



RAMBLER

The Newsletter for English Majors
Volume 14, Number 2, March 24, 1999

ADVISING SCHEDULE

English Department advisers will be holding pre-registration conferences for the FALL 1999 semester beginning **Thursday, April 8** and extending **through Friday, April 16**.

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

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

You **MUST** meet with your adviser 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 important to register as soon as you are able. Early registration greatly increases your chances of getting the classes you want!

Both undergraduate and graduate students should have little or no trouble scheduling the English courses that they need/want if they register early.

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

TELEPHONE ACCESS SCHEDULE FOR FALL 1999 REGISTRATION



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

- Graduates - April 12
- Seniors - April 13
- Juniors - April 17
- Sophomores - April 24
- Freshmen - May 1

HAVING TROUBLE?

English majors who cannot get into a required course (E160, 240, 270, 275, 341, 342, 343, CO301) should contact David Lindstrom (359 Eddy). *Please, DO NOT wait until the last minute!*

HELPFUL HINT:

The staff in the English 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 April 8 and April 16.

Classes for FALL1999 semester begin Monday, August 23.

Changes to the Composition Program and English Major Requirements

As you prepare to register for fall courses, please keep in mind several changes to the Department's composition course offerings:

CO250: Writing Arguments has been changed to CO300. CO300 will not be a prerequisite for CO301.

CO301A-C: Intermediate Composition has been renamed CO301A-D: Writing in the Disciplines. The subsections for the course are (A) Arts and Humanities, (B) Sciences, (C) Social Sciences, and (D) Education.

CO302: Writing Online will be offered for the first time in the 1999-2000 academic year, most likely in the spring.

Both CO300 and CO301A-D can be used to meet the upper-division composition requirement for department majors (in column C on the checksheet).

Because of these changes, we are dropping the CO301 Placement Examination. Students can register for any of these courses if they have taken CO150 or an equivalent course at another institution.

If you have any questions about these courses, please contact your adviser.

COMPOSITION PLACEMENT EXAMS FOR CO150 will be Thursday, April 15 at 4pm in A104 Clark; Wednesday, April 21 at 4pm in 130 Glover; Wednesday, April 28, 1999 at 4pm in 130 Glover; Thursday, April 29 at 4pm in A104 Clark; and Monday, June 14 at 3pm in 113 Natural Resources. You will have one hour to complete the test. Please remember to bring a PEN and a PHOTO ID. You don't need to sign up for this test--just show up. All students taking this exam will be assessed a fee of \$14.00, which will be billed to their student account.

NOTICE: ENROLLMENT RESTRICTIONS

Restrictions will be placed on registration as follows:

E505B (William Faulkner)

- 1) Graduate Students only until April 17.
- 2) Senior English majors will be admitted beginning April 17.

E460 (Chaucer) and E470 (Henry David Thoreau)

- 1) Enrollment will be limited to senior English majors only until April 17.
- 2) Junior and senior English majors only beginning April 17.

UNDERGRADUATE STUDENTS:



E495 - Independent Study

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

E384A - Supervised College Teaching
Students who plan to register for E384A in the Fall should make arrangements with Dr.Swinson (356 Eddy) as soon as possible **this semester!** **You will not be allowed to register for this course after Fall semester begins. You must apply through Dr.Swinson in order to register for this course.**

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.

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 Cathy 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, desk-top publishing, and much, much more.

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!***

DO WE HAVE YOUR LOCAL ADDRESS???

Please let the University know your local address. You can change your address in Room 206 Administration Annex, Room 100 Johnson Hall, or at the information desk in the Student Center



UNDERGRADUATE COURSES SUMMER 1999

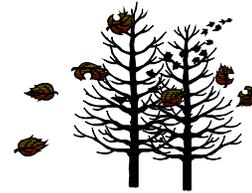
The following lists NEW and SPECIAL topic courses only. For other undergraduate courses, see the Summer 1999 Class Schedule.

E470 Willa Cather
David Milofsky
12:10-2:10PM MTWRF (This section meets 7/12 to 8/8)

Willa Cather is among the most influential writers of the 20th Century, though her work was consistently under-rated until fairly recently when a new group of critics re-discovered Cather's work and wrote about its significance in the development of the modern and contemporary novel. Often seen only as a writer of the frontier, Cather was actually a sophisticated observer of American society in all its aspects and spent most of her long life in the East. The course will concentrate on at least five of Cather's novels with some coverage of her journalism and short fiction as well.

This course fulfills the Category II distribution requirement for Licensure students only.

UNDERGRADUATE COURSES FALL 1999



The following lists NEW and SPECIAL TOPIC courses only. For other undergraduate courses, see the FALL 1999 Class Schedule.

E 465 The Emergence of Children's Literature
Bruce Ronda
2:10-3:25 TR

This course traces the emergence and development of writing for children, from an oral folk tradition through Enlightenment, Romantic, Victorian, and modern versions of fairy tales. Originally intended for mixed audiences, fairy tales, with their supernatural, magical, fantastic, and often female-centered elements, became associated with child audiences in the eighteenth century, and constitute an important element in the development of writing for children. In reading both historical and contemporary pieces of children's literature, we will ask: how do these stories reflect different understandings of gender, power, and socialization? To what audiences do they appeal, and how is childhood understood in these stories? Students will read a range of stories, from Perrault's *Mother Goose*, through works by Ruskin, Hawthorne, Carroll, and Burnett, to modern stories by Baum,

Sendak, and E.B. White. Periodic response paragraphs, midterm and final exams, and a research/interpretive paper, plus regular reading, will be required.

E 470 Henry David Thoreau
SueEllen Campbell
4:10-5:25 PM MW

So many possible labels for this writer: brilliant and quirky, spectacular stylist, Transcendentalist, civil disobedient, proto (and nearly sainted) environmentalist, student of the seasons and the natural activity of his neighborhood, bean farmer and connoisseur of wild teas, bioregionalist, master of rhetorical paradox, committed journal-keeper, multidimensional cultural icon...We'll look at as many sides of this fascinating writer as we can, reading all his published books, his major essays, large chunks of his journals, and a good sampling of the important criticism of his work. Many short writing assignments, including the keeping of a Thoreauvian journal.

This course fulfills the Category I distribution requirement for Licensure students only.

E 481 Survey of African-American Literature
Chip Rhodes
1:10-2:00PM MWF

This course will trace the history of writings by African-American men and women out of the U.S. context. Beginning with the slave narratives of Frederick Douglass and Harriet Jacobs, we will trace a literary tradition that has always maintained a complex relationship to the dominant tradition of American Literary history. This relationship has involved negotiations, resistances and intimacies on linguistic, cultural and (ultimately) political levels. We will use Henry Louis Gates' insistence on a continuity in writings by African-Americans from Douglass to Alice Walker. Writers will include Charles Chestnutt, James Weldon Johnson, Langston Hughes, Richard Wright, Ralph Ellison and Toni Morrison. Students will be expected to write three long essay exams over the course of the semester.



GRADUATE COURSES FALL 1999

The following lists NEW and SPECIAL TOPIC courses only. For other graduate courses, see the Fall 1999 Class Schedule.

E 505B William Faulkner Bruce Ronda 12:30-1:45PM TR

This course is an effort to read the body of Faulkner's fiction, focusing on the Yoknapatawpha stories, together with some of the central recent works of Faulkner scholarship and biography. The critical approach is threefold: first, students will be encouraged to see Faulkner in the context in which he wrote, which included modernism and modernization, the post-Reconstruction South, and changing race relations. Second, we will look at Faulkner's emerging fictional "world," its pattern of relationships, its roots in Southern folklore, its moral and ethical dimensions. Finally, we will bring to bear recent critical studies of Faulkner which focus attention on African-Americans and women on our reading of Faulkner's fiction.

Students will lead one day of class discussion, prepare a research/interpretive essay of at least fifteen pages, and become familiar with one category of Faulkner criticism (mythic, historical, racial, gendered, rhetorical, linguistic, etc.), or, sample several Faulkner biographies. Building a course website is a distinct possibility.

E507 Spoken and Written Language Gerry Delahunty 2:10-3:00PM MWF

There has been a great deal of research over the last 30-35 years on the relations between spoken and written modes of languages. Some researchers have claimed that the invention of writing and literacy made revolutionary changes in human cognition; others have argued the opposite. Some have claimed that written language bears little relationship to spoken; others have claimed there is very little difference between them. Recent work has emphasized the roles of power, genre, and gender in literacy practices and the interdependence of the spoken and written modes of language and argued for the existence of multiple, spoken and written, literacies. This class will explore this tangled web of claims and counterclaims and will encourage students to investigate the implications for their own areas of interest (TESOL, CD, Literature, Creative

Writing, Teaching, etc.) of the modes and their relationships.

E 590V Workshop in TESOL: Reading-to-Write: an L2 Perspective

Doug Flahive

3:35-4:50PM TR

In recent years, many L2 literacy theorists and practitioners have questioned the pedagogical effectiveness of separating the literacy skills of reading and writing. We begin this workshop by exploring the advantages and disadvantages of traditional approaches to the teaching of L2 reading and writing as separate skills. Next, we examine four theoretical approaches in which reading and writing are integrated: reader-response, social interactionist, cognitivist/formalist, and social constructionist. Each of these four reading-to-approaches will be examined from an integrated theory-research-pedagogy perspective. Workshop participants will be required to complete the following tasks: book reviews of a recent traditional reading text and a traditional writing texts, write four short response papers demonstrating each of the four reading-to-write approaches mentioned above, and develop four brief sets of reading-to-write materials, each designed to illustrate the four approaches.

A detailed syllabus is available from Dr. Flahive.

E630A Latin American Poetry

Mary Crow

3:35-6:25PM T

This course will cover 12-15 major Latin American contemporary poets, beginning with Pablo Neruda, Cesar Vallejo, and Nicholas Guillen and ending with new poets Rosario Ferre, Raul Zurita and Coral Bracho. It will give students an over-view of twentieth century Latin American poetry and an in-depth reading of selected texts. Class time will be divided between discussion of assigned poetry, brief background lectures, and student reports. Course work will include a mid-term and a term paper (from which student reports will be drawn).

630B The Nineteenth-Century Novel and its Afterlife

Jon Thiem

2:10-3:25PM TR

We will read and discuss six 19th-century novels from Europe and England, and several postmodern works that engage in "rewriting" the nineteenth century. Writers will include Flaubert (*Madame Bovary*), Balzac, Turgenev (*Fathers and Sons*), Dostoyevsky, Jane Austen, Mary Gaskell, and from our own century Julian Barnes (*Flaubert's Parrot*), Woody Allen and others. We will talk about the range, limits, and repercussions of the classical realist novel, and its afterlife will

be examined not only through later parodies and re-creations, but also through modern and postmodern criticism.

E 630C The Frankfurt School

Paul Trembath

11:00-11:50AM MWF

We will study Frankfurt School Critical Theory and its relation to Western Marxism. Readings of Marx, Benjamin, Adorno, Jay, Jameson, and others. One or two papers and a presentation.

E 630D Gender and Genre

Pattie Cowell

9:30-10:45AM TR

This course addresses some questions concerning the interactions of textual and cultural constructions of gender and genre: What are the literary conventions that represent gender? What values are attached to and/or questioned by those representations? Does the multiplicity of genres enable readers to avoid, appropriate, resolve contradictions between gender representations and gender valuations? How are discourses framed? How does that framing shape reading and readers? How and why do reader expectations and texts reciprocally create one another? With what consequences?

E 631 Goddesses

Carol Mitchell

10:00-10:50AM MWF

This course will take an interdisciplinary approach to the study of myths of the goddess in order to try to understand what those myths meant to the people who told them as well as how they are being interpreted by people today. We will be considering the various interpretations of myth as literal Truth, as symbolic history and metaphorical truth, and as texts that are particularly useful in studying a culture's world view. Myths about gods and goddesses are religious metaphors that control or direct the ways we think. Sociologically they reinforce the power structure of a society ranging from a justification of the ruling classes and races to gender roles and age roles. Artistically, they become the inspiration for art especially in literature and the visual arts. In part because of their connections with religion these metaphors have been foundational in all societies. Since the Judeo-Christian heritage is patriarchal and is the primary mythical system for the West, we have primarily learned about images of God, not Goddess, but Goddess myths have been and are found in many parts of the world both in the past and in the present.

Texts will include *The Myth of the Goddess: Evolution of an Image* by Anne Baring and Jules

Cashford, and *The Feminist Companion to Mythology* edited by Carolyne Larrington. In addition there will be a photocopied packet of myths from all over the world.

E 632 Theories of Teaching Literature

Louann Reid

3:10-4:00PM MWF

Amid controversy over canonicity and textual practices, English departments in universities and secondary schools 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 read fiction, poetry, and nonfiction, along with statements of theory and descriptions of classroom practices. Major questions of the course will 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, 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 program; all others are also welcome.



Classes for the Fall 1999 semester begin Monday, August 23!

