

English Graduate Level Course Offerings

Fall 2016

Departmental approval is required for all 800- and 900-level courses.
To pre-register email Janine Wilks at janine.wilks@unh.edu, visit Conant 113, or call 862-3963.

Indicates an undergraduate/graduate split-level course.

ENGL 804 – Advanced Nonfiction Writing

This workshop embraces all forms of narrative nonfiction, including personal essays, memoir, literary journalism, and travel writing. Student writing serves as the heart of class discussion but we will also explore elements of craft and a myriad of selected readings that reflect the genre's range. Writers we will read include Maggie Nelson, John Jeremiah Sullivan, Charles D'Ambrosio, Amanda Hess, Rebecca Solnit, and Joe Wilkins. Students will write and revise two pieces of 3,000 – 4,000 words and are responsible for providing and presenting some of the reading. The course may be repeated for credit.

804.01	Hertz	W, 9:40-12:00	Conant 123
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ENGL 805 – Advanced Poetry Workshop

In this workshop, we'll create an environment that allows you to write freely, experiment wildly, and stay in the frame of mind that encourages you to access inspiration in both expected and unexpected places. We'll be reading contemporary poets from around the world. We will also be looking at current brain research in regard to language and its impact on listeners and readers, as well as the speaker/writer. You will be asked to choose a non-literary artist to act as your muse for the semester. We will meet in conference every other week. Toward the end of the semester I'll teach you how to make a book and

you'll present your final poems in this book. Students from other MFA disciplines welcome.

805.01	McBride	W, 4:10-6:00	Conant 123
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ENGL 810 – Teaching Writing

This course introduces theories and practices of teaching writing in middle and high school at a time of increased accountability. Intended for students interested in teaching as a possible career, this course allows you to design and evaluate literacy activities and plan lessons. We will also discuss approaches to writing as well as various forms of writing assessment, including state-wide tests. Open to juniors and seniors only. Writing intensive.

#810.01	Smith, L.	TR, 3:40-5:00	Conant 8
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ENGL 810S – Teaching Writing

This two-semester secondary school English methods course integrates the teaching of reading, writing, speaking, listening, and viewing, and addresses both theoretical and practical issues of teaching. In this course, we will review current standards and assessments and discuss what these requirements suggest about literacy teaching and literacy learning. Working collaboratively in a year-long seminar

community, you will have the chance to analyze instruction, to compare different philosophies of English teaching, and to develop your own units and lesson plans. Over the first and second terms, you will need to devote thirty hours to a mini-internship teaching in a local school or to researching the literacy practices of a young adult case study. This year-long seminar (including both 725 and 726) fulfills the requirements for English 710 and 792. *Must have junior or senior standing at start of course. WI*

#810S.01	Magnifico	M, 4:10-6:30	Conant 101
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ENGL 812 – Writing the Creative Nonfiction Book

In this course, students learn to flesh out an idea for a book of creative nonfiction, which could either be literary journalism - a tale based on reportage - or memoir. Students focus on pulling multiple themes together in a strong narrative. By semester's end, students have written a book proposal and a first chapter. Students are asked to arrive at the first class with a topic researched enough to begin the book process.

812.01	Coffin	M, 9:40-12:00	Conant 123
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ENGL 815 – Teaching English as a Second Language:

Theory and Methods

This is the first of a two-course sequence for pre-service teachers of English to speakers of other languages. It is a "theory" course – it deals with our understanding of how people learn/acquire first and second languages and how this understanding informs our approach to the teaching of English. The counterpart to this course is ENGL 716/816 Curriculum, Materials, and Assessment in English as a Second Language which has a more hands-on approach to developing ESL/EFL curriculum and course material.

Students enrolled in this course usually share a common interest in language learning and teaching, but often have a variety of situations for which they are preparing. With this

variation in mind, the course is designed to provide some basic insights into the process of language acquisition, along with an introduction to the approaches/methods that have been, or are being used, to teach languages in various circumstances.

By the end of this course, students should be familiar with the history of language teaching, and be able to explain the approach and philosophy of several major language teaching methods. Students should also come away with an understanding of first and second language acquisition, bilingualism, and the difference between learning a second language and learning a foreign language. In addition, students should be able to talk knowledgeably about individual differences in language learning, for example, differences in age, aptitude, and learning styles, and based on this knowledge, make informed decisions about their language teaching approaches. The ultimate goal of this course is to help pre-service teachers develop a teaching philosophy and a repertoire of approaches that they can apply in their own situation. That is, they should be able to articulate a general approach to language teaching that makes sense for the particular students and the particular context in which they hope to teach.

#815.01	Kim, Soo	TR, 3:40-5:00	Nesmith 326
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ENGL 819 – Sociolinguistics Survey

How language varies according to the characteristics of its speakers: age, sex, ethnicity, attitude, time, and class. Quantitative analysis methods; relationship to theoretical linguistics. Focus is on English, but some other languages are examined. Prereq: introduction to linguistics or permission.

#819.01	STAFF	MW, 9:40-11:00	Conant 8
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ENGL 890.01 – Special Topics in Linguistics

Morphology

Have you ever wondered if 'to podium' is really a word? Whether it's OK to say 'bananadom' or 'blockbusterology'?

These are things that linguistic morphologists might think about. This class will be a comprehensive introduction to the field of linguistic morphology. Topics covered will include the relationship between dictionaries and the mental lexicon, ways of forming new words (affixation, compounding, conversion, blending, reduplication, etc.), the difference between inflection and derivation, methods of analyzing word formation (including corpus based studies), the relationship of morphology to syntax and phonology, and the kinds of morphology that are found in the languages of the world. We will explore word formation both in English and in other languages, and our approach will be both practical and theoretical. Course requirements will include weekly problem sets, take home midterm and final exams, and two short research projects.

#890.01	Lieber	TR, 2:10-3:30	Conant 8
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ENGL 890.02 – Special Topics in Linguistics

The Structure of Korean

In this course, we will explore the structure of the Korean language. Along the way we will examine the sounds of the language as well as how those sounds pattern. A large portion of our time will be spent on the formation of simple and complex words in Korean and their use in forming sentences. Finally, we will discuss various cultural and social interactions with the language. Note: knowledge of Korean is not needed to take this course.

#890.02	Madigan	MWF, 1:10-2:00	Nesmith 326
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ENGL 891 – English Grammar

This is a course about English grammar: how words, phrases, and sentences are constructed and used in spoken and written English. It is an introduction to the terminology and concepts in English grammar, and will cover descriptive vs. prescriptive grammar, parts of speech, phrase structure, clause types, and

basic sentence patterns. In addition, the course will also touch upon issues such as the history of English and how it affects the language we use today, challenges for learners of English as a Second Language, register, regional variation, and other linguistic features that serve as markers of ethnicity and social class. By the end of this course, you should be able to talk knowledgeably about these issues, and have a good understanding of the structure of English words, phrases, and sentences. One of the major goals of this course is to help you become a more skillful observer of language. Although knowledge of English grammar may help improve written or spoken skills, this is not the main focus of the course. Many of the students in this class are preparing to become teachers, and the course is required for students who are working toward certification in secondary English or TESOL (teaching English to speakers of other languages). To accommodate the needs of these students, everything we do in this class will be applied, as soon as possible, to issues that are important for teachers. While this is not a methods course, it will give pre-service teachers the background information and content knowledge needed to make informed decisions about the teaching of grammar.

#891.01	Kim	TR, 12:40-2:00	Kendall 106
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ENGL 893 – Phonetics and Phonology

The sounds and sound systems of English in the context of linguistic theory: comparisons of English to other languages. Prereq: a basic linguistic course or permission. (Not offered every year.)

#893.01	STAFF	MW, 3:40-5:00	Nesmith 119
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ENGL 898.01 – Special Studies in Creative Writing

Screenwriting

This course will introduce fiction writers (and others) to the fundamentals of dramatic writing for the screen. The class will emphasize the discovery of original story concepts as well as

treatments, step-outlines, act structure, beat sheets, character biographies, back-story, formatting standards, and narrative strategies.

898.01	Payne	M, 1:10-3:30	Conant 24
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ENGL 898.02 – Special Studies in Creative Writing

Translated Worlds

Although this course will survey (in an idiosyncratic way) translations of poetry from the planet's many poetic traditions, we will do so with an eye toward what makes for a good poem in English. The translator's task, wrote Walter Benjamin, should be with "that element in a translation which goes beyond transmittal of subject matter . . . the element that does not lend itself to translation." In that spirit, I'm most interested in "versions" such as Christopher Logue's Homer in *War Music* or Stephen Berg's Rimbaud in *Still Unilluminated I*, as well as in how certain poets like Catullus, Sappho, Tu Fu, and Apollinaire continue to be updated by successive generations. We'll also examine the enduring influence of translated works on American poetry in the 20th century. Besides the poets mentioned above, we might be looking at work by Wyslawa Szymborska, Tomas Transtromer, Patrizia Cavalli, Yehuda Amichai, Adelia Prado, Anna Ahkmatova, Rilke, Gottfried Benn, Basho, Issa, Buson, Ikkyu, among others. Student responsibilities will include a class presentation and directed discussion of one of our prime translation targets, accompanied by a 10-page paper on some aspect of the poet's work or influence. In addition, students will submit a portfolio of seven poems at the end of the semester, in the form of either imitations or actual translations of selected poets.

898.02	Rivard	T, 5:10-7:30	Conant 24
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ENGL 899 – Master of Fine Arts in Writing Thesis

Eight credits required, that can be taken in any combination during the student's academic coursework. Maximum of 8 credits. IA (Continuous grading). Cr/F.

899.01	Wilks	Hours Arr.	Dept. Office
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ENGL 901 - Advanced Writing of Fiction

Workshop discussion of advanced writing problems and readings of students' fiction. Individual conferences with instructor.

901.01	Williams	T, 2:10-4:00	Conant 123
901.02	Williams	R, 3:10-5:00	Conant 24

ENGL 910 – Practicum in Teaching College Composition

Seminar focuses on composition practical and theoretical issues of significance to the teaching writing to first-year students. A mentorship component creates opportunities for close supervision and support by experienced teachers in the writing program. Open only to teachers in the First-year Writing program.

910.01	Ortmeier-Hooper	R, 9:40-12:30	Conant 24
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ENGL 912 – Historical and Theoretical Studies in Rhetoric

This course will provide a foundational knowledge of rhetorical studies in Western culture. Our fundamental organizing principle will be a chronological history of Western rhetoric that includes women's rhetorics alongside and in relation to the received rhetorical tradition. We will also investigate the effects of this history on our teaching and scholarship. The history of rhetoric begins well over two thousand years ago, and contemporary teachers and literary scholars share this tradition. The major texts for the course will be Bizzel and Herzberg's *The Rhetorical Tradition* and Ritchie and Ronald's *Available Means*.

Because there is a lot of ground to cover, our class will focus on reading primary text excerpts. This course will introduce you to many theorists in the hope that you will find one or more that

can be useful to you in your scholarship. We will, however, also complicate, question, and examine the history of rhetoric in light of the more recent additions to the discussion that include historiography, feminist rhetorics, and cultural rhetorics. Finally, it is my hope that we will continually keep in mind our role as teachers and consider the connections between the history and theory of rhetoric and our own pedagogical aims.

912.01	Beemer	T, 2:10-4:30	Conant 24
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ENGL 925 – Graduate Study of Literature

Techniques, resources, and purposes of literary study: close reading; practical criticism; critical theories and their values; pertinence of intellectual and historical backgrounds. Approaches applied to a specific area of literary study, which varies from year to year.

925.01	Krasner	T, 5:10-7:30	Conant 123
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ENGL 937 – Seminar: Studies in 19th C. American Literature

National Space in Early Republican and Antebellum Writings
 This seminar will consider texts in the period, 1790-1865, as expressions integrally involved in the cultural work of nation-building and in the project of imagining nationally significant spaces. In this era of self-conscious effort to create a “national” literature, writers feel impelled to situate—to locate—the abstractly conceived and non-geographically defined republic. We will examine representations of domestic, pastoral, urban, and “wilderness” spaces in characteristic genres of the time: predominantly fiction, but also lyric poetry, architecture and domestic manuals, a slave narrative, urban journalism, and an “excursion” into nature. And we’ll consider the figures—citizens and non-citizens—positioned in and by these spaces. The course will engage critical readings from the fields of cultural geography, critical race studies, environmental justice studies, history, architectural and visual studies, as well as literary criticism. By doing so, we will participate in the “spatial turn” in recent years in literary criticism. Texts may include: Charles

Brockden Brown’s *Arthur Mervyn*, Catharine Sedgwick’s *Hope Leslie; Or, Early Times in the Massachusetts*, Andrew Jackson Downing’s *The Architecture of Country Houses*, Nathaniel Hawthorne’s *The Blithedale Romance*, Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, Henry David Thoreau’s *Walden and Civil Disobedience*, Henry Bibb’s *The Life and Adventures of Henry Bibb: An American Slave*, and Fanny Fern’s *Ruth Hall*. Oral reports, a short mid-semester paper, and a 20-page seminar paper.

937.01	Bailey	W, 3:40-6:00	Conant 24
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ENGL 968 – Seminar: Studies in 18th C. Literature

Slavery and Culture in the 18th Century Atlantic
 Universities, libraries, and the literary publishing market itself in the eighteenth-century were driven by the transatlantic slave trade, the great engine of economic growth, luxury, and culture in the English-speaking Atlantic world. This course, designed for students in British Studies, American Studies, and Atlantic Studies, bridges research on the transatlantic book and slave trades, focusing on the often overlooked role in slavery of the northern American colonies, which financed slave voyages, the building of ships, and the sugar and rum industries. It is the first UNH graduate seminar to fuse our growing understanding of the material culture of the transatlantic text with our awareness of slavery as a basis for the production and consumption of knowledge. It does so by exploring how Americans’ profits from slavery were reinvested in imported British books and seeking evidence that the colonial book market was shaped, in part, by slaveholders’ tastes in metropolitan, London cultural capital. It makes these claims on the basis of recent research on how participation in London cultural life was very expensive in the eighteenth century, and evidence that slaveholders were therefore some of the few early Americans who could afford importing it. In doing so, this course merges the fields of the history of the book, Atlantic studies, and the study of race, arguing that the empire-wide circulation of British books was underwritten by the labor of the African diaspora.

By reading recent scholarship on slavery's relationship to culture, institutions like colleges, and publishing like Simon Gikandi's *Slavery and the Culture of Taste*, Craig Wilder's *Ebony and Ivy*, and James Raven's *London Booksellers and American Customers*, we will open an avenue to a new area of inquiry: slavery's connection to America's earliest libraries. These private institutions were founded by men involved in slavery and related enterprises, who doled out philanthropy from slave profits to churches, schools, and these libraries. Accordingly, we will employ recent critiques of philanthropy by Slavoj Zizek and others and 18th-century theories of charity to ask why such barbaric violations of human rights were tolerated by these slavers' New England neighbors. To arrive at that analysis, we will read works and films such as the DeWolf family's *Inheriting the Trade*, which documents one Rhode Island slave trading family – the DeWolfs of Bristol – for their involvement in slavery and how they gave back to their community from the perspective of their current descendants. We will examine some of these libraries' catalogues and circulation records to ask why certain slaveholding owners of these proprietary subscription libraries borrowed certain British literary, philosophical, and political titles. In doing so, we also will read some of those titles, examining, in particular, British poetry and novels that were popular in the 1760s and 1770s. These readings may include poems by Alexander Pope like *Windsor Forest* and *Essay on Man*, theatrical adaptations of Aphra Behn's *Oroonoko*, Eliza Haywood's *bildungsroman* novel of female development *Betsy Thoughtless*, Charles Johnstone's it-narrative *Chrysal, or the Adventures of a Guinea*, Samuel Richardson's *Pamela* or *Joseph Andrews*, Jonathan Swift's *Drapier's Letters*, Bernard Mandeville's *Fable of the Bees*, Henry Brooke's *The Fool of Quality*, and possibly shorter works by Henry Fielding, Laurence Sterne, and others. The course will close with a research project making use of primary source materials from some of these libraries to perform a reading of one of these works' transatlantic "communications circuit" – the journey, theorized by Robert Darnton, of a book from author, to bookseller, to printer, to shipper, to retailer, and to reader. **This**

course fulfills a pre-1800 requirement in the English graduate program.

968.01	Moore	M, 10:10-12:30	Conant 24
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ENGL 994 – Practicum in Teaching English to Speakers of Other Languages

Students have an opportunity to observe and discuss ESL classes and to design and carry out their own lessons, with follow-up evaluation. Cr/F.

994.01	Wilks	Hours Arr.	Dept. Office
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ENGL 995 – Independent Study

To be elected only with permission of the director of graduate studies and of the supervising faculty member.

995.01	Wilks	Hours Arr.	Dept. Office
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ENGL 996 – Reading and Research

996.01	Wilks	Hours Arr.	Dept. Office
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ENGL 998 – Master's Paper

998.01	Wilks	Hours Arr.	Dept. Office
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ENGL 999 – Doctoral Research

999.01	Wilks	Hours Arr.	Dept. Office
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