

## **Spring 2014 Undergraduate and Graduate Course Descriptions in Literature and English Studies**

### **ENG 125 International Children's Literature (4cr) John Banschbach (MTH 1-1:50; 4<sup>th</sup> hour arranged online)**

The course's topic is works of children's literature written or set in other countries. Some of the course's titles include The Thief Lord (Italy), Journey to the River Sea (Brazil), The Amazing Maurice and His Educated Rodents (Discworld), The Wind in the Willows (England), Secret Letters (France), and Tomorrow, When the War Began (Australia). Assignments include essay examinations and two projects. GE-6, GE-8, Diverse Cultures- Purple

### **ENG 146: Introduction to Shakespeare (4 cr) Elizabeth Williamsen (TH 2:00-3:45)**

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 hold a mirror 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. Texts will include the sonnets, *Much Ado about Nothing*, *Othello*, *Measure for Measure*, and *The Tempest*. GE-6, GE-8

### **ENG 275W-01: Introduction to Literary Studies (4cr) Staff (MW 4:00-5:45)**

Writing Intensive (WIGR)

### **ENG 275W-02: Introduction to Literary Studies (4cr) Elizabeth Williamsen (TH 10:00-11:45)**

The study of literature at the college level expects familiarity with the conventions of literary forms and the ways authors use language to create specific literary effects. In this course, we will consider formal elements of poetry, drama, and fiction—such as imagery, poetic meter, tone, point of view, and characterization—as well as more ideological concerns. We will also give our attention to the expectations generally made of writers in English courses: argument, use of evidence, organization, tone, and style. Students will be responsible for careful reading, active class participation, quizzes, and analytical writing in numerous short informal exercises and three formal essays. Readings will include a broad range of poetry, Lewis's *The Monk*, Morrison's *Sula*, Shakespeare's *The Tempest*, and others. Writing Intensive (WIGR)

### **ENG 285-01 Practical Grammar (2 cr) Harry Solo (MTWH 2:00-2:50)**

**(Note:** This course will run for the first half of the semester, 1/13-3/7)

We will work with the rudiments of the grammatical analysis of English sentences. By the end of this course, you should be able to identify the basic patterns of most simple English sentences and analyze the combination of these basic patterns in most complex structures. In the course of

learning to do this, you should come to a clear understanding of the traditional parts of speech and how words in each category function within sentences. You should be able to understand a traditional grammar text and be ready for the study of linguistic theory as well as a variety of practical applications of a knowledge of English grammar. Class time will be devoted to lecture/discussion and to doing exercises. There is no required course textbook. Course material will be presented in class and on D2L. For those wishing to read further in English grammar, I will be happy to recommend appropriate books

**ENG 316 (4 cr) Topics in Literature (4 cr) Staff (TH 2:00-3:45)**

**ENG 321 British Lit 1785-Present (4 cr) Melissa Purdue (TH 2:00-3:45)**

This course is partly a traditional survey, moving chronologically through history from the Romantics to the 20<sup>th</sup> century in order to trace changes and continuities among canonical British literary texts. Yet, it also covers some non-canonical texts, including *The History of Mary Prince* and New Woman short fiction, that revise traditional literary history. In addition to reading this literature, we will also study some historical documents from the periods we look at in order to trace the interconnections among literary works and their cultural contexts. Texts may include Austen's *Emma*, Lewis' *The Monk*, Ishiguro's *The Remains of the Day*, and Bronte's *Wuthering Heights*.

**ENG 325 Children's Literature (3 cr) John Banschbach (MTH 12:00-12:50)**

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. The course textbook is *The Joy of Children's Literature* by Denise Johnson. The class helps fulfill Minnesota Teacher Licensure Requirements.

**ENG 328-01 American Literature 1865 to Present (4 cr) Don Larsson (MW 12:00-1:45)**

This course offers an overview of how America and its literatures developed over the last century and a half. During this long period, radically competing visions of what it meant to be an "American" and what its literature might be appeared among writers. Some turned to realistic and even journalistic descriptions of the culture that they saw, while others looked for humor and universal elements in their own regional cultures and still others began to probe the interior lives of characters who otherwise might seem unremarkable. By the turn of the 20<sup>th</sup> century, as the United States was poised to become a world military and economic power, "America" was being further redefined by surges of immigrant populations seeking their own American dreams, by minority and women writers who were struggling to make their own voices heard, and by artists who wanted their American literatures to take a rightful place with emerging Modernist movements in Europe and elsewhere. A century of two world wars, a Great Depression, the creation of popular cultures through mass media, social and political turmoil—all further continued and still continue to redefine what it means to be "American" and what "American literature" might be. I invite students in this class to engage with these writers and with each other in understanding works by individual fiction writers, poets, playwrights, orators and others and in understanding the changing contexts of this remarkably inspiring, disappointing, energetic and chaotic country. Besides regular attendance and participation, assignments will include several short response papers, presentations to lead discussions, a longer research paper,

and two mid-terms, and a final exam. For questions and inquiries about this section, contact [donald.larsson@mnsu.edu](mailto:donald.larsson@mnsu.edu).

**ENG 328-02 American Literature 1865 to Present (4 cr) Anne O'Meara (T 6-8:45 PM)**

In this survey course in American literature, we will read representative poems, fiction, and non-fiction from the close of the Civil War to the present. During the realist, modernist, and contemporary periods, many American writers became increasingly experimental in their artistic techniques, self-conscious as writers and individuals, and alienated from the larger society. We will learn to identify characteristic themes and styles of these periods, to understand the relationships among these writers, and to situate them in their cultural and social contexts. We will practice analyzing, interpreting, and evaluating literary works and various critical interpretations of them. One short paper, one longer paper/presentation, three essay exams, and weekly discussion posts. Texts: *Norton Anthology of American Literature*, 8th ed. Vol. C,D, and E (or novels).

**ENG 381 Introduction to English Linguistics (4 cr) Harry Solo (H 6:00-9:45 PM)**

In this course, we will explore the English language, both structurally -- making observations about its sounds, its words, its sentence structures, and its system for conveying meaning -- and socially -- considering how it influences and is influenced by the structure of English speaking societies. Frequent comparison will be made between English and other languages with regard to both its structural and its social properties. Course requirements will include a mix of formal and informal writing, problem sets, examinations, quizzes, and participation in class exercises. Textbook: Edward Finegan, *Language: Its Structure and Use* (5th ed.).

**ENG 405 Shakespeare: Comedies and Histories (2 cr) Harry Solo (MW 10:00-11:45)**

**(Note:** This course will run for the first half of the semester, 1/13-3/7/14)

This course will run for a half-semester. We will study 5 of Shakespeare's comedies/histories: *Henry IV Part 1*, *A Midsummer Night's Dream*, *Twelfth Night*, or *What You Will*, *Much Ado About Nothing*, and *The Tempest*. In addition to literary considerations, we will pay particular attention to issues of performance, both historical and modern. Textbook: *The Riverside Shakespeare* (Houghton-Mifflin). Students may substitute editions of the individual plays, as long as they clearly and consistently show the act and scene divisions as well as LINE NUMBERS (any version of the plays without line numbers will be useless to us).

**ENG 406 Shakespeare: Tragedies (2 dr) Harry Solo (MW 10:00-11:45)**

**(Note:** This course will run for the second half of the semester, 3/17-5/9/14)

This course will run for a half-semester. We will study 5 of Shakespeare's tragedies: *Romeo and Juliet*, *Julius Caesar*, *Hamlet*, *Macbeth*, and *King Lear*. In addition to literary considerations, we will pay particular attention to issues of performance, both historical and modern. Textbook: *The Riverside Shakespeare* (Houghton-Mifflin). Students may substitute editions of the individual plays, as long as they clearly and consistently show the act and scene divisions as well as LINE NUMBERS (any version of the plays without line numbers will be useless to us).

**ENG 425 Topics in Children's Literature: Books into Film (3 cr) John Banschbach (T**

**6:00-8:45)** The course's topic is the study of film adaptations of children's books, in particular how a film version helps us to understand the literary work. The course's books include Charlotte's Web, Harry Potter and the Prisoner of Azkaban, Bridge to Terabithia, Alice in

Wonderland, Ella Enchanted, and The Tale of Despereaux. Assignments include essay examinations and a project.

**ENG 435-01: The World Novel (4 cr.) Bill Dyer (Online. Chat: W 6-7 PM)**

We'll be doing a variety of works from a variety of cultures in this, my final opportunity to teach at MSU. There's a tremendous number of issues driving every one of them, but the one that seems to weld them together, beyond the obvious colonial and post-colonial connections, is oppression. That will be our starting point. The course will require each graduate student to take control of a single chat and drive it with a pedagogical approach. Otherwise, we'll be doing a short paper every other week that will ask students to do some focused intertextual work on some important cultural materials related to the novels. A collaborative presentation will perorate the course. Works: Jhumpa Lahiri. *The Lowland*; Chinua Achebe. *Arrow of God*; Margaret Atwood. *The Handmaid's Tale*; Mario Vargas Llosa. *The War of the End of the World*; Rosario Castellanos. *The Nine Guardians*; Bapsi Sidhwa. *Cracking India*; Louise Erdrich. *The Last Report on the Miracles at Little No Horse*; Gabriel Garcia Marquez. *Love in the Time of Cholera*; Carlos Fuentes. *The Death of Artemio Cruz*.

**ENG 463 Adolescent Literature (4 cr) John Banschbach (M 6:00-9:45)**

The goals of the course are to familiarize students with a wide range of literature either popular with adolescents or appropriate for adolescents and to familiarize students with a wide range of approaches for using such literature in grades 7-12. (Course text besides listed tradebooks: *An Introduction to Poetry* by Kennedy.

## **Spring 2014 Graduate Course Descriptions in Literature and English Studies**

**ENG 525 Topics in Children's Literature: Books into Film (3 cr) John Banschbach (T 6:00-8:45)**

The course's topic is the study of film adaptations of children's books, in particular how a film version helps us to understand the literary work. The course's books include Charlotte's Web, Harry Potter and the Prisoner of Azkaban, Bridge to Terabithia, Alice in Wonderland, Ella Enchanted, and The Tale of Despereaux. Assignments include essay examinations and a project.

**ENG 535: The World Novel (4 cr.) Bill Dyer (Online. Chat: W 6-7 PM)**

We'll be doing a variety of works from a variety of cultures in this, my final opportunity to teach at MSU. There's a tremendous number of issues driving every one of them, but the one that seems to weld them together, beyond the obvious colonial and post-colonial connections, is oppression. That will be our starting point. The course will require each graduate student to take control of a single chat and drive it with a pedagogical approach. Otherwise, we'll be doing a short paper every other week that will ask students to do some focused intertextual work on some important cultural materials related to the novels. A collaborative presentation will perorate the course. Works: Jhumpa Lahiri. *The Lowland*; Chinua Achebe. *Arrow of God*; Margaret Atwood. *The Handmaid's Tale*; Mario Vargas Llosa. *The War of the End of the World*; Rosario

Castellanos. *The Nine Guardians*; Bapsi Sidhwa. *Cracking India*; Louise Erdrich. *The Last Report on the Miracles at Little No Horse*; Gabriel Garcia Marquez. *Love in the Time of Cholera*; Carlos Fuentes. *The Death of Artemio Cruz*.

**ENG 563 Adolescent Literature (4 cr) John Banschbach (M 6:00-9:45)**

The goals of the course are to familiarize students with a wide range of literature either popular with adolescents or appropriate for adolescents and to familiarize students with a wide range of approaches for using such literature in grades 7-12. (Course text besides listed tradebooks: *An Introduction to Poetry* by Kennedy)

**ENG 606: British Literary History and Criticism (3 cr) Elizabeth Williamsen (M 2:00-4:45)**

This course is intended to give graduate students a foundational background in approximately 1500 years of British literary history. Because this expectation exceeds what is possible in a single semester, this iteration of the course will aim to provide a grounding in literary forms and developments from the late Middle Ages through the eighteenth century, a period which saw significant innovations in poetry and drama, as well as the birth of the novel. We will consider the social and historical influences on authors and their work during these periods as well as some of the important critical work on the texts. Students will be responsible for careful reading, active class participation, weekly close-reading, and two medium-length essays. Authors will include Chaucer, Spenser, Shakespeare, Behn, Milton, Swift, Lewis, and others.

**ENG 611 – Seminar: American Literature after 1865 (3 cr) Anne O’Meara (W 2:00-4:45)**

In this course, we will explore the genre of immigrant novels as they appear in American literature during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Our purpose will be to deepen our understanding of the way in which this genre changes, including its representations of immigrants and their processes of moving to and around in the US. Likely Texts: Sinclair Lewis, *The Jungle*; Anzia Yezierska, *Bread Givers*; O. E. Rolvaag, *Giants in the Earth*; Henry Roth, *Call It Sleep*; Chang-Rae Lee, *Native Speaker*; Bharati Mukherjee, *Jasmine*; Louise Erdrich, *Master Butchers Singing Club*; Junot Diaz, *The Brief, Wondrous Life of Oscar Wao*; Jhumpa Lahiri, *Unaccustomed Earth* and a student-selected immigrant novel. Assignments: weekly responses, short discussion paper, seminar paper.

**ENG 625 Seminar: Composition Theory (3 cr) Anne O’Meara (Online. Chat: H 5-6 PM)**

In this course, we will read widely in composition theory in order to better understand the ways in which people write and read texts, process information, acquire the habits of discourse communities (particularly academic ones), and vary their processes in response to changing technology. We will consider different pedagogical stances (current-traditional, expressivist, collaborative, rhetorical, post-process etc.) as well as topics in the field such as basic writing, transfer, writing across the curriculum, academic writing, technology, and diversity issues arising from particular contexts of writing. The purpose is to become familiar with the literature in the field, so that teaching decisions can be made in a richer context. Participants will be required to read and write copiously, to formulate a teaching philosophy for use in job applications, and to present extended research on an issue or pedagogy of their choice; students will post weekly and attend an online chat. Readings available on d2l.