

RAMBLER

The Newsletter for English Majors

Volume 25, Number 2, October 10, 2008

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 2009 semester **from Thursday, October 23, through Friday, October 31, 2008**. 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 2009

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

Graduates	October 27
Seniors	October 28
Juniors	October 31
Sophomores	November 7
Freshmen	November 14
New Students	November 24

IMPORTANT NOTICES

For Spring 2009 registration:

- Prof. Michael Lundblad will see all of Prof. Pattie Cowell's advisees.
- Prof. Debby Thompson will see Prof. Roze Hentschell's Literature advisees.
- Prof. Gerry Delahunty will see Prof. Roze Hentschell's English Education advisees.
- Prof. Gerry Delahunty will see all of Prof. SueEllen Campbell's Creative Writing 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 2009, 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, which is also the date of the regular add/drop deadline.

Online: Spring 2009 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 23rd and October 31st.

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/>.) Once in RamPoint, click on the RAMweb tab. 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 2009

Restrictions will be placed on registration for the following:

- **E 240, E 270, E 276, E 277**,
– English Majors only until Nov. 7.
- **E 305**
– Writing concentrators only until Nov. 7
- **E 311A, B**
– English Majors only until Nov. 7
- **E 323 (English Language for Teachers II)**
 - 1) Post-bachelor and senior English majors only until Nov. 7.
 - 2) Junior English majors until Nov. 14.
 - 3) Then open to all students except freshmen.
- **E 341, E 342, E 343** – English Majors and Minors until Nov.7 and then open to all students.
- **CO 300**
 - 1) Seniors only until Nov. 7.
 - 2) Then Juniors until Nov. 14
 - 3) Then open to Sophomores.
- **CO 301 A, B, C**
 - 1) Seniors only until Nov. 7.
 - 2) Then Juniors until Nov. 14
 - 3) Then open to Sophomores.
- **CO 301D** – Only English Education and Speech Education concentrations.
- **CO 401**
 - 1) Senior English Majors only until Nov. 7.
 - 2) Then Junior English Majors until Nov.14.
 - 3) Then open to all except freshmen.
- **E 402** – Only English Education and Speech Education.
- **E 405 (Adolescents' Literature)**
English Majors only until November 7.
- **E 412A,B,C (Creative Writing Workshop)**
 - 1) Senior English Majors until Nov.7.
 - 2) Junior English Majors until Nov.14.
 - 3) Then open to all students except freshmen.
- **E 465.001 (Rhetorics of Popular Culture) and E 470 Thomas Middleton**
 - 1) Senior English Majors until Nov. 7.
 - 2) Junior English Majors until Nov. 14.
 - 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 301A and D) 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 2009 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 2009 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 2008 semester.

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

GRADUATE STUDENTS

E 695.001, E695.002, and E 699 – Graduate Independent Study, Project, Portfolio and Thesis - Please do not postpone your planning for these classes. Pick up the application forms from Marnie in 359 Eddy.

INTERNSHIPS

The English Department offers for-credit internships to both graduate and undergraduate students. 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 e-mail her at dludwin@lamar.colostate.edu.

Capstone Requirement for English Majors

All students following the All-University Core Curriculum program 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 2009, the courses offered fulfilling the Capstone requirement are E 463, E 465 and E470.

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 23 at 4:00 p.m. in Clark A203.
- Wednesday, November 12 at 4:00 p.m. in Clark A205.
- Thursday, November 20 at 4:00 p.m. in Clark A203.
- Thursday, December 4 at 4:00 p.m. in Clark A203.
- Thursday, January 15, 2009 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 the student's 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 14.

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 27, 2009 from 4-6p.m. in the LSC Cherokee Park Room.

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 6, 2009, at 4:00 p.m.

Please submit THREE 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 Aparna Gollapudi, Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Spring 2009

Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2009 Class Schedule through RAMweb.

Special Topic Courses

E370.001 – American Literature in Cultural Contexts - Contemporary American Animality

3 Credits

Michael Lundblad

11:00-12:15pm TR

Humans are animals; animals are bundles of instincts; and instincts are naturally violent and heterosexual. Or so we might tend to think. How do contemporary American texts and films reinforce or challenge the assumptions underlying these statements? This course will explore representations of animals—and humans as animals—in the work of contemporary writers, such as Barry Lopez, Terry Tempest Williams, Linda Hogan, Doug Peacock, Philip K. Dick, and J. M. Coetzee, as well as films, such as *Gorillas in the Mist*, *Grizzly Man*, *BladeRunner*, and *Zoo*. Our interdisciplinary approach will draw upon debates from the academic fields of American studies, animality studies, science studies, and sociobiology, as well as the work of popular writers such as Michael Pollan and Eric Schlosser. We will focus on issues such as animal rights, arguments for the humane treatment of various human and animal populations, evolutionary theories used to explain human behavior, and narrative attempts to redeem “the human” in relation to how we interact with “the animal.”

This course fulfills the upper-division elective requirement in Category 3.

E406.001 - Topics in Literacy – Literacy and Gender

3 Credits

Tobi Jacobi

3:00-3:50pm MWF

What is the relationship between gender and literacy? For example, how does gender influence how we read and write—and how might literacy influence gender identity? Are we hardwired to learn differently, or does socialization create a set of gendered boundaries? Do girls and boys access 21st century literacies in new ways? In different ways? These are some of the questions this course will examine as we research literacy in contexts ranging from middle schools to universities, from community centers to the web to prisons. Drawing upon critical pedagogy and feminist frameworks, the course will explore and challenge traditional definitions of literacy and gender in order to explore how educational practices might meet the needs of learners with increasingly diverse backgrounds and expectations. This course is designed for both future teachers and students interested in women’s studies and/or critical pedagogies.

E465.001 – Topics in Literature and Language – Rhetorics of Popular Culture

3 Credits

Lisa Langstraat

2:00-3:15pm TR

Popular culture is an integral part of our daily lives. A cultural pedagogy which teaches us how to experience the world, popular culture is inherently rhetorical: It influences how we make sense of everything from politics to love to violence, and it persuades us to act in specific ways. Popular culture thus merits close scholarly attention and intervention because it represents powerful transformative and oppressive possibilities.

Assuming that popular culture requires innovative methods of analysis and action, this course will consider a variety of rhetorical approaches (e.g., Marxism(s), feminism(s), postmodernism(s), critical race theories, queer theories, etc.) that scrutinize the production, circulation, and consumption of popular culture. We will explore the challenges of conducting rhetorical research about popular culture, including how to approach issues of style, audience, visual rhetorics, technologies of literacies, information dispersal in consumer culture, and interventionist critique. Culminating in a study of a specific site of cultural reproduction (e.g., the Disney Corporation and/or reality television), this course is designed to help you build a repertoire of critical tools for understanding the rhetorics of popular culture.

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

E470.001 – Individual Author – Thomas Middleton

3 Credits

Barbara Sebek

4:00-5:15pm TR

Thomas Middleton (1580-1627) is most known today for mastering satirical city comedies, but he is the only Renaissance playwright other than Shakespeare who created acknowledged “masterpieces” of both comedy and tragedy. Middleton has been admired for his representations of the intertwined pursuits of sex, money, power, and God. His work explores the social crises of London commercial culture with an unflinching eye. Middleton's extensive work as a collaborator will encourage us to examine authorship as a category; to consider recent theories of textuality and editorial method; and to explore the histories of reception and canon-formation that have kept Middleton in the shadows of the bard since the eighteenth century (until the late twentieth century). We will read 6-7 plays in a variety of genres and study a sampling of Middleton's non-dramatic work (pageants, pamphlets, epigrams, and Biblical and political commentaries). This is a capstone course for English majors, so students will engage in depth with recent criticism and theory.

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 4 upper-level English requirement. English majors who already have the capstone can count it as a Category 2 or a Category 4 elective.

E505.B – Major Authors – American – Hawthorne and Stowe

3 Credits

Bruce Ronda

2:00-3:15pm TR

This course offers an opportunity to read the novels, short fiction, journals, notebooks, and letters of Nathaniel Hawthorne and Harriet Beecher Stowe. These writers lived and worked in approximately the same time period (mid-nineteenth century) and region (northeastern U.S.) and addressed similar issues. These included domesticity, gender definitions and gendered practices, social reform, and the links between authorship and audience. Both used the novel as an important form for their work, and both took their work as novelists with intense seriousness. Of equal interest to us will be questions of their reputations as literary canons have shifted and expanded, especially in the last thirty years, with new questions being raised about Hawthorne's durability in the canon and Stowe's new prominence in it. How did this come about, and why? Finally, central to any discussion of these two writers will be the question of popular culture and cultural forms, including plays, vaudeville, and movies, all of which have been vehicles for treatments of *The Scarlet Letter* and *Uncle Tom's Cabin*. This course will likely require five short response papers, leadership of class discussion, a take-home midterm examination, and a long critical/interpretive essay.

E507.001 – Special Topics in Linguistics – Intercultural Rhetorics

3 Credits

Fabiola Ehlers-Zavala

1:00-1:50pm MWF

The aim of this course is to introduce participants to Intercultural Rhetoric (IR) research as a way to understand, describe, and formulate studies in second language research. While intercultural rhetoric allows for the comparison and contrast of both spoken and oral texts, the focus of this course will be on written texts. Because of the interdisciplinary nature of IR, class readings and discussions will draw from the literature and research in second language acquisition, rhetoric and composition, text, genre, and corpus analysis. Also, we will study the variety of research tools available to individuals interested in IR research that will help them determine similarities and differences between texts not only across languages but also within languages. Requirements for this course will primarily ask of participants to maintain an active role in class discussions, complete regular readings as well as journal assignments, and develop a research proposal for a study in intercultural rhetoric.

E630A.001 – Special Topics in Literature – Area Studies – Melville, or The Whiteness of the Whale

3 Credits

Dan Beachy-Quick

11:00-12:15pm TR

We'll spend the semester complicating a single, sustained activity: reading Herman Melville's great 19th century masterpiece *Moby-Dick*. We'll read slowly as to read deeply, discussing a short section of chapters of every class period, and putting as much pressure to make meaning of, and ask for meaning from, those chapters as we can manage. The complication comes from the variety of supplemental material we will be reading that is meant not only to illuminate aspects of the novel, but to call into question some of our assumptions about what it means, and how it comes into that meaning. Those readings will include work ranging from philosophy to theology, Puritan sermons to captivity narratives, literary theory to poetry, with multiple stops in between. Beyond the work of reading, the class will

culminate in a final project meant to reflect the complexity and challenge of your own thinking in relation to this most bewildering and essential of books.

E630C.001 – Special Topics in Literature – Theory & Technique Studies - The New Somatic Criticism

3 Credits

Paul Trembath

11:00-11:50am MWF

Somatic criticism isn't necessarily "new" on the critical scene, having emerged in North Atlantic critical studies as a feature of Foucault's reception, but it continues to inform a lot of contemporary critical inquiry. Our course will address somatic criticism as a phenomenon that traverses poststructuralism and cultural studies generally, having enormous bearing upon feminisms, gender criticisms, Lesbian and Gay studies, different forms of cultural theory, and so on. The objective of the course is twofold: 1) to show how somatic criticism complicates the "materialist" emphasis in critical studies while extending materialism beyond Marxist considerations of political economy, and 2) to map out a trajectory of critical theory from the 1960s to the present that examines the relation of "the body" to the cultural spheres with which bodies always coextend. We will read texts by Foucault, Deleuze, Butler, Grosz, Lingis, Zizek, Badiou, and others.

Requirements: 1 or 2 papers amounting to a total of 20 pages; the readings; discussion. Topics of papers to be decided individually in conference.

E630D.001 – Special topics in Literature – Gender Studies-Early Modern Discourses of Difference

3 Credits

Barbara Sebek

4:00-6:50pm W

Reading a variety of English texts from the period 1550-1650, this course will investigate how the early modern English constructed cultural "others" and how these constructions participated in the project of cultural *self*-definition. How was difference represented and produced in a wide range of contemporary texts? How did Renaissance humanism construe the "human"? What did this category exclude? What can this period teach us about how recent theorists understand the "non-human" world?

We will read several plays (closet drama by the first female playwright in English; romances, tragedies, and comedies for the popular stage by Shakespeare, Middleton, and Heywood; court masques by Ben Jonson), and will sample travel writing, verse romances, commercial treatises, and conduct literature. About one third of the course readings will be critical writings that theorize the multiple, often conflicting categories of difference and identity that operated in early modern culture (gender, faith, class, complexion, region, nation). Although we will be targeting a given historical moment and its literature (early modern/Renaissance England), our attention to theories of cultural difference, and our concern with the role of literature in broader ideologies and discourses, will appeal to those whose interests reside in other literary, rhetorical, cultural, or pedagogical contexts.

E633.001 – Special Topics in Discourse Studies – Emotion, Culture & Rhetoric

3 Credits

Lisa Langstraat

9:30-10:45am TR

In the last twenty years, scholarship on emotion has proliferated at nothing less than an explosive pace. Once the province primarily of psychology and neurobiology, emotions and affect are now commonly studied in History, Rhetoric and Composition, Literary Studies, Anthropology, Philosophy, Cultural Studies, Education and Sociology. Common amongst these disciplinary approaches to emotion studies are 1) their emphasis on emotions as inherently rhetorical, circulating in and through discourse; and 2) their insistence that emotions are profoundly imbricated in power dynamics and processes of what philosopher Allison Jaggar calls “emotional hegemony.” This course will explore the rhetorical dynamics of emotion and the contextualized power relations that shape what might be called “the politics of affect.” Drawing from the interdisciplinary research on emotion studies, this course is organized into two sections:

1. An overview of competing theories of emotion, as well as research methods for and disciplinary approaches to emotion studies. In this section of the course, we will engage in contemporary debates about emotion studies, and we will review classical, social constructivist, bio-cognitive, neo-Marxist, feminist, raced, and postmodern theories of affect.

2. A focused analysis of specific emotions: Compassion, Sentimentalism, and Cynicism.

In this section of the course, we will scrutinize how specific emotions circulate within specific contexts:

- compassion in light of media depictions of suffering;
- sentimentalism in light of literature and social action; and
- cynicism in light of educational policy and pedagogical endeavors.

E641.001 – Nonfiction Workshop – Writing and the Body

3 Credits

Sarah Sloane and Debby Thompson

7:00-9:50pm W

This course will investigate some of the distinctive challenges that representing the body presents to writers. Students will read and write a wide array of creative nonfiction (CNF) genres and be exposed to numerous topics in writing about the body. Genres explored will range from the personal memoir to medical discourse. Topics may include, among others: pain and pleasure, ingestions and expulsions, sexuality and gender, the mind/body (dis)connection, the senses, illness, disability, and the body in a digital age.

E641.002 – Nonfiction Workshop – Creative Science Writing

3 Credits

Gerry Callahan

4:00-6:50pm M

The people fancy they hate poetry, and they are all poets and mystics.

-- Michel de Montaigne

A *New York Times* poll recently reported that more than 80% of people polled expressed a sincere interest in the progress and the performance of science. The other 20% we can only assume were confused by the question. We are all scientists.

But of the 80% of people who remembered that they were interested in science, fewer than 10% believed they had access to regular, reliable, and accessible sources of scientific information. We are mostly scientists without sources. Imagine a physicist cut off from physics, a physician without access to medicine, or a microbiologist with no microbes. That is the state many modern scientists find themselves in – eager, but alone.

Most scientists in this world have no access to science. That seems wrong. The purpose of E641 is to explore other ways of writing about science, ways that will reach larger and less specialized audiences, ways that will reach all scientists.

In E641, we hope to accomplish this by exposing students to a greater breadth of writing. And examine how we can draw upon these writings to formulate new ways of writing about science. In addition, we hope to 1) provide students of the sciences with a greater appreciation of the intent of literature, 2) provide students of the humanities with a broader appreciation of the scientific enterprise, its literature, and the intricacies of scientific voice, and 3) provide all of us with a greater appreciation of the commonality of our goals and the interdependence of our disciplines.

Readings will consider three different genres – poetry, fiction, and creative nonfiction – and their direct application to the science writing.

Writings will move from poetry (seemingly the least scientific of all literature) to fiction, to creative nonfiction, and finally to creative science writing (where the marriage of science and literature is most apparent).