

# RAMBLER

The Newsletter for English Majors  
Volume 21, Number 2, October 15, 2004

This newsletter is also available at [www.colostate.edu/Depts/English](http://www.colostate.edu/Depts/English)

## Advising Schedule

English Department advisors will be holding pre-registration conferences for the Spring 2005 semester **from Thursday, October 21 through Friday, October 29.**

*Please sign up for a conference one week in advance on the sheets posted on your advisor's door.*

## RAMweb Access Schedule for Spring 2005 Registration

You will be able to access the system according to the following schedule:

Graduates	October 25
Seniors	October 26
Juniors	October 30
Sophomores	November 6
Freshman	November 13

### IMPORTANT NOTICE:

**AFTER YOU HAVE SEEN YOUR ADVISOR, IT IS VERY IMPORTANT TO REGISTER AS SOON AS YOU ARE ABLE TO DO SO!** Early registration greatly increases your chances of getting the classes you want or need!

**Both undergraduate and graduate students should have little or no trouble scheduling the English courses that they need or want IF THEY REGISTER EARLY!**

**Your early registration will also help the English Department monitor how quickly sections are filling up. Thank you!**

**NOTE: Please attempt to register for all the classes that you want, even if these are closed. The computer will tabulate the number of requests for closed classes. It is to your and the department's advantage in scheduling to know how many turn-aways we have for each course.**

### ATTENTION GRADUATING SENIORS

**If you plan on graduating in Spring 2005, this is to remind you that you are required as part of the University-mandated outcomes assessment program to take a short SENIOR SURVEY and to submit to the department a PORTFOLIO of your best work. The survey is to be taken and the portfolio submitted at the time that you sign your Graduation Contract at the start of your graduating semester. Ask your advisor about these requirements when you preregister for your graduating semester. The English Department staff or your advisor can give you the current handout explaining these two requirements in more detail.**

## Online: Spring 2005 Class Schedule

For Spring 2005 registration, students must access the University Class Schedule online at <http://ramweb.colostate.edu/> or <http://www.registrar.colostate.edu/>. Seat information will be up-to-the-minute. Changes in instructor, location, days, or time will be updated daily after 5:00 p.m. The hours for RAMweb registration are 6:30 a.m. to 11:30 p.m.

### **Important: Change in Upper-level Requirements for Literature, Creative Writing, and English Education Concentrations.**

In Summer 2004, the current three categories of upper-level English electives were expanded to four categories. The new categories are as follows (3 credits each):

- I British Literature before 1830 or American or European Literature before 1900
- II British Literature after 1830 or American or European Literature after 1900
- III Breakthroughs: Ideological, Racial, Cultured, Gendered
- IV Genre

New checksheets for these three concentrations currently are available. They will list, on the reverse, the courses that go into each of the four categories.

For Literature and English Education Concentrations, there are no additional hours in Column A because of this change. However, the Creative Writing Concentration has three additional hours in Column A.

All students who entered the English major as of Summer 2004 will be held for the new requirements. **Students who were already English majors as of Spring 2004 will be held for the requirements as follows:**

Students who, as of Spring 2004, had not yet started any of the courses in the upper-level English elective section of Column A are required to use the new system of four categories. Thus, you and your advisor must work from the new checksheet. Students who, as of Spring 2004, already had started courses in the upper-level English elective section of Column A may choose (at your meeting with your advisor) to remain with the old three-category system or go with the new four-category system.

Your advisor can answer any questions you have and help you make your decision, if you have to make a decision.

If you do not have an advisor, **please come to the English Office in Room 359 Eddy, so that we can assign one to you.**

### **Helpful Hint:**

You **MUST** meet with your advisor in order to get your SMART form, which contains information you will need to register. The staff in the English Department office cannot and will not give undergraduate students ADV codes or SMART forms. Only advisors can provide these.

**Please sign up one week in advance on the list on your advisor's door so that you can be advised between October 21 and October 29.**

### **NOTICE: ENROLLMENT RESTRICTIONS**

Restrictions will be placed on registration for the following:

**E 240, ECC 270, ECC 277, E 337** – English Majors only until Nov. 15.

**E 341, E 342, E 343** – English Majors and Minors until Nov. 15 and then open to all students.

**COCC 301D** – Only English Education and Speech Education concentrations.

**E 402** – Only English Education, Speech Education, and Writing concentrations.

**E 405 (Adolescents' Literature)**

- 1) English majors until Nov. 15.
- 2) Then open to all students except freshmen and GUEST students.

**E 465.001 (English Renaissance Prose), E 465.002 (The Literature of Exploration)**

- 1) Senior English Majors until Nov. 15.
- 2) Senior and Junior English Majors until Nov. 22.
- 3) Then open to all students except freshmen.

### **HAVING TROUBLE?**

English majors who cannot get into a required course (E 240, ECC 270, ECC 276, E 341, E 342, E 343, COCC 300, COCC 301A and D) should contact Professor Gerry Delahunty (359 Eddy). **Please do not wait until the last minute.**

### **RAMweb Instructions**

Go to the RAMweb URL (<http://ramweb.colostate.edu>) and click on RAMweb Log-on. When you get to the log-on page you will have to either enter your e-name and e-password **OR** your PID and PAC number. When you get to your Homepage, you will choose the Registration link. On the registration page there is a menu and you will need to select Search for open sections. You will need to enter the 6-digit number of the section you are interested in. All open sections for this course will appear.

You can also make changes to your e-mail address, phone, address, etc. by going to the above website. It is important that we have up-to-date information if we need to reach you.

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### **E 384AV – Supervised College Teaching**

Students who plan to register for E 384AV for Spring 2005 should make arrangements as soon as possible this semester! You will not be allowed to register for this course after the semester begins. An application form is available at the English Office, 359 Eddy.

### **E 495V – Independent Study**

Students who plan to register for E 495V for Spring 2005 should get the required form filled out with the necessary signatures as soon as possible this semester (Fall 2004). Submit completed application forms to the English Office before the end of the Fall 2004 semester.

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### **GRADUATE STUDENTS:**

**E 695V and E 699V – Graduate Independent Study or Project and Thesis** - The registrar will not allow late registration for E 695V and E 699V. Please do not postpone your independent study, project, or thesis planning!

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### **INTERNSHIPS**

The English Department offers for-credit internships to both graduate students and undergraduates. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, please contact Deanna Ludwin, Internship Coordinator, at 491-3438 or feel free to e-mail her at [dludwin@lamar.colostate.edu](mailto:dludwin@lamar.colostate.edu).

### **Capstone Requirement for English Majors on the AUCC Program**

If you are following the new All-University Core Curriculum program, then you must take E 460, E 463, E 465, or E 470 to fulfill the AUCC Capstone requirement. You may not use E 505 to fulfill this requirement. If you have chosen to remain under the previous University Studies Program, you may still take E 505 to fulfill the major author requirement.

In Spring 2005, the courses offered fulfilling the Capstone requirement are E 460 and E 465.

### **Composition Placement Exams for COCC 150 will be offered:**

Wednesday, Oct. 20 at 4:00 p.m. in Engineering 120, east end by waterfall.

Thursday, Oct. 21 at 4:00 p.m. in Clark A103.

Wednesday, Nov. 10 at 4:00 p.m. in Engineering 120, east end by waterfall.

Thursday, Nov. 11 at 4:00 p.m. in Glover 130.

Wednesday, Dec. 8 at 4:00 p.m. in Engineering 120, east end by waterfall.

Thursday, Jan. 13, 2005, at 8:00 a.m. and 4:30 p.m. in Eddy 212.

Registration for COCC 150 requires successful completion of the Composition Placement Exam or transfer credit for CO 130. COCC 150 is a required undergraduate course for the entire university. A registration hold will be placed on students' records if they have not satisfied the COCC 150 requirement by the time they earn 60 credits.

You will have one hour to complete the test. Please remember to bring a **pen** and a **photo ID**. It is not necessary to sign up for the test, just show up 10-15 minutes early – no one who shows up late is allowed to take the test. Students can check their placement by logging onto My RAMweb. On the Home page, select the second option under More Links – English Placement Results. Each student taking this exam will be assessed a fee of \$15, which will be billed to the student's account.

### **Outstanding Literary Essay Awards**

The department's Literature Steering Committee announces the Outstanding Literary Essay Awards, which are designed to recognize and reward outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate or undergraduate CSU students. Awards of \$100 for 1<sup>st</sup> place, \$50 for 2<sup>nd</sup> place, and \$25 for 3<sup>rd</sup> place will be offered in both categories. Winners will be honored at the English Department Awards reception on April 19, 2005.

*Submission Guidelines:* Students should submit three copies of an essay that represents their best critical or interpretive work in literary studies. Undergraduate essays should be no longer than 15 pages and graduate essays should be no longer than 20 pages. Each page limit indicates a maximum and is not meant to discourage shorter essays. Only one submission is allowed per student. Submission deadline is Friday, April 4, 2005, at 4:00 p.m.

Please submit THREE clean copies, with no name, address, or instructor comments; only a title and page numbers should appear. Include with your essay a *separate cover letter* with your name, address, phone number, e-mail address, and university ID number. Also indicate the course for which the essay was written, if it was composed for a course. Finally, indicate in your letter whether you are an undergraduate or graduate student at CSU. Address your essay and cover letter to: Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

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New and special topic course descriptions begin on the next page.

# Spring 2005

## Course Descriptions

The following is a list of NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the online Spring 2005 Class Schedule through RAMweb.

### **E302 Reading and the Web (324780)**

Kate Kiefer

11:00 a.m. - 12:15 p.m. TR

The course focuses on critically examining reading processes as well as rhetorical and cultural contexts for readers on the Web. The first half of the course considers theoretical perspectives, looking at such questions as what is reading, how can different purposes change reading processes and experiences, what visual and textual features situate readers in texts, how does reading online differ from reading a print text, and just what is the beginning of a web text? The second half of the course then moves into analysis of rhetorical contexts and contextual forces shaping our reading of the Web. We re-examine the questions noted above in light of specific analyses of Web sites for issues related to visual literacy, interface design, access, and navigation.

### **E 465.001 English Renaissance Prose (320173)**

Roze Hentschell

9:00 - 9:50 a.m. MWF

This course will deepen students' understanding of early modern literature and culture by emphasizing works written primarily in prose. Often marginalized in favor of the genres of drama and poetry, prose nonetheless was the form of writing most often written and most widely read in the late sixteenth and early seventeenth century; it played a pivotal role in the ever-widening body of printed texts. We will pay attention to the ways in which early modern prose shaped writing for generations to come, seen specifically in the early fictional narrative and satirical invective. We will study works both of "high" and "low" culture to get a sense of the wide range of texts and audiences. Students will be equipped to read the often difficult and highly crafted language of prose narrative and philosophical treatises, but will also be exposed to texts that lie on the borders of the literary canon – popular writing for the middle classes, satire, sermons, travel narratives, and pamphlets. Texts will include Francis Bacon's *Essays*, Thomas Deloney's *Jack of Newbury*, Thomas Dekker's *The Seven Deadly Sins of London*, John Donne's *Sermons*, Queen Elizabeth's speeches, Thomas Hobbes's *Leviathan*, John Milton's *Areopagitica*, and pamphlets debating the controversy over women.

**This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and the Category I upper-level English requirement (new four-category system).**

**E 465.002 The Literature of Exploration (324778)**

SueEllen Campbell

12:30 - 1:45 p.m. TR

We'll read a variety of nonfiction texts written by European-Americans describing their explorations of the North American continent, beginning with Columbus, lingering on Lewis and Clark, and ending with contemporary texts like *Into the Wild*. We'll consider what these travelers have considered to be wilderness and how our own ideas of "wilderness" evolved; whether and how they made themselves at "home" there (and how gender factors into this question); how they understood and represented the native people they encountered; and other related issues. There will be lots of reading; weekly written homework; likely a final project.

**This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and the Category IV upper-level English requirement (new four-category system).**

**E 505B.001 Henry James (320095)**

Bruce Ronda

11:00 a.m. - 12:15 p.m. TR

At the beginning of a new century, we find ourselves in an historical moment remarkably similar to that, a hundred years ago, when Henry James was at the height of his powers. James wrote in an era when sex and gender, money, political power, and intrigue were all currency in both popular and high culture. Recognizing that he is once again our peer, we will read a sizeable portion of James's novels and short fiction, including *Daisy Miller*, *The American*, *Washington Square*, *The Portrait of a Lady*, *The Bostonians*, *The Aspern Papers*, *The Ambassadors*, and portions of *The American Scene*. We will also study examples of James's correspondence and notebooks, and look at some recent film versions of James's novels. Our study will be informed by historical and biographical criticism, queer theory, and recent feminist scholarship. Course requirements will include several short written responses to current criticism, leadership of class discussion, and a research/interpretive paper.

**This course does not fulfill the capstone requirement for students on the AUCC system. It may fulfill the Major Author requirement for students still on the USP system.**

**E 505B.002 William Blake/Walt Whitman (324779)**

William Tremblay

4:10 - 6:59 p.m. W

In focusing on the genius of a poet who addresses the public at large on issues of human concern, the first half of this course will cover major works by William Blake, including *The Songs of Innocence & Experience*, *The Marriage of Heaven & Hell*, *Visions of the Daughter of Albion*, *America: A Prophecy*, *The Book of Los*, *The Book of Urizen*, *Milton (I & II)*, and *Jerusalem*. A biography, *William Blake: A New Kind of Man*, by Michael Davis, is also required, as well as Northrup Frye's *Fearful Symmetry*. The second half

will focus on the many editions of Walt Whitman's *Leaves of Grass*, from its first (July 4, 1855) to its last, the so-called "Deathbed Edition" (1891-92), including "Song of Myself," "Children of Adam," "Calamus," "By the Roadside," "Drum Taps," "Autumn Rivulets," and "Sands at Seventy." Gay Wilson Allen's *The Solitary Singer: A Critical Biography of Walt Whitman*, will also be required.

**This course does not fulfill the capstone requirement for students on the AUCC system. It may fulfill the Major Author requirement for students still on the USP system.**

### **E 507 Sociolinguistics: Variation in English (320174)**

Jim Garvey

4:10 - 5:25 p.m. MW

This course will begin with an introduction to sociolinguistics, the study of variation in language. We'll then consider the range of variation in English—World Englishes—using David Crystal's *English: the Global Language*. Then we will focus on specific varieties of English, with regard to cultural, political, educational, and structural considerations. American varieties will include regional areas, African American Vernacular English (AAVE), and Chicano English. World varieties, according to student interests, might deal with Japan, Thailand, India, the Philippines, New Zealand, Hong Kong, Ireland, etc. If time allows, we will consider English-based pidgins and creoles.

### **E 630A Surrealism and Poetry (324805)**

Bill Tremblay

11:00 a.m. - 1:50 p.m. T

Surrealism has had a major shaping force on the poetry of the twentieth century and it continues to play an important role for poets today. This course will begin with the poetry of the French Surrealists in the 1930's and their manifestoes, concentrating on their original theories and practice. The course would then investigate the wider influence of Surrealist style (divorced from Surrealist politics). That is, after studying the French surrealist poets, we would analyze the poetics of Surrealist style as separate from the Surrealist politics so insisted upon by Andre Breton but rejected by almost all of the Surrealist-influenced poets.

This wider influence reverberating around the world ultimately affected hundreds of poets, as critics have pointed out. In the U.S., for example, Surrealism had a shaping effect on the poetry of the New York School of Poets (O'Hara, Ashbery, Guest, etc.) as well as on the deep image poets, sometimes called the new Surrealists (Wright, Bly, Merwin, etc.). There are also such independent Surrealists as James Tate and Russell Edson.

Texts will include Andre Breton's Surrealist manifestoes and poetry as well as Rimbaud's *A Season in Hell* and Lautreamont's *Maldoror*, texts that inspired Surrealism, plus four to six books to represent Surrealist influence--individual books like Paul Celan's *Breathturn*, John Ashbery's *Wakefulness of April Galleons*, James Tate's *Viper Jazz*, Tomaz Salamun's *Selected Poems*, Olga Orozco's *Engravings Torn From Insomnia*--and a basic critical text. Students will make brief class presentations on several topics and



prepare a term paper on a subject of their choice (topic okayed by instructor), a summary of which would be presented to the class.

### **E 630D Representing Bodies (319086)**

Debby Thompson

7:00 - 9:50 p.m. M

A person in pain must describe her pain to the medical staff. But how can she speak about pain? How can she represent it, when it is like nothing else, when it is irreducibly itself, incomparable, singular and physical, resistant to figurative language? And yet figurative language – which is to say, language – is all she’s got to work with. The medical staff must then interpret the figurative language and design a treatment. If the person is treated for pain, she then becomes a “patient,” marked in a network of medical and cultural discourses which further “read” and “interpret” her condition, and which give her condition a meaning and a name. She becomes a figure; her pain achieves significance by being read symptomatically, metonymically, and metaphorically. She will understand herself, and her condition will have meaning to others, figuratively.

Those of us who’ve struggled (both as critical and creative writers) to write the body in all its materiality have experienced something of the frustration of the patient in pain, who feels herself as simultaneously both within and without language. Our experience of the body is always inextricable from and irreducible to representationality. This course is interested in how the patient articulates her pain and in how her pain is received and interpreted, not just on a personal but also on a cultural level. This course will look at other sites, as well, where language seems incommensurate with the absolute physicality of the body – sites such as gestation/pregnancy, disability, disease, and pain. It’s interested in representing bodies – in what bodies represent, and in how bodies are represented, at those extreme states of corporeality that seem most to exceed representation. In doing so, it will examine both the usefulness and the limitations of poststructuralist theory in the study of the body, and will look at other creative and critical models for representing bodies. In short this course will explore, through the lenses of critical theory and creative literature, the material body’s simultaneous embeddedness in and resistance to representationality.

### **E 631 Nature and Environmental Writing (324806)**

SueEllen Campbell

4:10 - 6:59 p.m. R

We’ll read a selection of (mostly) nonfiction literary texts that have been especially influential or seem to me especially good at encapsulating or changing attitudes about the natural world and our relationships with it. These will likely include full and partial texts by Charles Darwin, Henry Thoreau, John Muir, Aldo Leopold, Rachel Carson, Edward Abbey, Susan Griffin, Barry Lopez, Annie Dillard, Terry Tempest Williams, Rick Bass, Keith Basso, Rebecca Solnit, Carole Gallagher, and Robert Sullivan. There will be lots of reading; weekly academic and creative homework; conference paper.

**E 632V Professional Concerns – English (324807)**  
**Teaching Multicultural Literature in a Democracy**

Pam Coke

4:10 - 6:59 p.m. M

John Dewey asserts in *Democracy and Education*, "Society not only continues to exist *by* transmission, *by* communication, but it may fairly be said to exist *in* transmission, *in* communication." In this course, we will examine what American society transmits and communicates through education in a democracy. We will explore the intersections of history, education, "American" literatures, "American" identities, multicultural viewpoints, and democratic principles in classic (Hawthorne=s *The House of Seven Gables*) and contemporary (Momaday=s *House Made of Dawn*) texts, as well as in film. Other texts include Powell=s *Ruthless Democracy* and Lee=s *Multicultural American Literature*. Students will create a project relevant to personal or professional interests based upon course readings, papers, and discussions.

**E 633 History of Writing (324494)**

Sarah Sloane

11:00 a.m. - 12:15 p.m. TR

A study of writing as a cultural practice, this course examines scribal cultures composing in forms from cuneiform to virtual worlds. Topics under consideration will include epigraphical writing, writing on papyri, bamboo, and other early surfaces, writing and mnemonics, writing on computers (including hypertext, 'zines, blogs, and "the magic book"), body inscriptions, non-alphabetical notation systems, economics and writing, and auto ethnographies of our own writing practices. Readings include selections by Goody, Watt, Ong, Eisenstein, Chartier, de Certeau, Havelock, Plato, Derrida, Martin, Carruthers, Yates, Hawisher, Selfe, and others. Assignments include several short papers and one longer paper. This course fulfills the history requirement for rhetoric and composition students.