical? Who makes our clothes? How does race play into what we wear (and don’t wear)? How has fast fashion impacted the clothing industry and the environment, starting with the industrial revolution? We will begin to answer these questions through reading Elizabeth Keckley’s memoir *Behind the Scenes*, or, *Thirty Years a Slave and Four Years in the White House*, Jen Wang’s graphic novel *The Prince and the Dressmaker*, and by utilizing online costume collections in museums across the world. You will be expected to write in-class reading responses, two longer papers between 5 and 10 pages (which will go through two drafts each), and keep a blog as a capstone project.
ENGL 110-088
Whose Streets? Protest Movements, Then and Now
Sean Lovitt
TR 11:00 – 12:15
Each new generation is predictably accused by their elders of being “idealistic.” Young people’s political desires are routinely discounted as “unrealistic.” Yet, young rebels have often been at the forefront of protest movements that changed the world for the better. In this class, you will study several generations of young people involved in protest movements, from the 1960s to today. We will study some of the authors, writings, and depictions of movements, such as Civil Rights, Anti-War, Black Power, Feminism, Gay Pride, Environmentalism, Occupy, and Black Lives Matter. We will explore these movements through works of different styles and genres, including James Baldwin’s play *Blues for Mister Charlie*, the 2020 film *The Trial of the Chicago 7*, Assata Shakur’s autobiography, Edward Abbey’s novel *The Monkey Wrench Gang*, Alan Moore’s comic *V for Vendetta*, Claudia Rankine’s poetry, and the BLM documentary *Whose Streets?* Additionally, you will also have a chance to sift through a variety of independent media—newspapers, films, messageboards, podcasts—that activists have used to express their identities and opinions. Your written work for the class will consist of a profile of a protest movement, a research paper on a topic of your choice, and a podcast or zine.

ENGL 110-089
Mutual Flourishing for all Earthly Beings: Indigenous Ecological Knowledge and Writing for Social Change
Tori Aquilone
TR 2:00 – 3:15
Historically, Indigenous peoples and their knowledge have been marginalized in the shadow of white supremacy and Western hegemony. Scholars of the environmental humanities have begun to heed Indigenous Ecological Knowledge (IEK) for its ability to challenge the Western ways of engaging nature, which are often inherently destructive. As students entering college in the 2020s, you may be aware of environmental issues, but you may feel helpless or not fully understand how Western culture contributes directly to environmental catastrophe. Our course centers on IEK as a valid form of knowledge that can spur social change. The readings and discussions will center on Indigenous writers such as Robin Wall Kimmerer, Luther Standing Bear, Winona LaDuke, Gregory Cajete, Leslie Marmom Silko, and Enrique Salmon. Our first major assignment will be nature-relationship narrative, (similar to the oft-assigned literacy narrative) in which students can assess your own relationship with nature. The class will also include a “current situation analysis” in which you analyze a particular environmental concern in light of IEK. The students will use the “current situation analysis” to create a multimodal social media activism campaign to raise awareness for the issue. A final research paper will center on the visions students have to co-create an ecologically sustainable future within their chosen major through the adoption of IEK.
This course examines minority voices in bestsellers, and as you might have noticed, the title is a bit of a paradox because the marginalized voice is being “heard” by millions of readers. But is anyone really listening? We start with Mary Rowlandson’s captivity narrative (1682), perhaps America’s first bestseller. It is written by a white woman captured by Wampanoag warriors and gives an interesting voice to the captive and, indirectly, to the Native Americans causing mischief in colonial New England. A fuller Native American view is provided in American Indian Stories (1921) by Zitkala-Sa, a Sioux writer and activist, who refused to be assimilated into 19th century white society. Next will be Richard Wright’s Native Son (1940), the first African American novel to be a bestseller. It addresses a young black male living in utter poverty in Chicago. That will be followed by Ann Petry’s The Street (1946), the first bestselling novel by an African American female. It concerns a single black mother trying to escape the streets of Harlem. Our last text will be a “minority” bestseller selected by the class. Assessments will include short papers, quizzes, participation, and a multimodal presentation using PowerPoint with embedded video. The capstone will be a research paper where you take a stance on an issue regarding the marginalized in America.

Each new generation is predictably accused by their elders of being “idealistic.” Young people’s political desires are routinely discounted as “unrealistic.” Yet, young rebels have often been at the forefront of protest movements that changed the world for the better. In this class, you will study several generations of young people involved in protest movements, from the 1960s to today. We will study some of the authors, writings, and depictions of movements, such as Civil Rights, Anti-War, Black Power, Feminism, Gay Pride, Environmentalism, Occupy, and Black Lives Matter. We will explore these movements through works of different styles and genres, including James Baldwin’s play Blues for Mister Charlie, the 2020 film The Trial of the Chicago 7, Assata Shakur’s autobiography, Edward Abbey’s novel The Monkey Wrench Gang, Alan Moore’s comic V for Vendetta, Claudia Rankine’s poetry, and the BLM documentary Whose Streets? Additionally, you will also have a chance to sift through a variety of independent media—newspapers, films, messageboards, podcasts—that activists have used to express their identities and opinions. Your written work for the class will consist of a profile of a protest movement, a research paper on a topic of your choice, and a podcast or zine.