

RAMBLER

The Newsletter for English Majors
Volume 20, Number 1, March 14, 2003

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

Advising Schedule

English Department advisors will be holding pre-registration conferences for the Fall 2003 semester **from Thursday, April 3rd through Friday, April 11th.**

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

RAMweb Access Schedule for Fall 2003 Registration

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

Graduates	April 7
Seniors	April 8
Juniors	April 12
Sophomores	April 19
Freshman	April 26

IMPORTANT NOTICE:

AFTER YOU HAVE SEEN YOUR ADVISOR, 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!

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

HAVING TROUBLE?

English majors who cannot get into a required course (E 160, E 240, E CC 270, E CC 276, E 341, E 342, E 343, COCC 300, COCC 301A and D) should contact Professor Gerry Delahunty (359 Eddy). **Please do not wait until the last minute.**

Helpful Hint:

You **MUST** meet with your advisor in order to get your SMART form, which contains information you will need to register. The staff in the English Department office cannot and will not give undergraduate students their PAC number, ADV code or SMART form. Only advisors can provide these.

Please sign up on the list on your advisor's door to be advised between April 3rd and April 11th.

Changes in English Major Course Requirements

Beginning in Fall 2002, new Freshmen English majors and new transfer English majors are held for a new set of required courses in Column A on your checksheet. Continuing English majors who entered the University before Fall 2002 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.

NOTICE: ENROLLMENT RESTRICTIONS

Restrictions will be placed on registration for the following:

- **E 160, E 240, E 270, E 276, E 405** – English Majors only until April 19.
- **E 341, E 342, E 343** – English Majors and Minors until April 19 and then open to all students.
- **COCC 301D and E 402** – Only English Education and Speech Education concentrations.
- **E 405** – Only English Education and Speech Education students until April 19. Then open to English Majors until April 26. Then open to all students except freshmen and GUEST students.
- **E 465.1 (Gay/Lesbian Drama) and E 465.2 (Recent U.S. Poetry)**
 - 1) Senior English Majors until April 15.
 - 2) Senior and Junior English Majors until April 22.
 - 3) All others until end of registration.

Beginning in Fall 2003, enrollment in E 401, E 402, and COCC 301D will be restricted to English Education and Speech Education concentrators only.

RAMweb Instructions

Go to the RAMweb URL (<http://ramweb.colostate.edu>) and click on RAMweb Log-on. When you get to the log-on page you will have to either enter your ename and epassword **OR** your PID and PAC number. When you get to your Homepage, you will choose the Registration link. On the registration page there is a menu and you will need to select Search for open sections. You will need to enter the 6-digit number of the section you are interested in. All open sections for this course will appear.

You can also make changes to your e-mail address, phone, address, etc. by going to the above website. It is important that we have up-to-date information if we need to reach you.

Attention Graduating Seniors

If you plan on graduating in the Summer or Fall semesters 2003, this is to remind you that you are required, as part of the University-mandated outcomes assessment program to take a short SENIOR SURVEY and to submit to the department a PORTFOLIO of your best work. The survey is to be taken and the portfolio submitted at the time that you sign your Graduation Contract early in your graduating semester. Ask your advisor about these requirements when you preregister for your graduating semester. The English Department staff or your advisor can give you a handout explaining these two requirements in more detail.

E 384A – Supervised College Teaching
Students who plan to register for E 384A in the Fall 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.

E 495 – Independent Study

Students who plan to register for E 495 in the Fall should get the required form filled out with the necessary signatures as soon as possible this semester. Submit completed application forms to the English Office before the end of Spring semester.

GRADUATE STUDENTS:

E 695 and E 699 – Graduate Independent Study and Thesis

The registrar will not allow late registration for E 695 and E 699. Please do not postpone your independent study or thesis planning!

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 feel free to e-mail her at dludwin@lamar.colostate.edu.

Capstone Requirement for English Majors on the AUCC Program

If you are following the new All-University Core Curriculum program, then you must take E 460, E 463, E 465, or E 470 to constitute the required Capstone course under the AUCC program. 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 substitute E 505 for the 400 level Capstone courses.

In the Fall semester, the only course offered fulfilling the Capstone requirement will be two sections of E 465 (see descriptions below); likewise in the Spring semester, two more sections of E 465 will be offered (Post-Colonial Literature with Prof. Brinks and Medieval Arthurian Saga with Prof. Marvin). E 460, E 463, and E 470 will not be offered in the 2003-2004 year. Thus a student needing to meet the capstone course requirement in the coming two semesters will need to take one of the four sections of E 465.

Attention English Education Students

We have added a section of E 401, Teaching Reading, which will not appear in the fall 2003 class schedule; the reference number is 303588. It will be taught by Dr. Louann Reid and will meet in Eddy 1 from 4:10-6:59 R. E 401 would normally be offered only in the spring, but by establishing that rotation, we found that many students would be unable to take the course before student teaching. However, offering the course this fall means that the regularly scheduled spring 2004 section will have to be canceled if too few people enroll. *Thus, we urge you to sign up for the fall section if you plan to student teach spring 2004 or either semester of the 2004-2005 academic year.* If E 401 is canceled due to low enrollment in spring 2004, the next offering would be spring 2005. *Please work with your advisor to plan your schedule in light of this information.*

A

Students may now receive credit (1 credit per semester, up to 3 semesters) for working on A, formerly known as the Greyrock Review. 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 copyediting, writing submission guidelines, acceptance letters, and rejection notes, desktop publishing, and much more. Interested students should see Asst. Professor Judy Doenges for more information and go to the English Office for the registration reference number. Students should register for this under E 487B.

Composition Placement Exams for COCC 150 will be offered:

- Wednesday, April 16 at 4:00 p.m. in Clark C 146.
- Thursday, April 17 at 4:00 p.m. in Clark A 206.
- Wednesday, April 23 at 4:00 p.m. in Clark C 146.
- Thursday, April 24 at 4:00 p.m. in Clark A 206.
- Wednesday, May 7 at 4:00 p.m. in Clark C 146.
- Monday, June 16 at 3:00 p.m. in Clark C 142.

Registration for COCC 150 requires successful completion of the Composition Placement Exam. COCC 150 is a required undergraduate course for the entire university.

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 10-15 minutes early – no one who shows up late is allowed to take the test. Results

are generally posted by 4:00 p.m. on the Friday following the day you take the test. All students taking this exam will be assessed a fee of \$15, which will be billed to your student account.

Outstanding Literary Essay Awards

The department's Literature Steering Committee announces the new Outstanding Literary Essay Awards, which are designed to recognize and reward outstanding critical writing and interpretive work in literary studies. To be eligible for these awards, applicants must be registered graduate or undergraduate CSU students. Awards of \$100 for 1st place, \$50 for 2nd place, and \$25 for 3rd place will be offered in both categories. Winners will be honored at the department's Awards and Scholarship reception on April 22, 2003.

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. Each page limit indicates a maximum and is not meant to discourage shorter essays. Submission deadline is March 21, 2003 at 4:00 p.m.

Please submit a clean copy, with no name, address, or instructor comments. Only a title and page numbers should appear. Also include with your essay a *separate cover letter* with your name, address, phone number, e-mail address, and university ID number. Also indicate in your letter if you are an undergraduate or graduate student at CSU. Address your essay and cover letter to Prof. Ellen Brinks, Chair of the Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Fall 2003

Course Descriptions

The following is a list of NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the Fall 2003 Class Schedule.

E 465.1 Gay, Lesbian, and Queer Drama

Deborah Thompson

2:10-3:00 p.m. MWF

Theater is a queer art, and queerness has always been at the heart of theater and drama. Yet in spite of – or perhaps because of – the centrality to theater of gays, lesbians, and non-normative sexualities and sensibilities, queerness has been regularly and anxiously rendered marginal or invisible in dominant narratives of theater history. This course will examine interrelationships between queerness and theater in a primarily American context. We will travel through various modes in gay, lesbian, and queer drama, from the pre-Stonewall era of highly coded language and allusions to the vast range of contemporary queer aesthetics. While structured on the liberatory narrative of queer drama -- from closet to Broadway and beyond, and from shame to pride to postmodernism – this course will offer alternative narratives to the developments of gay, lesbian, and queer dramas. Theoretical articles will help to interrogate notions of "liberation," "visibility politics," and "I-am-what-I-am" identity politics which have been so crucial to gay, lesbian, and queer politics, and will interrupt the liberatory model of queer drama with concepts such as "performativity," "dissident identifications," and "post-identity politics."

This course can fulfill the capstone requirement for all majors. All majors may also count it as a category II upper-division English elective course, but if it so counted, it cannot also count as fulfilling the capstone requirement. Only English Education concentrators may count this course as fulfilling both the category II requirement and the capstone requirement.

E 465.2 Recent Poetry of the United States

Jenny Goodman

4:10-5:25 p.m. MW

This course will focus on significant poets and poetic movements of the United States since World War II, with emphasis on poetry of the last twenty-five years. Topics of investigation will include the relationships between “postmodern” U.S. poetry and modernism, and the legacies, in more recent years, of postwar poetic movements like Confessionalism, the Beats, and the Black Mountain School. We will also examine the evolution of the poetics of “identity” integral to the feminist, gay and lesbian, and ethnic movements of the 1960s and 1970s; and we will look at the contrasting poetics of

“difference” in experimentalist texts engaged with the concerns of marginalized groups. In our work on the poetry of the 1980s to the present, we will pay close attention to the often-cited dichotomy between “Language poetry” and the “personal lyric,” and we’ll be especially interested in reconsiderations of these reductive terms. Our study of the current period will also consider performance poetry, poetry and visual media, and phenomena like poetry “slams” and Poets Against the War.

Along with an anthology and/or course reader, we will read complete single volumes by several poets. In addition to the poems, we will examine the aesthetic statements and manifestoes of various, sometimes competing poetic communities and their champions. Such readings will include anthology introductions, statements from special issues of journals, commentary by critics, and poets' essays on their own and others' work. Finally, we will explore not only poetry on the page but also--through videotaped and audiotaped performances, as well as readings on campus--poetry as an art for the ear.

This course can fulfill the capstone requirement for all majors. All majors may also count it as a category II upper-division English elective course, but if it so counted, it cannot also count as fulfilling the capstone requirement. Only English Education concentrators may count this course as fulfilling both the category II requirement and the capstone requirement.

E 505B T.S. Eliot

Martin Bucco

10:00-10:50 a.m. MWF

T.S. Eliot thought of his criticism by and large as that of a poet “always trying to defend the kind of poetry he is writing.” He reflected deeply on the relationship between prose and poetry. This course concentrates on the connection between Eliot’s literary theory and literary practice – on the relationship between Eliot the critic and Eliot the poet – with commentary on his life and letters, his sources and development, as well as on the range of postures toward him. The format is lecture/discussion. Students will give oral reports, take tests, and write papers. Essential is a background in literature, history, and cultures, in Dante, Shakespeare, and Donne. Texts: Eliot, *Selected Poems* (Harcourt), Eliot, *Selected Prose* (Harcourt), and Southham, *A Guide to the Selected Poems of T.S. Eliot* (Harcourt).

This course fulfills the category II upper-level English elective requirement for all majors.

E 630B Postmodern Fiction

Jon Thiem

4:10-6:59 p.m. W

“Postmodern Fiction” offers a broad selection of PM writing from four continents. After taking on the quintessential postmodern task of trying to define the postmodern, we will examine literary postmodernism as an historical movement. We will study the PM repertoire of narrative conventions (metafiction, indeterminacy of meaning, intertextuality, etc.). We will explore the afterlife of “pomo” aesthetics in a “post-postmodern” culture. A recurrent topic will be the interaction between PM styles and recent developments like the digitization of knowledge, globalization, the hegemony of mass media, and the idea of the “post-human.” Borges, Kundera, Calvino, A.S. Byatt, Vonnegut, W.G. Sebald, and Tatyana Tolstaya are some of the writers we will be reading in this course (which will be conducted as a seminar).

E 631 Memory and Creativity

Ward Swinson

9:00-9:50 a.m. MWF

This course will examine examples of a number of different categories of creative work (fiction, poetry, autobiography, essay, music, the visual arts) that are characterized by both the intense desire of the creator to recapture his/her past and to express or embody that recaptured past in aesthetic entities. Such works often focus on childhood, seen from the adult perspective as the site of a paradise that seems irretrievably lost, but that is somehow recuperable by memory or dream or the creative act (or some complex melding of these three). We will begin by reading Freud and Proust as theoreticians (and practitioners) of this resurrected memory (two essays by Freud and substantial portions of Proust, including the first half of *Swann’s Way* and the last half of *Time Regained*). Then we will explore some of the more prominent literary treatments of this type of memory in literature since 1800: Wordsworth’s *The Prelude*, DeQuincey’s *Confessions of an English Opium Eater* and other autobiographical writings, Woolf’s “A Sketch of the Past” and *To the Lighthouse*, and one of Nabokov’s Russian novels. Then, crossing boundaries, we will examine the use of resurrected memory in the music and writings (*Memos*) of the American composer Charles Ives and in the collage constructions and writings (journals) of the American box constructor Joseph Cornell.

Requirements include a short essay, a seminar paper, and a class presentation. (Some ability to read music, even on the most elementary scale, would be helpful, but, please, don’t let this scare you off.)

A longer version of this description appears on my door (356 Eddy).

E632 Professional Concerns: Theories of Teaching Literature

Louann Reid

7:00-9:50 p.m. W

Amid controversy over canonicity, the politicization of literacy, and a focus on skills that threatens to eliminate literary appreciation, secondary school and university faculty question whether there is even any need for students to study literature. Thus, it is essential for instructors to examine what Dennis Sumara calls “the schooling of the literary imagination.” In this course, we will explore historical patterns and current theories to develop complex understandings of key concepts in the debates—*literature, reading, and teaching*. Through reading, discussion, and fieldwork, you 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 English education and eminently interesting and useful to graduate students in other concentrations who are interested in the issues and/or teaching introductory college courses or secondary school English classes.

E 633A Exploring Theory: Chaos, Complexity, and Writing

Kate Kiefer

9:30-10:45 a.m. TR

This course will introduce graduate students interested in writing and language theory to theoretical constructs in chaos and complexity studies. The course will begin with about four weeks of introduction to basic concepts, including predictability/randomness, symmetry/asymmetry, embeddedness, and scale. In parallel with predictability in chaos theory, we will examine genre theory in literature and composition studies (e.g., the work of Swales) with particular emphasis on aesthetic language. We will then take up symmetry, particularly as a mathematical concept, and connect our discussion of symmetry to aesthetics. Our examples will include some short poems and selections from belletristic prose. In addition to selected articles covering the language/writing theory, the major readings in this part of the course will be drawn from Ian Stewart (mathematician) and Douglas Hofstadter (computer scientist). The next six weeks (approximately) will focus on moving beyond initial concepts. Using selections on chaos theory (from Lorenz, Gleick, and others), Stoppard’s *Arcadia*, and Davies’ *Cornish Trilogy*, we will flesh out the theory that links concepts of chaos and complexity in natural systems with cultural systems. In the final five weeks of the course, we will move more directly into complexity theory and the notion of self-organizing systems. Drawing heavily on *Order out of Chaos* (Prigogine and Stengers) we will continue to spin out the relationships among randomness, order, cohesion, and organization. We will look closely at Internet fiction and Web-based discussions (e-mail, listservs, and chat rooms) for connections to writing theory.