

Course Descriptions Spring 2019

MA in Literature

MA in Literature and Composition

ENGL 676 Critical Approaches to Literature and Composition Developing Professional Composure

Dr. Mike Williamson

T 6:00 – 8:30

This M.A. level course explores a variety of interpretative approaches to the study of literature and composition. Our central focus this semester will be on composure – especially on finding an equilibrium and a sense of self-command as a professional in the fields of literature and/or composition. Our main initiative will be to develop habits of mind, habits of reading, and habits of analysis that improve our research and presentation skills. Our main goal will be to present our disciplinary knowledge in public forums. We will read some of the most inventive and interesting thinkers of the 20th century as we different approaches to literature and composition. We will also work on new challenges in the 21st century, and we will develop a list of sound, ethical analytical practices. By the end of the course, we will have showcased those analytical practices in public academic forums. The literary texts we will consider are emerge out of travel writing, science fiction, mystical poetry, African-American literature, and Romantic Literature. Language studies, religious studies, psychoanalytic studies, and hermeneutics will be our primary approaches. These approaches translate very well into other contexts, so if you do not know what they are now, you will by May 2019!

Required Texts:

Peter Cole, *The Poetry of Kabbalah: Mystical Verse from the Jewish Tradition* 978-0300205695

Henry Louis Gates, Jr. *The Signifying Monkey* 978-0195136470

Zora Neale Hurston, *Their Eyes Were Watching God* 978-0061120060

Richard Miller, *Writing at the End of the World* 978-0822958864

Kathleen Norris, *Dakota: A Spiritual Geography* 978-0618127245

Ann and Jeff Vandemeer. *The Big Book of Science Fiction* 978-1101910092

D.W. Winnicott *Playing and Reality* 978-0415345460

Suggested Texts:

David Brauer, “Canon as Palimpsest: Composition Studies, Genre Theory, and the Discourses of the Humanities.” *Composition Studies* 37.2 (2009): 9-30.

Georgia Warneke, “Hermeneutics and Social Identity.” *New Literary History* 45.4 (2014): 575-594.

Selected poems by British Romantic era poets

ENGL 762/862 Topics in American Literature After 1870

Realism and Resistance: Political Activism in Post-Bellum Literature and Culture

Dr. Todd Thompson

M 6:00 – 8:00

“The political and commercial morals of the United States are not merely food for laughter, they are an entire banquet.”—Mark Twain, *Mark Twain in Eruption*

Prevailing canons of American literary realism and regionalism written between the Civil War and the turn of the century tend to privilege upper-class domestic dramas and quiet local color pieces. But such a picture of postwar American literature elides a fervent of political activism during the incredibly tumultuous periods of Reconstruction, the Gilded Age, and the Progressive Era. This course considers politically committed writings—from Rebecca Harding Davis’s protest against industrialism to Hamlin Garland’s agrarian populism to Frances Harper’s alternative vision of Reconstruction to Mark Twain’s anti-imperialism to Jose Martí’s hemispheric vision—in light of their late nineteenth-century historical contexts in order to rethink what it means to write, and to read, realism. Coursework will include regular reading responses, a historical context presentation, critical syntheses, and a seminar paper.

ENGL 765/865 Topics in Literature as Genre Arab Film and Literature

Dr. Tom Slater
M 3:00 – 5:30

Next semester, Syrian poet and fiction writer Osama Alomar, a resident at Pittsburgh’s City of Asylum, will visit campus to present his work at a Six O’Clock Series event on April 8. This class will be structured around that event, Alomar’s work, and the experiences and work of many other Middle East writers and filmmakers as well. These artists are presenting a first-hand perspective of their lives, one that American media rarely presents even a glimpse of. Yet, we have their marvelous stories and films to learn from. So that’s what we’ll do while also producing two or three short essays and a research paper.

Suggested Texts:

Osama Alomar, *The Teeth of the Comb and Other Short Stories* (New Directions e-book)
Fullblood Arabian (New Directions poetry pamphlet)
Miriam Cooke, *Women and the War Story*
Josef Gugler, *Ten Arab Filmmakers: Political Dissent and Social Critique*
Shiva Rahbaran, *Iranian Cinema Uncensored: Contemporary Film-makers Since the Islamic Revolution*.

ENGL 772/872: Topics in Women’s Literature: Time and Morality, Science and Religion in Writing by Women

Dr. Mike Williamson
M 6:00 – 8:30

This course explores how a selection of 19th century British women writers and one contemporary woman writer (Tracy Chevalier) have changed the way we think about time, morality, science and religion. We will begin by considering the changes in narrative time and morality occasioned by Charles Lyell’s *Principles of Geology* (1830). Written well before Charles Darwin’s *Origins of Species* (1859), Lyell’s work had a significant impact on ideas about determinism, moral action, and the afterlife. Women writers were particularly influenced by Lyell’s argument that very slow and gradual change, rather than apocalyptic disaster, characterizes the history of the planet Earth. Lyell’s work energized women to think about the world in new ways that were less dependent on prevailing ideas about sin and salvation than on the possibilities inherent in the imagination and apprehension of plenitude. From the devoted fossil hunter Mary Anning, whose *Ichthyosaurus* was one of many fossils displayed in the British museum during the nineteenth century, who is the subject of an extensive exhibition in the museum today, and whose life was fictionalized in Tracy Chevalier’s

Remarkable Creatures, to George Eliot's monumental moments of moral action within a determinist world, to Christina Rossetti's imagination of the afterlife as a temporally fascinating new mode of existence, women writers wrote with conviction about time, morality, science, and religion. We will explore the results!

Suggested Texts:

Charlotte Bronte, *Shirley* 978-0141439860

Tracy Chevalier, *Remarkable Creatures* 978-0452296725

George Eliot, *Adam Bede* 978-0140431216

George Eliot, *Middlemarch* 978-0141439549

Elizabeth Gaskell, *Ruth* 978-0140434309

May Kendall, *Dreams to Sell* 978-1537564524

Christina Rossetti, *The Complete Poems* 978-0140423662

Selections from Charles Lyell, *Principles of Geology*

Selections from Felicia Hemans and other Romantic-era writers

ENGL 773/873 Topics in Minority Literature

Asian American and Asian Diasporic Literature and Criticism

Dr. Lingyan Yang

T 3:00 – 5:30

This course examines the dynamic multinational and multiethnic literary tradition of the 20th and 21st century Asian American and Asian diasporic literature, criticism and culture in the global context. There is a rich array of literary forms and genres. We will interpret selected novel, autobiography, short story, poetry, drama, and criticism by East Asian, South East Asian, South Asian, West Asian and Asian diasporic male and female writers, artists, and critics. Mediating between form and content, Asia, Asian America, America and the world, our interpretations are situated in the heterogeneous Asian American and Asian diasporic historical, intellectual, cultural, social, and geographical contexts. Our readings will be complicated and enriched by the multiple critical categories of language, culture, gender, ethnicity, class, sexuality, race, power, history, and nation. Requirements include active class participation, frequent informal 1-page reading responses one individual oral presentation, and a final 15-20-page research paper. If you have questions, email me at lingyan@iup.edu. All are very welcome. Have fun.

Suggested Texts:

Carlos Bulosan, *America Is in the Heart* (1943)

Maxine Hong Kingston, *The Woman Warrior* (1976)

Salman Rushdie, *Midnight's Children* (1980)

David Henry Hwang, *M. Butterfly* (1986)

Mohja Kahf, *The Girl in the Tangerine Scarf* (2006)

Theresa Hak Kyung Cha, *Dictee* (1982)

Jessica Hagedorn, *Dogeaters* (1990)

Chang-Rae Lee, *Native Speaker* (1995)

Recommended for all:

MLA Handbook, 8th ed. The Modern Language Association, 2016.

A course pack edited by Dr. Yang will be available in. It includes additional short stories by Sui Sin Far, Hisaye Yamamoto, Jhumpa Lahiri, poetry by Li-young Lee, Cathy Song, and theoretical articles by leading Asian American, postcolonial, and feminist critics.

ENGL 764/864 Topics in British Literature after 1660

Dr. Chris Orchard

W 3:00 – 5:30

This course will focus on the post 9/11 novel from a global perspective including British, Australian, Pakistani and Middle-Eastern perspectives. Drawing from a range of theoretical discourses including Orientalism/Neo-Orientalism, Media Theory and Islamophobia studies, the course will consider how the novel responded to the events and aftermath of the events of 9/11. Consideration will be given to the writers' own ideologies as they confront the attack on American soil as well as the psychological impact on the characters. Students will write two papers - a mid-term and a final - and a presentation on one of the novelists on the list.

Suggested Texts:

Don DeLillo, *Falling Man*

Richard O'Flanagan, *The Unknown Terrorist*

Moshin Hamid, *The Reluctant Fundamentalist*

Joseph O'Neill, *Netherland*

Ian McEwan, *Saturday*

H.M. Navqi, *Home Boy*

Amy Waldman, *The Submission*

Ken Kalfus, *A Disorder Peculiar to the Country*

Jonathan Foer, *Extremely Loud and Incredibly Close*

Lynn Sharon Schwarz, *Writing on the Wall*

ENGL 781/881 Special Topics: History of English for Teachers

Dr. Christopher Kuipers

TR 12:30 – 1:45

Provides an introduction to both the history of the language, and the pedagogy thereof, for current and future teachers of English. No previous study of linguistics or early languages is expected (but will certainly be useful). In the course of reviewing the history of English per se, students will critique the various textbooks, etymological dictionaries, and online resources used for teaching this fascinating though intimidating subject (one sometimes derided for its acronym HEL's similarity to "hell"). Interconnections to literature, composition, rhetoric, TESOL, lexicography, and other branches of English studies that are of interest to enrollees will be variously illuminated by the historical linguistics of English. Course requirements will include working through a standard survey of the history of English, class presentations on introductory and advanced HEL resources, and design of an undergraduate history of English course or other pedagogical materials.

