

## Summer 2020 Graduate Courses

<b>First Summer Session</b>		
<b>ENG 526.01</b> Online Asynchronous	<b>Selected Periods: British Modernism (4 cr.)</b> The modernist period was one of rapid and radical change. It included two world wars, major advances in science, the development of radio and cinema, the decline of the British Empire, and the rise of the field of psychology. In this course we will discuss the ways in which British authors responded these changes around them. We will also discuss some of the literary techniques unique to this period—stream-of-consciousness, interior monologue, multiple points-of-view, and unreliable narration. Although broadly defined modernist literature extends from the 1880s to the 1950s, in this course we will narrow our concentration to early modernist literature published between 1910 and 1939. Because of the time constraints of the summer session, we will also limit our readings to poetry and short fiction. Possible authors include Joyce, Woolf, Mansfield, Eliot, and Yeats.	M. Purdue
<b>ENG 535.01</b> Online Asynchronous	<b>The World Novel: Exposure! Stories of Epidemic and Outbreaks (4 cr.)</b> Social panic about contagion shows up in our national self-narration, from stories about Typhoid Mary, to medical mythologies about disease detectives in 1964's <i>The Microbe Hunters</i> , to the fear of viral radicalism during the McCarthy and Bush eras. Viral-like financial collapse, computer viruses, and bio terrorism are all specters in contemporary life. Fear of infection, it seems, is contagious. Our current global pandemic demonstrates that the stories that systematically unfold around and about epidemics reveal significant things about our culture. The outbreak narrative - which stories get told and how - has consequences. It affects survival rates, contagion routes, and public reaction. The way we talk about disease can affect its evolution – storytelling then, is less about merely recounting events and more about shaping, saving, and sacrificing lives. This class will read literature about outbreaks from around the world, such as Jose Saramago's <i>Blindness</i> and Tony Kushner's <i>Angels in America</i> , as well as readings about our contemporary crisis.	D. Haque
<b>ENG 561.01</b> Online T 4:00-5:30 pm	<b>World Literature for Children and Young Adults (3 cr.)</b> Objectives: Students will become familiar with, respond to, and discuss a variety of young adult literature from around the globe. Learning Outcomes: 1) Develop students' knowledge of the cultures within which young adult literature is written. 2) Develop students' ability to read and write analytically. 3) Make the reading of young adult literature more accessible, approachable, and enjoyable for students. 4) Provide some focused insights into the ways of seeing, being, and believing of various cultures and, in the process, develop a greater sensitivity for self vs. other. <i>This course can substitute for ENG 4/525 for the middle school certificate.</i>	J. Arnold
<b>Second Summer Session</b>		
<b>ENG 525.01</b> Online W 4:00-5:30 pm	<b>Monsters, Pets, and Animals in Children's Literature (3 cr.)</b> Study of the depiction of animals in texts written for middle school through high school audiences. We will consider the connections between adolescents and animals, examining the different ways authors have represented animals, the ways in which animal encounters function in young adult narratives, and the significance of an animal relationship to the personal development of the adolescent protagonists. We will also explore the broader social implications of these narratives for animal rights, animal welfare, environmental and conservation issues. Finally, we will consider methods for delivering these texts to young adult audiences.	J. Arnold

<p><b>ENG 526.02</b> Online Asynchronous</p>	<p><b>Selected Periods: Contemporary American Migration Literature (4 cr.)</b> This course on American migration literature is subtitled “A History of the Present: to the Caravan and Back.” The texts for this course emerge from and engage with physical migrations and individual and collective memories within and across the Americas, specifically El Salvador, Guatemala, Nicaragua, México, and the United States. Students will consider the ways in which the selected Latinx literary texts offer critical revisions of official and popular histories of migration and identity formation, including those processes related to dispossession, displacement, relocation, and resettlement. Other inquires include the following: How do the selected texts allude to the legacies of slavery and colonialism within the context of globalization and neoliberalism? How might the selected texts represent the complexities, nuances, and contradictions of multi-ethnic and/or transnational identities under the geopolitical pressures of the Cold War and globalization? For example, in what particular ways might these texts deal with the intricacies of cultural contact and negotiation across various “borders,” including those related to gender, sexuality, class, race, and nationality? Aesthetically, what set of literary techniques or devices produce complex meanings and effects that relate to the themes and issues raised in this course? Required texts include <i>Enrique’s Journey</i> (2006) by Sonia Nazario, <i>In Search of Bernabé</i> (1993) by Graciela Limón, and <i>The Tattooed Soldier</i> (1998) by Héctor Tobar. Poems and short stories available in D2L.</p>	<p>E Ávila</p>
<p><b>ENG 564.01</b> Online T 4:00-5:30 pm</p>	<p><b>Teaching Literature in Middle School (3 cr.)</b> Students will become familiar with a variety of books on topics of interest to middle school students, will become familiar with print and internet resources for teaching literature in the middle school, will experiment with a variety of methods of responding to and analyzing literature, and will be introduced to methods of teaching English in the middle school. Learning Outcomes: 1) Respond to literature in a variety of ways; 2) Identify literary techniques and elements; 3) Determine themes and writer purpose; 4) Identify literary genres; 5) Understand current methods for teaching English language arts; 6) Identify resources for teaching English language arts; 7) Understand Minnesota state requirements for teaching English language arts.</p>	<p>J. Arnold</p>

<p align="center"><b>Fall 2020 Graduate Courses</b></p>		
<p><b>ENG 606.01</b> Online Asynchronous</p>	<p><b>British Literary History and Criticism (3 cr.)</b> This course is designed to give first-year graduate students a foundation in British literary history and criticism. The course focuses on some major authors and pulls from different genres, covering the late 18<sup>th</sup> century through the 20<sup>th</sup> century. There will be an emphasis on historical and critical trends in order to provide an analytical framework that will support subsequent work. Authors may include Jane Austen, George Eliot, Thomas Hardy, Emily Bronte, E.M. Forster, James Joyce, Virginia Woolf, and Kazuo Ishiguro.</p>	<p>M. Purdue</p>
<p><b>ENG 625.01</b> Online Asynchronous</p>	<p><b>Seminar: Composition Theory (3 cr.)</b> This course provides an introduction to the landmark works in and various competing theories of composition that shape scholarly and pedagogical practices in the contemporary field of rhetoric and composition. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural and political contexts in which particular practices and theories have emerged and been valued. Further, we will consider questions such as: How do theoretical assumptions lead scholars and teachers to adopt particular practices, reject others, and appear to be blind to still others? Conversely, how do certain kinds of literate, composition, and pedagogical</p>	<p>K. Cole</p>

	practices give rise to, support, challenge or undermine certain theories?	
<b>ENG 651.01</b> Online Asynchronous	<b>Bibliography and Research (3 cr.)</b> This course introduces students to research methods and critical writing strategies for masters' level work. It also focuses on professional development and the creation of documents such as CVs, book reviews, and annotated bibliographies. It is required for all first-year MA: Literature and English Studies students.	E. Ávila
<b>ENG 654.01</b> Online Asynchronous	<b>Teaching College-Level Literature (3 cr.)</b> This course examines the teaching of literature across collegiate levels and is designed for English graduate students. It is both practical and theoretical, examining topics such as: the purposes for teaching literature and teaching critical thinking; pedagogical approaches for teaching literature; and designing syllabi, lesson plans, and assignments.	K. Cole

<b>Spring 2021 Graduate Courses</b>		
<b>ENG 537.01</b> T Th 2:00-3:40 pm	<b>Latina/o Literature (4 cr.)</b>	E. Ávila
<b>ENG 561.01</b> Online Th 4:00-5:30 pm	<b>World Literature for Children and Young Adults (2 cr.)</b>	J. Arnold
<b>ENG 563.01</b> W 6:00-8:45 pm	<b>Adolescent Literature (3 cr.)</b>	J. Arnold
<b>ENG 603.01</b> Online Asynchronous	<b>Selected Authors (3 cr.)</b>	M. Purdue
<b>ENG 607.01</b> Online 6:00-7:30 pm	<b>American Literary History and Criticism (3 cr.)</b>	E. Ávila
<b>ENG 609.01</b> Online Asynchronous	<b>Seminar: British Literature after 1800 (3 cr.)</b>	M. Purdue
<b>ENG 625.01</b> Online Asynchronous	<b>Seminar: Composition Theory (3 cr.)</b>	K. Cole
<b>ENG 671.01</b> Online M 6:00-7:30 pm	<b>Seminar: Literary Theory and Criticism (3 cr.)</b>	K. Cole