

RAMBLER



The Newsletter for English Majors
Volume 17, Number 1, October 1, 2001
www.colostate.edu/Depts/English

Advising Schedule

English Department advisers will be holding pre-registration conferences for the Spring 2002 semester beginning on Thursday, October 18th through Friday, October 26th.

Please sign up for a conference on the sheets posted on your adviser's door.

Telephone Access Schedule for Spring 2002 Registration

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

Graduates	October 22
Seniors	October 23
Juniors	October 27
Sophomores	November 3
Freshmen	November 10

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

You **MUST** meet with your advisor in order to get your SMART form, which contains information you will need to register.

IMPORTANT NOTICE:

After you have seen your adviser, it is very important to register as soon as you are able to. 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!

Helpful Hint:

The staff in the English Department Office cannot give undergraduate students their PAC number, adviser number or SMART form. Only advisers can provide these. **Please sign up on the list on your adviser's door to be advised between October 18 and October 26, 2001.**

HAVING TROUBLE?

English majors who cannot get into a required course (E160, E240, ECC270, ECC275, E341, E342, E343, COCC300 and COCC301) should contact Professor Gerry Delahunty (359 Eddy). **Please do not wait until the last minute.**



NOTICE:
ENROLLMENT RESTRICTIONS

Restrictions will be placed on registration as follows:

E470 (Emily Dickinson)

- 1) Graduate Students until October 30.
- 2) Senior and English majors until November 17.
- 3) All others until January 31.

E630A (Whitman) and E630B (Waters)

- 1) Graduate English Majors until October 28.
- 2) Senior English Majors until January 31.



120 Credits for Graduation

Effective Summer 2000, students who have met all the current requirements of USP and ASCC (Column C.), current Second Field requirements (Column B.), and current English major requirements (Column A.), may be permitted to graduate when they have 120 credits including 42 upper division of which 30 were taken in residence.

Math Alert

As of Fall 2001 students will not be allowed to register for M130, M133, or M135 without achieving the appropriate placement level on the MPE or ELM. There will be no exceptions for students who need the course to graduate that next semester. For more information, talk to your advisor or contact the Math Department.

Changes in English Major Course Requirements:

Beginning in Fall 2002, new Freshman English majors and new transfer English majors will be held for a new set of required courses in Column A on your checksheet. Present English majors who will graduate in Fall 2001, Spring 2002, and Summer 2002 will continue to be held for the old requirements, those that are on your present checksheets. All other English majors, that is present English majors who will graduate Fall 2002 and after, may choose to follow either the old set of requirements or the new set. Your advisor will explain what the new requirements are and discuss your options at the pre-registration advising meeting. Thus going to see your advisor at the pre-registration advising conference is especially important for you in helping to make this decision in an informed manner.



Major Author Capstone Requirement for English Majors on the AUCC Program

English Majors should be aware that if you have the new All University Core Curriculum program, then you must take E460, E463 or E470 for the Major Author Requirement, as these courses constitute the required capstone course under the AUCC program. You may not use E505 to fulfill this requirement. If you have chosen to remain under the previous University Studies Program, you may still substitute E505 for the 400 level Major Author courses.

Undergraduate Majors:

Stop by and take a look at the two bulletin boards outside Professor Swinson's office (356 Eddy). They contain many graduate school, scholarship, & career announcements.

E384A – Supervised College Teaching

Students who plan to register for E384A in the Spring 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.

E495 – Independent Study

Students who plan to register for E495 in the Spring should get the required form filled out with the necessary signatures as soon as possible this semester! Submit completed application forms to Chris in the English Office before the end of Fall semester.

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 email dludwin@lamar.colostate.edu.



GRADUATE STUDENTS:

E695 and E699

Graduate Independent Study and Thesis

The registrar will not allow late registration for E695 and E699. Please do not put off your independent study or thesis planning until the beginning of next semester!

The Greyrock Review

Students may now receive credit (1 credit per semester, up to 3 semesters) for working on The Greyrock Review. Students should register for this under E487B. Interested students should see Chris in the English Office for information and the registration reference number.

This class entails everything you wanted to know about publishing a journal but were afraid to ask AND getting your own work published in outside journals. There will be classes on copy-editing, writing submission guidelines, acceptance letters and rejection notes, desktop publishing, and much, much, more.

Composition Placement Exams for COCC150 will be offered:

Wednesday, October 24, 2001 at 4:00pm in Eddy 100

Thursday, October 25, 2001 at 4:00pm in Eddy 100

Wednesday, November 14, 2001 at 4:00pm in Eddy 100

Thursday, November 15, 2001 at 4:00pm in Eddy 100

Thursday, January 10, 2002 at 4:30pm 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 sign up for the test—just show up! All students taking this exam will be assessed a fee of \$15.00, which will be billed to your student account.

DO WE HAVE YOUR LOCAL ADDRESS?

Please let the University know your local address, phone number and email address. You can change your information in Room 100 of the Administration Annex, in Johnson Hall (NE entrance), or in Lory Student Center by the Information Desk.

Spring 2002

Course Descriptions

The following is a list of NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the Spring 2002 Class Schedule.

ECC 245: World Drama

Robert G. White
9:30-10:45am TR

This course introduces students to a range of drama drawn from works representing different eras, cultures, and genres. From a Shakespearean tragedy to Augusto Boal's invisible theater of the oppressed, we will examine the art of the play from the context of different literary movements and different critical perspectives.

E350: Gothicism in Literature and Film

Ellen Brinks
9:30-10:45am TR

Through the gothic's representations of the uncanny, the terrifying, and the sublime, writers and readers have tapped into impulses and desires that culture represses, or "throws off," but which keep returning to haunt it. This course exposes students to dominant strains in the British, German, and American gothic tradition from the eighteenth century to the present. We will explore its inflections in various genres, including novels, short stories, films, scientific case studies, and psychoanalytic theory. As we read and reflect on the gothic, we will refine our notion of the interplay between the "realities" of historical context and the "unreal" representational modes of the gothic. At the core of our discussions will be how gothic texts and films redefine notions of personal and social identity. Selected readings/films: *Beloved*; *Dracula*; *Dr. Jekyll and Mr. Hyde*; *Frankenstein*; *Turn of the Screw*; *Psycho*; *The Shining*, and much more!

E403: Nature Writing

John Calderazzo
12:30 – 1:45pm TR



How can whales sing to each other through hundreds of miles of the blue-black ocean? Why does climbing above treeline in the mountains make you ecstatic but frighten your hiking companion? What is environmental justice and why does it matter to millions of people? How should humans behave toward other living beings---elephants, monarch butterflies, redwoods---on the only planet we've got? These are some of the questions explored by contemporary nature writing---one of the liveliest, most varied, most vital literatures in the world. We'll look at writers like Annie Dillard, Rick Bass, Terry Tempest Williams, Edward Abbey, and Scott Sanders as models for your own writing. We'll try lots of start-up exercises and then workshop your efforts. I will also share my experiences in Thailand, Martinique, China, Hawaii, and elsewhere on assignment for *Audubon*, *Orion*, and other magazines.

E406A: Literacy and Culture

Donna LeCourt

2:00-3:15pm TR

E406A examines the connection between the cultures we participate in and how we read and write. Taking a cultural studies approach, the course will contrast public (e.g. media and school definitions of literacy) to the kinds of literacy people practice in the diverse communities of the U.S., looking at sites ranging from North Carolina textile mills to African American churches and reservation schools. The focus of the course is on how literacy practice interacts with cultural identity and, thus, how literacy practice is implicated in power relations and identity politics. Research in the course will largely be qualitative; students will analyze the media and observe literate practices in local communities rather than conducting library research. This course is designed primarily for students interested in popular culture and/or cultural theory as well as those who intend to teach.

E470: Emily Dickinson

Pattie Cowell

1:10 – 2:00 MWF



The Spring 2002 course on Dickinson will explore her poetry and culture across two centuries. The class will open a significant and complex body of work that influenced the direction of American poetry in the second half of the 20th century. Dickinson's work does not represent 19th-century poetry—quite the contrary. But her thematic self-constructions and questions about faith, gender, poetry and meaning make her canon a useful focus for discussions of 19th-century American culture.

Students in the course will practice close reading from a variety of critical perspectives, but beyond that we will address cultural, biographical, and editorial issues that ground Dickinson studies: her conflicted responses to New England Puritanism and patriarchal family order, the anomalies of her publication history, and the complications her work presents to recent editors. How do we understand a poetic form that radically separates her from her peers? Why did she choose not to publish her work when she had ample opportunities late in life? What can we learn from comparing the different editions of her work with the holographs available through the internet and R.W. Franklin's 2-volume *Manuscript Books of Emily Dickinson*.

We'll read the poems in the Johnson and the Franklin editions, dip into *The Letters of Emily Dickinson*, eds. Thomas H. Johnson and Theodora Ward (1958), compare different biographies, and look at a few selected article-length analyses to begin to understand the variety of readings and readers that gloss her work. Some of these analyses will come from contemporary poets who create a part of her legacy.

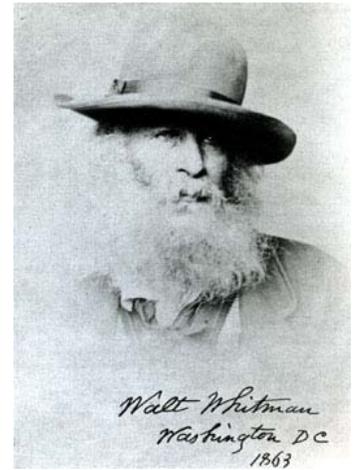
This course fulfills Category II of the upper-division English elective requirements for English Education concentrators only.

E505A: William Blake & Walt Whitman,**The Prophetic Voice**

William Tremblay

11:00-12:15 TR

In focusing on the genius of 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 fulfills Category II of the upper-level English elective requirements for English Education concentrators only (only those on USProgram).

E505B: Frank Waters

James Work

7:00-9:50pm W

The course will examine the major works of Southwest writer Frank Waters, including examples of both his fiction and his nonfiction. The required reading list will include *The Man Who Killed the Deer*, *People of the Valley*, *The Colorado*, *The Woman at Otowi Crossing*, *The Yogi of Cockroach Court*, *The Frank Waters Reader*, and *Pumpkin Seed Point*. Outside reading will be chosen from a list including *Pike Peak*, *Book of the Hopi*, *Masked Gods* and *Mexican Mystique*.

In consultation with the professor, students will plan and execute a significant research essay concerning some aspect of Waters' life and work.

Students will find it beneficial if they already have an acquaintance with other literature of the American Southwest, Jungian philosophy, Zen, or Pueblo ceremonial customs.

This course fulfills Category II of the upper-level English elective requirements for English Education concentrators only (only those on USProgram).

E630A.001 Reading the Harlem Renaissance

Chip Rhodes

10:00am MWF

This class will consider a body of important twentieth century American literature that rarely makes it into the many surveys of American literature. At the same time, this course will take the Harlem Renaissance as the occasion for a study of how race and cultural pluralism have been received and understood in a variety of disciplines over the last fifty years. We will use *The New Negro* collection as our point of orientation -- as the representative, general expression of the Harlem Renaissance. We will look at *Crisis* and *Opportunity*, the two competing journals that sought to articulate this collective project before turning to the finest fiction and poetry written by blacks in the twenties. Throughout, we will be concerned with the complex interplay of cultural texts and the historical intertext.

E630A.002 Medieval Epic and Romance

William Marvin

12:30-1:45pm TR

Medieval "epic" and "romance"---behold, the twin pillars of a new order of vernacular fiction upon which later arose the edifice of the realistic novel. New to classical traditions of epic came a medieval insistence upon the westward translation of cultural prestige and authority. The barbarian North adopted the technology of writing and textualized its oral legacies, while insular sagas of King Arthur defied the supremacy of the Germans and of Rome. New also was the integration of a lyrical, chivalric love-ethos with the heroic ideologies of professional military castes. Women enter the scene as patronesses of literary production, and influence the representation of gender, psychology, social control and male violence in metrical romances that vie with chronicle and epic for comparable literary status. We will be reading all this, examining the dialectic between text and context, in select heroic and chivalric literary monuments of classical Rome and medieval France, Germany, and England.



E 632 Theories of Teaching Literature

Cindy O'Donnell-Allen

3:35 – 6:10pm W

Amid controversy over canonicity and textual practices, English departments in secondary schools and universities are rethinking the teaching of literature. It is essential for instructors to examine both the history of the field and current theories so that we can articulate informed positions in the debates. The course is designed for faculty and future faculty in secondary schools and in introductory college literature courses. We will draw on literary, theoretical, research-based, and teacher-oriented texts to address the major questions of the course, which include: What does “teaching literature” mean to students, faculty, society? How do such acts reflect and shape images of culture? In what ways does the term “literature” exclude certain kinds of texts? How can we address the issues associated with creating a more inclusive canon? Through reading, writing, discussion, and debate, students will develop a more clearly articulated philosophy of teaching literature, a variety of strategies for doing so, and an enlarged understanding of the field. The course is required for students in the English Education graduate program; all others are also welcome.

E633B Special Topics in Discourse Studies – History of Writing Theory

Michael Palmquist

9:30–10:45am TR

This seminar will explore the impact of previous rhetorical theories on contemporary understandings of writing and writing instruction. The course will begin with an overview of rhetorical theory, beginning with classical rhetoric and moving through the 19th century. We will then explore the impact of key rhetorics (Sophistic rhetorics, classical Greek and Roman rhetorics, Medieval and Renaissance rhetorics, and 18th and 19th century rhetorics) on the revival of rhetorical studies in the field of English from the mid 1960s to the present. The main objectives of the course are to achieve an understanding of how writing theories connect with the ideological and cultural paradigms and ideals of their age and to critically examine their relevance to rhetorical studies in the late 20th century.