

Fall 2018 Undergraduate Courses

<p>ENG 110.01 M W 10:00-11:45 am</p>	<p>Introduction to Literature (4 cr.) The general purpose of this course is to increase the students' knowledge of literature, that is, of individual books, authors, genres, and methods of responding to literature. Students will read both poetry and prose works and will analyze texts to explain the significance of literary elements (such as imagery, tone, setting, character, and style) as well as to consider human relationships and social issues. <i>Fulfills GE 6</i></p>	<p>K. Smith</p>
<p>ENG 211W.01 T Th 12:00-1:45 pm</p>	<p>Perspectives in Literature and Human Diversity (4 cr.) This course examines literary contributions made by under-represented peoples and aims to increase understanding and appreciation of the diversity of human experiences. Students will read a variety of texts and develop critical thinking, reading, and writing skills. <i>Fulfills GE 6, 7, Purple</i></p>	<p>G. Westerman</p>
<p>ENG 275W M W 4:00-5:45 pm</p>	<p>Introduction to Literary Studies (4 cr.) This is the required introductory course in the English major. In this course, you will extend your current reading and writing skills, becoming more familiar with the specialized ways in which people in this discipline discuss, analyze, and interpret literature. You will become more aware of the elements of various types of poetry, narrative prose, and drama and the ways in which these elements are used by writers to communicate with readers. You will also be introduced to various theoretical perspectives and to ways of reading that emerge from these perspectives. Finally, on the assumption that one learns by writing, you will practice writing various kinds of essays about the literature we are reading; you will work to improve your writing, critical thinking, argumentation, and research skills.</p>	<p>J. Arnold</p>
<p>ENG 275W M W 10:00-11:45 am</p>	<p>Introduction to Literary Studies (4 cr.) This course will introduce you to the field of literary studies. We will consider a series of questions: What is literature? Why do we read it? What forms does it take? What kinds of knowledge does it produce? How does it reflect the culture of its moment? The primary goal of the course is to develop, through study and practice, your critical reading and writing skills. We will learn to interpret figurative language and thematic elements, as well as how to place literature in its cultural and historical contexts. We will consider how literary forms shape content and meaning. We will read a variety of genres, including poetry, short stories, memoir, essays, creative nonfiction, novels, and graphic fiction. In addition to becoming conversant in literary and critical terminology and traditions, you will learn how to undertake literary research and engage literature creatively.</p>	<p>D. Haque</p>
<p>ENG 275W T Th 2:00-3:45 pm</p>	<p>Introduction to Literary Studies (4 cr.) In this course we will read short fiction, novels, poetry, and nonfiction. We will also learn fundamental techniques of literary analysis, gain a critical vocabulary to apply to our readings, and will explore some of the cultural and historical contexts from which our texts emerge. Emphasis will be placed on developing the skills necessary to write an effective literary research paper.</p>	<p>M. Purdue</p>
<p>ENG 285.01 M T W Th 2:00-2:50 pm 1st 8 weeks</p>	<p>Practical Grammar (2 cr.) This course is designed for those who will work with language professionally – language arts teachers, writer, and editors. It may be useful to modern language students. <i>It is not intended as a remedial course for students who have difficulty writing correct sentences.</i> By the end of the course you should be able to identify the part of speech and the grammatical function of every word in most English sentences and to identify the most common kinds of phrases in English sentences. You should be able to understand a traditional grammar text and be ready for the study of linguistic theory. Class time will be devoted to lecture and to doing exercises.</p>	<p>J. Arnold</p>

<p>ENG 319.01 M W 12:00-1:45 pm</p>	<p>Animals in Literature: Victorian Animals (4 cr.) Victorian Britain saw the creation of the Royal Society for the Prevention of Cruelty to Animals, the publication of Darwin's <i>Origin of the Species</i>, the formation of the first vegetarian society in England, Queen Victoria's love for her pet dogs, legislation against cruelty to animals, the creation of the National Anti-Vivisection Society, and the opening of zoos in numerous cities. This course considers these cultural phenomena and investigates the ways in which animals are portrayed within Victorian discourse, looking at novels, short stories, paintings, poetry, and non-fiction. We will think about how Victorians understood their place in the world and their responsibilities to the world. We will also study the fascination with the animal/human divide often addressed in this literature, the presence of anthropomorphic animal characters in children's literature, connections between women's rights movements and animals, and depictions of monstrous human-animal hybrids. Possible texts include Lewis Carroll's <i>Alice's Adventures in Wonderland</i>, H.G. Wells' <i>The Island of Dr. Moreau</i>, Wilkie Collins' <i>Heart and Science</i>, Anna Sewell's <i>Black Beauty</i>, and Clemence Housman's <i>The Were-Wolf</i>. In addition to serving as an elective for the BA: Literature and BA: English Studies degrees, this course is also a required core course for the new minor in Human-Animal Studies.</p>	<p>M. Purdue</p>
<p>ENG 320.01 M W 10:00-11:45 am</p>	<p>British Literature to 1785 (4 cr.) This course examines major English literary works from the Middle Ages and into the eighteenth century, giving attention to their historical and cultural contexts in order to better understand the representations at work in the literature. We will use this background to consider the ways authors and characters react to the structures – cultural, social, religious, national, etc. – that shape, support, and constrain their ideas and actions. It is impossible to cover every important and interesting early English literary work in a single semester – or even to scratch the surface. But we will enjoy a range of material that will give us a good picture of the changing early English literary scene and allow us to understand how early writers commented on their world and created alternative ones with their words. This class will give English majors practice in analyzing textual details, writing analytical essays, incorporating research into literary interpretations, and a general sense of literary history and periodization. Readings will include Chaucer's <i>Canterbury Tales</i>, Marlowe's <i>Doctor Faustus</i>, Milton's <i>Paradise Lost</i>, and Behn's <i>Oroonoko</i>, among others.</p>	<p>L. Williamsen</p>
<p>ENG 325.01 T Th 10:00-11:15 am</p>	<p>Children's Literature (3 cr.) Our topics are the study of a variety of books for children, the purposes and types of children's literature, and ways of responding to children's literature. (Course texts: children's trade books and Tunnell and Jacobs, <i>Children's Literature Briefly</i>)</p>	<p>J. Arnold</p>
<p>ENG 325.02 T Th 12:00-1:15 pm</p>	<p>Children's Literature (3 cr.) Our topics are the study of a variety of books for children, the purposes and types of children's literature, and ways of responding to children's literature. (Course texts: children's trade books and Tunnell and Jacobs, <i>Children's Literature Briefly</i>)</p>	<p>J. Arnold</p>
<p>ENG 327.01 M W 12:00-1:45 pm</p>	<p>American Literature to 1865 (4 cr.) This course examines some of the major developments in American literature from 1700 to 1865. In reading a variety of canonical works, students will develop a greater understanding of American literature in an era of intense social, economic, political, and cultural transformations. In addition to helping students develop a greater understanding and appreciation of major issues and movements in this period of literary history, the course also intends to help students develop critical thinking skills important to both literary studies and humanities courses that require close, critical readings of diverse texts. Required Text: <i>Norton Anthology of American Literature</i>, Vols. A and B (8th Ed.)</p>	<p>E. Ávila</p>

ENG 362.01 M 6:00-9:45 pm	Teaching English 5-12 Writing (4 cr.) Our major topics will be language and the adolescent, the teaching of writing, and language, evaluation and curriculum. As much as possible, the course will be run as a workshop, with students designing assignments, carrying them out, and evaluating them.	K. Smith
ENG 381.01 T Th 12:00-1:45 pm	Introduction to Linguistics (4 cr.) This course's purpose is to give participants an understanding of the language we speak and of linguistic processes in general, making explicit and understandable the way in which the communicative practices we already use operate successfully. In this course, students will become familiar with the structures of language on a number of levels, with particular reference to the English language. We will explore concepts such as phonology (the sounds of a language), morphology (the shapes of words), syntax (the patterns through which words work together) semantics (the way language produces meaning), and various social aspects of language use. Students will be expected to apply these concepts in practice exercises, short analytical assignments, three tests, and a small research project. Side-effects of completing this course may include memorization of the International Phonetic Alphabet and patterns of syntactic structure, as well as an ability to recognize a number of American regional dialects.	L. Williamsen
ENG 403.01 T Th 10:00-11:45 am	Selected Authors: Cisneros and Viramontes (4 cr.) In this class, students will read, discuss, and write about the literature of Sandra Cisneros and Helena María Viramontes. Students will consider the nature of civic engagement and creativity in the literary arts, as well as pay close attention to both the textual and contextual elements of the novels, short stories, and poems read in this course. Moreover, students will explore how these texts prompt an intersectional approach to thinking about the complex dynamics social power and its circulation in literary production as well as social contexts. Selected texts for this course include the following: <i>The House on Mango Street</i> (1984), <i>Woman Hollering Creek and Other Stories</i> (1991), <i>Caramelo</i> (2002), <i>The Moths and Other Stories</i> (1985), <i>Under the Feet of Jesus</i> (1995), and selected short stories and poems located in D2L.	E. Ávila
ENG 433.01 M W 2:00-3:45	Selected Studies in World Literature (4 cr.) This course looks at world literature through the specific lens of human rights discourses. We will begin the class by asking: why put rights and literature in conversation? Why look to literature at all for an understanding of how we think about human rights? How does literature contribute to or shape rights discourses? Narrative does not just depict human rights stories, but is a profound part of how we imagine and construct human rights policies and their processes. Scholars and activists have begun to examine the ways in which human rights discourses are shaped by historical and cultural contexts. Many argue that human rights are, in fact, literary productions. So what do we mean when we talk about concepts such as freedom and rights? How do race, class, gender, sexuality, ethnicity, or nationality impact rights? Why might a philosopher, politician, or activist turn to a work of fiction in order to make an argument about human rights? What is the role of memoir or documentary in telling human rights stories? The global literatures that we will read in this course take the human condition as their central concern. They ask questions about what it means to be "human" and whether there are inherent rights and freedoms to which all humans are universally entitled. In the process of asking these questions, we will look closely at novels and film from and about Sri Lanka, South Africa, Haiti, Morocco, Somalia, the United States, and Chile that reflect on the atrocities of racial segregation, apartheid, colonialism, globalization, torture, and genocide. We will pay close attention to form and how storytelling is linked to aesthetic and cultural practices.	D. Haque
ENG 464.01 T 4:30-5:30 pm	Teaching Middle School Literature (3 cr.) Students will become familiar with a variety of books on topics of interest to middle school students, will become familiar with print and internet resources	K. Smith

online	for teaching literature in the middle school, will experiment with a variety of methods of responding to and analyzing literature, and will be introduced to methods of teaching English in the middle school. Learning Outcomes: 1) Respond to literature in a variety of ways; 2) Identify literary techniques and elements; 3) Determine themes and writer purpose; 4) Identify literary genres; 5) Understand current methods for teaching English language arts; 6) Identify resources for teaching English language arts; 7) Understand Minnesota state requirements for teaching English language arts.	
ENG 481.01 T Th 4:00-5:45 pm	History of the English Language (4 cr.) This course is designed as a historical survey of the development of the English language from its medieval roots to the varieties of English spoken today in England, America, and around the world. Half of the semester will be spent examining the features of Old and Middle English with an emphasis on the historical circumstances that influenced the transition from Old to Middle English and from Middle to Early Modern English. The second half of the semester will be concerned largely with social attitudes toward language and its regulation from the Early Modern period to the present. In addition to fully participating in daily classroom activities focused on analysis of linguistic features, students will be tested on their factual knowledge of class material through two exams covering linguistic features and historical developments. In addition to the exams, students will 1) prepare a short presentation on the history and uses of an English word; 2) produce a Modern English translation and linguistic analysis of a Middle English text; 3) conduct an independent analytical project exploring some topic in the history of English.	L. Williamsen

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ENG 533.01 M W 2:00-3:45	Selected Studies in World Literature (4 cr.) This course looks at world literature through the specific lens of human rights discourses. We will begin the class by asking: why put rights and literature in conversation? Why look to literature at all for an understanding of how we think about human rights? How does literature contribute to or shape rights discourses? Narrative does not just depict human rights stories, but is a profound part of how we imagine and construct human rights policies and their processes. Scholars and activists have begun to examine the ways in which human rights discourses are shaped by historical and cultural contexts. Many argue that human rights are, in fact, literary productions. So what do we mean when we talk about concepts such as freedom and rights? How do race, class, gender, sexuality, ethnicity, or nationality impact rights? Why might a philosopher, politician, or activist turn to a work of fiction in order to make an argument about human rights? What is the role of memoir or documentary in telling human rights stories? The global literatures that we will read in this course take the human condition as their central concern. They ask questions about what it means to be "human" and whether there are inherent rights and freedoms to which all humans are universally entitled. In the process of asking these questions, we will look closely at novels and film from and about Sri Lanka, South Africa, Haiti, Morocco, Somalia, the United States, and Chile that reflect on the atrocities of racial segregation, apartheid, colonialism, globalization, torture, and genocide. We will pay close attention to form and how storytelling is linked to aesthetic and cultural practices.	D. Haque
ENG 564.01 T 4:30-5:30 pm online	Teaching Middle School Literature (3 cr.) Students will become familiar with a variety of books on topics of interest to middle school students, will become familiar with print and internet resources for teaching literature in the middle school, will experiment with a	K. Smith

	variety of methods of responding to and analyzing literature, and will be introduced to methods of teaching English in the middle school.	
ENG 581.01 T Th 4:00-5:45 pm	History of the English Language (3 cr.) This course is designed as a historical survey of the development of the English language from its medieval roots to the varieties of English spoken today in England, America, and around the world. Half of the semester will be spent examining the features of Old and Middle English with an emphasis on the historical circumstances that influenced the transition from Old to Middle English and from Middle to Early Modern English. The second half of the semester will be concerned largely with social attitudes toward language and its regulation from the Early Modern period to the present. In addition to fully participating in daily classroom activities focused on analysis of linguistic features, graduate students will conduct independent research exploring topics in the history of English.	L. Williamsen
ENG 603.01 M 6:00-7:30 pm online	Seminar: Cisneros and Viramontes (3 cr.) In this class, students will read, discuss, and write about the literature of Sandra Cisneros and Helena María Viramontes. Students will consider the nature of civic engagement and creativity in the literary arts, as well as pay close attention to both the textual and contextual elements of the novels, short stories, poems, and essays read in this course. Moreover, students will explore how these texts prompt an intersectional approach to thinking about the complex dynamics social power and its circulation in literary production as well as social contexts. Selected texts for this course include the following: <i>The House on Mango Street</i> (1984), <i>Woman Hollering Creek and Other Stories</i> (1991), <i>Caramelo</i> (2002), <i>The Moths and Other Stories</i> (1985), <i>Under the Feet of Jesus</i> (1995), <i>Their Dogs Came with Them</i> (2000), and selected short stories and poems located in D2L.	E. Ávila
ENG 609.01 W 6:00-7:30 pm online	Seminar: Victorian Visual Art and Literature This course studies topics and periods in British Literature after 1800. It emphasizes close readings of primary works, analyzing pertinent secondary works, detailed class discussion, and analytical writing. During this semester we will study the Pre-Raphaelite Brotherhood, will explore the presence of visual art in fiction of the period (Charlotte Bronte's <i>Jane Eyre</i> , Oscar Wilde's <i>The Picture of Dorian Gray</i> , and Robert Browning's "My Last Duchess"), will consider Ruskin's "Modern Painters," and will look at key works of 19th-century visual art.	M. Purdue
ENG 625.01 M 7:00-8:30 pm online	Seminar: Composition Theory (3 cr.) This course provides an introduction to the landmark works in and various competing theories of composition that shape scholarly and pedagogical practices in the contemporary field of rhetoric and composition. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural and political contexts in which particular practices and theories have emerged and been valued. Further, we will consider questions such as: How do theoretical assumptions lead scholars and teachers to adopt particular practices, reject others, and appear to be blind to still others? Conversely, how do certain kinds of literate, composition, and pedagogical practices give rise to, support, challenge or undermine certain theories?	K. Cole
ENG 651.01 T 6:00-7:30 pm online	Bibliography and Research (3 cr.) This course introduces students to research methods and critical writing strategies for masters' level work. It also focuses on professional development and the creation of documents such as CVs, book reviews, and annotated bibliographies. It is required for all first-year students in the MA: Literature and English Studies and MA: English Education programs.	D. Haque

ENG 654.01 Th 6:00-7:30 pm online	Teaching College-Level Literature (3 cr.) This course examines the teaching of literature across collegiate levels and is designed for English graduate students. It is both practical and theoretical, examining topics such as: the purposes for teaching literature and teaching critical thinking; pedagogical approaches for teaching literature; and designing syllabi, lesson plans, and assignments.	K. Cole
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Spring 2019 Undergraduate Courses		
ENG 110.01 T Th 8:00-9:45 am	Introduction to Literature (4 cr.) <i>Fulfills GE 6</i>	Staff
ENG 146.01 T Th 4:00-5:45 pm	Introduction to Shakespeare (4 cr.) <i>Fulfills GE 6, 8</i>	L. Williamsen
ENG 213W.01 T Th 2:00-3:45 pm	Perspectives: Ethics and Civic Responsibility (4 cr.) <i>Fulfills GE 6, 9</i>	M. Purdue
ENG 275W T Th 10:00-11:45 am	Introduction to Literary Studies (4 cr.)	E. Ávila
ENG 275W M W 2:00-3:45 pm	Introduction to Literary Studies (4 cr.)	D. Haque
ENG 285.01 1 st 8 weeks MTWTh 2:00-2:50 pm	Practical Grammar	Staff
ENG 316.01 TBA	Selected Topics: Fans and Fandom (4 cr.)	K. Cole
ENG 321.01 M W 4:00-5:45 pm	British Literature 1785-Present (4 cr.)	M. Purdue
ENG 325.01 T Th 12:00-1:15 pm	Children's Literature (3 cr.)	Staff
ENG 328.01 M W 10:00-11:45 am	American Literature 1865-Present (4 cr.)	E. Ávila
ENG 361.01 M 6:00-9:45 pm	Teaching English 5-12: Literature (3 cr.)	staff
ENG 381.01 M W 4:00-5:45 pm	Introduction to English Linguistics (4 cr.)	L. Williamsen
ENG 402W.01 T Th 10:00-11:45 am	Gender in 19th-Century British Literature (4 cr.) <i>Fulfills GE Purple</i>	M. Purdue
ENG 405.01 1 st 8 weeks T Th 12:00-1:45 pm	Shakespeare: Comedies and Histories (2 cr.)	L. Williamsen
ENG 406.01 2 nd 8 weeks	Shakespeare: Tragedies (2 cr.)	L. Williamsen

T Th 12:00-1:45 pm		
ENG 425.01 T 4:30-5:30 pm Online	Topics in Children's Literature: Multicultural Literature (3 cr.)	Staff
ENG 436W.01 M 2:00-5:45 pm	Native American Literature (4 cr.) <i>Fulfills GE Purple</i>	G. Westerman
ENG 441.01 M W 12:00-1:45 pm	Literary Theory and Criticism (4 cr.)	K. Cole
ENG 461.01 Th 4:30-5:30 pm online	World Literature for Children and Young Adults (3 cr.)	J. Arnold
ENG 463.01 W 6:00-8:45 pm	Adolescent Literature (3 cr.)	Staff

Spring 2019 Graduate Courses

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ENG 525.01 T 4:30-5:30 pm online	Topics in Children's Literature: Multicultural Literature (3 cr.)	staff
ENG 561.01 Th 4:30-5:30 pm online	World Literature for Children and Young Adults (3 cr.)	J. Arnold
ENG 536.01 M 2:00-3:45 pm	Native American Literature (4 cr.)	G. Westerman
ENG 563.01 W 6:00-8:45 pm	Adolescent Literature (3 cr.)	Staff
ENG 607.01 Th 6:00-7:30 pm online	American Literary History and Criticism (3 cr.)	E. Ávila
ENG 625.01 M 6:30-8:00 pm online	Seminar: Composition Theory (3 cr.)	S. Henderson- Lee
ENG 635.01 T 6:00-7:30 pm online	Seminar: The World Novel (3 cr.)	D. Haque
ENG 657.01 W 5:00-6:00 pm online	Teaching Writing With Literature (3 cr.)	J. Arnold
ENG 671.01 W 6:00-7:30 pm online	Seminar: Literary Theory and Criticism (3 cr.)	K. Cole