

Literature and English Studies

Fall 2016 Course Descriptions

Course Number	Course Description	Instructor	Day/Time
ENG 110.01	Introduction to Literature Contact instructor for description: john.banschbach@mnsu.edu	John Banschbach	M/W 10-11:45
ENG 146.01	Introduction to Shakespeare (4 cr.) Although William Shakespeare was certainly not the only popular and influential poet or dramatist writing in the Early Modern period, a steadfast and nearly universal admiration for his work has positioned his poetry and plays at the center of modern literary study. This course will give students a broad introduction to the works of Shakespeare and the cultural context within which he wrote. We will primarily focus on the ways Shakespeare manipulated language and literary conventions to create unforgettable characters and to respond to the social and cultural practices of his time. To that end, we will begin with the sonnet sequence in order to develop a habit of attending to Shakespearean language and style before exploring the major dramatic modes of history, comedy, and tragedy – and the complications Shakespeare brings to these genres. Students will be responsible for careful reading, active participation in class discussions, and several short essays and tests. Potential readings include the sonnets, <i>The Taming of the Shrew</i> , <i>Henry V</i> , <i>Othello</i> , and <i>The Tempest</i> .	Elizabeth Williamsen	M/W 2-3:45
ENG 275W.01	Introduction to Literary Studies 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.	Jacqueline Arnold	M/W 12-1:45
ENG 275W.02	Introduction to Literary Studies 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	Danielle Haque	M/W 2-3:45

	<p>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>		
ENG 275W.03	<p>Introduction to Literature Studies In this course we will read short fiction, poetry, novels, and non-fiction. We will learn fundamental techniques of literary analysis, gain a critical vocabulary to apply to our readings, and explore some of the cultural and historical contexts from which our texts emerged. Emphasis will be placed on developing the skills necessary to write an effective literary research paper.</p>	Melissa Purdue	T/TH 10-11:45
ENG 285.01	<p>Practical Grammar (2cr.) This course is designed for those who will work with language professionally—language arts teachers (grades 5-12), writers, and editors. By the end of the course, students should be able to identify the part of speech and grammatical function of every word in most English sentences and to identify the most common kinds of phrases. While some attention is paid to basic punctuation, this is not intended as a remedial course for those who have difficulty writing correct sentences. There will be exercises and quizzes over each chapter, and the final exam will be cumulative. The textbook is Marilyn Silva’s <i>Basic Grammar in Many Voices</i>.</p>	John Banschbach	8/22-10/13 M-Th 2-2:50
ENG 316.01	<p>Special Topics: British Detective Fiction, 1850-1950 In this course we will explore the historical development of British detective fiction published from the 1850s to the 1950s. We will look at the narrative structures specific to detective fiction, we will think about what a study of detective fiction can reveal about sociocultural anxieties, and we will discuss what these stories have to say about justice and morality. Possible authors include Arthur Conan Doyle, Wilkie Collins, Mary Elizabeth Braddon, C.L. Pirakis, Agatha Christie, Dorothy Sayers, Raymond Chandler, and Graham Greene.</p>	Melissa Purdue	T/TH 4-5:45
ENG 318.01	<p>Multicultural Literature Contact instructor for description: edward.avila@mnsu.edu</p>	Edward Avila	T/TH 2-3:45
ENG 320.01	<p>British Literature to 1785 This course examines major English literary works from the Middle Ages through the later eighteenth century,</p>	Elizabeth Williamsen	T/TH 4-5:45

	<p>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>, Spenser’s <i>Faerie Queene</i>, Milton’s <i>Paradise Lost</i>, and Behn’s <i>Oroonoko</i>, among others.</p>		
ENG 325.01	<p>Children’s Literature While the primary audience for the course is elementary education majors, anyone with an interest in children's literature is welcome. By the end of the course, you should be able to describe the major features of a work of children’s literature and to discuss in some detail its ideas and purpose, and you should be able to describe kinds of children’s literature, criteria for evaluating books, and resources for teaching. The reading list has not been finally determined, but is likely to include <i>Charlotte's Web</i>, <i>Number the Stars</i>, <i>Ramona Quimby, Age 8</i>, <i>On the Banks of Plum Creek</i>, <i>Children of the Wild West</i>, <i>The Birchbark House</i> and <i>Harry Potter and the Sorcerer’s Stone</i>. We will also consider graphic novels, picture books, and poetry for children. There will be two examinations, a research report, and a variety of in-class activities.</p>	John Banschbach	T/TH 10-11:15
ENG 325.02	<p>Children’s Literature While the primary audience for the course is elementary education majors, anyone with an interest in children's literature is welcome. By the end of the course, you should be able to describe the major features of a work of children’s literature and to discuss in some detail its ideas and purpose, and you should be able to describe kinds of children’s literature, criteria for evaluating books, and resources for teaching. The reading list has not been finally determined, but is likely to include <i>Charlotte's Web</i>, <i>Number the Stars</i>, <i>Ramona Quimby, Age 8</i>, <i>On the Banks of Plum Creek</i>, <i>Children of the Wild West</i>, <i>The Birchbark House</i> and <i>Harry Potter and the Sorcerer’s Stone</i>. We will also consider graphic novels, picture books, and poetry for children. There will be two</p>	John Banschbach	T/TH 12-1:15

	examinations, a research report, and a variety of in-class activities.		
ENG 327.01	American Literature to 1865 Contact instructor for description: edward.avila@mnsu.edu	Edward Avila	M/W 12-1:45
ENG 381.01	Introduction to Linguistics (4 cr.) This course's purpose is to give participants a new appreciation and 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. For many native speakers of English, the idea of language structures brings to mind prescriptive grammar, the rules that say how people should speak and write. But our concern in this class is not about how people should communicate (and just who is telling us this, anyway?) but rather how people do communicate. 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 writing assignments, three tests, and a mid-length 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.	Elizabeth Williamsen	M/W 10-11:45
ENG 403.01	Selected Authors: The Bronte Sisters 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.	Melissa Purdue	M/W 2-3:45
ENG 433.01	Selected Studies in World Literature 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	Danielle Haque	T/TH 2-3:45

	<p>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.</p>		
ENG 464.01	<p>Teaching Literature in Middle School 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 comment 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>	Jacqueline Arnold	Online Chats T 4:30-5:30
ENG 503.01	<p>Selected Authors: The Bronte Sisters 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>	Melissa Purdue	M/W 2-3:45
ENG 533.01	<p>Selected Studies in World Literature 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</p>	Danielle Haque	T/TH 2-3:45

	<p>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.</p>		
ENG 564.01	<p>Teaching Literature in Middle School 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 comment 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>	Jacqueline Arnold	Online Chats T 4:30-5:30
ENG 607.01	<p>American Literary History & Criticism Contact instructor for description: edward.avila@mnsu.edu</p>	Edward Avila	T 6-8:45
ENG 635.01	<p>Seminar in World Literature The global literature we will read in this class take up the question of what it means to be human, often calling the human thoroughly into question. They ask whether “humanness” gives us inherent rights or demands specific obligations. Beginning with humanist philosophies of the</p>	Danielle Haque	TH 6-8:45

	<p>self, we will ask how authors and artists have responded to the dehumanizing events of the twentieth and twenty-first centuries - including colonialism, genocide, advances in warfare technologies, apartheid, terrorism, and globalization – by questioning our very ideas about what it means to be human. We will ask: how are the boundaries between the human and non-human constructed and maintained? What is (and should be) the human relationship to animals, the environment, and technology? How does literature both shape and express ideas about what means to live ethically in human communities and the Anthropocene? The course will introduce graduate students to theoretical frameworks such as ecocriticism, transhumanism, animal studies, postcolonial theory, queer theory, critical race studies, feminist materialisms, anithumanism, and posthumanism. Texts may include J.M. Coetzee’s <i>Elizabeth Costello</i>, Kazuo Ishiguro’s <i>Never Let Me Go</i>, Keri Hulme’s <i>The Bone People</i>, Linda Hogan’s <i>People of the Whale</i>, Albert Camus’ <i>The Stranger</i>, and Kamel Daoud’s <i>The Meursault Investigation</i>.</p>		
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