

# RAMBLER

The Newsletter for English Majors  
Volume 29, Number 2, October 12, 2012

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

## Advising Schedule

English Department advisors will be holding pre-registration conferences for the Spring 2013 semester all day **Tuesday, October 16**, half-day **Wednesday, October 17**. **NO ADVISING will be held on Thursday & Friday, October 18 & 19th due to the English Department's Reading Days.** Advising will resume on **Monday, October 22 through Friday, October 26, 2012**. 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 2013

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

Graduates	October 22
Seniors	October 23
Juniors	October 26
Sophomores	November 2
Freshmen	November 9
New Students	November 19

## IMPORTANT NOTICES

**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.**

Prof. SueEllen Campbell's advisees to see Prof. David Milofsky.

Prof. John Calderazzo's advisees A-O to see Sue Russell. P-Z to see Prof. Ellen Levy.

Prof. Stephen Reid's advisees should see Prof. Gerald Delahunty.

Prof. Deborah Thompson's advisees should see Prof. Sarah Sloane

## ATTENTION GRADUATING SENIORS

If you plan to graduate in Spring 2013, 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>.

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## **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 \$62 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>.

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## **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.

## Spring 2013 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 you 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 16th and October 26th.

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.**

### WAITLISTS IN ARIES

ARIES will now allow students to put themselves on an electronic Waitlist for all undergraduate classes (waitlists are NOT available for graduate classes). An ARIES Registration Waitlist is an electronic list of students who are waiting to register for a full class—standing in line electronically rather than physically. There is a link for students on RAMweb under the **Registration** heading that says “My Waitlisted Classes”. There you can see all the sections you are waitlisted for, your position on each waitlist, and the deadline to register, if you are in the 24-hour timeframe after being notified of a space available. Waitlists will be effective through the add deadline for each section.

NOTE: As you are looking at the Class Schedule for classes each semester, remember that a seat that appears to be available may not be available if there is someone on the waitlist. Check whether there are students waitlisted for the class. The seat will only truly be available to you if there is no one on the wait list.

Students can sign up for the Waitlist when they attempt to register for a section that has reached its capacity. Students can now add themselves to a waitlist for as many sections of a course as they'd like. You must attempt to register for the class through your registration link in RAMWeb. Under the **Registration** heading, students must select **Registration**. Then select Spring 2013. Your Spring 2013 schedule will appear. Scroll down to the bottom of the page and in the first of many rectangular boxes at the bottom of the page, enter the 5-digit CRN

number for the course you'd like to add. A message will pop up saying "This Section is Full." Click on the Action box and select Waitlist and then select Submit Changes. You will be added to the waitlist. Prerequisites and other restrictions are enforced for students signing up for the waitlist. The first student on the Waitlist is notified via their RAMmail account or via a text message when a space becomes available. Under the heading **Records**, select *Change My Text Messaging Options*, if you can't remember the option you selected for how to be notified of an available seat. The student then has **24 hours** to register for the class before being dropped from the Waitlist. The student is **NOT** automatically registered.

#### **WAITLIST FOR MULTIPLE COMPONENT COURSES**

For multi-component courses, the waitlist is only available on the component with the smaller number of seats. Usually this is the lab or recitation component of the course. If there are three components to a course, like PH121, the waitlist is on the lab.

When a student is notified of a space available in one component of a course for which they are on the waitlist, there will be space available in all the components needed. The student may still be on the waitlist for more than one section of a component, multiple labs for instance. They can then register for all components when a space becomes available, and stay on the waitlist of their preferred component. If a space becomes available in their preferred component, they may 'swap' them by adding the preferred one at the same time they drop the non-preferred one. If the components they are wanting to swap do not use the waitlist, the student will have to keep checking to see if a space becomes available and swap the sections then. Please contact Sue (970) 491-1443 [sue.coulson@colostate.edu](mailto:sue.coulson@colostate.edu) if you have questions.

### **NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2013**

Restrictions will be placed on registration for the following:

- **E 240, E 270, E 276, E 277**, – English Majors only until Nov. 9 then open to all majors.
- **E305** – Writing concentrators only until Nov. 9, then open to all majors.
- **E 311A, B** – English Majors only until Nov. 9 then open to all students except Freshmen.
- **E327** – Language concentrators and Language & Culture Minors only.
- **E 341** – English Majors and Minors until Nov. 9. Then open to all students except Freshmen.
- **E342, E343**, - English Majors only until Nov. 9 then open to all majors. No Freshmen allowed.
- **CO 300**
  - 1) Seniors only until Nov. 2.
  - 2) Then Juniors until Nov. 9.
  - 3) Then open to Sophomores.
- **CO 301 A, B, C**
  - 1) Seniors only until Nov. 2.
  - 2) Then open to Juniors.
  - 3) Not open to Sophomores or Freshman.
  - 4) GUEST Students not allowed.
- **CO 301D** – Only English Education and Teacher Licensure Speech concentrations. No Freshmen allowed.
- **E 401 & E402**
  - 1) Post Bachelor and Senior English Education and Teacher Licensure Speech concentration Majors only until Nov. 2.
  - 2) Then Junior English and Teacher Licensure concentration Majors until Nov. 9.
  - 3) Then open to all Teacher Licensure concentration students except Freshmen.
- **E 405 Adolescents' Literature**  
English Majors and Minors only until November 9. Then open to all students except Freshmen and GUESTs.
- **E 412A, B, C Creative Writing Workshop**
  - 1) Senior English Majors until Nov.2.
  - 2) Junior English Majors until Nov.9.
  - 3) Then open to all students except Freshmen.

- **E 465.001 Fiction and 9/11: Aesthetics and Politics and E 465.002 The Short Story**

- 1) Senior English Majors until Nov. 4.
- 2) Junior English Majors until Nov. 11.
- 3) Then open to all students except Freshmen.

### **HAVING TROUBLE?**

English majors who cannot get into a required course (E 240, E 270, E 276, E 277, E 341, E 343, CO 300, CO 301A, C 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 2013 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 2013 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 2012 semester.

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

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### **GRADUATE STUDENTS**

#### **Comprehensive exams for those in the English Education program:**

Please consult your advisor regarding the exam and when the exam is offered.

#### **E 694.001 – TEFL/TESL–Portfolio**

#### **E 695.001 - Independent Study**

#### **E 698.001 – Research Project**

#### **E 699 - 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/portfolio/project/thesis; a brief outline of the work to be done; your signature, the signature(s) of your Instructor and/or Advisor. 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.

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### **PEACE CORPS MASTERS INTERNATIONAL (PCMI)**

All English MA programs are associated with the Peace Corps Masters International (PCMI) program. The PCMI integrates volunteering as a Peace Corps member with an MA. PCMI students typically complete required coursework—about three semesters—go on PC assignment—about 27 months—and return to complete their final projects (theses, final projects, or portfolios), which typically reflect their PC experience. See Gerry Delahunty, 359 Eddy, for more information.

### **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 Mary Hickey, Internship Coordinator, at 491-3438 or e-mail her at [mary.hickey@colostate.edu](mailto:mary.hickey@colostate.edu)

### **College of Liberal Arts Career Counselors**

The College of Liberal Arts has 3 career counselors who are happy to meet with English majors. Wendy Rose is both a counselor and the Career Center Liaison to the College of Liberal Arts and Maggie Graham and Brooke

Sanders are career counselors. Students need to call the Career Center at 491-5707 to schedule an appointment with either Wendy, Maggie or Brooke.

### Capstone Requirement for English Majors

All students must take a capstone course (E460, E463, E465, or E470) to fulfill AUCC and English degree requirements. Ideally, students take their capstone course in their final year after having completed all prerequisites. In Spring 2013, the courses offered that fulfill the Capstone requirement are **E465.001** and **E465.002**.

#### SPRING 2013

**Capstone Courses: E465.001 Fiction and 9/11: Aesthetics and Politics** (MWF 12:00-12:50pm in CHEM B 302 with Judy Doenges) and **E465.002 The Short Story** (TR 11:00-12:15pm in BHSCI 105 with Leslee Becker).

**Category 1: E331.001 Early Women Writers** (MWF 10:00-10:50am in ART F 113 with Aparna Gollapudi) **E 342.001 Shakespeare I** (MWF 9:00-9:50am in Eddy 10 with Roze Hentschell), **E343.001 Shakespeare II** (MWF 11:00-11:50pm in Eddy 10 with Roze Hentschell). **E426.001 British Romanticism** (TR 9:30-10:45am in MILSC 105 with Ellen Brinks). **E443.001 English Renaissance Drama** (TR 2:00-3:15pm in Eddy 7 with Barbara Sebek).

**Category 2: E332.001 Modern Women Writers** (TR 4:00-5:15pm in Eddy 8 with Sarah Sloane), **E350.001 The Gothic in Literature and Film** (T 4:00-6:50pm in MILSC 105 with Ellen Brinks). **E433.001 Literatures of the American West** (TR 8:00-9:15am in Clark C361 with Steve Reid), **E438.001 Native American Literature** (TR 2:00-3:15pm in MILSC 200 with Leif Sorensen) **E465.001 Fiction and 9/11: Aesthetics and Politics** (MWF 12:00-12:50pm in CHEM B 302 with Judy Doenges)

**Category 3: E332.001 Modern Women Writers** (TR 4:00-5:15pm in Eddy 8 with Sarah Sloane), **E339.001 Literature of the Earth** (W 4:00-6:50pm in Eddy 7 with SueEllen Campbell). and **E438.001 Native American Literature** (TR 12:30-1:45pm in MILSC 200 with Leif Sorensen).

**Category 4: E 342.001 Shakespeare I** (MWF 9:00-9:50am in Eddy 10 with Roze Hentschell). **E343.001 Shakespeare II** (MWF 11:00-11:50pm in Eddy 10 with Roze Hentschell). **E350.001 The Gothic in Literature and Film** (T 4:00-6:50pm in MILSC 105 with Ellen Brinks). **E443.001 English Renaissance Drama** (TR 2:00-3:15pm in MILSC 105 with Barbara Sebek). **E465.002 The Short Story** (TR 11:00-12:15pm in BHSCI 105 with Leslee Becker).

**Upper-Division Word Literature Course - E332.001 Modern Women Writers** (TR 4:00-5:15pm in Eddy 8 with Sarah Sloane)

### **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://composition.colostate.edu/placement.html>

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. 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 18 at 4:00 p.m. in Chemistry A103.
- Tuesday, October 30, at 4:00 p.m. in

Plant Science C101.

- Thursday, November 15 at 4:00 p.m. in Engineering 100.
- Thursday, November 29, at 4:00 p.m. in Chemistry A103.
- Thursday, January 17, 2013 at 4:00 p.m. in Chemistry A103.

You will have one hour to complete the test. Please remember to bring a **pen** and a **photo ID**. You do not need to sign up for this test; just show up 10-15 minutes early; no one who shows up late is allowed to take the test. Students can check their placement by 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, email [Stephen.Reid@colostate.edu](mailto:Stephen.Reid@colostate.edu). Each student taking this exam will be assessed a \$22 charge, which will be billed to their student account.

### **Creative and Performing Arts Awards**

For the Creative & Performing Arts Awards, Undergraduate students currently enrolled full-time (12+ credits) may submit one or more of the following genres: three to five poems or one short story or one creative essay. Students can submit multiple genres. Entry guidelines will be available at the English Office, 359 Eddy, in early September, with a submission deadline of 4:00pm on Tuesday, October 16, 2012.

### **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 29, 2013 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 Monday, April 8th 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 Barbara Sebek, Chair, Literature Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

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**Spring 2013**

**New Program**

**Linguistics and Culture Interdisciplinary Minor**

For advising, contact:

*Prof. Gerry Delahunty*

*English Department*

*Eddy Hall, Room 359*

*Phone: (970) 491-1108*

*Gerald.Delahunty@colostate.edu*

The Linguistics and Culture Interdisciplinary Minor is designed for students with a particular interest in language and its cultural interfaces. Its core is a pair of linguistics and anthropological linguistics courses, which are supported by courses in specific languages, and supplemented by elective courses in English, Foreign Languages and Literatures, Philosophy, and Speech Communication. Courses address current and historical descriptive, theoretical, and pedagogical issues in linguistics, cultural anthropology, philosophy of language, non-verbal communication, and the relations between communication, language and thought, providing students with a well-rounded program of study. The program is open to all students and designed to be an addition to the student's major. Colorado State University has linguistic and cultural expertise and this program provides undergraduate students with an opportunity to broaden their education as they prepare themselves for graduate study or careers requiring an analytic understanding of the nature of language and its relations with thought and culture.

Program details are available from the Departments of English and Anthropology, College of Liberal Arts.

**Department of Anthropology  
Department of English  
Linguistics and Culture  
Interdisciplinary Minor  
21-25 Credits**

**1. Core Classes**

Take both of the following courses (6 credits):

ANTH335 Language and Culture **and** E320 Introduction to the Study of Language

**2. Language**

Take two courses from one language group (6-10 credits):

Italian: LITA105, 107,200,201      French: LFRE105, 106,107,108,200,201,208

Chinese: LCHI105, 107,200,201      German: LGER105, 107,108, 200, 201, 208

Greek: LGRK105, 107      Arabic: LARA105, 107,200,201

Korean: LKOR105, 107      Japanese: LJPN105, 107,200,201

Latin: LLAT105, 107      Russian: LRUS105, 107,200,201

Sign Language: LSGN105, 107 Spanish: LSPA105, 106,107,108,200,201,208

### 3. Supporting Courses

Take three of the following courses (9 credits):

ANTH100	E324	E326	E326
E327	E328	E329	LFRE312
LFRE326	LGER326	LSPA312	LSPA326
PHIL210	PHIL315	SPCM331	SPCM431

### 4. Upper Division

Take at least four of the following courses (12 credits); courses taken for requirements 1-3 may also count toward the upper division credit requirement:

ANTH335	E320	E324	E326
E327	E328	E329	LFRE312
LFRE326	LGER326	LSPA312	LSPA326
PHIL315	SPCM331	SPCM431	

## Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2013 Class Schedule through RAMweb.

### New Courses

#### **E331.001 – Early Women Writers**

3 Credits

Aparna Gollapudi

10:00-10:50 MWF

This course section examines the contributions of women writers of the long eighteenth century (1660-1800). It traces the emergence of professional women writers, the markets they came to dominate, the authorial personas they crafted, and the ideological contexts they negotiated in their writings. In addition to works by women in the eighteenth century, students will read selected modern critical approaches to the primary texts that theorize and historicize women's writings from the period.

*This course fulfills either Category 1 or Category 3 for all majors.*

## Special Topic Courses

### **E465.001 – Topics in Literature and Language – Fiction and 9/11: Aesthetics and Politics**

3 Credits

Judy Doenges

12:00-12:50 MWF

In this course, we will read several novels influenced by the events of 9/11, looking at them as literary responses to real events. In addition to the novels, we will read and discuss writing on the political context of and fallout from the attacks, as well as watch some documentaries about the events and the fall of the World Trade Center towers; we'll also briefly examine some 9/11 conspiracy theories. Other written works include editorials, essays, and excerpts from *The 9/11 Commission Report*. This course seeks to illuminate the connection between literature and the political and social contexts in which it is written through the study of fiction that, in this case, cannot be divorced from political events. In fiction about 9/11 and its aftermath, those contexts are explicitly acknowledged and sometimes exploited. The readings will reveal the difficulty a wide range of authors have had in portraying events that are so familiar, so fraught, and, to most people, inexplicable.

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

### **E465.002 – Topics in Literature and Language – The Short Story**

3 Credits

Leslee Becker

11:00-12:15pm TR

Folklore: God created human beings for the stories, and that three apples fell from heaven, one for the storyteller, one for the listener, and the third for the person who takes the story to heart. You'll get all the apples in this course by reading many stories and critical works, writing stories and formal papers, giving an oral presentation, and discussing the craft of stories as a way to appreciate the genre and what it can tell us about what it means to be human. "No iron can stab the heart with such force as a period put just at the right place," says Isaac Babel's narrator in "Guy de Maupassant."

Stories try to tell big truths in small places, Chekhov maintains. Others say that stories are a more eccentric creature than a novel, "a championship game in one inning, or a first date rather than a marriage," even a boxing match. The novel wins on points, but the story wins by a knockout.

This course is not for the faint of heart.

*This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category 4 upper-division English requirement. English majors who already have the capstone can count it as a Category 4 elective.*

**E505A.001 – Major Authors – Jane Austen**

3 Credits

SueEllen Campbell

4:00-6:50pm M

In this course, we will immerse ourselves in the words and world of Jane Austen, absorb the major critical responses to her novels, and explore the remarkable recent burst of movies, prequels, sequels, festivals, and other manifestations of her continuing popularity. What made Austen tick as a writer? What did she observe, investigate, and represent in her own time and place? What have her serious literary critics focused on and responded to in her novels? What makes her stories and characters seem relevant two centuries later—to readers stretching from Bollywood and BBC/PBS producers to murder-mystery and born-again-Christian novelists? We'll engage in lots of reading and many short writing (and perhaps other sorts of) assignments.

**E507.001 – Special Topics in Linguistics – Studies in Bilingualism, Bilingual Education and Multilingualism for TESOL**

3 Credits

Fabiola Ehlers-Zavala

4:00-6:50pm M

For approximately the last 20 years or more, research on bilingualism has undergone a clear upsurge, resulting from the recognition that bilingualism is far more prevalent than monolingualism in our global society. International TESOL, the professional organization, has issued position statements embracing and supporting bilingualism. Many TESOL professionals who teach English as a second or foreign language are bilingual, and, in some cases, even multilingual. However, most U.S. TESOL programs aimed at training ESL/EFL specialists seem to devote insufficient attention to research in bilingualism/multilingualism that can inform the professional practices of ESL/EFL teachers. Programs that do not fully consider research on bilingualism and multilingualism limit the professional preparation of prospective ESL/EFL teachers, giving them an incomplete picture of what it means to engage in language learning. Because our CSU program is meant to prepare teachers that need to be ready to meet the needs of diverse English language learners in the U.S. and/or abroad (ranging from learners for whom the attainment of English is their ultimate social/educational goal to those for whom English is a language that is added to their linguistic repertoire to become fully biliterate/bicultural or multilingual), we offer this course to provide course participants the opportunity to understand and learn about the issues that affect the acquisition of English as a second or foreign language. Participants will learn about the multiple paths to become bilingual. This course addresses Bilingual First Language Acquisition (BFLA), thus expanding the work students cover in our E527 class: Theories of Second Language Acquisition.

NOTE: To enroll in this class, and to successfully meet course expectations, being bilingual or multilingual is not required.

**E630A.001 – Special Topics in Literature – 20<sup>th</sup> Century Afro-Caribbean and Afro-American Literature**

3 Credits

Leif Sorensen

7:00-9:50pm T

This course focuses on connections between African American and Afro-Caribbean writing in the twentieth century. The study of African American literature often remains within the boundaries of the USA. This tendency can prevent making connections across national boundaries or following the entire transnational arc of a writer's career or of a literary movement. In this class we will explore networks of textual circulation and human migration that shape diasporic African literary history in the Americas. Our readings originally written in English include: U.S. writers drawn to Caribbean subject matter, anglophone Afro-Caribbean writers, and migrant authors. In the course of the semester we will also read works in translation by hispanophone and francophone Afro-Caribbean authors as a reminder that this transnational literary history is also multilingual.

This course uses a comparative methodology: one of its primary goals is to negotiate a fundamental tension in these texts between the desire for a pan-American account of diasporic black culture and the need to acknowledge the particularity of discrepant Caribbean cultures. We will be reading plays, essays, poems, and novels by writers from Trinidad (C.L.R. James, Merle Hodge), Barbados (George Lamming, Kamau Brathwaite), Cuba (José Martí, Nicolás Guillén, Roberto Fernández Retamar), Haiti (Edwidge Danticat), Jamaica (Claude McKay), St. Lucia (Derek Walcott), Martinique (Aimé Césaire), and Guyana (Eric Walrond) as well as writers from North America with literary (Langston Hughes, Zora Neale Hurston) and biographical (Paule Marshall, Nalo Hopkinson) connections to the Caribbean. Major topics these works engage with include: the politics of education in colonial and post-colonial societies, relationships with European culture (filtered through the character Caliban from Shakespeare's *The Tempest*), the history of anti-colonial struggle (especially the Haitian revolution), uses of folk culture in modernity, and the literary potential of non-standard versions of English.

Requirements for the course include: a presentation in class, a paper proposal, an annotated bibliography, and a 15-20 page research paper.

### **E630A.002 – Special Topics in Literature – Different Shakespeares**

3 Credits

Barbara Sebek

4:00-6:50pm R

A variety of developments in the late sixteenth and early seventeenth centuries reconfigured how many Englishmen and women understood their place in the world, and how they conceptualized the contours of the “global” itself: Francis Drake's circumnavigation of the globe; transformed technologies of mapping and navigation; the establishment of organized long-distance trading companies and expanding trade networks; English incursions into the waters and territories of rival and much more established colonial and economic powers; the growth of London as an economic, political, and cultural center. Shakespeare's professional theatrical company—operating like a guild and organized according to principles not unlike those of the long-distance trading companies—took to the stages of the Theatre, the Curtain, the Globe, and the Blackfriars at the historical moment when these developments were transforming the cultural imagination. This course will study a few of Shakespeare's plays and critical treatments of them in the context of these phenomena. More generally, we will study how critical theory, various historicisms, cultural and postcolonial studies, and the more recent fields of “global renaissance” studies and the “new materialisms” have transformed what we mean when we say “Shakespeare.” We will explore the generative tensions between studying the plays in their various originating contexts and studying their various global and postcolonial afterlives.

About half of the course reading will be plays by Shakespeare and other primary materials; the rest will be critical and other secondary materials. Approximately 250 pages of reading pitched at an advanced undergraduate audience will be required before our first class session.

**E630B.001 – Special Topics in Literature – Genre Studies - Contemporary U.S. Illness and Biopolitics**

3 Credits

Michael Lundblad

12:30-1:45pm TR

What can illness narratives tell us about constructions of good citizens in contemporary U.S. culture? How have bodies become the site for what Michel Foucault has called biopolitics? How can the War on Cancer and the War on Terror be seen as mutually constitutive, with significant implications for contemporary U.S. cultural studies? How can terminal illness be linked with what might be called terminal injustice, in which oppressions related to race, class, gender, sexuality, species, and environment seem impossible to overcome? This course will explore these questions in relation to theories of biopolitics, posthumanism, animality studies, disability studies, and American studies, while also focusing on representative memoirs, novels, and films. Critical discussions will be organized around issues such as breast cancer in relation to feminism, AIDS in relation to homophobia, psychiatric drugs in relation to constructions of gender, the cultural politics of Lance Armstrong and “Live Strong,” the impact of industrial pollution on both human and nonhuman animals, constructions of humans and nonhumans at the end of life, and increasingly “radical” interventions against threats to life—whether from rogue cancer or terrorist cells or from diseased and contagious animal bodies—which construct divisions between grievable life and collateral damage. We will read theorists and historians such as Michel Foucault, Jacques Derrida, Giorgio Agamben, Roberto Esposito, Judith Butler, Zygmunt Bauman, Cary Wolfe, Jonathan Metzl, David Morris, Lennard Davis, Tobin Siebers, Susan Sontag, Devra Davis, Sandra Steingraber, and Ira Byock. We will also read texts such as Terry Tempest Williams’ *Refuge*, Mark Doty’s *Dog Years*, Audre Lorde’s *Cancer Journals*, Anatole Broyard’s *Intoxicated by My Illness*, Leslie Marmon Silko’s *Ceremony*, Linda Hogan’s *Power*, Indra Sinha’s *Animal’s People*, and plays and films such as *Wit*, *Angels in America*, *28 Days Later*, and the *Aliens* series. While the course will be focused primarily on literary and cultural studies, graduate students from all programs are welcome to enroll.

**E632.001 – Special Concerns in English – Graphic Narratives**

3 Credits

Louann Reid

4:00-6:50pm T

Graphic narratives (aka graphic novels or comics) have soared in popularity not only in bookstores and on the Internet but also in secondary schools. For those who might choose to teach such texts in secondary or college-level classes, this popularity, however, necessitates critical evaluation of the texts themselves and an understanding of the pedagogical affordances of multimodal texts in various contexts.

E632 is primarily but not exclusively a course for students in English Education, who have interests in secondary school pedagogy. Central to our work in the course will be an examination of the pedagogical possibilities of using graphic narratives in classrooms. Because this requires attention to the texts themselves and critical approaches to reading them, graduate students in other programs might also be interested in the questions of this class: Are graphic narratives worthy of study in themselves? What does a study of graphic narratives suggest for our ideas of textuality or of literacy? Who are the

audiences for such texts and what do these texts offer audiences that texts in other modes (film, print-only, posters, etc.) do not? What theories and critical approaches help us understand, evaluate, and teach graphic narratives?

We will examine a range of graphic narratives from the perspectives of readers, creators, and teachers. A survey of critical approaches to a single text such as *Fun Home: A Family Tragicomic* or *Maus* will provide models for further exploration of relevant theories and approaches. This exploration will inform our reading of eight to ten graphic narratives, representing the scope of what's being published now as well as their potential for inclusion in secondary and college classrooms. Assignments include responses to the reading, two major papers/projects, and an exam.

### **E633.001 – Special Topics in Discourse Studies – Autoethnography**

3 Credits

Sue Doe

11:00-12:15pm TR

Related to ethnography, which literally means “culture-writing,” related to autobiography, which means telling the story of one's own life, autoethnography fuses the two, situating the self within the structures and power relationships of a culture or community to which one belongs or is in close proximity. Auto-e is today a hotly contested area of discourse studies, challenging boundaries as a controversial qualitative methodology, as a self-reflexive approach in education, as a theoretical approach, and as an option within the creative nonfiction terrain of memoir. 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 stories is the writer allowed or encouraged to tell? How can a writer talk back to dominant stories when they are inconsistent with experience? Can autoethnography be said to argue and if so, to whom? Can the autoethnographic 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, approach, and method?

In the first section of the course, we will consider theoretical foundations as well as various examples of autoethnographic writing, from testimonio to travel writing. We will reframe personal narrative as performance undertaken within contexts and will critique notions of “authenticity” in order to disrupt too-easy conceptualizations of the relation between public and private. In the second half of the course we will link autoethnography to varying disciplinary and personal interests, tailoring efforts toward the kind of work each student is interested in, whether research-driven, rhetorical, pedagogical, creative, or otherwise. Throughout the course, we will maintain a class blog that will document the relationship between graduate student and graduate program, offering a collective autoethnographic snapshot of the graduate experience in Spring 2013.

### **E634.001 - Special Topics in TEFL/TESL - Classroom-based Research in TESL/TEFL**

3 Credits

Anthony Becker

2:00-2:50pm MWF

This course will focus on introducing students to classroom-based, action research as a method of improving teaching and learning in TESL/TEFL classrooms. Specifically, this course will address

concepts associated with developing expertise in TESL/TEFL teaching and will focus on conducting classroom-based research as an important activity for refining teaching techniques and methods in the TESL/TEFL classroom. Students will gain hands-on experience with conducting classroom research in the four skills (i.e., listening, reading, speaking, and writing) within the context of the TESL/TEFL classroom. Finally, the course will explore the relative strengths and potential challenges of different approaches to classroom-based research, as well as how these things can contribute to gaining expertise in TESL/TEFL teaching.

### **E635.001 – Critical Studies in Literature and Culture – Poststructuralism**

3 Credits

Paul Trembath

11:00-11:50am MWF

In this course we will study the work of some major figures in poststructuralism in order to familiarize ourselves with the emergence of the movement, its predominant concerns, and its influences upon critical and cultural studies in general. Particular attention will be paid to deconstruction, genealogical historicism, French psychoanalysis, transcendental empiricism, and more peripheral material. Proceeding from discussions of Plato and de Saussure, we will move on to Nietzsche, Derrida, Foucault, Irigaray, Deleuze, Butler, Ranciere, and others. We will also examine Lacan in this context, and read Zizek as a philosopher who disassociates Lacan from the poststructuralist movement, interpreting him instead as a contemporary continuation of the tradition of German Enlightenment.

1 or 2 papers amounting to 20 pages; class participation.