Graduate Course Descriptions

Fall 2018

NIU Department of English

“A Table Alphabeticall, containing and teaching the true writing and understanding of hard visual English words, borrowed from the Hebrew, Greeke, Latine, or French, &c.

With the Interpretation thereof by plaine English words, gathered for the benefit and help of all vesselfull persons.

Whereby they may the more easily and better understand many hard English words, which they shall here or teading Scriptures, Sermons, or else where, and also be made able to vide the same apply themselves.

Set forth by R. C. and newly corrected, and much enlarged with many words now in use.


Legere, & non intelligere, non legere est. As good not to read, as not to understand.

LONDON:
Printed by T. S. for E. mundif. Rauer, and are to be sold at his shop at the great North door of Pauls Church, 1613.

“A Table Alphabeticall” by Robert Cawdrey (British Library)
<table>
<thead>
<tr>
<th>COURSE</th>
<th>SECT</th>
<th>CLASS #</th>
<th>TITLE</th>
<th>DAY</th>
<th>TIME</th>
<th>FACULTY</th>
<th>ROOM</th>
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<tr>
<td>600</td>
<td>P001</td>
<td>2852</td>
<td>Internship in College Teaching English</td>
<td>MF</td>
<td>W 2:00-2:50</td>
<td>Day</td>
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<td>Lab 206</td>
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<tr>
<td>601</td>
<td>0001</td>
<td>2853</td>
<td>Bibliography and Methods of Research</td>
<td>W</td>
<td>6:00-8:40</td>
<td>Adams-Campbell</td>
<td>RH 301</td>
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<td>604</td>
<td>0001</td>
<td>7017</td>
<td>Topics in Materials for the English Language Arts</td>
<td>TH</td>
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<td>Balcerzak</td>
<td>RH 202</td>
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<td>Classroom: Teaching Film</td>
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<td>0001</td>
<td>7873</td>
<td>See 608/606 (combined course)</td>
<td>W</td>
<td>6:00-8:40</td>
<td>Aygen</td>
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<td>607/</td>
<td>0002</td>
<td>5128</td>
<td>Topics in Literature:</td>
<td>TU</td>
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<td>Swanson</td>
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<td>707 P002</td>
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<td>4777</td>
<td>Queer Literature</td>
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<td>608/606</td>
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<td>3908</td>
<td>Research Methods in Linguistics: Special Focus on Morphology</td>
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<td>0001</td>
<td>7018</td>
<td>Creative Writing: Poetry</td>
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<td>Descriptive English Linguistics</td>
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<td>4440</td>
<td>Religion &amp; Politics in Shakespeare’s Comedies &amp; Tragedies</td>
<td>TH</td>
<td>6:00-8:40</td>
<td>T. Crowley</td>
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<td>P001</td>
<td>7104</td>
<td>Clinical Experience in Secondary Language Arts</td>
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<td>Theory and Research in Literature for ELA</td>
<td>TH</td>
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<td>Kahn</td>
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<td>3697</td>
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<td>5993</td>
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<td>May</td>
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<td>0001</td>
<td>7022</td>
<td>Postcolonial Literature in English</td>
<td>TH</td>
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<td>Hibbett</td>
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<td>0001/</td>
<td>5992</td>
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<td>M</td>
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<td>777 P001</td>
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<td>5388</td>
<td>Renaissance</td>
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<td>696</td>
<td>P001</td>
<td>4772</td>
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<td>707</td>
<td>P001</td>
<td>7697</td>
<td>Topics in Literature: American Literature &amp; Culture of the Great War</td>
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<td>6:00-8:40</td>
<td>Van Wienen</td>
<td>RH 204</td>
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<td>P001</td>
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<td>Doctoral Dissertation</td>
<td>TBD</td>
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<td>Reyman</td>
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**Description:** English 600 supports the new graduate Teaching Interns (TIs) and Teaching Assistants (TAs) in the Freshman English program by introducing them to the pedagogy of first-year composition—including theories of composition, classroom management, course preparation and lesson plans, writing assignment design, evaluation of students, and digital technologies for writing. The course proceeds through lecture, demonstration, readings, discussions, and practice teaching designed to develop professional confidence in graduate teaching assistants as they teach the university's core requirement in written communication. In English 600, our assignments will center on the course requirements for English 103 and the demands of teaching First-Year Composition.

**Requirements:**
1. Attend the pre-semester seminar August 20-24 and meet three times a week throughout the semester in the designated classroom at the designated time. Please notify one of the instructors in advance if you cannot attend any session.
2. Participate in online and in-class discussion and impromptu activities.
3. Teach a mini lesson to the seminar at the end of the first week of meetings and participate as a leader of class discussion on assigned readings once during the semester.
4. Use Blackboard and email to communicate with your students.
5. Collaboratively develop prompts for the three to four essay assignments.
6. Return student writing within five working days from the time it was submitted.
7. Assemble a draft reflective electronic teaching portfolio including at least 1000 words of reflection. The portfolio must be submitted at the end of the semester to pass.
8. Fulfill professional development requirement.

**Required texts:**
- English 103 texts TBA.
- Brock Dethier, *First Time Up: An Insider’s Guide for New Composition Teachers*
- Electronic Reserves TBA

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**Description:** Introduction to the philosophy and methods of literary research.

**Requirements:** TBA

**Required texts:**
**Description:** Students will practice different approaches to teaching film while also learning some fundamentals of cinema scholarship. The class will be organized into three sections: film language, film adaptation, and cultural studies of film. Students will create and workshop different classroom materials for each of these sections that will be applicable to their level of teaching.

**Requirements:** Throughout the semester, students will create a teaching portfolio consisting of assignment prompts, grading rubrics, lesson plans, and other classroom materials. They will partake in open workshops, give sample lectures and oversee classroom discussions. Also, students will write short comprehension papers in correspondence with the semester’s three topic sections: film language, film adaptation, and cultural studies. Out-of-class personal viewings of films will be mandatory.

**Texts:**
- Bernard Dick. *Anatomy of Film*. 6th Ed (or 5th). (Bedford/St. Martin) (NOTE: If you are using the older edition, the page numbers will be off on the schedule).
- TBA e-reserve readings

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**Description:** This course on fiction, drama, and poetry by American and British writers will introduce students to a diverse range of writing with queer themes and by lesbian, gay, bisexual, and transgender (LGBT) writers as well as to some of the major critics and critical issues. Lecture and discussion will draw out the differences and similarities among these works of literature, developing an understanding of a historical tradition of writing that “queers” hegemonic norms of gender and sexual orientation. We will consider the cultural/historical context in which the works were written and issues of race, ethnicity, nationality and class as well as sexual orientation and gender. The students will bring the discussion up to the present day by researching one of the recent winners of the Lambda Literary Awards or the Stonewall Awards. (The NIU Library’s Gender Studies Collection holds these award-winning books.) Class format will be a mix of discussion, lecture, and student presentations.

**Requirements:** [707 will require more in-class student leadership] Prepared, informed participation in discussion; three short papers; annotated bibliography; in-class presentation; one research paper (15-20 pages).

**Texts:**
• Virginia Woolf, *Mrs. Dalloway or Orlando*, Harcourt annotated edition (editors are Hussey and DiBattista) ISBN:9780156031516

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**Research Methods in Linguistics: Special Focus on Morphology**

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<th>608/606</th>
<th>0001</th>
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<th>Aygen</th>
<th>RH 201</th>
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**Description:**
This course is an introduction to research methodologies in linguistics in general and morphology in particular. It includes qualitative and quantitative research methods and addresses general theoretical and practical questions about research in general and covers the principal means of selecting, collecting, and analyzing data and structuring research papers in accordance with the scientific principles. Topics discussed include but are not limited to the development of research questions, standards of evidence, research ethics, ethnography, field methods, and strategies for writing abstracts, articles and essays. The course will aim to include an investigation of linguistic processes of word structure and its interface with syntax, phonology. Students will study the nature of morphological systems of English and other languages and acquire the basic skills for analyzing word structure. Students whose primary focus is not linguistics but would like to develop their research agenda as an inter-disciplinary, multidisciplinary, or interface field with linguistics are welcome to join this course and focus on their own field of study with a linguistics interface.

**Format:** The format of the course is lecture and discussion. Reading material will include several journal articles, and other reference books to accompany the major textbooks.

**Requirements:** There will be weekly assignments including original research material and data sets in morphology, presentations, a research presentation, and a final research paper. Attendance and participation will constitute an important part of the grading.

**Required Texts:** TBA

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**Creative Writing: Poetry**

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<th>0001</th>
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<th>6:00-8:40</th>
<th>Newman</th>
<th>RH 201</th>
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**Description:** This is a class in the craft and discipline of writing poetry. The focus of the workshop: to study poetry and, though intensive poetic practice, to work toward developing
poetic voice. You will read and respond to a number of books and essays, write poems, continually revise these outside of class toward the final project. The final project will be your work, revised as fully as possible, with a prefatory essay on poetics.

Requirements: Attentive and thoughtful reading and response papers to weekly assignments, regular attendance, thoughtful balanced participation in critique, application of reading material to your own work and to other’s works, revision, portfolio.

Texts: Poems and books of poetry TBA.

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<th>Course</th>
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<tr>
<td>615</td>
<td>M 6:00-8:40</td>
<td>Birner</td>
<td>RH 202</td>
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**Description:** In this course we will take a descriptive approach to the study of structure and meaning in English, although illustrations and exercises will be drawn from other languages as well. We will cover phonetics, phonology, morphology, syntax, semantics and pragmatics, and will emphasize problem solving and analysis. The focus will be on understanding language in general and English in particular. There are no prerequisites, and no background in linguistics is necessary.

Requirements: Weekly homework exercises; three exams; attendance and participation.

Required text: O’Grady et al., *Contemporary Linguistics*

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<tr>
<td>623</td>
<td>TU 6:00-8:40</td>
<td>Macdonald</td>
<td>RH 201</td>
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</table>

**Description:** This is an overview of theories and processes in SLA. We will be examining current theories and research methods of SLA from linguistic, psychological, and interactive perspectives. The goal of SLA study is to understand learners rather than language teaching. Whenever possible, we will be looking at real language learning data in order to describe and explain the developing linguistic systems of those learning second (and third and fourth, etc.) languages.

Requirements: Exams, weekly reading responses, class presentation(s).

Texts: TBA

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<th>Course</th>
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<tr>
<td>626</td>
<td>TU 6:00-8:40</td>
<td>Staff</td>
<td>CO 106</td>
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</table>

**Description:** Principles and strategies of planning, writing, and revising technical documents common in business and industry. Application in case studies and practical projects.

Requirements: TBD

Texts: TBD

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<tr>
<td>628</td>
<td>TBD</td>
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** Job-related experience involving primarily writing or editing and supervised cooperatively by the internship coordinator of the College of Liberal Arts and Sciences and by the sponsoring company or organization. May be repeated to a maximum of 12 semester hours; however, only 3 semester hours of credit may be applied toward a graduate degree in English. Open only to graduate students in English. Graded satisfactory or unsatisfactory.
**Requirements:** While the nature of the internship and the amount of credit awarded will be negotiated by the student, internship coordinator, and sponsoring company, the following requirements apply to most internships: a bibliography of readings related to the internship; an internship journal; a progress report; a final report, with examples of work completed; periodic conferences among the student, internship coordinator, and company mentor.

**Description:** This course will survey a variety of Middle English texts and genres as represented by a single fifteenth-century manuscript, apparently composed for use by a Leicester household with diverse members and interests. Genres include romance, saints’ lives, comic tales, prayers, and didactic texts; themes include family life, courteous behavior, affective piety, and consciousness (if not criticism) of social strata. Attention to the manuscript context will reveal literary and cultural elements not easily perceived in single-author or major-genre courses.

**Requirements:** Regular attendance and participation, including posting to on-line discussion boards; two short papers (3–4 pages); a term paper (15–20 pages), and associated “scaffolding” assignments contributing to the term paper.

**Required Texts:**

Clinical Experience in Secondary English Language Arts

TU 5:00-5:50  Pokorny  RH 201

Permission Number Required] Contact Jodi Long, jodilong@niu.edu

Description: Discipline-based clinical experience for students seeking educator licensure in English Language Arts. Practicum in teaching methods, assessment, problem solving, and on-site research. Minimum of 50 clock hours of supervised and formally evaluated experiences in the setting likely for student teaching. CRQ: ENGL648

Prerequisites & Notes: PRQ: Consent of department.
[This course is combined with ENGL 482 for undergraduates.]

Theory and Research in Literature for ELA

TH 6:00-8:40  Kahn  RH

Permission Number Required] Contact Jodi Long, jodilong@niu.edu

Description: This course equips prospective teachers with the procedures for the planning and delivery of instruction related to the reading and analysis of literature for students in middle school and high school. Participants will study the competing approaches to the study of literature and the diverse perspectives that influence critical judgment, and will plan experiences that will involve adolescent learners in joining the conversations about the interpretation and evaluation of texts. Course participants will work with a variety of literary genres and literary environments, and examine both the texts that are most commonly taught in middle schools and high schools and other texts of high literary merit that are under-represented in the schools.

Requirements: The course requires regular attendance, the completion of assigned readings, and preparation for active participation in class discussions and demonstrations. The series of short papers require responses to the readings and case studies and the synthesis of thought about the instructional issues explored in class. Each class participant will prepare instructional plans that will support clinical experiences and student teaching.

Texts:
- Additional materials contained in the course pack on Blackboard.

Student Teaching in Secondary English Language Arts

TBD  TBD  Pokorny  TBD

Permission Number Required] Contact Jodi Long, jodilong@niu.edu

Student teaching for one semester. Assignments arranged through the office of clinical experiences in the College of Liberal Arts and Sciences, in consultation with the coordinator of teacher licensure in English Language Arts. Ongoing assessment of candidate’s development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. S/U grading.
663 001 5993 19th Century British Novel  M  6:00-8:40  May  RH 301

Description: We will read, discuss, and write about a number of significant nineteenth-century English novels—novels written in English, in any event. Our aim will be to distinguish the important themes and techniques on display in these often complex and difficult texts and try to understand how and why "the novel," the genre, developed as it did during this century.

Requirements:
1. (10%) Oral reports, two seven-to ten-minute reports on selected topics;
2. (20%) Short paper, one five-page analysis;
3. (20%) Take-home essay-exams, two or more one- to two-page exercises;
4. (50%) Paper, a substantial paper of twelve or more pages; detailed instructions will be provided in a timely fashion.

Texts:
- Ann Radcliffe, The Italian.
- Jane Austen, Emma.
- Charlotte Bronte, Jane Eyre.
- Emily Bronte, Wuthering Heights.
- Elizabeth Gaskell, Mary Barton.
- William Makepeace Thackeray, Vanity Fair.
- Charles Dickens, Great Expectations.
- George Eliot, Middlemarch.
- Ryder Haggard, King Solomon's Mines.
- Thomas Hardy, The Mayor of Casterbridge.
- Robert Louis Stevenson, Strange Case of Dr. Jekyll and Mr Hyde.
- Oscar Wilde, The Picture of Dorian Gray.

674 0001 7022 Postcolonial Literature in English  TH  6:00-8:40  Hibbett  RH 302

This course has been cancelled for fall 2018.

677 0001 5992 American Literature 1830-1865: Orienting the American Renaissance  M  6:00-8:40  Einboden  RH 302

Description: Although celebrated as the nation’s iconic era of cultural formation, the “American Renaissance” was also a period of unrivaled influence from abroad, with languages and literatures from the Middle East, West Africa and India impacting the very genesis of the U.S. canon. During the Fall 2018 semester, our course will emphasize the transatlantic sources for 1830-1865 American Literature, examining the pivotal role played by “Oriental” texts and traditions in the writings of U.S. authors, including Washington Irving, R.W. Emerson, Margaret Fuller, H.D. Thoreau, Edgar Allan Poe, ‘Umar ibn Sayyid, Lydia Maria Child, Walt Whitman and Herman Melville.

Requirements: Term Paper (50%); Final Exam (30%); Participation & Weekly Position Papers (20%)

Texts:
- R.W. Emerson, Emerson’s Prose and Poetry (Norton Critical Editions)
- Henry David Thoreau, Walden and Civil Disobedience (Penguin American Library)
- Walt Whitman, *Leaves of Grass* (Penguin Classics)
- Herman Melville, *Moby-Dick* (Penguin Classics)

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<th>Title</th>
<th>Days</th>
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<td>P001</td>
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<td>Practicum in the Teaching of College English</td>
<td>TBD</td>
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<td>697</td>
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<td>698</td>
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<td>707</td>
<td>P001</td>
<td>7697</td>
<td>Topics in Literature: American Literature &amp; Culture of the Great War</td>
<td>TU</td>
<td>6:00-8:40</td>
<td>Van Wienen</td>
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**Practicum in the Teaching of College English**

[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

3 hours. May be repeated to a maximum of 15 semester hours; however, only 3 hours may be applied toward a graduate degree in English. S/U grading.

**English Institute**

[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

1-6 hours. May be repeated to a maximum of 12 semester hours as the topic changes. S/U grading.

**Independent Reading**

[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

Normally open only to students who have completed 30 semester hours in an M.A. program. May be repeated to a maximum of 6 semester hours when topic varies.

**Master’s Thesis**

[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description**: This course may be taken upon selection of a thesis director and two additional readers and approval of a prospectus.

**Approval of the thesis prospectus by all committee members should be obtained at least one semester in advance of enrollment in 699.** A student writing a thesis must register in 699 in the semester in which he or she plans to defend the thesis. Once enrolled in 699, continuous enrollment is required, including summers, until the thesis is submitted to and formally approved by the Graduate School.

**Topics in Literature: American Literature & Culture of the Great War**

[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description**: 2018 marks the 100th anniversary of the end of World War One. The ripple effects of the conflict remain strong, for the First World War laid the foundation for the Second, and set in motion a global ideological struggle headlined by the United States and Russia—a long Cold War—which continues to leave its mark on international relations and our own domestic politics. Still, until recently the impact of the war upon American culture and literature had been understudied, overwhelmed—it seems—by a legion of historical and cultural studies of the European nations who lost so many millions of lives in the war. Since 2000, though, historians have argued vigorously that the Great War (as it was known until 1939) left a profound mark upon U.S. society as well, and still more recently, a series of major books have also asserted the
impact of the war upon American literature and culture. This section of English 707 will delve into the debates in both historiography and literary criticism while examining works by both well-known writers reframed through the lens of the war (e.g., Edith Wharton, Ernest Hemingway, Willa Cather, and T. S. Eliot) and recently recovered writers for whom the Great War was the central theme. The latter group of creative figures is various, but readings will include the full range of genres and media in which war texts were produced, including fiction, poetry, drama, nonfiction, and film.

Requirements: Regular reading and active participation in discussion; an in-class presentation; a shorter paper and a longer research essay.

Texts: Readings will include Ellen Lamotte, The Backwash of War; Willa Cather, One of Ours; Ernest Hemingway, A Farewell to Arms; William March, Company K; Lindley Grant, Farmer Hiram on the World’s War; Maxwell Anderson and Laurence Stallings, What Price Glory?; and Mark Van Wienen, ed., Rendezvous with Death: American Poems of the Great War. Readings in historical and secondary literature will bring seminar participants into ongoing, lively critical conversations about the Great War in American memory, culture, and literature.

Both Ph.D. students and M.A. students are welcome in this seminar. The course may count for either the Ph.D. or M.A. distribution requirements for post-1900 Literature.

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<th>707</th>
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<th>741</th>
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<th>Religion &amp; Politics in Shakespeare’s Comedies &amp; Tragedies</th>
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<th>799</th>
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Dissertators will be enrolled in ENGL 799 when they have entered into candidacy: after their director has been selected, their committee approved, and dissertation proposal defended. Once enrolled in 799, continuous enrollment is required, including summers, until the dissertation is submitted to and formally approved by the Graduate School.