English 503 (4) Selected Authors: Minnesota Authors (6:00-9:45 H) (SW Metro) Robbins
The bulk of this course will focus on three Minnesota authors of international stature. Additional course time will be spent on a rich variety of classic and contemporary literature by other Minnesota authors.

English 525 (3) Topics in Children’s Literature: Fairy Tales, Folk Tales, Myths, and Re-tellings (6:00-8:45 T) Banschbach
The general purpose of this course is to increase the students’ knowledge of children’s literature, that is, of individual books, authors, resources, and methods of responding to literature. The purpose of this version of Topics in Children’s Literature is the study of the folklore of several different cultures. While we will take a variety of approaches to this material, the common approach is that of cultural studies: “All folk tales were written for a similar purpose – to share the beliefs of the culture and its explanation for things in order to help people live happily and successfully” (Diana Mitchell, Children’s Literature: An Invitation to the World, 2003). While I have not yet decided on specific books, I am likely to include versions of the Odyssey or Beowulf that have been adapted for children, Perrault’s fairy tales, folktales of various American cultures, and contemporary books for children based on these different stories and on the Arthurian legends. This course will be a “hybrid course,” combining regular classroom instruction with online activities. We will meet every week from 6:00 to 8:00. In addition to this meeting, students will participate in online discussion of each week’s reading and will post personal responses to it, as well as complete other online assignments.

English 533 (4) Selected Studies in World Literature: Epic Myth Past and Present (6:00-9:45 M) Dyer
This course will attempt to deliver two kinds of related texts to its participants. One group of texts will be comprised of some of the greatest windows into the ways of seeing, being, and believing of several cultures. Among these "windows" will be the Hindu sacred song The Bhagavad-Gita; the African epic Sundiata; the Irish epic "The Cattle Raid of Culaigne"; the collection of Native American lore known collectively as "The Coyote Stories"; and excerpts from the Islamic sacred book The Qu’ran. The other group of texts are contemporary pieces of literature emanating from the same cultures as the myths, epics, and stories I have just listed: R.K. Narayan’s The Guide from India; Chinua Achebe’s Nigerian novel Anthills of the Savannah; Roddy Doyle’s Irish novel A Star Called Henry; Louise Erdrich’s Native American novel Tracks; and Salmon Rushdie’s Indian-Pakistani novel Satanic Verses, respectively. Our intention is, in our discussions, to open up each pair of texts and to enable them to SPEAK to each other. One of the results of the course will be a project by each student meant to envision an audience they would like to introduce an other-than-western text to and to articulate the ways and means of doing that effectively and respectfully.

English 536 (2) Native American Literature: Poetry (10:00-11:45 T/H) (8/25-10/9/08) Griffin
In this course we will be considering the poetry of four major American Indian writers – Eric Gansworth, Sherman Alexie, Linda Hogan, and Heidi Erdrich – as well as selections from other Native poets and musicians. These authors not only attest to the connections between literature and life, but also help reveal the abundance and diversity of American writing. We will focus on increasing your understanding and appreciation of Native American literature in general, and your knowledge of the cultural contexts of the works studied.

English 536 (2) Native American Literature: Fiction (10:00-11:45 T/H) (10/14-12/4/08) Griffin
In this course we will be considering the fiction works of four major American Indian writers – Louise Erdrich, LeAnne Howe, Gordon Henry, and Sherman Alexie – as well as selections from other Native writers and critics. These authors not only attest to the connections between literature and life, but also help reveal the abundance and diversity of American writing. We will focus on increasing your
understanding and appreciation of Native American literature in general, and your knowledge of the cultural contexts of the works studied.

**English 564 (3) Teaching Literature in the Middle School (Online) (6:00-6:50 W) Flaherty**
Syllabus available at [http://english2.mnsu.edu/flaherty/08_Fall/464_syllabus.html](http://english2.mnsu.edu/flaherty/08_Fall/464_syllabus.html).

**English 606 (3) British Literature History and Criticism (3:00-5:45 W) Johnston**
This course is designed to give first-year graduate students a foundation in British literary history and criticism. The course focuses on the major writers, genres, and periods in British literature, with an emphasis on historical and critical trends in order to provide an analytical framework that will support subsequent work. Each class period will be devoted to analysis and discussion of the primary texts and criticism.

**English 609 (3) British Literature after 1800 (6:00-8:45 T) Purdue**
This course will read nineteenth-century British literature alongside twentieth-century postcolonial fiction, exploring diverse narratives about British imperialism. We will consider what the empire meant to the English during the nineteenth century, and we will study the ways in which twentieth-century writers from once colonized places have revised and responded to Victorian accounts. Of particular interest to our discussions will be issues surrounding language, nationality, subjectivity, sexuality, gender, class, and hybridity. In addition to some postcolonial theory, texts may include Haggard’s *King Solomon’s Mines*, Cross’s *Anna Lombard*, Kipling’s *Kim*, Achebe’s *Things Fall Apart*, Roy’s *The God of Small Things*, Dangarembga’s *Nervous Conditions*, Sidhwa’s *Cracking India*, Coetzee’s *Disgrace* and Baldwin’s *An Anthology of Colonial and Postcolonial Short Fiction*.

**English 611 (3) Contemporary American Literature (4:00-6:45 H) Sewell**
This course studies major trends in American literature from 1945 to present. Topics include the Beats, New Journalism, postmodernism, confessionalism, and minimalism/maximalism. Authors may include Ginsberg, Tom Wolfe, Hunter S. Thompson, Heller, Plath, Sexton, Philip Roth, Carver, Morrison, Acker, and DeLillo.

**English 651 (3) Bibliography and Research (6:00-8:45 W) Casella**
This course focuses on the capstone experience for both MA Literature and MA English Studies students and is required of all students in their third semester of study. You will be preparing for, writing and revising early sections of your Capstone. This course culminates in 1) Thesis/APP/Portfolio proposal 2) Introduction (10 pages) and 3) 15/20-page Review of the Literature related to your Capstone topic. The course also prepares you for other professional activities in the field. Required course for MA English: English Studies and MA English: Literature.

**English 671 (3) Literary Theory and Criticism (12:00-2:45 W) Bunkers**
This required course introduces graduate students to significant schools of literary criticism and theory. During the semester, we will examine and assess a variety of critical approaches to reading and interpreting literature. We will study several primary works of literature as well as critical essays. We will analyze each work in a number of contextual frameworks, and eventually we will apply those contextual frameworks to other works of our own choosing. Our objectives are to demystify the interpretive process and to understand how current questions, issues, and debates in interpretation are linked to past interpretive preferences and practices. Along with intensive reading assignments from required texts and the worldwide web, participants will contribute short response essays to online discussion forums as well as complete a lengthy research paper in which theoretical models are applied to literary works. Face-to-face classroom lectures and discussions, online reading and analysis, and out-of-class work are required of each participant in this course, which will require intensive graduate-level work on the part of participants.