

RAMBLER

The Newsletter for English Majors
Volume 26, Number 2, October 9, 2009

This newsletter is also available at www.colostate.edu/Depts/English

Advising Schedule

English Department advisors will be holding pre-registration conferences for the Spring 2010 semester **from Thursday, October 22, through Friday, October 30, 2009**. Advisors will post sign-up sheets on their office doors. Please sign up **in advance of the dates above** so that you can be advised during this special period.

RAMweb Registration Access for Spring 2010

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

Graduates	October 26
Seniors	October 27
Juniors	October 30
Sophomores	November 6
Freshmen	November 13
New Students	November 23

IMPORTANT NOTICES

For Spring 2010 registration:

- Prof. Gerry Delahunty will see Prof. Lisa Langstraat's advisees.
- Prof. William Marvin will see Prof. Barbara Sebek's advisees.

BE SURE TO SEE YOUR ADVISOR AND REGISTER AS SOON AS YOU ARE ABLE TO DO SO! Early registration greatly increases your chances of getting the classes you want or need.

ATTENTION GRADUATING SENIORS

If you plan to graduate in Spring 2010, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY (to be picked up in the English Department office – 359 Eddy) and to submit a PORTFOLIO of your best work. Submit both the survey and your portfolio when you sign your Graduation Contract at the English Department Office during the second week of your final semester. Education Concentrators can submit their portfolios the semester before they student teach. The survey and senior portfolio requirements are available online at <http://www.colostate.edu/Depts/English/programs/undergrad.htm>.

For Undergraduate Colorado Residents: College Opportunity Fund

(If you need to complete or repeat this process, RAMweb will prompt you to do so when you access it to register for your classes.)

To reduce your undergraduate tuition bill:

YOU MUST APPLY FOR THE COLLEGE OPPORTUNITY FUND (COF) OR YOU'LL HAVE TO PAY MORE OF YOUR TUITION BILL.

In the past, the State of Colorado gave money directly to colleges and universities. Now, the state gives the money to the colleges/universities in the form of stipends to registered students. But it still gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$92 per semester credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

IF YOU DON'T APPLY AND AUTHORIZE ITS PAYMENT, YOUR COLLEGE/UNIVERSITY WILL NOT RECEIVE YOUR STATE STIPEND AND YOU WILL PAY MORE TUITION.

You only have to apply once, and you will receive the stipend every term that you take eligible undergraduate courses and have not met the 145-credit lifetime limit. **Do you need to do anything else? Yes. Every semester through RAMweb, you must authorize the University to request the stipend on your behalf.** If you fail to apply for, or authorize the use of, your stipend, you will be required to pay the full amount of total in-state tuition without the State stipend support.

It takes about one minute to apply for your stipend online at CSU's Web page:
<http://welcome.colostate.edu/index.asp?url=cof>.

Late Registration Fee Policy

Reasons to register early:

The course add/drop deadline will be strictly enforced each semester for **all** students. Any student who is administratively registered for a course after the deadline, regardless of who is at fault for the late registration, will be responsible for any additional charges for that course as well as a late registration fee.

In addition, the Colorado Commission on Higher Education (CCHE), the State regulatory body for the College Opportunity Fund (COF), prohibits payment of a COF stipend for any course added, for any reason, after the census date, February 3, 2010, which is also the date of the regular add/drop deadline.

Online: Spring 2010 Class Schedule and Registration

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

Sign up in advance of the following dates, on the list posted on your advisor's door, so that you can be advised between October 22nd and October 30th.

Note: You **MUST** meet with your advisor in order to get your advising code. The staff in the English Department office cannot and will not give undergraduate students advising codes. Only advisors can provide these.

To register: Go to <http://ramweb.colostate.edu> and enter your eName and ePassword. (If you do not have an eID or you forgot your password, go to <http://eid.colostate.edu/>.) Registration options are bulleted on the left.

You can access the University Class Schedule from this page. Course offerings and 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 registration system operates 24 hours a day, 7 days a week.

Also from your personal homepage, you can print your weekly class schedule; access tuition, billing, and financial aid information; view your academic records, SAT/ACT scores, Composition Placement/Challenge Exam results, and student job listings; and use WebCT and WebMail. Other links allow you to make changes to your e-mail address, phone, home address, etc. **Please update your contact information as changes occur, so that we have current contact information if we need to reach you.**

NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2010

Restrictions will be placed on registration for the following:

- **E 240, E 270, E 276, E 277,**
 - English Majors only until Nov.13.
- **E 311A, B** - English Majors only until Nov. 13.
- **E 341, E 342, E350** – English Majors and Minors until Nov. 13 and then open to all students.
- **CO 300, CO301A**
 - 1) Seniors only until Nov. 6
 - 2) Then Juniors until Nov. 13
 - 3) Then open to Sophomores.
- **CO 301 B, C**
 - 1) Seniors only until Nov. 6
 - 2) Then Juniors until Nov. 13
- **CO 301 D**
 - 1) English Education & Speech Education Majors only.
- **CO 401**
 - 1) Senior English Majors only until Nov. 6
 - 2) Then Junior English Majors until Nov.13
 - 3) Then open to all except freshmen.
- **E 402** – Only English Education and Speech Education.
- **E 405 (Adolescents' Literature)**
English Majors only until November 13
- **E 412A,B,C (Creative Writing Workshop)**
 - 1) Senior English Majors until Nov. 6
 - 2) Junior English Majors until Nov. 13
 - 3) Then open to all students except freshmen.
- **E 465.001 (Masculinities in 18th Century Literature)**
 - 1) Senior English Majors until Nov. 6
 - 2) Junior English Majors until Nov. 13
 - 3) Then open to all juniors and seniors.
- **E465.002 (The Nature of the Beast in American Literature and Culture)**
 - 1) Senior English Majors until Nov. 6
 - 2) Junior English Majors until Nov. 13
 - 3) Then open to all juniors and seniors.

HAVING TROUBLE?

English majors who cannot get into a required course (E 240, E 270, E 276, E 277,

E 341, E 342, E 343, CO 300, CO 301) should contact Professor Gerry Delahunty (359 Eddy). **Please do not wait until the last minute.**

E 384A – Supervised College Teaching

Students who plan to register for E 384A for Spring 2010 should make arrangements as soon as possible this semester. **You must be registered for this course by the time the semester begins.** An application form is available at the English Office, 359 Eddy.

E 495 – Independent Study

Students who plan to register for E 495 for Spring 2010 should fill out the required form, get the necessary signatures, and submit the completed application forms to the English Office before the end of the Fall 2009 semester.

Note: E 384, E 487 A&B, and E 495 cannot fulfill requirements listed in Column A of your checksheet.

GRADUATE STUDENTS

Comprehensive Exams for those in the English Education and Literature programs: Please consult your advisor regarding your reading list (for students in Literature) and when exams will be offered.

E694.001 – Independent Study-Portfolio

E695.001 - Independent Study

E698.001 – Research - Project

E699 - Thesis

It is important to plan ahead in order to register for these classes. Please pick up the application form(s) from Marnie in 359 Eddy. To complete the form, you must provide: a description of the subject of the study/project/portfolio/thesis; a brief outline of the work to be done; your signature, the signature(s) of your Instructor and/or Advisor, and note that the thesis application requires the signatures of all committee members. Return the completed form(s) to Marnie for review by the Graduate Coordinator. Once the Graduate Coordinator signs your application, Marnie will enter an override and e-mail you with the CRN so that you can register for the course.

PCMI

First semester M.A. graduate students are still eligible to apply for the Peace Corps International Program (PCMI). For more information, please contact Marnie.Leonard@colostate.edu or Gerald.Delahunty@colostate.edu

INTERNSHIPS

The English Department offers for-credit internships to both graduate and undergraduate students. Undergraduates must be junior or senior English majors or minors who have completed their lower-level English courses and who have a GPA of at least 2.5. Graduate students must have a GPA of at least 3.0. Internships are available in several areas, including literary publishing, arts administration, and teaching. Please contact Deanna Ludwin, Internship Coordinator for an application at 491-3438 or e-mail her at dludwin@lamar.colostate.edu.

Capstone Requirement for English Majors

If you are following the All-University Core Curriculum program, 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 2010, the courses offered fulfilling the Capstone requirement are E 465.1 and E465.2.

Composition Placement/Challenge Exams for CO 150 will be offered:

Please check this website for information on CSU's English Composition Placement/Challenge Exam: <http://writing.colostate.edu/comp/placement.cfm>

Students who scored 600 or higher on the SAT critical reading or 26 or higher on the ACT English will be placed directly into CO150. (For students who were enrolled at CSU and taking

classes prior to Fall 2008, you will be placed into CO150 if you scored 500 or higher on the SAT verbal or 20 or higher on the ACT English). The appropriate SAT/ACT scores will be acceptable no matter when the tests were taken. Students who have not submitted SAT or ACT scores to CSU, or whose scores are below 600 on the SAT critical reading or 26 on the ACT English, must take the Composition Placement/Challenge Exam to be placed into a composition course. Registration holds will be placed on students' records if they have not satisfied the CO 150 requirement by the time they earn 60 credits. Placement Exams will be offered:

- Thursday, October 22 at 4:00 p.m. in Engineering 100.
- Wednesday, November 11 at 4:00 p.m. in Clark A205.
- Thursday, November 19 at 4:00 p.m. in Engineering 100.
- Thursday, December 3 at 4:00 p.m. in Engineering 100.
- Thursday, January 14, 2010 at 4:00 p.m. in Eddy 212.

You will have one hour to complete the test. Please remember to bring a **pen** and a **photo ID**. It is not necessary to preregister; 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 checking their homepage on RAMweb. Students can take the test **ONLY ONCE**. If a student questions their placement, they can meet with Dr. Stephen Reid in Eddy 355, or email Stephen.Reid@colostate.edu. Each student taking this exam will be assessed a fee of \$40, which will be billed to their account.

Creative and Performing Arts Awards

Undergraduate students currently enrolled in courses at CSU are eligible to submit a nonfiction, fiction, or poetry entry for the

Creative and Performing Arts Awards. Entry guidelines will be available at the English Office, 359 Eddy, in early September, with a submission deadline of 4:00pm on Tuesday, October 13.

Outstanding Literary Essay Awards

The Department's Literature Committee announces the Outstanding Literary Essay Awards, which recognize outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate or undergraduate English majors. Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English Department Awards reception on April 26, 2010 from 4-6p.m. in the LSC North Ballroom.

Submission Guidelines: Students should submit 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. Shorter papers are welcome. Only one submission is allowed per student. Submission deadline is April 8, 2010, at 4:00 p.m.

Please submit TWO clean copies, with no name, address, or instructor's 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, university ID number, and title of your essay. Also indicate the course for which the essay was written (if it was composed for a course) and the professor who taught the course. Indicate whether you are an undergraduate or graduate student at CSU. Address your cover letter to: Professor Roze Hentschell, Program Chairperson, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Spring 2010

Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2010 Class Schedule through RAMweb.

E380 – Syntax & Semantics

3 Credits

Gerald Delahunty

2:00-2:50pm MWF

When we know a language we know many of its words and what they mean; we also know how to combine these words to create larger expressions; and we know how to figure out the meanings of the larger expressions using the meanings of their words and how they are combined.

Syntax is the study of how words are combined into units larger such as phrases, clauses, and sentences. It includes the study of how these larger units are adapted to allow information to flow smoothly in discourse. As we study the syntax of individual languages, we also look for general patterns that underlie the syntaxes of all languages.

Semantics is the study of the literal meanings of words, phrases, clauses, and sentences. We will study how words mean and how the meanings of larger expressions are composed from the meanings of their elements, that is, how syntax and the meanings of words interact in creating the meanings of expressions.

We will also explore some of the ways in which syntax and semantics interact with such other factors as phonology (pronunciation), morphology (meaningful parts of words), and context.

This is an experimental course designed to introduce students to basic concepts and methods of analysis in syntax and semantics, aspects of language essential to the study of any language, natural or artificial. While English will be the main focus of study, we will also study the syntax of other languages, particularly those that students in the class are familiar with.

This course is designed for English majors in the Language concentration and replaces E322 or E323, which no longer count for that concentration.

No prior study of linguistics is assumed.

CO402 – Advanced Writing Online

3 Credits

Carrie Lamanna

12:30-1:45pm TR

CO402 builds upon the technical skills learned and rhetorical knowledge developed in CO302 (Writing Online). We will take the central question from 302—how do interactive web 2.0 technologies change the way we communicate and construct arguments in online spaces?—and extend it to consider the following:

- What is “good” visual design and who gets to decide?

- What ideologies are embedded in the principles of good design and how can we interrogate and deconstruct them through our composing practices?
- How can we construct online documents that meet the needs of varied audiences?
- How can we utilize web 2.0 technologies to create social awareness and encourage activism?

In order to explore the above questions, the course will include advanced rhetorical readings in new media, visual rhetoric, and professional communication and feature two major writing projects:

1. an individual project in which you promote a social or political cause of your choosing using an integrated array of social networking systems such as Nings, Facebook, Twitter, blogs, and bookmarking sites such as Delicious.
2. a group project in which your group designs a website for a client. Clients will be arranged by the instructor and may include departments, programs, organizations, or clubs on campus or in the greater Fort Collins community.

Prerequisite: CO302 or permission of the instructor. Students who have not taken CO302 should have completed another 300-level advanced writing course and should have the skills necessary to build a basic website including an understanding of CSS and XHTML and the programs Photoshop and Dreamweaver. Direct questions to Professor Carrie Lamanna: carrie.lamanna@colostate.edu

E406.001 - Topics in Literacy – Race and Literacy

3 Credits

Sarah Sloane

2:00-3:15pm TR

This section of E 406 explores the connections between literacy practices and race within contemporary cultural contexts, particularly in North America. We will explore different definitions of literacy and race, paying attention to how both terms are community-defined and culturally based. Expanding our understanding of “functional literacy,” and complicating the idea that race is clearly visible and universally determined, the course will draw on scholarly work on race, literacy studies, cultural studies, and rhetoric. Taking an approach primarily grounded in contemporary composition and rhetoric theories, the focus of the course is on how literacy practice interacts with cultural identity. We will explore how literacy practices and notions of racial identity are constructed within different academic communities, community literacy centers, everyday locations from grocery stores to movie theaters, and in representations in new media and on television (from blogs to *Battlestar Galactica*). Research in the course will largely be qualitative and field-based. There will be at least three 7-10-page papers and a take-home final exam.

E465.001 – Topics in Literature and Language – Masculinities in 18th Century Literature

3 Credits

Aparna Gollapudi

1:00-1:50pm MWF

Ever wondered about the modern practice of giving labels like "Metrosexual" or "Übersexual" to specific kinds of male behavior or sexual style? The eighteenth century contributed much to this habit of creating a culturally nuanced nomenclature for categorizing men. Rakes, fops, coxcombs, Cits, mollies, Macaronis – all these words were used in eighteenth-century England to define men according to their social class, sartorial choices, and sexual preferences. The range of male identities implied by these

labels indicates that masculinity in the eighteenth-century – as today – was multiple and plural, not monolithic. Conceptions of masculinity in the eighteenth-century are deeply intertwined with shifting political and economic scenarios, as well as with emergent ideas about normative sexuality. This course, using a range of theoretical tools, considers the complex and shifting representations of masculinity in the poetry, drama, and prose of the long eighteenth century (1660-1800).

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and a Category 1 or a Category 3 upper-level English requirement. English majors who already have the capstone can count it as a Category 1 or a Category 3 elective.

E465.002 – Topics in Literature and Language –The Nature of the Beast in American Literature and Culture

3 Credits

Michael Lundblad

12:30-1:45pm TR

What kind of beast might be lurking inside you, barely kept in check by your self-control? What kind of instincts do wild animals have? How can representations of animals and human animality in American literary and cultural texts affect the way we think about issues such as "natural" behavior, competition, or even exploitation? From an interdisciplinary perspective, this course will explore the role of animality in American literature and culture, ranging from representations of real animals to metaphors of the beast in human culture and theories of sociobiology. We will read texts primarily from twentieth-century American writers, such as Jack London, Henry James, Ernest Hemingway, Zora Neale Hurston, William Faulkner, Djuna Barnes, Ralph Ellison, Dian Fossey, Octavia Butler, Barry Lopez, Linda Hogan, and J. M. Coetzee, as well as American obsessions such as *Tarzan* and *King Kong*. Drawing upon debates from the academic fields of animality studies, American literary and cultural studies, and critical theory, we will explore issues such as evolutionary theories used to explain human and nonhuman behavior, various justifications for the ethical treatment of animals, and the historical relationship between discourses of animality and the construction of human categories of sexuality, gender, and race. The course will emphasize critical reading, writing, and discussion skills, challenging English majors in this capstone course to both showcase and refine what they have learned from the major.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and a Category 2 or a Category 3 upper-level English requirement. English majors who already have the capstone can count it as a Category 2 or a Category 3 elective.

E505B – Major Authors – American – Joan Didion

3 Credits

Judy Doenges

11:00-11:50am MWF

In this course, students will read, study, and write about selected fiction, reportage, nonfiction, and memoir by American author Joan Didion. We will discuss Didion's importance to contemporary literature, focusing on the versatility of her talents—in genre, writing style, and subject matter—and how that versatility has made her a particular kind of American writer, one whose work is always in conversation with current politics and cultural issues. Didion's books of fiction and nonfiction chronicle

American life from the early 60s to now. Didion *participates* in and *dissects* the subject she writes about, whether it's a search for the elusive "center" at the intersection of Height Street in San Francisco and the late 60s ("Slouching Towards Bethlehem") or, through character Charlotte Douglas, an investigation of American complicity in a violent, fictional Latin American country (*A Book of Common Prayer*). This sharing of issues in Didion's fiction and nonfiction is something the class will investigate. The class will also discuss the differences between being a public interpreter of events and a fiction writer. Quintessential Didion—intense and moving, though unsentimental; thoroughly researched and analyzed; and infused with irony—offers rich material for examining craft issues in fiction and nonfiction, among them persona, prose style, and voice.

E507.001 – Special Topics in Linguistics – Foundations of Bilingualism

3 Credits

Ehlers-Zavala

2:00-2:50pm MWF

Studies in Bilingualism, Bilingual Education, and Multilingualism for TESOL Professionals

Focus and area of study:

Studies in Bilingualism, Bilingual Education, and Multilingualism for TESOL Professionals:

- Introduces participants to key issues and themes in bilingualism, multilingualism and bilingual education in the US and abroad, integrating both social, cognitive, and cultural perspectives;
- Uses recent refereed articles that have appeared in the *International Journal of Bilingual Education and Bilingualism* and the *International Journal of Multilingualism*, and others, to assist participants in the development of critical research skills to understand, assess, and interpret research drawn from bilingual and multilingual populations of learners who are learning English as another language;
- Expands the participants' professional knowledge of influential readings/research from key researchers in bilingualism and multilingualism, such as Jim Cummins, Fred Genesee, Ellen Bialystok, Jean-Marck Dewaele, Li-Wei, Colin Baker, and so forth.

Audience:

Primarily meant and designed for TESL/TEFL graduate students, and language concentrators interested in advanced studies in linguistics, but open to all graduate students who are interested in furthering their understanding of bilingual and multilingual research issues.

Probable reading list:

Two (possibly 3) main textbooks will be selected from the following list:

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Buffalo, NY: Multilingual Matters.

Bialystok, E. (2001). *Bilingualism in development: language, literacy, and cognition*. NY: Cambridge UP.

Chin, N.B., & Wigglesworth, G. (2007). *Bilingualism: an advanced resource book*. NY: Routledge.

Dewaele, J., & Wei, Li. (Eds.) (2003). *Bilingualism: beyond basic principles*. Buffalo, NY: Multilingual Matters.

De Houwer, A. (2009). *Bilingual first language acquisition*. Buffalo, NY: Multilingual Matters.

Selected journal articles from:

International Journal of Bilingual Education and Bilingualism

International Journal of Multilingualism

International Multilingual Research Journal

E630A.001 – Special Topics in Literature – Area Studies – “In the American Grain: Poetic Explorations of Space, Identity, and History.”

3 Credits

Sasha Steensen

11:00-12:15pm TR

This course takes its title from William Carlos Williams’s alternative history textbook, *In the American Grain*. Following Williams’s obsessions, we will explore various themes predominant in American literature, including the fascination with and fear of the wilderness, individualism and democracy, and the tension between modernism’s eurocentrism and the Poundian dictum “make it new!” We will read selections from a number of long poems, including Williams’s *Paterson*, Charles Olson’s *Maximus Poems*, Hart Crane’s *The Bridge*, and Susan Howe’s *Singularities*. I will be defining “Poetic” loosely insofar as we will read a number of prose works, including Mary White Rowlandson’s captivity narrative, Ralph Waldo Emerson’s essays, Charles Olson’s *Call Me Ishmael*, and D.H. Lawrence’s *Studies in Classic American Literature*. We will pair these texts with literary criticism, including chapters from Richard Slotkin’s *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*. This course may appeal to Literature MA students with an Americanist focus, as well as English Education students who plan to teach American literature. Creative Writing MFA’s, particularly those studying poetry and poetics, may benefit from a careful study not only of the poetry presented in this course but also of the literary criticism written by poets. Probable course requirements include a 15-20 page paper, a presentation, weekly response papers, and participation.

E630A.002– Special Topics in Literature – Representing Sovereignty: Early Modern Nationalism and the English History Play

3 Credits

Roze Hentschell

2:00-3:15pm TR

In the late sixteenth century, the English History Play was one of the more popular modes of theater. At the same time, it was a *new* mode, one that was being invented even as it proliferated. And just as soon as it appeared, it disappeared. Almost all major history plays were written and produced in the 1590s. What was it about this decade in early modern England that provided for such an outpouring of imaginative historical texts? How did early modern playwrights’ representation of the (mostly medieval) past reflect their own concerns? To what extent do these plays contribute to England’s understanding of itself as a nation at the turn of the seventeenth century? How do we, as modern readers, negotiate the representation of history in these texts? Are they pure fiction or do they constitute historical fact? And how do we approach the source material, historical chronicles that are also highly crafted texts? This course will investigate these questions as we read widely in the body of history plays and their source material. We will focus primarily on drama that represented medieval sovereignty, specifically the discord between the houses of York and Lancaster (War of the Roses) and the conflict between France and England (the Hundred Years War). Primary texts will include *Edward II* (Anon.),

Machiavelli's *The Prince*, Christopher Marlowe's *Edward II*, Thomas Heywood's *Edward IV*, Parts 1 and 2, and eight of Shakespeare's ten history plays.

E630B.001 – Special Topics in Literature – Genre Studies – Imperial Fictions and Postcolonial Ventures – Geographies of Colonialism

3 Credits

Ellen Brinks

1:00-1:50pm MWF

During the nineteenth and twentieth centuries, Great Britain defined itself in relation to a set of colonies in diverse geographical regions of the globe (Australia, NZ, Canada, Ireland, East and South Africa, the West Indies, South and Southeast Asia, among others). This historical reality gave rise to a rich body of literature during the time of empire and in its aftermath. Our exploration of the colonial and postcolonial experience will be framed by different “geographies” of encounter between the British and the colonized populations: contact zones, where the intimacies of desire and death, aggression and fear, belonging and exclusion are written. Those zones include rivers, classrooms, courtrooms, and cities. Sample texts: Naipaul, *Bend in the River*; Grenville, *The Secret River*; Jones, *Mister Pip*; Dangarembga, *Nervous Conditions*; Friel, *Translations*; Forster, *Passage to India*; Duncan, *Set in Authority*; Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*; Levy, *Small Island*; Desai, *The Inheritance of Loss*.

E633.001 – Special Topics in Discourse Studies – Theories, Forms, and Functions of Autoethnography or “Auto-e”

3 Credits

Sue Doe

12:30-1:45pm TR

Related to ethnography, which literally means “culture-writing,” and is the primary method of anthropological investigation, autoethnography involves situating the self within the structures and power relationships of one’s culture or community. It is today a hotly contested area of discourse studies, challenging boundaries as a controversial qualitative methodology, as a self-reflexive approach in education, and as a theoretical approach to considerations of the creative nonfiction terrain of memoir and autobiography. Autoethnography invites us to consider questions such as these: Who is the self that writes—as opposed to the self that is written about, investigated, or contemplated? How is the autobiographical “I” mediated by social and institutional settings in addition to personal roles? What does it mean to write “truthfully” when writing autobiographically? What stories is the writer allowed or encouraged to tell? How do pre-existing cultural scripts enter in? Can autobiography be said to argue and if so, to whom? Can the autobiographical writer “resist” or renegotiate cultural scripts and if so, might autoethnography serve as liberatory practice? How do new media represent changing opportunities and challenges to autoethnographic inquiry and method?

Course goals include enhancing our inquiries and challenging our assumptions about autobiographical writing. We will reframe personal narratives as cultural narratives, and we will critique the effectiveness of various performative autoethnographic texts. The course content will begin with a genre approach and move toward a cultural approach. In the first section of the course, we will consider theoretical foundations and genre options offered by autoethnography. We will also problematize distinctions among genres, suggesting the contradictory ways that lives and contexts (including disciplinary contexts) constitute each other. We will disrupt too-easy conceptualizations of the relation between public and private. In the second section of the course we will link autoethnography to individual interests, and students will generate reading lists for their topics as well as discussion questions and

activities for the class to use on an assigned day. Throughout the course, we will maintain diaries and in the final section of the course we will share/performance/read an autoethnographic text related to our disciplinary or research/creative interests.

E634.001 – Special Topics in TEFL/TESL – Second Language Assessment and Testing

3 Credits

Doug Flahive

3:00-3:50pm MWF

Rationale

Language teaching professionals traditionally employ testing and assessment instruments and processes for a wide variety of purposes. **Program administrators** and **supervisors** either select or, in some rare cases, participate in the development of assessment instruments which may fit the objectives of their unique programs. Their primary goal is to demonstrate that their programs work. Needless to say, **L2 classroom teachers**, from elementary through advanced academic preparation levels, regularly assess student progress and achievement. In addition, **those engaged in second language research**, especially those conducting classroom-based research, need to be involved in assessing an open-ended range of static and dynamic variables through the use of appropriate elicitation and scoring instruments.

Objectives

At the completion of this course you will be:

- Knowledgeable, critical consumers of a broad range of relevant assessment instruments.
- Knowledgeable, critical developers of a broad range of instruments which assess all of the language skills both as discrete as well as integrated skills.
- Capable of understanding the critical need for on-going professional awareness and development in matters of assessment. This is perhaps the most important of the objectives.

Assignments

We will be completing 10 integrated modules, each related to a specific aspect of language assessment/testing.

E635.001 – Critical Studies in Literature & Culture - Animality Studies

3 Credits

Michael Lundblad

9:30-10:45am TR

Animality studies is one of the most exciting new lines of interdisciplinary inquiry within literary and cultural studies today. This course will provide an introduction to the growing field, primarily directed toward graduate students in literature, but also toward graduate students from other programs who might be interested in learning more about the relationship between discourses of animality and questions of rhetoric, ethics, and politics. Our focus will be on recent work by theorists, such as Jacques Derrida, Giorgio Agamben, Donna Haraway, and Cary Wolfe, that has brought increased attention to the site of “the animal.” This work has not only challenged traditional ways of defining the boundary between the human and the animal (at times leading to questions about the ethical treatment of animals), but also inspired fundamental reconsideration of issues such as human subjectivity, difference, and otherness. Animality studies, in other words, includes much more than the study of nonhuman animals from the perspective of the humanities. Discourses of animality construct the categories of “the human” and “the

inhuman,” for example, in relation to structures of power at various historical and cultural moments. Regardless of whether students choose to pursue advanced work in this provocative new field, the course will offer an opportunity to engage with preeminent literary and cultural theorists whose work also goes well beyond animality studies.

E641.001 – Nonfiction Workshop – Crossing Boundaries: Alaskan Literary Genres

3 Credits

Stephen Reid

4:00-6:50pm W

This course will examine fiction/non-fiction boundaries in historical and contemporary Alaskan literary genres. Genres studied include exploration journals, autobiographical narratives, homesteading/subsistence/survival narratives, nature writing, ecocriticism, and short fiction. Writing assignments include both a critical genre analysis and a creative fiction/nonfiction project. Please see course website at <http://alaskanboundaries.com> for tentative reading list, syllabus and assignments.