

## Fall 2019 Undergraduate Courses

<b>ENG 110.01</b> M W 12:00-2:45 pm	<b>Introduction to Literature (4 cr.)</b> This course is focused on the study and analysis of elements of prose, poetry and drama in English from earlier periods through contemporary. There will be an emphasis on the critical reading of literature. Selections may include genres such as short story, novel, memoir, nonfiction, biography, autobiography, poem, play, and screenplay. The goal of the course is to provide an introduction to the reading, writing, critical discussion, and analysis of literature through the survey of a variety of genres. We will examine the conventions of literary form and consider (among other things) the socio-cultural and historical contexts of the literature we explore. <i>Fulfills GE 6.</i>	K. Smith
<b>ENG 125.01</b> M W 4:00-5:45 pm	<b>International Children's Literature (4 cr.)</b> This course aims to increase students' knowledge of international children's literature. Students will be introduced to individual books, authors, and methods of responding to literature. <i>Fulfills GE 6, 8.</i>	J. Arnold
<b>ENG 146.01</b> T Th 4:00-5:45 pm	<b>Introduction to Shakespeare (4 cr.)</b> The topic of this course will be "Madness and Murder." Many of Shakespeare's works place characters in extreme circumstances that rob them of the reason and ethics that distinguish humans from other animals. As we read and discuss Shakespearean works we will consider the complicated ways that ambition, envy, and even admirable impulses like love can push human beings to violence and insanity. Texts will include <i>King Lear</i> , <i>Titus Andronicus</i> , <i>Two Noble Kinsmen</i> , and others. <i>Fulfills GE 6, 8.</i>	L. Williamsen
<b>ENG 211W.01</b> T Th 12:00-1:45 pm	<b>Perspectives in Literature and Human Diversity (4 cr.)</b> This course focuses on Multi-Ethnic Literature of the U.S. from the late-twentieth century to the present. Students will investigate the ways in which particular ethnic groups in the U.S. negotiate the contradictions, anxieties, and ambiguities related to questions of cultural and national identity and social inclusion/exclusion at the intersection of race, gender, and class. Moreover, students will think about how minority groups struggling for racial equality, social justice, and civil rights offer critical perspectives of the "American Promise." In investigating how multi-ethnic American writers challenge hegemonic discourses of national identity and social belonging, student will also look at the ways in which inter-ethnic tension and conflict arise from struggles for social justice and equality. By attending to points of convergence as well as departure, my hope is that students come away with a more complex and nuanced understanding of (1) the historical contexts from which these texts emerge, (2) the complex intersection of race, gender, sexuality, class, and nationality represented in these works, and (3) the politics of form that constitute a critical discursive space through which identity and social belonging are read, performed, and critiqued. Required texts include <i>Let It Rain Coffee</i> (2005) by Angie Cruz, <i>Woman Hollering Creek and Other Stories</i> (1991) by Sandra Cisneros, and the anthology <i>Immigrant Voices: 21<sup>st</sup> Century Stories</i> (2014) edited by Achy Obejas and Megan Bayles. Additional texts (short stories and poems) available in D2L. <i>Fulfills GE 6, 7, Purple</i>	E Ávila
<b>ENG 275W.01</b> M W 10:00-11:45 am	<b>Introduction to Literary Studies (4 cr.)</b> 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.	M. Purdue
<b>ENG 275W.02</b> T Th 2:00-3:45 pm	<b>Introduction to Literary Studies (4 cr.)</b> The purpose of this course is to introduce English majors and minors to a broad range of literary texts from different historical periods, geographical locations,	E Ávila

	<p>and cultural contexts. Moreover, students will learn fundamental techniques of literary analysis and develop a good working vocabulary of literary terms and concepts. Emphasis is placed on developing the skills necessary to write effective literary essays. The texts analyzed in this course include fiction and poetry available in the course anthology, <i>The Norton Introduction to Literature</i>. Additional short stories and poems available in D2L. Some of the questions addressed in the course include the following (not exhaustive): What is literature? Why study literature? Other questions considered this semester include the following: What are the genres of literature? What important formal elements distinguish each of these genres? What are the elements of fiction and poetry? What is the relationship between form and content? What kinds of literary devices operate in each of the selected works examined in this course? How do authors construct complex, multilayered meanings and effects in their works?</p>	
<p><b>ENG 285.01</b> M T W Th 2:00-2:50 pm 1<sup>st</sup> 8 weeks</p>	<p><b>Practical Grammar (2 cr.)</b> 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>	J. Arnold
<p><b>ENG 320.01</b> M W 10:00-11:45 am</p>	<p><b>British Literature to 1785 (4 cr.)</b> 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>	L. Williamsen
<p><b>ENG 325.01</b> T Th 10:00-11:15 am</p>	<p><b>Children's Literature (3 cr.)</b> 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>	J. Arnold
<p><b>ENG 325.02</b> T Th 12:00-1:15 pm</p>	<p><b>Children's Literature (3 cr.)</b> <i>See description for ENG 325.01 above.</i></p>	J. Arnold
<p><b>ENG 327.01</b> M W 12:00-1:45 pm</p>	<p><b>American Literature to 1865 (4 cr.)</b> This course examines some of the major developments in American literature from approximately 1600 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 (8<sup>th</sup> ed.)</p>	E. Ávila

<p><b>ENG 362.01</b> M 6:00-9:45 pm</p>	<p><b>Teaching English 5-12 Writing (4 cr.)</b> In this course, we will explore theory, practice, and materials for teaching English language arts in middle school and high school, with particular attention to language and writing. Our major topics will be language and the adolescent, the teaching of writing, evaluation, and curriculum. The course will have workshop components, with students designing assignments, carrying them out, and evaluating them.</p>	<p>K. Smith</p>
<p><b>ENG 381.01</b> T Th 12:00-1:45 pm</p>	<p><b>Introduction to Linguistics (4 cr.)</b> 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.</p>	<p>L. Williamsen</p>
<p><b>ENG 403.01</b> T Th 2:00-4:00 pm</p>	<p><b>Selected Authors: The Brontë Sisters (4 cr.)</b> This course will focus on the Brontë sisters and their continuing presence in contemporary culture. Anne, Emily and Charlotte have not only stayed in print for over 150 years, they have inspired film, fiction, music, and other tributes and parodies since their initial appearance on the literary scene. In this course we will read novels and poetry by each of the sisters and will look at more recent adaptations of their work.</p>	<p>M. Purdue</p>
<p><b>ENG 412W.01</b> T Th 10:00-11:45 am</p>	<p><b>Arab and Arab-American Literature (4 cr.)</b> Arab Americans have been a part of United States history from its beginning. Indeed, as early as the late 19<sup>th</sup> century, Mankato had a "Little Syria" of its own. This class will introduce you to Arab American literature, and will include novels, films, poetry, music, drama, memoir, and visual art. We will read and discuss literature and film that encompass a range of experiences, highlighting issues of gender, sexuality, immigration, surveillance, pop culture, and religion. We'll discuss literary responses to historical events such as the civil rights movement, 9/11 and its aftermath, the occupation of Iraq, the Arab Spring, and the Syrian refugee crisis. The course will also emphasize the influence of various literary forms and movements on Arab American literature, ranging from American transcendentalism to postmodernism and hip hop, including the 20<sup>th</sup> century Arabic novel and adaptations of classical Arabic poetic forms. We'll explore the many historical and cultural contexts in which Arab American literature and art has developed and the diverse perspectives of individual writers, filmmakers, musicians, and artists. We'll also learn about local Arab American cultural production, including the Minneapolis-based literary journal, <i>Mizna</i>, and the Twin Cities Arab American film festival and New Arab American Theater Works, and will have the opportunity to Skype with notable authors. <i>Fulfills GE Purple</i></p>	<p>D. Haque</p>
<p><b>ENG 433.01</b> M W 2:00-3:45 pm</p>	<p><b>Selected Studies in World Literature (4 cr.)</b> 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</p>	<p>D. Haque</p>

	<p>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.</p> <p><i>Fulfills GE Purple.</i></p>	
<p><b>ENG 464.01</b> T 4:30-5:30 pm online</p>	<p><b>Teaching Middle School Literature (3 cr.)</b> 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 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.</p>	K. Smith

<b>Fall 2019 Graduate Courses</b>		
<p><b>ENG 503.01</b> T Th 2:00-4:00 pm</p>	<p><b>Selected Authors: The Brontë Sisters (4 cr.)</b> This course will focus on the Brontë sisters and their continuing presence in contemporary culture. Anne, Emily and Charlotte have not only stayed in print for over 150 years, they have inspired film, fiction, music, and other tributes and parodies since their initial appearance on the literary scene. In this course we will read novels and poetry by each of the sisters and will look at more recent adaptations of their work.</p>	M. Purdue
<p><b>ENG 533.01</b> M W 2:00-3:45</p>	<p><b>Selected Studies in World Literature (4 cr.)</b> 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</p>	D. Haque

	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.	
<b>ENG 564.01</b> T 4:30-5:30 pm online	<b>Teaching Middle School Literature (3 cr.)</b> 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 variety of methods of responding to and analyzing literature, and will be introduced to methods of teaching English in the middle school.	K. Smith
<b>ENG 603.01</b> Online Asynchronous	<b>Seminar: Laila Lalami, Zeyn Joukhadar, and Viet Thanh Nguyen (3 cr.)</b> This course will be an in-depth exploration of the writing of three contemporary authors: Laila Lalami, Zeyn Joukhadar, and Viet Thanh Nguyen. We will be reading novels, essays, memoir, and short stories. Additionally, this course will introduce you to two fields of literary studies, Arab American studies and Asian American studies. We will look at the emergence of these distinct fields, their developments, and their relationship to other fields of literary studies. What does it mean to read the literature for this class with these histories and frameworks in mind? These novelists are linked through their attention to issues of migration and refugees, and we'll end by learning about migration studies and its connections to literature.	D. Haque
<b>ENG 606.01</b> Online Asynchronous	<b>British Literary History and Criticism (3 cr.)</b> This course is designed to give first-year graduate students a foundation in British literary history and criticism. The course focuses on some major authors and pulls from different genres, covering the late 18 <sup>th</sup> century through the 20 <sup>th</sup> century. There will be an emphasis on historical and critical trends in order to provide an analytical framework that will support subsequent work. Authors may include Jane Austen, George Eliot, Thomas Hardy, Emily Bronte, E.M. Forster, James Joyce, Virginia Woolf, and Kazuo Ishiguro.	M. Purdue
<b>ENG 610</b> M 6:0-7:30 pm online	<b>Seminar: British and American Romanticism (3 cr.)</b> This course will focus on the assimilation and transformation of the cultural legacy of European Romanticism from roughly 1780-1830 by a group of major poets of the American Renaissance. How does British Romanticism manifest itself in the development of an American literary tradition? We'll find out!	G. Westerman
<b>ENG 625.01</b> M 7:00-8:30 pm online	<b>Seminar: Composition Theory (3 cr.)</b> 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
<b>ENG 651.01</b> W 6:00-7:30 pm online	<b>Bibliography and Research (3 cr.)</b> 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 MA: Literature and English Studies students	K. Cole

<b>ENG 656.01</b> T 7:00-8:30 pm online	<b>Teacher Research in the Writing Classroom (3 cr.)</b> This course will introduce methods of inquiry-based research for investigating writing practices and pedagogy; this research could be conducted in classrooms for the purpose of improving teaching practices, students' learning, and/or institutional curricular design and practices. These course goals allow for a broad range of possibilities within the semester that we will work on together. As such, this course will focus on a broad overview of different types of research methodologies for the composition classroom. We will use the texts we encounter in order to first, understand the various methodologies available; second, critically apply these methods as appropriate; and third, create relevant applications for students' classrooms or future classrooms.	K. Cole
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<b>Spring 2020 Undergraduate Courses</b>		
<b>ENG 110.01</b> T Th 8:00-9:45 am	<b>Introduction to Literature (4 cr.)</b> <i>Fulfills GE 6</i>	Staff
<b>ENG 110.02</b> M W 4:00-5:45 pm	<b>Introduction to Literature (4 cr.)</b> <i>Fulfills GE 6</i>	L. Williamsen
<b>ENG 118.01</b> M W 10:00-11:45 am	<b>Diverse Cultures in Literature and Film (4 cr.)</b> <i>Fulfills GE 6, 7, Purple</i>	K. Cole
<b>ENG 211W.01</b> T Th 10:00-11:45 am	<b>Perspectives in Literature and Human Diversity (4 cr.)</b> <i>Fulfills GE 6, 7</i>	E. Ávila
<b>ENG 212W. 01</b> T 4:00-5:00 pm online	<b>Perspectives in World Literature (4 cr.)</b> <i>Fulfills GE 6, 8</i>	J. Arnold
<b>ENG 213W.01</b> Online Asynchronous	<b>Perspectives: Ethics and Civic Responsibility (4 cr.)</b> <i>Fulfills GE 6, 9</i>	D. Haque
<b>ENG 275W.01</b> M W 2:00-3:45 pm	<b>Introduction to Literary Studies (4 cr.)</b>	D. Haque
<b>ENG 285.01</b> 1 <sup>st</sup> 8 weeks MTWTh 2:00-2:50 pm	<b>Practical Grammar</b>	J. Arnold
<b>ENG 316.01</b> T Th 2:00-3:45 pm	<b>Selected Topics: 19<sup>th</sup>-Century Science Fiction (4 cr.)</b>	M. Purdue
<b>ENG 321.01</b> M W 2:00-3:45 pm	<b>British Literature 1785-Present (4 cr.)</b>	M. Purdue
<b>ENG 325.01</b> T Th 12:00-1:15 pm	<b>Children's Literature (3 cr.)</b>	Staff
<b>ENG 328.01</b> M W	<b>American Literature 1865-Present (4 cr.)</b>	E. Ávila

10:00-11:45 am		
<b>ENG 361.01</b> M 6:00-9:45 pm	<b>Teaching English 5-12: Literature (3 cr.)</b>	Staff
<b>ENG 381.01</b> M W 12:00-1:45 pm	<b>Introduction to English Linguistics (4 cr.)</b>	L. Williamsen
<b>ENG 405.01</b> 1 <sup>st</sup> 8 weeks T Th 12:00-1:45 pm	<b>Shakespeare: Comedies and Histories (2 cr.)</b>	L. Williamsen
<b>ENG 406.01</b> 2 <sup>nd</sup> 8 weeks T Th 12:00-1:45 pm	<b>Shakespeare: Tragedies (2 cr.)</b>	L. Williamsen
<b>ENG 425.01</b> T 4:30-5:30 pm Online	<b>Topics in Children's Literature (3 cr.)</b>	Staff
<b>ENG 435.01</b> T 6:00-9:45 pm	<b>The World Novel (4 cr.)</b>	D. Haque
<b>ENG 463.01</b> W 6:00-8:45 pm	<b>Adolescent Literature (3 cr.)</b>	Staff

<b>Spring 2020 Graduate Courses</b>		
<b>ENG 525.01</b> T 4:30-5:30 pm online	<b>Topics in Children's Literature (3 cr.)</b>	Staff
<b>ENG 535.01</b> T 6:00-9:45 pm	<b>The World Novel (4 cr.)</b>	D. Haque
<b>ENG 563.01</b> W 6:00-8:45 pm	<b>Adolescent Literature (3 cr.)</b>	Staff
<b>ENG 607.01</b> W 6:00-7:30 pm online	<b>American Literary History and Criticism (3 cr.)</b>	E. Ávila
<b>ENG 612.01</b> Online Asynchronous	<b>Seminar: Gender in 19<sup>th</sup>-century British Literature (3 cr.)</b>	M. Purdue
<b>ENG 618.01</b> M 6:00-7:30 pm online	<b>Seminar: Native American Literature (3 cr.)</b>	G. Westerman
<b>ENG 625.01</b> TBA online	<b>Seminar: Composition Theory (3 cr.)</b>	Staff
<b>ENG 635.01</b> T 6:00-7:30 pm online	<b>Seminar: The World Novel (3 cr.)</b>	D. Haque
<b>ENG 671.01</b> W 6:00-7:30 pm online	<b>Seminar: Literary Theory and Criticism (3 cr.)</b>	K. Cole