PRE-REQUISITE
OR
PERMISSION OF INSTRUCTOR:

STUDENTS: You must have the appropriate pre-requisites for Fall 2006 registration. Check the online listings to see what the current pre-requisites are --note that these may be different from what is listed in the current catalogue.

In our department, the Fall 2006 courses that are affected include:

- **ENGL103** Same: ENGL 101
- **ENGL401** Must be taken simultaneously with ENGL 400 or ENGL 450
- **ENGL450** Same: permission of instructor required; must also be taken with EDU 419 (pay attention to section!)

TO THE STUDENT:

Before selecting a course, consider the following: You might find it useful to decide what is your purpose in selecting a course in English: curiosity? knowledge? involvement with issues? background for major or career? Have you consulted your advisor? Have you thought of asking for a conference with the instructor of the course?

Also consider:

It is strongly advised that you take a 200-level introductory course in literature before taking a 300-level course.

300-level courses are studies that usually require some research, perhaps an oral report, probably a major paper. These courses are intended for the serious student, but not exclusively for English majors.

400-and 500-level courses are for advanced students who are ready for specialized study and research.

FOR THE MAJOR OR MINOR IN ENGLISH:
See the catalog and/or handouts for requirements.
Description:
A second field-observation course for students who have successfully completed ENGL 101, ENGL 103 requires twenty-five hours of observation, divided between a high-school and a middle-school English classroom. The observations will be done at the end of the Spring 2006 semester. In short papers, students will reflect on these observations in light of the course text, their English pedagogy courses, and their own plans for teaching. They will teach one lesson on the course text, assess their progress in the major, and think carefully about the sorts of teachers they hope to become.

Readings:
Keizer, Garret. No Place but Here: A Teacher’s Vocation in a Rural Community.

Examinations, Papers, etc.:
Signed forms documenting the field observations
One paper reflecting on the observations
A microteaching session on No Place but Here
The portfolio for English-Adolescence Ed. majors (updated)

Time Class Meets: TR 2-3:20 8/29-10/24/06
Instructor: T. Mosher

**PLEASE NOTE: There is a required and important organizational meeting for this course on Wednesday, April 12, 5:00-5:45 P.M., in Fenton 158. Everyone enrolled in the course must attend.**
ENGL 106 01     THE ENGLISH MAJOR:
An Introduction

Description:
ENGL 106 will provide students with an overview of the major areas within and current approaches to literary studies. Students will gain insights into literary history, the process of and critical debates concerning canon formation, and the multiple functions and genres of literature and writing. The seminar will also introduce students to effective modes of library research, strategies for integrating secondary sources, and important terms and concepts that are fundamental to literary analysis. Along the way, we'll read some great (brief) works by writers such as William Shakespeare, John Donne, Andrew Marvell, T.S. Eliot, Franz Kafka, Charlotte Perkins Gilman, Adrienne Rich, Maya Angelou, Langston Hughes, W.B. Yeats, Arthur Miller, and others. The small class size and intimate seminar setting should also encourage active discussion, intellectual and social collaborations with other students new to Fredonia, and, hopefully, the development of oral presentation skills.

Required Texts:

Examinations, Papers, etc.:
Several brief papers, a longer reflective paper, group work and in-class exercises, and lively participation.

Time Class Meets:  MWF  11:00-11:50

Instructor:        C. Jarvis
ENGL 200 01/AMST202  INTRO TO AMERICAN STUDIES
"On the Road: Travel, Mobility, and Place in the American Imagination"

Description:
How has our sense of a distinctly “American” identity been defined in relation to the land or notions of “place”? How have various mobilities-class movement, employment, travel, etc.-shaped “American” values and sociopolitical concerns? This interdisciplinary course seeks to explore these any many other questions by examining short stories, novels, non-fiction essays, films, art, music, history, and various documents from American popular culture from the 17th century to the present.

Readings:
E.L. Doctorow, Ragtime
Harriet Jacobs, Incidents in the Life of a Slave Girl  OR William and Ellen Craft's Running a Thousand Miles for Freedom
Jack Kerouac, On the Road
Muriel Rukeyser, The Book of the Dead
August Wilson, Joe Turner's Come and Gone  OR
Arthur Miller's Death of a Salesman
Several short stories, memoirs, essays, and travel narratives by writers such as Leslie Marmon Silko, Rachel Carson, Henry David Thoreau, John Muir, William Least Heat-Moon and Terry Tempest Williams.
(Final reading list subject to revisions)

Examinations, Papers, etc.:
Several brief interdisciplinary essays, discussion questions, "road trip" paper, group presentation, one or two exams, and lively participation.

GCP/CCC Requirements:  IIB/8B

Time Class Meets:  MWF 2:00-2:50

Instructor:  C. Jarvis
ENGL 204 01    Survey of British Lit

Description:
This course is a study of the major texts of British literature, from its Anglo-Saxon origins to the twentieth century. The goals of this course are to provide a broad historical and cultural context for the study of literature in English, to introduce the major works and authors from each period, and to practice the skills of close reading and interpretation that are at the base of literary study.

Readings:
Selections from Writing About Literature, Brief 11th ed., Edgar V. Roberts.

Examinations, Papers, Etc.
Six short essays, multigenre paper on an author or work, journal responses, poster presentation.

Time Class Meets:   MW   5:00 - 6:20

Instructor:   V. Horvath
ENGL 205 01, 02  EPIC AND ROMANCE

Description:
This course will examine epics and romances from ancient Greece to modern times. Our concern will be to see how these works function as independent pieces of literature, what they have in common, and what they tell us about how different cultures and different people approach the difficult task of being human.

Readings:
Homer: Iliad and Odyssey
Mahabharata
Beroul, Romance of Tristan
Austen, Northanger Abbey
Tolstoy: War and Peace

Examinations, Papers, etc.:
Weekly response papers
Three (3) major papers

GCP/CCC Requirements Fulfilled:
2B/CO5. Core course in English major

Time Class Meets: MWF 10-10:50

Instructor: T. Steinberg
**Description:**
In this course we will examine several epics and romances from a variety of cultures while questioning how they speak to the experience of existence in 21st century America. We'll delve into questions of our roles in the world as we look at the roles played by the major figures in the stories. Do relationships or gender or age hinder heroism? What challenges push our characters to developing their potential? What are the limitations of human heroism?

**Tentative READINGS:**
Selections from: *Epic of Gilgamesh, The Odyssey, Beowolf, Tristan and Iseult, The Ramayana* or a selection from the *Mahabharata*.

**EXAMINATIONS, PAPERS**
Two 6 page essays and a final exam.
Weekly reading assignments/ journal.

**GCP/CCC Requirements Fulfilled:**
2B/CO5. Core course in English major

**Time Class Meets:**
TR 8-9:20

**Instructor:**
C. Grady
ENGL 205 04, 05  EPIC AND ROMANCE

**Description:**
This section(s) explores the journey of a self—generally a mythical self in a mythical context that parallels ordinary life, but remains just outside of it. We begin with a study of the earliest written myths—ancient Sumerian epics, move on to medieval Irish sagas and Arthurian legends, then to more contemporary quests. Our particular focus will be on how the Quest—the heroic journey—takes on different meanings within changing contexts. Questions we will explore include: what ideas of gender are encoded within epic quests and romantic journeys? What are questers looking for? Why do they have to go to such strange places and such great length to find it? In what ways do the myths of a particular culture reflect its realities? In what ways do they attempt to escape reality?

**Readings:**  TBA

**Examinations, Papers, etc.**
Midterm essay, final essay, response papers, in-class exercises.

**GCP/CCC Requirements:**
2B/CO5. Core course in English major

**Time Class Meets:**  TR  11-12:20

**Instructor:**  S. McRae
Description:
A study of epics and romance from a variety of times and places from the early epic to contemporary romance. This will focus on the human experience in war, love, life and death, heroes and villains. Contemporary retellings of ancient works will be examined with some film viewings.

Readings:
Odyssey, trans. Fagels
Beowulf, trans. Heaney
Eaters of the Dead, Michael Creighton
Lancelot of the Cart, Chretien de Troyes
Chocolat, Joanne Harris
Penelopiad, Margaret Atwood

Examinations, Papers, etc.:
Quizzes, 3 papers, minor writing assignment.

GCP/CCC Requirements Fulfilled:
2B/CO5. Core course in English major

Time Class Meets: TR 6-7:20

Instructor: S. Lord
ENGL 207 01, 02, 03, 04    DRAMA AND FILM

Description: We’ll examine, from several perspectives, the related arts of drama and film. We’ll read plays from different periods and cultures (ancient Greece to the present day), paying attention to the basic methods of formal analysis and other critical strategies while we take some note of the historical development of drama and the things that theater can tell us about a particular culture at a given time. In short, we’ll talk about (and practice) various ways of viewing, reading, and writing about plays. We’ll do somewhat less film than drama, and the approach will be more formalist than technical. We’ll concentrate heavily on films made directly from original screenplays rather than stage plays that were later filmed, but we might do one or two of the latter, at least optionally or collaterally.

Readings: Probably 11-13 plays, including 2 or 3 from India and/or Japan.

Examinations, Papers, etc.: Four short essays; one open book in-class essay; one medium-length essay OR a carefully prepared oral report; attendance, conscientious reading of assignments, and participation.

GCP/CCC Requirements: 2B/CO5. Core course in English major

Time Class Meets: 01, 02, MWF 1-1:50
                 03, 04 MWF 2-2:50
Screening: W 6-8:30

Instructor: J. Stinson
Description:
The course will explore identity formation and social systems through a range of plays and films. We will examine how history informs and is informed by literature and the media. We will also discuss the development and practice of theatre and film. While the plays in this course will cover a wide range of dates, the films will be contemporary.

Readings:
Angels in America; The Cherry Orchard; A Doll House; Los Vendidos; Lysistrata; Mother Courage; Oedipus the King; Six Characters in Search of an Author; A Streetcar Named Desire; and Zoot Suit.

Examinations, Papers, Etc.:
Two formal papers, discussion questions, quizzes as needed, and active participation.

GCP/CCC Requirements fulfilled:
2B/CO5. Core course in English major

Time Class Meets: MWF 2-2:50
Screening: W 6-8:30

Instructor: A. Fearman
Description:
We will explore drama from many different cultures and time periods, from the ancient Greeks to works of a more contemporary nature. The films we view will also offer the work of a variety of filmmakers from a diversified selection of countries and time periods.

Readings:
TBA - But I will probably employ an anthology of drama of some sort.

Exams, Papers, etc.: TBA

GCP/CCC Requirements Fulfilled:
2B/CO5. Core course in English major

Time Class Meets: TR 3:30-4:50
Screening: R 5-7:30

Instructor: C.T. Craig
ENGL 209 01, 04  NOVELS AND TALES

Description:
The course will examine the fiction and fictive strategies of writers from a number of different cultures and cultural groups with the object of understanding each writer’s vision of human experience. We will be concerned, then, with the nature of narrative and with those potentialities, complexities, and essential conditions of human nature rendered through narrative.

Readings: Selections from Ann Charters, ed.,
The Story and Its Writer

This anthology contains several works that may satisfy our appetite for longer fiction, but should it not I will add another short novel or two during the semester. Certain shorter works will be provided in hand-out form.

Examinations, Papers, etc.:
There will be four essays required.
In-class writing and class participation.
Class attendance and participation.

GCP/CCC Requirements Fulfilled: IIB/CO5
The course satisfies one of the literature core requirements for the English and Secondary Ed majors and El Ed concentration as well as a GCP Humanities elective.

Time Class Meets: 01 MWF 10-10:50
04 MWF 2-2:50

Instructor: A. Dunn
Description:
Study of long and short fiction of several kinds, including myth, fable, and realistic narrative, from a variety of places and times, and their relation to their different cultures. This course will examine the pervasive influence of the Gothic (and related genres such as horror and fantasy) on American culture, namely, but not exclusively, on fiction. In addition to this specific focus, this course aims to develop your ability to read and analyze novels and short stories by becoming familiar with basic approaches to reading, interpretation, and literary analysis, and to improve your skill at expressing your observations in writing.

Readings:
Our texts will include American Gothic Tales, The Strange Case of Dr. Jekyll and Mr. Hyde, and The Bloody Chamber

Examination, Papers, etc.: short response papers, 2 essays

GCP/CCC Requirements Fulfilled: IIB/CO5
The course satisfies one of the literature core requirements for the English and Secondary Ed majors and El Ed concentration as well as a GCP Humanities elective.

Time Class Meets: MWF 1-1:50

Instructor: S. Liggins
Description:
Students will be involved with reading both traditional and contemporary authors. Works will be compared with regard to their ability to entertain, inform, and inspire.

Readings:
More traditional authors such as Austen, Cather, Hesse, Stendhal, and Wharton will be compared to contemporary authors such as Coelho, Erlich, Hoffman, Hoseini, Nafisi, Pazira, and Trollope.

Examinations, Papers, etc.:
Critical reading, class participation, brief response papers, critical essays, and final project

GCP/CCC Requirements fulfilled: IIB/CO5
The course satisfies one of the literature core requirements for the English and Secondary Ed majors and El Ed concentration as well as a GCP Humanities elective.

Time Class Meets: TR 12:30-1:50

Instructor: J. Glovack
Description:
We will examine the art of storytelling from early tales to the contemporary novel and how the story is this uniquely human characteristic. One focus will be the human experience and how, as views of it change, it remains the same.

Readings:
- Beowulf
- Eaters of the Dead
- The Knight of the Cart
- Chocolate
- The Bloody Chamber
- Others TBA

Examinations, Papers, etc.:
- Exams & papers
- Quizzes & papers
- Exam TBA

GCP/CCC Requirements: GCP IIB/CCC 5
The course satisfies one of the literature core requirements for the English and Secondary Ed majors and El Ed concentration as well as a GCP Humanities elective.

Time Class Meets: 07, 08 TR 2-3:20
- 09, 10 TR 3:30-4:50

Instructor: S. Lord
Description:
We will read classics of lyric poetry, from different eras, continents, languages, and cultures. As we learn how to deepen our reading of individual poems, we will ask a series of deceptively simple questions: What is poetry? What is its function? Who writes poetry and for what reasons? What does "the world" think of poetry? What does poetry have to say to "the world"? The provisional answers we frame should help us formulate what world poetry is and what it can teach us.

Readings:
The course texts will include an anthology of modern world poetry, plus collections from a few writers or styles of writing, and many handouts. Access to a good dictionary with etymological information is also strongly recommended.

Examinations, Papers:
Two essays, a mix of biweekly response papers or creative projects, and a class presentation.
Exams and quizzes TBA.

GCP/CCC Requirements: IIB/CO5
Core requirement for English Major

Time Class Meets: 01 MWF 9-9:50
                 02 MWF 1-1:50

Instructor: N. Gerber
ENGL 211 03, 04    WORLD POETRY

Description: We will examine poetry across time and various cultures through two lenses. First, we will examine different poetic forms such as sonnets, ballads, odes, ghazals, blues and jazz poems, prose poems, and free verse. Students will leave the class with broad exposure to poetic form and how it is inextricably related to poetic content and the politics of poetry in various times and locations. Concurrently, we will explore how poetry is positioned in different times and cultures. What do poets write about? What does poetry do?

Readings:
BOOKS Selected from the following:
Ghazals anthologized by Agha Shahid Ali in Ravishing DisUnities.
The Essential Neruda.
Venus Khoury-Ghata, She Says.
Langston Hughes, Selected Poems.
Kevin Young, Jelly Roll or Black Maria.
Eavan Boland, The Lost Land or Against Love Poetry.
Ai, Dread.
Wadsworth Anthology of Poetry.

Examinations, Papers, etc: Short close reading papers, exercises in writing with poetic forms, midterm, and a final project.

GCP/CCC Requirements: IIB/CO5
Core requirement for English Major

Time Class Meets: 03 MW 3-4:20
04 TR 3-4:20

Instructor: A. McCormick
ENGL 211 05 WORLD POETRY

**Description:**
The course is a brief introduction to a vast field of material: to lyric poetry from many cultures and originally in many languages; and to epic poetry from 800 B.C. and 1990 A.D. Emphasis on close reading and ideas from other cultures.

**Probable Readings:**
- Poetry from an anthology of world literature
- Additional native American poetry, traditional and contemporary
- Walcott: *Omeros*

**Examinations, Papers, etc.:**
- Three short and one long paper
- Exams cumulative but open book

**GCP/CCC Requirements:** IIB/CO5
Core requirement for English Major

**Time Class Meets:** TR 9:30-10:50

**Instructor:** M. Nelson
Description:
An exploration of lyric poetry through a variety of perspectives. We will consider several definitions of poetry as we compare its functions and audience through times and cultures. Finally, we’ll consider the message and value of poetry in our lives.

Readings:
Several anthologies that will provide cross-cultural and historical points of view. This will include a variety of theoretical and formal considerations. We may also use a poetry handbook to provide a foundation for the readings.

Examinations, Papers, etc.:
Subject to change, but most likely will include a midterm and final, 2 formal essays, weekly ungraded writing assignments as well as several creative responses to the work.

GCP/CCC Requirements:  IIB/CO5
Core requirement for English Major

Time Class Meets:   TR  12:30-1:50

Instructor:   C. Grady
ENGL 242 01/INDS  AMERICAN INDIAN LITERATURE

Description:
American Indian Literature is the study of a variety of works, including traditional tales, novels, poems and memoirs, produced by Native Americans from historical beginnings to the present. The course moves from oral histories to the earliest American publications to contemporary works. This coincides with the direction of westward expansion and the spreading of missionary schools from New England and with them, Native writings in English. This course expands the student’s understanding of indigenous cultures and their accomplishments, fulfilling the college’s goal of offering a multicultural and diverse education.

Readings:
- *Native American Literature* – Vizenor, ed.
- *The Bingo Palace* – Erdrich
- *Reservation Blues* – Alexie
- *Visit Teepee Town: Native Writings After the Detours* – Glancy & Nowak, eds.

Examinations, Papers, etc.:
At least four (4) written papers and one oral presentation of work and, as well as knowledge tests at the middle and end of semester covering course material. One final interdisciplinary research paper is assigned, relating individual interest to Native American literature. Participation in discussion groups is a requirement.

GCP/CCC Requirements Fulfilled: IIB/CO5

Time Class Meets: TR 3:30-4:50

Instructor: J. Stevens
ENGL 250 01, 02 LITERACY & TECHNOLOGY

Brief Description: Using standards developed by the National Council for Teachers of English (NCTE), the National Educational Technology Standards, International Society for Technology in Education (ISTE), students will explore the theoretical and practical implications computer use has on the nature of literacy as well as learning approaches to teaching students to improve their literacy levels through the use of computers.

Readings: Selected scholarly articles

Examinations, Papers, Etc.: Portfolio of assignments based on national standards of technology proficiency

GCP/CCC Requirements:: IB

Time Class Meets: 01 MW 3-4:20 ENGL ADOL ED
02 MW 5-6:20 ENGL MAJORS ONLY

Instructor: S. Spangler
Description: This is an introductory course to the craft of fiction and poetry. We will do in-class exercises to begin the process of writing, workshop student work in the class, and read from an array of different writers, both past and present. More than just writing, we will explore what writing is about, how one lives the writing life, and other complex problems that should be addressed for the beginning writer. The class is designed for those serious about creative writing, not only in this course, but beyond this course.

Readings: TBA

Exams/Papers/etc.: At least 10 poems based upon class assignments, a few stories (under 1500 words), and a meditation on the work at the end of the course.

GCP/CCC Requirements: IDC/CO4

Time Class Meets: MWF 2-2:50

Instructor: D. Parsons
Description:
Introduction to Creative Writing is the first in the sequence of creative writing courses, a prerequisite for all higher level creative writing. Conducted in an informal workshop format, the course provides practical experience in the writing and evaluation of poetry and short fiction. Basic forms, prosodies, techniques, genres, and the problems they pose are considered through study of historical and contemporary examples, and through writing assignments. The art of critiquing one another’s work in a learned and constructive manner to aide in the craft of writing is a key goal.

Readings:
Mary Oliver, *A Poet’s Handbook*
Tom Bailey, *A Short Story Writer’s Companion*
Beverly Lawn, *40 Short Stories: A Portable Anthology*
Three or four chapbooks of individual poets, such as:
Ai, Louis Owens, Frank O’Hara, or Joy Harjo

Examinations, Papers, etc.: Fifty (25) percent of the grading of creative work is based on the amount of work put into critiquing, analyzing and most importantly, revising the writing. Twenty-five (25) is based on group oral presentations on individual poets, and the other fifty (50) percent is based on the preparation and presentation of the final portfolio of 20 pages of creative work.

GCP/CCC Requirements Fulfilled: IDC/CO4

Time Class Meets: TR 11-12:20

Instructor: J. Stevens
Description:
This course is designed to explore the different identity issues in America. Specifically, we'll be looking at the development of identity in gender, race, class, and ethnicity. We will also look at different types of expression of these identities, using literature, sociology, geography, music, art, and theory. The course will also look at where different identities cross, coexist, clash, and harmonize. The course is required for American Studies students, but there will be many different students from many different disciplines providing input.

Readings:
One anthology and several individual works, some of which might include:
*House on Mango Street*, Cisneros;
*The Ice-Shirt*, Vollmann;
*Ceremony*, Silko;
*The Lone Ranger and Tonto Fistfight in Heaven*, Alexie; *Native Son*, Wright;
*John Henry Days*, Whitehead;
*Interpreter of Maladies*, Lahiri;
Typical American, Jen, etc.

Examinations, Papers, etc
Mid-term exam and final take home exam, four short response papers, reading discussion board participation.

GCP/CCC Requirements fulfilled:
CGP—IIIA; CCC—American History (8B)

Time Class Meets: MWF 1-1:50

Instructor: D. Parsons
ENGL 320 01 RESTORATION & 18TH c. LIT

Description:
This course is a survey of literature written from the Restoration to the end of the 18th century. We will begin with a historical overview of this period, examine some of the poetry and drama of the Restoration, then move on to explore the development of a new form of literary production that appeared for the first time in the 18th century; the novel. Emphasis will be on a close reading of works in their historical/cultural contexts. We will consider some of the values implicit in the 18th century: new secular relations to religion; the development of England’s overseas colonies and notions of imperialism; the creation of a bourgeoisie, individualism, and a growing commodity-oriented world market; and a new conception of landscape. We will examine traditional notions of literary representation and constructions of reality, the ways in which 18th century novelists-in an era of heavy experimentation and creativity-both conformed to and struggled against these constructions, and the means by which literary theorists of our era engage and challenge the 18th century.

Possible Readings: (obviously not all of these)
Wycherley, The Country Wife; Congreve, The Way of the World; Pope, The Rape of the Lock; Essay on Marr, Jonathan Swift; selected poetry and Gulliver’s Travels; Defoe, Robinson Crusoe; Richardson, Pamela; Fielding, Joseph Andrews; Sterne, Tristram Shandy; Burney, Evelina; Radcliffe, The Mysteries of Udolfo.

Examinations, Papers, etc.: Midterm, paper, final

Time Class Meets: TR 5-6:20

Instructor: R. Marzec
ENGL 326 01  VICTORIAN/EARLY MODERN LIT

Description:
The course will examine a number of the major writers of the 19th century and focus on their human and literary concerns. We will also explore certain social, cultural and aesthetic generalizations in an attempt to achieve an appreciative understanding of each writer’s accomplishment.

Readings:
Selections from *The Norton Anthology of English Literature*, volume II

Examinations, Papers, etc.:
Six short essays, in-class and out.
An oral presentation or something like one.
Class attendance.

GCP/CCC Requirements Fulfilled:  IIIA/C12

Time Class Meets:  MWF  1-1:50

Instructor:  A. Dunn
Description:
A study from several different perspectives (formal, social, and most particularly, historical) of the fiction, poetry, and drama of the period from Conrad and Yeats to the near-present. We'll study social, cultural, historical, and political backgrounds to the literature, particularly the ways that they have formed and shaped characteristic themes. The backgrounds looked at will include the Irish national movement, women's rights and the changing role of women, romantic/realistic attitudes toward war, post World War I disillusionment, social disruptions following World War II, colonial independence, postcolonial literatures and discourse, etc.

Readings:

Examinations, Papers, etc:  Probably two hourly exams and two medium-length papers, with reaction papers along the way. Oral presentations will sometimes serve as alternatives.

Requirements Fulfilled:  CCC Upper Level; GCP IIIA

Time Class Meets:  MWF 11-11:50

Instructor:  J. Stinson
ENGL 338 01  Contemporary American Literature

Description:
This course examines the contemporary American novel (c. 1960-present) as a genre, an aesthetic form, and a social text. While we will discuss each work as a product of its individual author, culture, and time, as the course progresses we will also explore thematic and structural patterns that emerge in the novels. In addition to providing students with an advanced introduction to major American novelists and developments within postmodernism(s), the course seeks to advance students' critical thinking and writing skills.

Readings:
Don DeLillo, White Noise
Cristina Garcia, The Aguero Sisters
Leslie Marmon Silko, Ceremony
Toni Morrison, Beloved OR The Bluest Eye
Chuck Palahniuk, Choke
Kurt Vonnegut, Cat's Cradle
Another novel to be named later (perhaps by Thomas Pynchon)
Short critical theory selections and brief articles on postmodernism

Examinations, Papers, etc.:
Two critical essays (secondary sources required), group presentation, lively participation, discussion questions, final examination.

Requirements fulfilled:  Period Course

Time Class Meets:  MWF 1:00-1:50

Instructor:  C. Jarvis
ENGL 341 01 The Harlem Renaissance

Description: Study of texts representative of the literature flourishing within the African-American community between approximately 1919 and 1930. Focuses on the political, social and literary origins of the movement, as well as the different literary and artistic genres created during this era.

Readings: TBA

Examination, Papers, etc.: Short response papers, 1 essay, a final project
Requirements fulfilled:

GCP/CCC Requirements fulfilled: CCC12/ Period Course

Time Class Meets: MWF 12-12:50

Instructor: S. Liggins
Description: A required core course for English Majors. The course is a difficult but invaluable one. We will be dealing with a variety of interpretive approaches to literary and cultural texts: formalism, new criticism, psychoanalytic criticism, Marxism, feminism, deconstructionism, postcolonialism. The course will be divided between a series of lectures and in-depth group presentations of each of the particular critical approaches. We will be reading mostly "theory," but the emphasis will be on developing new ways for reading and thinking about the world and its texts. We will consider the strengths and weaknesses of various interpretive strategies, the stakes of these strategies, and the intimate relation between these schools of interpretation and social struggles for equality and creativity.

Readings:

* Literary Theory: An Anthology*, ed. Julie Rivkin and Michael Ryan;
* Literary Theory* by Terry Eagleton;
other texts to be announced.

Examinations, Papers, etc:
Group presentation; 7 response papers to "theories" not taught by your group; final paper. Each of these will count for one-third of the grade.

Time Class Meets:  
01 TR 12:30-1:50  
02 TR 2-3:20

Instructor: R. Marzec
Description: This course will give a historical overview of the tradition of literary criticism before the twentieth century. We will start the course by looking at some classical Greek and Roman texts and then move on to late medieval and Romantic interpretations of literature. Several literary texts will serve as reference points for the explanation of theoretical issues.

Readings: To be announced.

Examination, Papers, etc.: Response papers, midterm, final paper

Time Class Meets: MW 3-4:20

Instructor: I. Vanwesenbeeck
ENGL 350 01   LANDMARKS OF WORLD LITERATURE

Description:
In this course we will read works from the non-British, non-American world, works that have been considered significant in their own cultures and that have influenced writers in their own and in other cultures. I have tried to choose works that students will not have read in other courses but that everyone who is interested in literature should read at some point. The readings represent many eras, cultures, and genres.

Readings:
Seventeenth-century French drama (Corneille, Racine, Moliere)
Horace, Odes
Chinese poetry
Goethe, Faust
Lessing, The Golden Notebook

Examinations, Papers, etc.
Three major papers and weekly response papers

GCP/CCC Requirements fulfilled: Humanities

Time Class Meets:       MWF 11-11:50

Instructor:        T. Steinberg
Description:
In this section of Literature for Adolescents, reserved for Elementary Education majors with English concentrations, we will examine who early adolescent readers are and how to use literature in the upper elementary grades to engage readers and enhance learning in all subject areas.

Tentative Readings:
Serafini, The Reading Workshop
Hesse, Just Juice.
MacLachlan, Journey
Fleischman, Seedfolks
Ryan, Esperanza Rising
Choldenko, Al Capone Does My Shirts
Giff, Pictures of Hollis Woods
Creech, Replay
Flake, The Skin I'm In
Park, Mick Harte Was Here
Clements, Frindle

Examinations, Papers, etc.:
Index Card Responses to Serafini and some novels
Book Group Leader Plans/Self-Evaluation
Book Group Evaluations
Literature Focus Unit, Unit Reflection & Brief Presentation
Index Card Book Reviews
Final Paper

GCP/CCC Requirements Fulfilled:  IB

Time Class Meets:  MWF 10 - 10:50

Instructor:  M. Wendell
Description:
In this section of the course, we will consider different ways of working with three important aspects of teaching literature to adolescents. Teachers need to make effective choices about what to teach, how to organize their instruction and how to evaluate what their students do with those texts. With a focus on a particular genre called Young Adult Literature, we will sample a variety of strategies to engage students in meaning making with texts. Students should plan to read, write and participate extensively in this course.

Readings:
TBA--will include a selection of novels, critical essays and teaching texts

Examinations, Papers, etc.:
Index Card Responses to Text
Character Journal
Literature Circle Role and Responses
Book Group Leader Plans and Evaluation
Literature Focused Unit
Individual Presentation
Artistic Response to Literature
Dialogue Journal
In-class Exam

GCP/CCC Requirements Fulfilled:  IB

Time Class Meets:  MW  3-4:20

Instructor:  K. Cole
**ENGL 356 01**  
TEACHING WRITING IN THE SECONDARY SCHOOLS

**Brief Description:**  
Students in this course are preparing to become teaching professionals specializing in English at the secondary level. To that end, students will become familiar with theories of literacy learning as well as teaching methods based on those theories. Students will begin to formally articulate their own teaching philosophy and how it impacts their teaching practices. Students will also practice the methods they are learning and reflect on their teaching experiences in class as well as on experiences outside the 356 classroom. Students will participate in professional practices by compiling a teaching portfolio, joining professional organizations, and developing teacher research interests.

**Readings:**  
Dunn, Patti. *Talking, Sketching, Moving*...  
Selected scholarly articles

**Examinations, Papers, Etc.:**  
Portfolio including professional article, teaching philosophy, responses to student work, reading responses, lesson plans and other items

**GCP/CCC Requirements Fulfilled:**  
IB

**Time Class Meets:**  
MWF 12-12:50

**Instructor:**  
S. Spangler
Description:
Reading and writing are human creations. They are fundamentally social activities, and we will examine their development from a social perspective of teaching and learning. We will move from the personal to the theoretical and back to the personal as we study this subject. First, students will study their own literacy practices and histories to develop a base of important themes and questions to explore. Then we will examine theories and research about language and literacy acquisition for answers to our questions. We will investigate educational debates about literacy teaching--cultural literacies, Whole language, and process writing--to see how they apply or avoid the theories in their arguments. Students in this course will ultimately develop a well-grounded position for their own literacy teaching practices and a sound base for explaining their choices to others.

Readings
1 text TBA and a choice of one of the following:
Dyson, Ann. Social Worlds of Children Learning to Write in an Urban Primary School
Dyson, Ann. Writing Super Heroes
Finders, Margaret. Hidden Literacies and Life in Junior High
Rose, Mike. Lives on the Boundary
Additional articles will be placed on reserve at Reed Library

Examination, Papers, etc:
Students will be assessed in this course based on their drafts, revisions and presentations of the following tasks:
personal literacy history (either written or graphically represented); reading journal;
annotated bibliography on one area of course content (At least 5); oral presentation of annotated bibliography;
teaching unit including a teaching philosophy and lesson plans (8-10 pages total)

GCP/CCC Requirements Fulfilled: IB

Time Class Meets: 01 TR 8-9:20
02 TR 12:30-1:50

Instructor: K. Cole
ENGL 358 01, 02  COMPOSITION FOR
ELEM. EDUC. TEACHERS

Description:
This course rests on two basic premises: first, that writing is a means of, not merely an expression of learning; and second, that to be an effective teacher of writing, one must be a writer. Thus, students will spend time developing their writing skills as they write to learn in a variety of genres. In addition, students will read about, discuss, and design ways to engage their future students in the writing process. The course will also cover strategies for responding to student writing, as well as traditional grammar and editing.

Tentative Readings:
Atwell, ed., *Coming to Know: Writing to Learn in the Intermediate Grades*
Woodruff, *The Orphan of Ellis Island*
Hesse, *Letters From Rifka*
Gregory, *Childmade: Awakening Children to Creative Writing*
Buckner, *Notebook Know-How: Strategies for the Writer's Notebook*

Examinations, Papers, etc.:
Informal in- and out-of-class writing activities
Index Card Responses to Atwell and Gregory texts
Writer's Notebook
Editing Checklists and Personal Proofreading List
Creative Research Project & Reflection
A Writing Intensive Unit
Final Paper

GCP/CCC Requirements Fulfilled:  IB

Time Class Meets:  
01   TR   9:30-10:50
02   TR   11-12:20

Instructor:  M. Wendell
ENGL/JOUR 366 01       OPINION WRITING IN JOURNALISM

Description:
This course will concentrate on the function of opinion pieces in media. We will read/view a wide variety of print and broadcast opinion pieces, including editorials, columns, reviews, news analyses and editorial cartoons from the U.S., mainstream, international and alternative media. What makes effective opinion pieces? How do opinion pieces differ from news and features? Is there a greater or lesser need for opinion in journalism today?

Students will also learn how to write effective opinion pieces and will be involved in peer editing. In addition to several assignments of this type, students will also write a research paper and one analytical paper tracking a current issue in the media.

Readings:
On-line journalism and other sites, as well as any handouts.
Weekly reading and critique of The Leader.
Other books to be determined by August 2006

Time Class Meets:     TR      5-6:20
Lab 2162-Fenton

Instructor:     E. Ploetz
Description: Two concepts are key when studying ancient Greek and Roman literature: that this body of literature represents the foundations of Western thought, and that the way that the Greeks and Romans thought are very different in several crucial respects from each other and from the way that we think today. This class, which covers a selection of Greek and Roman comedies, tragedies, epics and poems, focuses on those similarities and differences. We also discuss this literature in terms of Greek and Roman history and culture, literary forms, philosophical ideas and various concepts such as gender, sexuality and religion.

Reading and assignments to be determined.

Time Class Meets: TR 12:30-1:50

Instructor: S. McRae
Description: We will study the origins and changes of English—its grammar, vocabulary, and sounds from the beginning of the language to the modern day. Topics covered will include basic linguistic facts about the English language; the Indo-European language family (which gives rise to English), a survey of Old, Middle, and modern English through present-day American English; and discussion of language’s social roles in the formation of communities and subcultures. This course will be tremendously useful, and possibly even fascinating, for teachers, creative writers, and any one else mesmerized by "the radium of the word."

Readings: 1-2 conventional textbooks, plus handouts providing sample texts

Examinations, Papers, etc.,: Periodic exams (2-4), biweekly response papers, and regular homework assignments

Time Class Meets: MWF 10-10:50

Instructor: N. Gerber
ENGL 399 02       Queer Studies in Literature

**Description:**  
This course will examine queer identity and identity politics through literature. Increasingly, authors of “other” identities, be they ethnic, gender, or religious, are choosing to express themselves through literature, sometimes even privileging a queer identity over that of the obvious racial identity. We will look critically and analytically at the works of queer authors, as well as heterosexual authors writing queer stories (Annie Proulx, Sherman Alexie, etc.)

**Possible texts:**
- *A House at the End of the World* - Michael Cunningham  
- *Oranges Are Not the Only Fruit* - Jeanette Winterson  
- *Mysterious Skin* - Scott Heim  
- *Passing* - Nella Larsen  
- *Lifting Belly* - Gertrude Stein  
- *Meditations in an Emergency* - Frank O'Hara  
- Short Stores from Annie Proulx, “Brokeback Mountain” and Sherman Alexie, “The Toughest Indian in the World,” “Indian Country” and “South by Southwest”

**Examinations, Papers, etc:**
Three critical/analytical papers, as well as short reaction papers in journal format.

**Time Class Meets:** TR 2-3:20

**Instructor:** J. Stevens
ENGL 399 03 MAJOR AMERICAN DIRECTORS
The Films of Orson Welles and David Lynch

Description:
This course is an in-depth study of Orson Welles and David Lynch as auteurs whose distinct cinematic innovations deliberately defied and consequently reinvented the conventions of American filmmaking. We'll be watching and discussing a number of films in class, and explore some of the ways that the films cumulatively tell a larger story. Some of the concepts we will cover include auteur theory, Hollywood and its discontents, modernism, postmodernism, representations of race and gender and of American ideologies in both men's works.

Reading and course work to be determined.

Author class and should be able to count as an elective for film minors

Time Class Meets:
T 3:30-6:30
R 3:30-4:50

Instructor: S. McRae
ENGL 400 01  Senior Seminar:
Writing and Cultural Critique

Description:
We're going to study a series of 20th century (mostly contemporary) authors who engage with the question, what is the role of the writer in U.S. and transnational cultures? How is the creative writer situated in relation to politics, activism, and cultural critique in general? How are transnational identities being written and explored in today's literature? What is literature's relationship to place? We will look at several plays, novels (including a graphic novel), short stories, and poetry.

Tentative Readings (probably not all of these):
Lahiri, Jhumpa. *Interpreter of Maladies.*
Brecht, Bertolt. *Mother Courage and Her Children.*
Kushner, Tony. *Homebody/Kabul.*
Kevin Young, *Black Maria.*
Eavan Boland, *The Lost Land or In a Time of Violence.*
James Thomas Stevens, *(dis)orient or The Mutual Life.*
Ai, *Dread.*

Exams and Assignments:
Two oral presentations, discussion questions, two papers.

GCP/CCC requirements: writing intensive for the GCP/ speaking intensive for the CCC.

Time Class Meets:  TR  2-3:20

Instructor:  A. McCormick
ENGL 414 01/580 03 LATER SHAKESPEARE

**Description:**
The course is a brief introduction to a sea of great material; to lyric poetry from many cultures; and to epic poetry from the 8th c. B.C. and the 20th c. A.D. Emphasis on techniques of close reading, multi-cultural ideas.

**Readings:**
Poetry from *Norton Anthology of Poetry*;
Additional poetry from Arabic, Native American, and African-American sources.
Homer, *The Odyssey*.
Walcott, *Omeros*.

**Exams, Papers, etc.:**
Four short to mid-length papers
One exam: cumulative, open book

**GCP/CCC Requirements Fulfilled**: CO5

**Time Class Meets**: TR 8-9:20

**Instructor**: M. Nelson
Brief Description:
This course will examine some of the major works of one of the world's greatest writers, Dante. We will focus on *The Vita Nuova* (*The New Life*) and *The Divine Comedy*, but we will also glance at some of his other works and at the works of his contemporaries. Dante not only represents the culmination of the Middle Ages, but his work, like the work of Shakespeare, has continued to speak to audiences for hundreds of years.

Readings:
*La Vita Nuova, The Divine Comedy*

Examinations, Papers, etc.-
Three major papers and weekly response papers

Time Class Meets: MWF 1-1:50

Instructor: T. Steinberg
MAJOR WRITERS: Langston Hughes and Gwendolyn Brooks

Description:
We will read the poetry and some of the fiction of Langston Hughes and Gwendolyn Brooks, two significant poets in twentieth century American literature. We will examine their work in historical context with changing social realities in the United States, taking into consideration as contexts the Harlem Renaissance, the Civil Rights Movement and Black Arts Movements, and the intersections of gender, class and sexuality with race as key concerns in the work of both poets. Close attention will be given to the reception of the poetry, to close readings of the work, and to literary critical responses to their publications.

Readings:

Exams, Papers, etc:
Oral presentation, 2 papers, discussion questions, and poetry writing exercises.

Requirement Fulfilled: an author course.

Time Class Meets: TR 12:30-1:50

Instructor: A. McCormick
Description
Focused chiefly—but not entirely—on teaching literature, this course asks seniors in English-Adolescence Education to explore questions like these: Why should I teach literature to secondary-school kids? What authors and works should I teach, and how? How should my college courses in literature, English pedagogy, and Education influence my own teaching? How do I fit literature into the English curriculum as a whole? How can I nudge young people toward becoming lifelong readers? How can I address the NYS Learning Standards for Language Arts, prepare my students for the ELA exams, but maintain my integrity as a literature teacher and an English educator?

The course will emphasize the teaching of poetry, and about half of it will focus on middle-school English. It will reinforce the concepts taught in EDU 419.

Reading
Atwell, Nancie. *In the Middle*. 2d ed.
Cisneros, Sandra. *The House on Mango Street*.
Gere, Anne Ruggles, et al. *A Student Guide to Writing on Demand*.
Keizer, Garret. *No Place But Here*.
One anthology of poetry for middle-school students

Examinations, Papers, etc.
Short lesson and unit plans for teaching literature
Ten-day literature unit for student teaching, required jointly with EDU 419
Reader's autobiography/philosophy of teaching literature
Class presentations
Videotaped microteaching

CCC Requirement Filled: C11

Time Class Meets: 01 M 3:30-6
                02 T 3:30-6
                03 R 3:30-6

Instructor: T. Mosher
Description:
An examination of certain of the major tragedies and theories of tragedy from the Greeks, the English Renaissance, and the French Neo-classical era, with, time permitting, an investigation of a modern instance or two.
The point will be to suggest the way in which various tragedies yield different conceptions of the tragic vision and, with them, different conceptions of human character and the world against which human character is measured. We will also spend some time attempting to measure the varying degrees of success with which each author renders his vision.

Readings:
The texts have not been selected, but we will read Aeschylus, Sophocles, and Euripides. Shakespeare, Middleton and Rowley, and Racine.
Time permitting: perhaps a play by O’Neill or Miller; Dostoevski, Crime and Punishment; Aristotle, Neitzsche.

Examinations, Papers, etc.:
Three essays--one, at least, a comparison.

Time Class Meets: MWF 11-11:50

Instructor: A. Dunn
ENGL 512 01  Historical Perspectives in Literature:  
The Gothic Novel

**Brief Description:**  
This course will examine both the classic and the newly-classic texts of the controversial and often overlooked genre known as Gothic literature. We will be looking at Gothic literature in relation to its European, American and other international contexts, as well as investigating the genre's origins in the eighteenth century through its development in the twenty-first century.

**Readings:**  
Our texts will include, but not be limited to, *The Castle of Otranto*, *Dracula*, *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *Linden Hills*, and *Wuthering Heights*

**Examinations, Papers, etc.:**  
Short responses, annotated bibliography, research paper, possible presentations

**Time Class Meets:**  
T  4:30-7

**Instructor:**  
S. Liggins
Description:
A general introductory course to postcolonial literature. In the age of globalization, it has become increasingly difficult and suspect to glibly speak of "postcolonialism" and a "postcolonialist identity." Ongoing global technologizations of the planet-telecommunications, transportation developments, the Internet, trans-national corporations, and world music industries, to name a few-daily diminish the distance separating cultures, calling into question the possibility for separate and independent cultural identities. Refugees, political exiles, migrant laborers, "boat people," displaced families, and others blur the traditional boundaries of nationality. These hybrid constructions of identity call for us to rethink the role of literature, and the potentials enacted by the discipline of postcolonialism. This course will consider and interrogate a number of postcolonial works of literature, exploring how they work with and against the traditions of literary disciplinarity, how they gesture towards new formations of cultural identity, creativity, and freedom. We will begin with some background study of theorists that opened the way for postcolonialism to develop as a discipline.

Possible Readings (obviously not all of these):

Exams, papers, etc.:
Midterm, Paper.

Time Class Meets:  W  4:30-7

Instructor:  R. Marzec
ENGL 516 01 Criticism and Theory I

**Description**
This course will give a historical overview of the tradition of literary criticism before the twentieth century. We will start the course by looking at some classical Greek and Roman texts before moving on to late medieval and Romantic interpretations of literature. Several literary texts will serve as reference points for the explanation of theoretical issues.

**Readings:** To be announced.

**Examination, Papers, etc.:**
Response papers, midterm, presentation, final research paper.

**Time Class Meets:** M 4:30-7

**Instructor:** I. Vanwesenbeeck
ENGL 520 01  Graduate Seminar in Literature and Culture
“Interdisciplinary Perspectives on the American Family”

Description:
This seminar will explore representations of American families in literature, the media, cultural debates about “family values,” and historical narratives. Although we will begin with some analyses of late 19th- and early 20th-century visions of the family, our primary focus will be on post-World War II representations of families. One point of departure will be the idealized 1950s nuclear American family and its surrounding myths. After exploring, in Stephanie Coontz's terms, “the way we never were,” we will examine a variety of cultural, social, legal, and technological factors that have reshaped and continue to refashion notions of family in contemporary America. We will consider, for example, how technologies such as in vitro fertilization have radically reconstituted traditional biological and social visions of families. We'll consider work and family issues, new forms of family diversity, and the impact of globalization on today's native-born and immigrant families. As we engage these and other topics through diverse disciplinary and interdisciplinary lenses such as history, family studies, women's studies, sociology, media studies, and American Studies, we'll connect our secondary readings to a rich range of literary texts (and perhaps a film or two).

Tentative Reading List:
Edward Albee's *The American Dream* OR Arthur Miller's *All My Sons*; Stephanie Coontz, *American Families: A Multicultural Reader*; Michael Cunningham, *The Hours*
Don DeLillo's *White Noise*; Louise Erdrich, *Love Medicine*
Cristina Garcia, *Dreaming in Cuban*; Toni Morrison's *The Bluest Eye* OR *Beloved*

Examinations, Papers, etc.: Cultural presentation, pedagogical presentation, short critical essay, and article-length essay (15-20 pages) or final project.

Time Class Meets: W  4:30-7

Instructor: C. Jarvis