

Fall 2011

ENGL 5000 Studies in Modern & Contemporary Poetry

Professor Danielle Pafunda

This course will examine some key lineages, aesthetics, and schools in modern and contemporary poetry. Looking primarily at US American poets, we'll start with the moderns and travel out, examining such enclaves as the New York School, the confessionals, jazz & African-American poets, Oulipo, Black Mountain, the beats, feminist poetics, L=A=N=G=U=A=G=E, post-avant, Flarf, gurlisque, and new sincerists to name a few! We'll read both broadly and deeply as we consider the web of Twentieth Century poetics, and how that web extends into the Twenty-First Century. The poets we examine may include, but won't be limited to: Armantrout, Ashbery, Auden, Baraka (Jones), Berryman, Berssenbrugge, Bidart, Bishop, Brooks, Dove, Duncan, Edson, Eliot, Ginsberg, Gluck, Guest, Harryman, Hejinian, Howe, Jarrell, Komunyakaa, Lau, Lauterbach, Levertov, Lowell, Loy, Mac Lowe, Moore, Muldoon, Mullen, Notley, O'Hara, Olds, Plath, Pound, Powell, Rankine, Scalapino, Sexton, Simic, Snyder, Stein, Stevens, Toomer, Trinidad, Waldman, Wheeler, Williams, and Zucker. Students will have the opportunity to trace lineages of their own discovery, choose texts for class, and guide class discussions. Papers and projects will include reviews, close readings, and creative applications.

ENGL 5010 Practical English: Writing and Literature

Professor Nicole Quackenbush

This course introduces new teachers of First Year Composition (FYC) to the history and theory of the teaching of composition so that they may apply what they learn to their pedagogy—most specifically their pedagogy in the required FYC course at the University of Wyoming, English 1010. Course texts will include *The Bedford/St. Martin's Guide to the Teaching of Writing*, 6th edition, edited by Cheryl Glenn and Melissa A. Goldwaithe, and *A Guide to Composition Pedagogies*, edited by Gary Tate, Amy Rupiper, and Kurt Schick. Students will also be assigned selected readings from prominent journals in the field of composition studies, including *College Composition and Communication*, *College English*, and *JAC*. Assignments will include: 1) the presentation and preparation of an in-class or take-home activity related to teaching FYC, along with a two-paged rationale for the activity based on our coursework and reading; 2) the presentation and preparation of a completed “ideal unit” (including an annotated syllabus and an instruction sheet for the culminating writing assignment) for teaching first-year composition, along with five-paged report that details the ways in which the unit is informed by what we've learned as a class about composition pedagogy; and 3) a final seminar paper designed to contribute to a fundamental conversation or address a fundamental controversy in the teaching of composition. For the seminar paper, students will be asked write a ten-fifteen paged academic essay that takes an argumentative stance, offers a comprehensive literature review, and includes a section on pedagogical application based on classroom teaching in English 1010 at University of Wyoming. Ultimately, students should leave the class with a thorough grounding in composition

studies scholarship, a working teaching philosophy, and a strong sense of how to best meet the needs of students in FYC here at University of Wyoming and beyond.

One note: English 5010 is taught while most participants are simultaneously teaching their first English 1010 course and taking English 5900, a mentoring-based class created to address issues that arise for first time teachers. English 5010 provides the history and theory that can inform English 1010 teaching, and English 5900 provides a hands-on space to address issues specific to each instructor's own experience in her English 1010 course. English 5010 and English 5900 are complementary courses designed to offer fundamental knowledge of composition studies scholarship and a solid foundation for practical support essential to successful English 1010 teaching.

English 5330 Twentieth Century Literature

Professor Jason Baskin

English 5360 Race: Medieval to Modern

Professor Carolyn Anderson

What is race? What has it been? We will look at ideas about race from some ancient texts all the way to the modern era. The course will be organized into modules, where we consider texts (in translation) from the Greco-Roman world's still influential categories, to texts from medieval/late antiquity, the Renaissance, the 18th C's imperialism and colonialism, and finish in the modern era. The modules will center around race and geography (philosophical notions of civilization and travel), race and slavery (when and how do they become entangled? in what texts?), and finish with race and bodies (somatic and behavioral). Texts studied will include some non Western sources, such as classical/medieval Arabic accounts of the world (Ibn Battuta), the invention of England, the idea of the nation state, the function of the exotic other as a controlling device in the Renaissance, the function and practices of 18th C Orientalism and antiquarianism, and finish with a variety of modern western and non western materials, such as contemporary texts that deal with race in different political environments (NZ and Polynesia, First Peoples in Canada, and how race is inextricable from class and gender in the US and elsewhere).

We will draw on a number of theoretical approaches to discuss these ideas and primary texts, ranging from post-colonialism, queer theory, annaliste history, critical legal studies, to Foucauldian analysis of discourse. Students will write a mixture of presentations during the semester, an annotated bibliography on the topic of your chosen research, and a final research paper. Students will also be able to select some of the texts for study. An e-companion course shell will contain excerpted materials, such as short portions (200-300 lines of poetry or 3-5 chapters of prose) of The Iliad, The Aeneid, Caesar's Gallic Wars, The Romance of Richard Coeur de Lyon (personal translation), Ibn Battuta's Journey to the Roof of the World (the source of the Arabic material and perspective in the film, The 13th Warrior), and modern Arabic, Latin American, and Pasifika short stories. Other texts may include Marlowe's Tamburlaine, Byron's The Bride of Abydos, Abdelrahman Munif's Cities of Salt, Twain's Huckleberry Finn, selected

Kipling, Douglass' Narrative of the Life of Frederick Douglass, Toni Morrison's The Bluest Eye, and some films.

English 5960 Thesis Research

Professor Susan Frye

This course for second-year M.A. students provides guidance in selecting the thesis topic, in completing the preliminary annotated bibliography, the thesis proposal, and a completed first chapter or introduction of your thesis. The course concludes with each student presenting an oral version of this chapter to the department, advisors, and friends at a Work In Progress talk. In order to accomplish these tasks, we also discuss a sequence of readings designed to help each student understand the broader academic context of writing a M.A. thesis. Special sections of the class are also designed to mentor students who plan to apply for the Ph.D. through the application process, whether apply in the immediate or not-so-immediate future.