SPRING 2021: English Master’s Program Course Descriptions

ENGL 515, Dr. Praitis

Over the course of the semester this class will produce the literary journal *DASH*.  Creating the journal will involve developing a vision for the journal, investigating best practices by examining other literary journals, reviewing submissions, selecting texts for publication, corresponding with authors, and editing the journal.  Throughout the semester you will reflect on the process of creating the journal and consider what you have learned.  The course will be an experiential, hands-on learning experience.  If there’s something you’d like to learn more about, I will encourage you to explore and discover and engage with the area of interest.

ENG 525T: The Sonnet, Dr. Stanton

This course will trace the development of the sonnet, that versatile and enduringly popular fourteen-line poem, from its medieval Italian beginning to the present. Authors of various periods and cultures will be covered, with concentration on Sidney, Spenser, and Milton, and particular emphasis on Petrarch and Shakespeare. In addition to making two oral presentations and submitting one written report and two short papers, each student will write a fifteen-page research paper on sonnets of a chosen author (or authors), time period, culture, or theme. The research paper must cite a minimum of fifteen critical sources; it may deal with sonnets covered in assigned readings or with sonnets of other authors or cultures.

ENG 525: Postwar Novel in English, Ruiz-Velasco

Globalization as well as the technological innovations of the second half of the Twentieth Century brought about significant changes in narrative production throughout the world.  Because of the circumstances of history and power, the English language, especially, seemed to thrive.  We see a number of texts written in English coming out of various parts of the globe as well as from various subject positions, and these texts seek to address a wide variety of issues in a wide variety of stylistic ways.  We will look at a small smattering of novels with an eye toward interrogating the issues that these texts raise and the ways in which they raise them.  Narrative itself also occupies a central area of concern in these novels, and for that reason, we will also look at narrative and begin to investigate how it fits into, and performs, the work that informs our culture, our history, and our understanding of the self as a self.

**English 525T: African Diaspora Literature, Dr. Pinuelas**

The word “diaspora” itself derives from the Greek word meaning “dispersion or scattering.” What distinguishes the African Diaspora, however, is its foreclosure of return, due mainly to the Transatlantic Slave Trade whose infamous “middle passage” largely aimed to erase the ethnic and social origins of millions of people taken from their homeland to a world unknown (and millions of others buried in the Atlantic). This erasure has forced Afro-descendent people to approach their histories and cultural legacies creatively, forging novel ways of life that are both distinct to their current homes, yet connected to a shared African heritage that continues to be reimagined.

This course examines some of the ways African diasporic authors and artists articulate their places in the contemporary world and in history. We will cover work from a variety of genres and media, as well as national and linguistic origins, using historical and theoretical work to frame our analysis of primary material.

ENGL 591, Dr. Williams

This course will study the ways in which literate behaviors are acquired. Through reading both theoretical and popular texts on literacy, we will examine the practical implications and applications of the views these texts represent. We will explore methods for qualitative literacy research such as ethnography, case study, oral history, and we will pay special attention to methodologies that use some form of narrative inquiry.