

**ENGL 456 17th Century Women's Writing (3 sem. hrs.)**

The study of selected works written by women in 17th century Britain and America, situated in their cultural context.

*NB:* Not offered every semester. See Department chair.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (0-0; 0-3)

**ENGL 462 18th Century Drama (3 sem. hrs.)**

A survey of the English drama of the 18th century. An examination of representative works of the London stage and comparative continental dramas, in transition and in cultural context.

*NB:* Not offered every semester. See Department chair.  
Cross-listed: THTR 442.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (3-0 or 3-0)

**ENGL 465 18th Century Literature (3 sem. hrs.)**

A study of the poetry, non-fiction prose, and novels of the major writers of the neo-classical period, including such authors as Dryden, Swift, Pope, Johnson, and Richardson.  
*NB:* Not offered every semester. See Department chair.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (3-0; 0-0)

**ENGL 471 Victorian Poetry and Prose (3 sem. hrs.)**

The study of the poetry and non-fiction prose of British writers during the Victorian era (1837-1901), including prose authors such as Carlyle, Mill, and Ruskin, and poets such as the Brownings, Hopkins, and Tennyson. The course will consider these works in the context of Victorian Britain's preoccupation with questions about politics, education, art, science, religion, and the role of women.

*NB:* Not offered every semester. See Department chair.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (0-0; 3-0)

**ENGL 482 World Literature in English (3 sem. hrs.)**

This course includes considerable focus on issues related to post-colonialism and literature through the study of literature written in English by writers from post-colonial nations.

*NB:* Not offered every semester. See Department chair.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (3-0 or 3-0)

**ENGL 490 Literary Theory and Criticism I (3 sem. hrs.)**

A study of the major documents of literary theory and criticism from Plato to Frye. Traditional texts and terminology (historical development), and genre, conventions, and the relation of the text to the author, the reader and reality, are considered.

*NB:* This course is required of all Honours English students.  
*NB:* Not offered every semester. See Department chair.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (3-0 or 3-0)

**ENGL 495 Literary Theory and Criticism II (3 sem. hrs.)**

A survey of the major interpretive approaches to literature from post-structuralism to the recent ethical turn in literary theory. Designed to complement ENGL 490, the course examines contemporary theory and practice (deconstruction, psychoanalytical criticism, neo-Marxism, historicism, philosophical hermeneutics, gender studies, and ethical criticism) and considers the social and intellectual context out of which each approach arises.

*NB:* This course is required of all Honours English students.  
*NB:* Not offered every semester. See Department chair.  
Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (3-0 or 3-0)

**ENGLISH, GRADUATE COURSES****ENGL 510 The Writing of Creative Non-Fiction (3 sem. hrs.)**

A seminar in the reading and writing of literary nonfiction and in the development of a critical appreciation of its various forms. The course examines life writing in terms of its literary forms, as the authors' responses to their culture, and as texts within which identity is shaped and altered by the intentional acts of their writers. It examines current theories of life writing, based on the assumption that life writing participates in the construction of the identity and the historicity of the individual. Chosen texts demonstrate the art of life writing, as well as other paradigms for its interpretation and its literary and cultural influence. As the genre of literature in ascendancy among readers and writers during this century, it bears careful examination as a means of navigating the reclamation of human selfhood and spirituality in our postmodern condition. The purpose is to provide approaches to the reading and writing of literary nonfiction. Studies include the techniques of writing creative nonfiction and the critical appreciation of this form, known as the "fourth genre." Such forms as (auto)biography, memoir, letters, diaries, travel and nature writing, and personal essays will provide the models for students' exploration of this genre. Examples are drawn from writers such as C.S. Lewis, Thomas Merton, E.M. Forster, George Orwell, Michael Ondaatje, Annie Dillard, Kathleen Norris, Flannery O'Connor, John Bunyan, Virginia Woolf, and others who form part of the literary canon of such writing.

**ENGL 512 Studies in 20th Century American Literature (3 sem. hrs.)**

Examines representative works of 20th century American literary prose and the development of its themes in various historical, political, and socio-cultural contexts, including the major wars and social upheavals in which American society has been involved in the last 100 years. Students examine the major themes and values that comprise a canon of literature which addresses the literary movements characterized by Realism and Naturalism and the contexts of Modernism and Postmodernism in which literature has responded to them in the American tradition. American literature and its contributions to the discussions on religion, morality and Christianity, and the relationship between the three, are engaged.

**ENGL 522 Chaucer**

This course focuses on Chaucer's *Canterbury Tales*, *The Parliament of Fowls*, and *The Book of the Duchess*. Care is taken to develop a good reading knowledge of Chaucerian Middle English. The social, economic, political, and spiritual principles in Chaucer's text, and the aesthetic techniques employed to shape them, will be situated within the historical and cultural context of Ricardian, or late 14th century England. Chaucer wrote for a populace that had confronted decimating plagues as well as social, economic and religious upheaval. The course draws out the competing medieval voices that emerge in the works composed in this context, which often articulate searing critiques of a complex, disorderly, patriarchal, violent, and humorous medieval world.

**ENGL 530 Medieval Literature (3sem. hrs.)**

Focuses on the rich and varied visionary and mystical literature of the early, high and late Middle Ages, including the writings of Bernard of Clairvaux, Richard of St. Victor, Julian of Norwich, Margery Kempe, Richard Rolle, the author of the *Cloud of Unknowing*, and Meister Eckhart. The influence of early theologians and philosophers (such as Origen, Plotinus, and Augustine) on these mystics is considered in detail, as is the influence of the medieval mystics on mystical thinkers of Renaissance Europe

(including Teresa of Avila and John of the Cross). This course also seeks to read the ontological and epistemological elements of medieval mysticism through the filter of modern philosophical paradigms.

**ENGL 534 European Literature in Translation (3 sem. hrs.)**

A survey of European drama and prose classics from the 13th to the 20th century, this course explores and critically evaluates the shift in world views from Dante's Christian humanism to Kafka's and Camus' modern existentialist view of human existence. In order to provide depth to our analysis of the works and to highlight the significance of the shift in world view, the works will be discussed in their historical, philosophical, and cultural context, in combination with close reading and various theoretical interpretative approaches.

**ENGL 551 Shakespeare I (3 sem. hrs.)**

Analyzes seven plays by William Shakespeare, including three tragedies, a history play, a comedy, and two romances, in addition to his narrative poem *Venus and Adonis*. Shakespeare's plays are considered as both established literary works and as scripts written for performance, and students apply different critical approaches to his works in an attempt to discover the source and nature of the plays' aesthetic power and dramatic force. The course attempts to determine whether William Shakespeare is, as some have claimed, the greatest and most influential writer of all time.

**ENGL 552 Shakespeare II (3 sem. hrs.)**

Students examine seven representative plays of William Shakespeare and a selection of his sonnets. The Shakespearean works are read within the historically-specific cultural context in which they were produced. The course pays particular attention to the way in which Shakespeare blurs generic, thematic, and ideological boundaries in his poetic and dramatic works — exploring his fusion of the tragic and the comic, the sacred and the profane, the noble and the plebeian, the fantastic and the historic, and the orthodox and the transgressive. Students also explore the ways in which these richly layered texts affirm or interrogate the dominant cultural values in Elizabethan and Jacobean Britain.

**ENGL 553 Milton (3 sem hrs.)**

The major poetic works and selected prose of Milton are read in light of his claim to be the delegated spokesperson for God and Parliament in early-modern England. Milton's works are seen both to reflect the tension and trauma of the Civil War, Interregnum and Restoration, and to participate in shaping a new state and new modes of existence.

**ENGL 554 Renaissance Poetry and Prose (3 sem. hrs.)**

The course examines representative selections of the poetry and prose of the high and late Renaissance periods in England, covering a century from about 1580 – 1680, an era which was characterized by an impressive range of literary output that has never been rivaled in the Western world. Even apart from the work of the most eminent figures — Shakespeare and Milton — this period offers a rich and varied legacy of poetry and impressive essays, treatises, and allegories, by such great literary figures as Sidney, Spenser, Marlowe, Jonson, Bacon, Donne, Herbert, Marvell, Browne, Walton, Pepys, and Bunyan who, along with other selected authors, are represented in this course. The course also addresses the political, religious, and theological controversies that energized so much of the writing of this dynamic century.

**ENGL 556 17th Century Women's Writing (3 sem. hrs.)**

A survey of women's writing in the 17th century which examines the poetry, prose and dramatic works of literary figures such as Lady Mary Wroth, Aemilia Lanyer, Anne Bradstreet, Katherine Philips, Margaret Cavendish and Aphra Behn. The writings of these early-modern women are examined to understand how they address not only what it is to be a woman in early-modern times, but what it is to be human, an activity which involves the exploration of historical practices, philosophical concepts, political theories, and theological tenets.

**ENGL 567 Drama to 1627 (3 sem. hrs.)**

The study of selected dramatic works written in English prior to the closing of the theatres in 1642, including medieval mystery and morality plays and works by Elizabethan, Jacobean and Caroline playwrights, excluding Shakespeare.

**ENGL 571 The 19th Century Novel**

This course offers a study of representative novels and novelists from 19th century Britain. The novel as a genre flourished during this time, as the novel's form was shaped by writers such as Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, and Thomas Hardy.

**ENGL 572 Romantic Poetry and Poetics (3 sem. hrs.)**

A study of the poetry created by the six major poets grouped under the term "Romantic": Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, and Keats. We consider both the poetry and critical theories of these influential authors. Students concentrate on the poetry and criticism of one particular poet.

*NB:* Not offered every semester. See Department Chair. Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (0-0; 3-0)

**ENGL 573 Victorian Poetry and Prose (3 sem. hrs.)**

The study of the poetry and non-fiction prose of British writers during the Victorian era (1837-1901), including prose authors such as Carlyle, Mill, and Ruskin, and poets such as the Brownings, Hopkins, and Tennyson. The course considers these works in the context of Victorian Britain's preoccupation with questions about politics, education, art, science, religion, and the role of women.

*NB:* Not offered every semester. See Department chair. Prerequisite(s): 9 sem. hrs. of English and third or fourth year standing or instructor's consent. (0-0; 3-0)

**ENGL 582 Studies in Modern British Literature**

This course studies representative works in British prose, fiction and poetry that both shape and reflect contemporary British literary sensibilities. It includes a selection of poetry from writers such as Yeats, Auden, Eliot, Thomas, Lawrence, Larkin and Heaney; prose from Orwell and Woolf; and novels from Byatt, Conrad, Fowles, Mitchell and Graham Swift.

**ENGL 583 World Literature**

This course explores issues within post-colonial literature through a study of works in English by writers from what were previously the Commonwealth nations.

**ENGL 584 Contemporary Canadian Novel (3 sem. hrs.)**

A study of representative works of contemporary Canadian fiction and the development of the post-modern, post-colonial, post-national novel. Authors (a minimum of six) may include a selection of Atwood, Brand, Findley, Hodgins, Hood, King, Martel, Mistry, Munro, Ondaatje, Sky Lee, Urquhart, Vanderhaeghe, and Wiebe.

**ENGL 591 Children's Literature (3 sem. hrs.)**

The course examines children's literature from the 17th century to the present, analyzing representative texts and changing attitudes toward children and their books. Beginning with early didactic stories and traditional folk and fairy tales, and then moving on to British, American, and Canadian novels, the course focuses on questions of history, philosophy, authorship, readership, and genre. The emphasis is on close critical readings of the texts.

**ENGL 592 Studies in Individual Authors (3 sem. hrs.)**

Designed to give students the opportunity of studying for an entire semester the works of no more than two significant authors.

**ENGL 593 Fantasy Literature (3 sem. hrs.)**

Examines the long history of fantasy texts by first locating works of George MacDonald, C.S. Lewis, J.R.R. Tolkien and Madeleine L'Engle within the Anglo-Saxon epic and the Medieval romance literary traditions in English literature, including *Beowulf* and *Sir Gawain and the Green Knight*. The course also considers how these shape

the imagination of creators of modern fantasy as well as the argument that modern fantasy is a response to post-Enlightenment rationalism.

**ENGL 594 Studies in the Writings of C.S. Lewis (3 sem. hrs.)**

Focuses on the literary achievement of C.S. Lewis, prominent Inklings author, analyzing representative texts in his poetry, essays, and novels. Beginning with his allegory, *The Pilgrim's Regress*, and then moving on to some of his *Chronicles of Narnia*, *The Screwtape Letters*, and various fantasy novels such as *Perelandra* and *Till We Have Faces*, together with selected poems and essays, examines his mythopoeic vision and its contribution to Christianity and culture. Through close reading of the texts, and considering these in relation to various forms of theoretical inquiry — historical, sociological, psychological, gender discourse, ethical, and spiritual or theological the student engages in the critical task of assessing the ongoing impact of the literature of C.S. Lewis.

**ENGL 600 CORE SEMINAR – Reading the Signs of the Times: Text and Interpretation (3 sem. hrs.)**

Designed to orient students to the crucial transition from modernist to postmodernist and post-postmodernist models of texts and interpretation, models which depend on changing philosophical views of truth and reality. Examines the main interpretive paradigms in literary studies in order to show how our views of reason, language, and textuality continue to shape our life horizons.

**ENGL 607 Special Topics in English Literature (3 sem. hrs.)**

Topics may vary. Courses to date include:

- Foundations of Ethical Being
- James Baldwin: The Dialectic of Race and Religion
- Kierkegaard's Postscript
- Life Writing as a Literary Genre: Biography as Identification of Self and Subjectivity
- The Poetics of Resistance, Affirmation and Immigrant Voices and the Poetry of Trauma
- Studies in George MacDonald
- German Romanticism
- Gothic Fiction
- Poetics of American Literature
- Merton and the Solitary Tradition
- Eighteenth Century Novel
- Identity and Ethics in Communication
- Milton and the Romantics
- Shakespearean Trauma and the Early-Modern Suffering Self
- Studies in the Late-Victorian Fiction of Sir Arthur Conan Doyle

**ENGL 610 Bibliography (3 sem. hrs.)**

Under the direction of the student's approved thesis or major research paper advisor, a course of reading and study which leads to the development of both a significant bibliographical essay (or annotated bibliography) and a thesis proposal. The latter includes at least the following: major question(s) to be addressed; significance of the issue(s); methodologies to be used; theories to be addressed and primary sources to be examined.

**ENGL 611/612 Thesis (3 sem. hrs.; 3 sem. hrs.)**

**ENGL 613 Major Essay (3 sem. hrs.)**

Under the direction of a supervisor, students not writing a thesis will research and write a major paper of approximately 10,000–15,000 words in length.

**ENGL 615 "Of Paradise and Light": Early Modern Devotional Writing (3 sem. hrs.)**

The study of the literary expression of religious desire, doubt, and despair in early-modern British literature. The aesthetic shaping of spiritual belief and sentiment within specific

historical and cultural contexts is investigated in a selection of early-modern works, including those by Anne Vaughan Lock, Robert Southwell, George Herbert, John Donne, Elizabeth Melville, Henry Vaughan, Richard Crashaw, An Collins, Thomas Traherne, John Bunyan, George Fox, and Margaret Fell Fox. Their works are read alongside religious texts central to the Catholic and Protestant traditions, including the *Geneva Bible*, the *Douay-Rheims Bible*, the *King James Bible*, the *Book of Common Prayer*, John Fox's *Book of Martyrs*, the *Thirty-Nine Articles*, the *Spiritual Exercises of St. Ignatius of Loyola*, and Joseph Hall's *The Art of Divine Meditation*.

**ENGL 620 (Auto)biography as Literary Genre: Self-Identification and Subjectivity (3 sem. hrs.)**

Examines auto/biographies as literary artifacts, responses to culture, and as texts within which identity is shaped and altered by the intentional acts of their writers. Examines current theories of auto/biography by including life studies written by individuals whose association with the literary order has its origins in intellectual and cultural spheres. Explores how life writing participates in the construction of identity and engages subjectivity as a narrative strategy. Theorists including Paul Ricoeur, George Steiner, Richard Kearney, and Eva Hoffman will be foundational to this study. The reading list will include auto/biographical writings from authors such as Elie Wiesel, Victor Frankl, Eva Hoffman, Anne Michaels, Michael Ondaatje, Dietrich Bonhoeffer, Richard Foster, John Bunyan, Frederick Buechner, Annie Dillard, Virginia Woolf, Lytton Strachey, Jean-Paul Sartre, Simone de Beauvoir, Thomas Merton, C.S. Lewis, and other significant auto/biographers in the 19th and 20th centuries.

**ENGL 625 Christian Humanism**

This course seeks to recover humanism as a central ethos of Western culture and its Christian roots in two ways: first, by tracing, as much as possible, the story of humanism and its development from Christian roots to the Renaissance and to postmodernity and its current "overcoming." This historical exercise requires a counter narrative to the secularist master narrative that dominates both contemporary secular and Christian ideas of humanism. Secondly, the students are encouraged to consider recovering Christian humanism as a possible philosophy of culture that could address the main malaise of our present cultural predicament: an exhaustion of secular reason on the one hand, and the resurgence of religion (or at least its perception by secularist scholars) on the other. For this purpose the course draws on works from Eastern and Western theologians to establish theologically the theme of humanism as it arises from the Christology of the early church and persists into works of modern Catholic, Protestant, and Eastern theology. All of this provides the student with a deep sense that studying in the humanities may indeed be linked directly to Christology and Ecclesiology. We may see in the end that perhaps a more apt name for the soul of Christian scholarship is a Eucharistic Humanism that is as far removed from secular as it is from Christian fundamentalisms.

**ENGL 645 The Great Tradition: Christian Thought in Western Literary Classics (3 sem. hrs.)**

Focuses on one overarching theme: how Christian thought is embedded in some of the greatest literary classics of the Western World, selected from the Patristic period up to the 20th century. These include such diverse genres as St. Augustine's autobiographical ruminations in his *Confessions*; Dante's *Divine Comedy*; Shakespeare's *Hamlet*; Milton's *Paradise Lost*; Bunyan's *Pilgrim's Progress*; Goethe's *Faust*; Hardy's *Tess of the d'Urbervilles*; and T.S. Eliot's *Murder in the Cathedral*.

This course deals with questions such as What are we referring to when we speak of the mind? What is the nature of the human mind? Does it have a nature? Does it exist as something separate from the human brain? Is it a property of the human brain? Is it identical to the human brain? Or is it merely an abbreviated way of talking

about bodily behaviours? More particularly, how is our phenomenologically rich and existentially weighted point of view on the world related to the neurophysiological conditions that underwrite it (or as one writer put it, “how is the water of the brain transubstantiated into the wine of consciousness?”)? How does the way we understand the answers to these questions inform the Christian belief that humans bear God’s image? And how does theology bear on our understanding of our bodies’ relationship to our minds?

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## ENVIRONMENTAL STUDIES

*Environmental Studies at Trinity Western is an interdisciplinary program spanning three departments. In addition to ENVS courses, see Multidisciplinary Environmental Studies Program (B.Sc.) and Multidisciplinary Environmental Studies Program (B.A.) for other courses in this major.*

### ENVS 131 Global Environmental Issues (3 sem. hrs.)

An investigation of the scientific principles behind global environmental issues. The course focuses on key ecological concepts and the changing relationship of humans with the natural world; including the different approaches to understanding and solving environmental problems, from local to global scales. It investigates such issues as human populations and environmental impact; loss of species biodiversity; air, water, and soil pollution; energy use; climate change; and waste management.

*NB:* Fulfills academic core natural science requirements.

Cross-listed: GEOG 131.

Prerequisite(s): None. (3-0; 3-0)

### ENVS 409 Thesis Preparation (1 sem. hr.)

Students are required to choose a topic for their senior thesis (ENVS 410) in consultation with an instructor. Selected readings and references pertinent to the topic are assigned. A final written report is presented consisting of a detailed thesis proposal and a literature review. Students are advised to start in their third year to allow observations over a full calendar year.

Prerequisite(s): Advanced standing in Environmental Studies or instructor’s consent. (1-0; 0-0)

### ENVS 410 Senior Thesis (2 sem. hrs.)

Research in a chosen area of Environmental Studies with a final written report. Presentation of research findings are also made by the student in a seminar.

*NB:* Normally 2 sem. hrs. are assigned unless arrangements are made with the Department chair.

Prerequisite(s): ENVS 409, a related directed study in preparation, or instructor’s consent. (0-0; 1-2)

### ENVS 411 Senior Thesis (3 sem. hrs.)

Research in a chosen area of Environmental Studies with a final written report. Students present research findings in a seminar. Allows students with larger projects to gain extra credit.

*NB:* Normally 2 sem. hrs. are assigned unless arrangements are made with the Department chair.

Prerequisite(s): ENVS 409, a related directed study in preparation, or instructor’s consent. (0-0; 1-2)

### ENVS 442 Environmental Thought (3 sem. hrs.)

A survey of the origin and development of those streams of geographic thought reflecting people’s relationship to the natural environment. The course includes discussions within the context of Christian and non-Christian alternatives, the development of a responsible Christian environmental ethic and its application to global environmental issues.

*NB:* Not offered every year. See Geography coordinator.

Cross-listed: GEOG 442.

Prerequisite(s): 6 sem. hrs. of Geography including one of GEOG 111, 131; 212, or 230 or instructor’s consent. (3-0; 0-0)

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## AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES

*For more information on this off-campus program and for course descriptions, see TWU’s Au Sable faculty representative, Prof. Karen Steensma. Au Sable courses are offered at the Great Lakes site in Northern Michigan, at the Everglades in Florida, and in India. Students will be charged a 4 sem. hr. rate for each of these courses. Courses go directly on the transcript at TWU. Please see the Office of the Registrar for tuition rates.*

### GREAT LAKES

BIOL/GEOL/GEOG 301 Land Resources

BIOL 302 Limnology (Water Resources)

BIOL 305 Ornithology: Eastern Birds

BIOL 310 Winter Biology

BIOL 311 Field Botany

BIOL 312 Insect Biology and Ecology

BIOL 315 Woody Plants

BIOL 321 Animal Ecology

BIOL 322 Aquatic Biology

BIOL 333 Summer Flora

BIOL 342 Fish Biology and Ecology

BIOL 345 Wildlife Stewardship

BIOL 346 Winter Stream Ecology

BIOL/GEOG 355 Watershed Stewardship

BIOL 360 Molecular Field Biology

BIOL 361 Field Natural History

BIOL/CHEM/GEOG 390 Directed Study

BIOL 411 Advanced Field Botany

BIOL/GEOG 471 Conservation Biology

BIOL 482 Restoration Ecology

BIOL 487 Forest Ecology

BIOL 489 Wetland Ecology

BIOL/CHEM/ENVS/GEOG 490 Research Methods I

BIOL/CHEM/ENVS/GEOG 491 Research Methods II

BIOL/CHEM/GEOG 499 Research

CHEM 332 Environmental Chemistry

ENVS/EDUC 380 Principles of Environmental Education

ENVS/RELS 350 Environmental Ethics

### EVERGLADES

BIOL/AGRI/GEOG 343 Tropical Agriculture and Missions

### INDIA

BIOL 427 Ecology of the Indian Tropics

BIOL/ENVS/GEOG 990 Post-Baccalaureate Directed Study

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## FINE ARTS

### FINE 110 Introduction to the Fine Arts (3 sem. hrs.)

A general education course designed to give the student an understanding of the differences and similarities in structure, content, and style of artistic media including music, painting, sculpture, architecture, film, theatre, and dance. Examples of various art forms from ancient to modern times are discussed and explored.

Prerequisite(s): None. (3-0 or 3-0)

### FINE 246 Canadian Landscape and the Arts (3 sem. hrs.)

This course examines the Canadian landscape as constructed by artists in a variety of disciplines including painters, photographers, poets, filmmakers and musicians.

Prerequisite(s): Second year standing. (0-0; 3-0)