

Department of English
Summer/Fall 2016
Graduate Course Offerings
Available electronically on English Home Page at
<http://english.ua.edu>
Revised 5-9-2016

Summer

EN 639 Perspectives on Literacy/Dayton Online

This course will provide an overview of perspectives on literacy. We will consider definitions of and debates about literacy, histories of literacy, interdisciplinary perspectives, national/civic debates, and the impact of technology and identity on literacy practices.

Fall

EN 500-001 Special Topics (Linguistics)/Worden M

CRN# 44937 2:00 – 4:30

This Course Description will be added.

EN 523-001 History of the English Language/Davies T & R

CRN# 48549 11:00 – 12:15

This course is an introduction to the external history of the English language along with the study of the accompanying internal changes in structure.

EN 524-001 English Structure & Usage/Liu T & R

CRN# 43424 12:30 – 1:45

This course explores issues and theories about second language development. It focuses on the study of learner language; language learning process; biological, psychological, and social factors affecting the process; and the role of formal instruction in second language development. Where relevant, first, third, and fourth language development issues will also be addressed.

EN 537-001 Introduction to Graduate Studies/Pionke W

CRN# 44723 9:00 – 11:30

This is a study of selected bibliographical resources and of some of the important methodological approaches employed in literary study, including an introduction to critical approaches, scholarly writing, and issues in the profession.

EN 539-001 **Approaches to Teaching the Sophomore/TBA** **T**
CRN# 48337 **12:30 – 1:30**

This course is required for all GTAs assigned to teach a 200-level EN survey for the first time. It may be taken concurrently with or in advance of teaching one's first literature survey, and is typically taken by Ph.D. students in their second year of coursework and by MFA students in their third year of coursework. A grade of "pass" is required for students to teach literature courses in the department of English. Students should expect to meet weekly to discuss practical subjects like how to manage daily discussion, construct exams, assign and grade papers, and otherwise ensure that learning outcomes are being met. Students should also expect to prepare teaching materials for a number of the 200-level surveys and to have those items evaluated for their agreement with the department's 200-level course guidelines.

EN 601-001 **Graduate Prose Workshop/Martone** **M**
CRN# 42354 **2:00 – 4:30**

This workshop will be given as a HYPOXIC workshop. The writers will contribute work each week for consideration.

EN 603-002 **Poetry Workshop/Staples** **T**
CRN # 46665 **9:45 – 12:15**

Paleontologist and science writer Stephen Jay Gould describes evolution as "a process of constant branching and expansion." In this course, we will actively evolve poetry, your writing giving way to novel literary creations through conversation with other writers, both living and dead. Texts will include an anthology of contemporary poetry and several related full-length collections.

EN 605-320 **Nonfiction Workshop: Writing a Nonfiction Book – Part II/Felt** **M**
CRN# 47546 **5:00 – 7:30**

In this two-semester course, you will learn how to conceive of and write a book-length work of nonfiction. The first half (Spring 2016) will focus on gathering material, establishing a structure, producing generative writing, and articulating project goals in the form of pitches, query letters, and book proposals. You will be expected to have a topic in mind at the beginning of the course. While the emphasis will be on continuous narrative, students may also write a series of interrelated pieces, so long as the connection between them is clear and the 150-page requirement is met by the end of the second half (Fall 2016). Please contact me if you want to take the second half of the course without having taken the first.

EN 608-001 **Special Topics: Cognition & Creativity/Behn** **W**
CRN# 42355 **3:30 – 6:00**

This course will be co-taught by Prof. Robin Behn in English and Dr. Beverly Roskos-Ewoldsen in Psychology, and is designed for both MFA students in creative writing and PhD students in experimental psychology. From a cognitive standpoint, we'll examine theories of creativity and their relationship to cognitive processes, and discuss questions such as how the brain processes and produces ideas of different kinds; how the parts of the brain communicate; how the brain processes time, pattern, and surprise; how artists use thinking that is both above and below the level of

EN 609-320 **Writers at Work: Form.Theory.Practice. Aspects of Performance/Behn** **W**
CRN# 47547 **5:00 – 7:00**

This class meets for two hours every other week. The goal of the course is to build confidence and a variety of techniques in reading/performing written work aloud. We'll practice among ourselves in an encouraging atmosphere and in a group reading at the end of the semester. We'll attend readings and also partake of recorded readings; we'll read about the emergence(s) of "the reading" in our culture. We'll invite a few guests to read for us and/or to talk about performance from their point of view. The course is appropriate both for those new to performing words and those with a substantial background.

EN 609-321 **Pedagogy for EN 200/Rawlings** **R**
CRN# 48340 **5:00 – 5:50**

The Creative Writing pedagogy practicum required for all MFA students who will be teaching EN 200 for the first time in the fall.

EN 620-001 **English Linguistics/Davies** **T**
CRN# 48341 **2:00 – 3:15**

An introductory linguistics course at the graduate level with relevance for students in the Applied Linguistics/TESOL, literature, composition and rhetoric, and MFA programs, EN 620 provides an overview of the discipline at the same time that it involves students in dealing with language data from field work. In addition to a midterm and final exam, students engage in various activities including a class project that is a multi-faceted discourse analysis of spoken English data through the examination of a story recorded in conversation. Each student will also learn how to construct a website with basic information about a language chosen by the student. In addition to providing experience with the subfields of linguistics (phonology, semantics, syntax, pragmatics), the course includes an introduction to the thought of two key figures in modern linguistics, Ferdinand de Saussure and Noam Chomsky, whose ideas have had wide-ranging influence on intellectual trends in other disciplines.

EN 637-001 **Workshop in Academic Writing/Wittman** **T**
CRN# 50197 **2:00 – 4:30**

"Workshop in Academic Writing" is intended for Ph.D. students. It can also serve MA and MFA students who hope to pursue a PhD in any humanistic discipline. A published article will greatly enhance the candidacy of anyone going on the job market or else applying for a Ph.D. program. In this seminar, we will workshop student papers into publishable articles and then submit them to peer-reviewed journals. Students' articles can also serve as "writing samples" for job applications. As we work on articles, students will learn about the research aspect of the profession, i.e. what is the peer review process? How do I select a journal? How do I communicate with editors? What is the status of online journals? How do I interpret readers' reports?

EN 639-001 **Special Topics in Rhetoric & Composition/Buck** **T**
CRN# 50198 **3:30 – 6:00**

Special Topic: Spatial Rhetoric - Scholarship on rhetoric and literacy has long included place as an influence in language, communication, and identity. Rather than seeing place as one of many influences on rhetorical practices, this course focuses on the study of spatiality within rhetoric and composition studies to understand how spaces affect our shared practices and help us make sense of the built and natural world. This course will survey scholarship in the field that considers place and will integrate this scholarship with work in critical spatial theory. We will also consider the relationships between physical and digital spaces and the role of digital and mobile technologies in understanding and constructing place. This class will use the university as a site of inquiry and students will have the opportunity to collaborate on a digital project that examines and revises the history of university spaces through digital technology.

EN 640-001 **Special Topics: Seminar in American Literature/White** **T & R**
CRN# 48342 **11:00 -12:15**

Modernism's Maturity: The Poets of the 1930s "The creator of the new composition in the arts is an outlaw until he is a classic." - Gertrude Stein, 1926. Course Objectives: Description: In this course we will read closely a range of books by American poets in the 1930's. Tracing the truncations (Hart Crane), flourishings (Ezra Pound, Marianne Moore, Wallace Stevens), transitions (Robert Frost), and new beginnings (George Oppen) that took place in the 1930s will show why it remains one of the most complex and fruitful decades of American poetry of the 20th Century. In seeking to understand how Modernism's former outlaws became, in that decade, the classics they remain, we will pay close attention to not only the work these poets made, but the material circumstances that surrounded their publication, and the critical prose that shaped their reputations.

EN 648-001 **Seminar in African American Literature/Harris** **M**
CRN# 50199 **10:00 – 12:30**

"African American Literature in the 1980s: Prizes, Politics, and the Power of the Pen" Prize-winning achievements distinguished the decade of the 1980s for African American writers. Alice Walker won the Pulitzer Prize for Fiction and the National Book Award for Fiction with *The Color Purple* (1982). For her neo-slave narrative *Beloved* (1987), Toni Morrison was a finalist for the National Book Award in 1987 and won the Pulitzer Prize for Fiction and the American Book Award in 1988, which presaged her being awarded the Nobel Prize for Literature in 1993. J. California Cooper won the American Book Award for *Homemade Love*, her 1986 collection of short fiction. Charles Fuller won several awards for *A Soldier's Play*—the 1981 Drama Critics' Circle Award for Best American Play, the 1982 Outer Critics Circle Award for Best Off-Broadway Play, and the 1982 Pulitzer Prize for Drama. August Wilson pocketed his first Pulitzer Prize for Drama with *Fences* (1986), which also won the Tony Award for Best Play; Wilson duplicated the Pulitzer feat with *The Piano Lesson* in 1990. Rita Dove won the Pulitzer Prize in Poetry for *Thomas and Beulah* (1986) and was appointed Poet Laureate Consultant in Poetry to the Library of Congress (1993). EN 648 will focus on several of these prize-winning works as well as selections from the following: Toni Cade Bambara, *The Salt Eaters* (1980; novel); David Bradley, *The Chaneyville Incident* (1981; novel); Audre Lorde, *The Cancer Journals* (1980; essays); Ernest Gaines, *A Gathering of Old Men* (1983; novel); John Edgar Wideman, *Brothers & Keepers* (1984; life narrative); James Baldwin, *The Evidence of Things Not Seen* (1985; essays); Shirley Anne Williams, *Dessa Rose* (1986; novel); Octavia E. Butler, *Dawn* (1987; novel); Yusef Komunyakaa, *Dien Cai Dau* (1988; poetry); Gloria Naylor, *Mama Day* (1988; novel); Randall Kenan, *A Visitation of Spirits* (1989; novel). Students

EN 683-001

Seminar in Romantic Literature/Tedeschi

M & W

CRN# 50203

4:30 – 5:45

Wordsworth and Coleridge: Philosophy and Poetic Form - Simon Jarvis's trailblazing Wordsworth's Philosophic Song (2007) reinvigorated and reoriented critical discussions of poetic form in British Romantic poetry. In this course, we will study the major canonical poetry of Wordsworth and Coleridge and examine the history of formalist readings of these works. How do the works of Jarvis, Ewan James Jones, Ruth Abbott, and other prominent or rising scholars interested in poetic form differ from the much-maligned New Criticism and from the formalism that countered the New Historicism in the 1990s? What are the strengths and limits of these different approaches? Texts will include the Lyrical Ballads, Coleridge's conversation poems, selections from the 1797 Poems, "Kubla Khan," and Christabel, and selections from Wordsworth's 1807 Poems, in Two Volumes and The Prelude.

EN 693-001

Seminar in Postcolonial Literature/Iheka

H

CRN# 50204

3:30 – 6:00

The course is particularly interested in the areas of the Global South where histories of colonialism, conquest, and globalization have fundamentally altered the local spaces. Our explorations will be particularly concerned with the representations of non-Western ecologies in literary narratives. Some of the environmental questions that these texts examine include pollution caused by extractive industries such as in the Niger Delta. Others are the questions of the nonhumans in these spaces, and the environmental change brought about by development. Through close readings informed by the specific contexts of emanation, we will examine texts by Zakes Mda, Bessie Head, Amitash Ghosh, Jamaica Kincaid, Derek Walcott, among others. In addition to an interest in these environmental problems, the course will be concerned with the narrative strategies employed by these authors to illuminate their thematic concerns. We will begin by engaging with the question of postcolonial literature and its parameters, and return to these throughout the semester as we read the novels. The selection of secondary materials is meant to illuminate the theoretical contours of environmental literary criticism and theory, especially, from a postcolonial and/or global perspective. Based on geographical considerations, the course work is divided into three units. In the first, we will consider African ecologies in their complexity from colonial through post-colonial times. In the unit on the Caribbean, we will explore the transformations of the landscape from slavery, through colonialism, and the contemporary era. Turning to Asian spaces in the third unit, we will explore changes brought about by globalization and the effects on both humans and nonhumans. In no way is this meant to be a comprehensive treatment of these regions but a working rubric to contextualize and organize the currents of spaces and themes we will engage with.