

RAMBLER

The Newsletter for English Majors
Volume 22, Number 1, March 10, 2005

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 2005 semester **from Thursday, March 31 through Friday, April 8.**

Please sign up for a conference one week in advance on the sheets posted on your advisor's door so that you can be advised between March 31 and April 8.

RAMweb Access Schedule for Fall 2005 Registration

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

Graduates	April 4
Seniors	April 5
Juniors	April 9
Sophomores	April 16
Freshman	April 23

IMPORTANT NOTICE:

AFTER YOU HAVE SEEN YOUR ADVISOR, IT IS VERY IMPORTANT TO REGISTER AS SOON AS YOU ARE ABLE TO DO SO! 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!

NOTE: Please attempt to register for all the classes that you want, even if these are closed. The computer will tabulate the number of requests for closed classes. It is to your and the Department's advantage in scheduling to know how many turn-aways we have for each course.

ATTENTION GRADUATING SENIORS

If you plan on graduating in Fall 2005, 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 when you sign your Graduation Contract at the English Office at the start of your graduating semester. (It is recommended that Education Concentrators submit their portfolios before they student teach.) The survey and senior portfolio requirements are online through the link under "Resources" at <http://www.colostate.edu/Depts/English/programs/undergrad.htm>.

\$\$\$ College Opportunity Fund \$\$\$

To reduce your undergraduate tuition bill:

You must apply for the College Opportunity Fund (COF) now, or you'll 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 gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$80 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 beginning in the 2005-2006 academic year. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see it 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 THAN STUDENTS WHO TAKE ADVANTAGE OF IT.

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>.

Online: Fall 2005 Class Schedule

For Fall 2005 registration, students must access the University Class Schedule online at <http://ramweb.colostate.edu/> or <http://www.registrar.colostate.edu/>. 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 hours for RAMweb registration are 6:30 a.m. - 11:30 p.m.

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

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 ADV codes or SMART forms. Only advisors can provide these.

Please sign up one week in advance on the list posted on your advisor's door so that you can be advised between March 31 and April 8.

NOTICE: ENROLLMENT RESTRICTIONS

Restrictions will be placed on registration for the following:

E 240, ECC 270, ECC 276, ECC 277, E 337 – English Majors only until April 18.

E 341, E 342, E 343 – English Majors and Minors until April 18 and then open to all students.

COCC 301D – Only English Education and Speech Education concentrations.

E 402 – Only English Education, Speech Education, and Writing concentrations.

E 405 (Adolescents' Literature)

- 1) English and Speech Licensure students until April 18.
- 2) Other English majors until April 25.
- 3) Then open to all students except freshmen and GUEST students.

E 465 (Rhetorics of Popular Culture)

- 1) Senior English Majors until April 18.
- 2) Junior English Majors until April 25.
- 3) Then open to all juniors and seniors.

E 470 (Major Authors: Don DeLillo)

- 1) Senior English Majors until April 18.
- 2) Junior English Majors until April 25.
- 3) Then open to all juniors and seniors.

HAVING TROUBLE?

English majors who cannot get into a required course (E 240, ECC 270, ECC 276, ECC 277, 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.**

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, either enter your e-name and e-password **OR** your PID and PAC number. When you get to your Homepage, choose the Registration link.

On the registration page there is a menu; select Search for open sections. 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 Web site. It is important that we have up-to-date information if we need to reach you.

E 384AV – Supervised College Teaching
Students who plan to register for E 384AV for Fall 2005 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 495V – Independent Study
Students who plan to register for E 495V for Fall 2005 should get the required form filled out with the necessary signatures as soon as possible this semester (Spring 2005). Submit completed application forms to the English Office before the end of the Spring 2005 semester.

GRADUATE STUDENTS

E 695V and E 699V – Graduate Independent Study or Project and Thesis - The registrar will not allow late registration for E 695V and E 699V. Please do not postpone your independent study, project, or thesis planning!

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 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 All-University Core Curriculum program, then you 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 Fall 2005, the courses offered fulfilling the Capstone requirement are E 460, E 465, and E 470.

A

Students may receive credit (one credit per semester for up to four semesters) for an internship with A, CSU's undergraduate student-run literary magazine. During this yearlong internship, students learn the intricacies of publishing, promoting, and printing a literary journal. As a staff intern, you will be expected to attend weekly staff meetings to discuss advertising, reading and promoting submissions, copyediting, and all aspects of production. Backgrounds in editing and/or creative writing are preferable, though not necessary. Students who do not register for this course for the Fall of 2005 cannot join the staff in the Spring of 2006. Interested students should contact Professor Judy Doenges at jdoenges@colostate.edu and contact the English Department for the registration number for E 487B.

Composition Challenge Exams for COCC 150 will be offered:

We are now in a transition period regarding placement into composition classes here at CSU. Beginning with registration for Fall 2005, the new guidelines for composition placement at CSU are that all students with SAT verbal scores of 500 or above or ACT English scores of 20 or above will now be placed directly into COCC 150. 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 500 on the SAT verbal or 20 on the ACT English must take the Composition Challenge Exam to be placed into a composition course. A registration hold will be placed on students' records if they have not satisfied the COCC 150 requirement by the time they earn 60 credits.

Wednesday, March 30 at 4:00 p.m. in Clark C144.

Thursday, March 31 at 4:00 p.m. in Clark A203.

Wednesday, April 13 at 4:00 p.m. in Clark C144.

Thursday, April 14 at 4:00 p.m. in Clark A203.

Wednesday, May 4 at 4:00 p.m. in Clark C144.

Monday, June 13 at 3:00 p.m. in Clark C144.

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. Students can check their placement by logging onto My RAMweb. On the Home page, select the second option under More Links – English Placement Results. Each student taking this exam will be assessed a fee of \$40, which will be billed to the student's account.

Outstanding Literary Essay Awards

The department's Literature Steering 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 19, 2005. *(continued on next page)*

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 4, 2005, at 4:00 p.m. (*Continued on next page.*)

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 Roze Hentschell, Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Fall 2005

Course Descriptions

The following is a list of NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the online Fall 2005 Class Schedule through RAMweb.

New English Courses

E 338 - Ethnic Literatures of the United States

Pattie Cowell

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

This course will take a comparative approach to the multi-ethnic literatures of the United States. No understanding of these literatures and cultures is possible without exploring how each group affected and was affected by other groups. Course topics will include the relationship of ethnicity and/or race to artistry, identity, difference, gender, class, and nation. Focusing for the most part on 19th and 20th-century materials, class readings will be drawn from multiple genres (fiction, nonfiction, poetry). We'll consider such writers as María Ampara Ruiz de Burton, Ole Rolvaag, Zitkala-Sa, Frederick Douglass, Adrienne Rich, Toni Morrison, Jhumpa Lahiri, and Jimmy Santiago Baca.

This course fulfills Category 3 for all majors (new four-category system).

E 433 - Literatures of the American West

SueEllen Campbell

12:30 - 1:45 p.m. TR

What does it mean to be a "Westerner"? How do particular western landscapes/environments/ecologies, the lives of individual people embedded in networks of family and culture, and literary texts all shape each other? We'll explore questions like these across several genres, in work (not yet determined) by contemporary authors like Rudolfo Anaya, Jimmy Santiago Baca, Ana Castillo, James Galvin, Simon Ortiz, Laura Pritchett, Marilynne Robinson, Leslie Silko, Rebecca Solnit, Mark Spragg, Luci Tapahonso, Karen Tei Yamashita, and Ofelia Zepeda. There will be weekly writing and creative assignments.

This course fulfills Category 2 for all majors (new four-category system).

E 440 - American Prose before 1900

Bruce Ronda

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

The range of prose writing in the United States before 1900 includes novels, short stories, diaries, journals, sermons, and autobiographies, and the quantity of writing in each category is nothing short of staggering. This course is an effort to sample this body of work by organizing several different kinds of

prose writing under some general headings: religion, politics and social change, self and others, region and nation, and nature. In each case we will read fiction and non-fiction in an effort to understand and appreciate the different strategies prose writers use to write about similar topics. These formal strategies have much to do with other opportunities or constraints prose writers experience, such as race, gender, social class, regional location, and target audience. Texts include essays by Emerson, Frederick Douglass, and Elizabeth Cady Stanton; novels by Susanna Rowson, Mark Twain, and Harold Frederic; sermons by Jonathan Edwards and Charles Finney; and travel writing by William Bartram, Mary Austin and explorers Lewis and Clark. Course requirements include regular reading and participation; leadership of class discussion; midterm and final; and research/interpretive paper in draft and final form.

This course fulfills Category 1 for all majors (new four-category system).

E 441 - American Prose after 1900

Leslee Becker
4:10 - 5:25 TR

As the title says, the course covers U.S. prose (primarily fiction) from 1900 to the present. We'll cover many writers and many topics, including how writers depict American culture, themes, dreams, delusions, myths, and how a writer's vision shapes his or her handling of themes, setting, character, obsessions, etc. We'll look at stories, novels, and non-fiction works as a way to discuss genre and the choices writers make. The reading list includes Twain, Hemingway, Fitzgerald, Flannery O'Connor, Toni Morrison, Raymond Carver, Paula Fox, Tim O'Brien, Richard Yates, Alice McDermott, Susan Sontag, Eudora Welty, and other writers. We'll see movies, hear student presentations, write papers, and even try to imitate the prose style of some of the writers.

This course fulfills Category 2 for all majors (new four-category system).

Special Topic Courses

E 465 - Topics in Literature and Language: Rhetorics of Popular Culture

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

Popular culture is an integral part of our daily lives. We live in the most mass-mediated society in human history, and as pop culture influences how we make sense of everything from love to politics to violence, it also persuades us to act in specific ways. That persuasion is inherently rhetorical, and because it represents both transformative and oppressive possibilities, pop culture merits close scholarly attention and intervention.

This course considers a variety of rhetorical approaches (postmodernist, feminist, Marxist, queer theories, critical race theories, etc.) to scrutinize the production, circulation, and consumption of pop culture. We will analyze a variety of pop culture "texts," including the Disney Corporation, to understand the social/economic forces that shape pop culture, as well as various scholarly methods for understanding pop culture's powerful role in our society. This course is neither merely a celebration of nor a disavowal of popular culture; instead it is a rigorous examination of the role of pop culture in our lives.

Course requirements entail reading a considerable number of critical texts, writing three short papers and one longer research project, being responsible for leading class discussions, and taking a final (comprehensive) examination.

This course fulfills the capstone requirement for all majors.

E 470 - Major Author: Don DeLillo

Judy Doenges

2:10 - 3:25 p.m. TR

In this course on the novels of Don DeLillo, we will study postmodernism in practice. DeLillo's novels, while exhibiting some of the familiar characteristics of postmodern fiction such as nonlinear narratives, a hybrid of literary and pop culture references, and nontraditional character development, also challenge our expectations of fiction itself. How can we search for meaning in a text if the "truth" of the characters' experiences is chimerical? How can we engage with the life of a protagonist when his or her very identity is unstable? And who is our authority on the novel if part of the author's role is to alert us to the process of writing the book—to the pastiche that is contemporary storytelling?

In DeLillo's work, social and cultural context is all, so in addition to close readings, we will examine the history, cult figures, and political fiascos that provide background for the fiction. We'll also discuss the landscape of postmodernism and mark the differences between modernism and its successor. Readings will include most of DeLillo's novels and several critical essays on his work. Requirements include two short papers, one longer paper, a group oral presentation, a non-textual artifact, and a take-home final exam.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and the Category IV upper-level English requirement (new four-category system).

E 505A - Major Author/British: W. B. Yeats

Carol Cantrell

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

W. B. Yeats, who described himself as "one of the last romantics," also wrote that "all that is personal soon rots; it must be packed in ice or salt" This kind of quarrel within himself is a hallmark of his work and a source of much of the power of his poetry. As an Irish poet writing within and against the heart of the English literary tradition, Yeats was both insider and outsider, and in many other ways as well his life and work were torn by conflicting loyalties and desires.

This course will focus on specific conflicts within Yeats's work which persist throughout his career, though they are often dramatically recast in new and surprising forms. We will explore Yeats's poetry and poetics in relation to the complexities of self and the construction of self, the postcolonial imagination and language, belief systems and poetics, gender and inspiration, and global cultures in tension, particularly East and West. Students will write several short papers on specific poems and groups of poems, a longer paper on a topic chosen in consultation with the instructor, and will do class presentations on particular aspects of Yeats' life and work.

This course does not fulfill the capstone requirement for students on the AUCC system. It may fulfill the Major Author requirement for students still on the USP system.

E 505C - Major Authors: Tolstoy

Jon Thiem

1:10 - 2:00 p.m. MWF

The major reading of the course will be *War and Peace*, which is of particular relevance today. This will take up ten weeks of the semester. Other writings from Tolstoy's early and late periods (e.g. "Death of Ivan Ilych") will also be read, as well as secondary works about Tolstoy's aesthetics, philosophy, and life. Tolstoy the family man, military officer, pacifist, social reformer, and religious thinker will be examined. A central focus of the course will be on how the lives of characters, and the life of Tolstoy, are constituted by different genres and styles of writing, fictional, autobiographical, biographical, historical, literary-critical, and combinations thereof. The class will be conducted as a seminar. Students will give regular in-class reports, and there will be a final seminar paper and presentation of same.

This course does not fulfill the capstone requirement for students on the AUCC system. It may fulfill the Major Author requirement for students still on the USP system.

E 630A - Political Romanticisms

Ellen Brinks

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

Romanticism as a literary movement (1780-1830) has often been characterized as privileging inwardness and a turning away from current events. This graduate course will challenge such a reading by tracing Romanticism's "worldliness." We will explore this engagement via four lines of inquiry: its revolutionary politics, sexual politics, ecopolitics, and geopolitics. The French Revolution, the anti-slavery movement, and England's solidification of a far-flung empire posed important questions about national differences, cultural identities, and constructions of otherness. The Enclosure Acts and the industrial revolution altered century-old rural traditions and landscapes, extending to the ways people literally moved about in their familiar environs. The consolidation of the nuclear family and policing of "deviant" sexualities gave rise to a literature that challenged rigid demarcations of sex-gender norms. Using a discussion format, we will engage in deep, close readings of selected texts, such as Edmund Burke's *Reflections on the Revolution in France*, William Godwin's *Caleb Williams*, Percy Shelley's *Defense of Poetry* and selected poems, Lord Byron's *Don Juan*, Ann Radcliffe's *The Romance of the Forest*, the poems and autobiographical writings of John Clare, Dorothy Wordsworth's *Journals*, Olaudah Equiano's *Interesting Narrative*, Felicia Hemans' *The Siege of Valencia*, Thomas DeQuincey's *Confessions of an English Opium Eater*, Jane Austen's *Mansfield Park*, and more!

E 630B - Recent Poetry of the United States

Jenny Goodman

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

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. In addition, we will examine the evolution of a poetics of “identity” integral to the feminist, gay and lesbian, and ethnic movements of the 1960s and 1970s; and we will look at a contrasting poetics of “difference” that also evolved in that period. 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 poetry and visual media, and phenomena like poetry “slams” and Poets Against the War. Along with an anthology, we will read complete single volumes by a number of poets. Moreover, we will examine the aesthetic statements and manifestoes of various, sometimes competing poetic communities and their champions. Such readings will include anthology introductions, 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, audiotaped, and recommended public readings—poetry in performance.

E 633 - The Politics of Literacy

Tobi Jacobi

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

What does it mean to read and write in 2005? What are the implications of forwarding literacy initiatives in a climate of fiscal conservatism? What happens when the programs being “downsized” are those which serve people who have been historically relegated to the margins of the U.S. education system? This course will examine scholarly conversations in literacy studies, specifically the problems and possibilities of literacy education through political frames such as gender, race, ability, and social class. After an overview of historical literacy debates ranging from orality vs. literacy to the challenge of enacting critical literacies, we’ll turn explicitly to the political. We will explore the sociopolitical implications of current issues such as testing requirements, the relationship between gender violence and literacy access, and the risk of exploitation imposed by “diversity” initiatives. To analyze these topics, we’ll look at published scholarship, hear from local literacy workers (campus and community), and examine a variety of literacy artifacts (such as GED tests, NCTE/CCCC policies and web documents). Course texts will be drawn from Barton *et al*’s *Situated Literacies: Reading and Writing in Context*, Cushman *et al*’s *Literacy: A Critical Sourcebook*, Mitchell and Weiler’s *Rewriting Literacy: Culture and the Discourse of the Other*, Shor and Pari’s *Critical Literacy in Action: Writing Words, Changing Worlds*, Stuckey’s *The Violence of Literacy* as well as current policy statements, assessment tools, and curricular initiatives. Assignments will include several short essays/responses and a research project.