**FORT HAYS STATE UNIVERSITY   
SUMMER MA IN ENGLISH (2021)\***

**JUNE 7 – JULY 2\*\***

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| ENG 654 | **Major American Authors: Melville in June**  In this class, we will immerse ourselves in the work of the central figures of American Dark Romanticism—Herman Melville. This lecture-driven course situates Melville’s works within both the maze of nineteenth-century literary culture and the explosive politics of antebellum America. In addition to the primary texts, we will read extensively from classic and contemporary critical works that will help us chart the variety of ways literary scholars understand and approach Melville’s endlessly rich fiction. Special attention will be paid to the shifting frames through which Melville has been understood. Students should expect a lively, engaging course that prioritizes collaboration, discussion, and joyful deep reading of some of the most enduring and timely works of American literature.  **Required Texts**  Melville, *Melville’s Short Novels*, Norton Critical Edition  Melville, *Moby-Dick; Or, The Whale*, 3rd Norton Critical Edition  Access to articles, stories, or poetry via Blackboard and the Forsyth Library Website | 8:30-10-45 | Smalley |
| ENG 826 | **Approaches to Graduate Studies in English**  A survey of the major disciplines of graduate study in English and practice in primary research methodologies and genres. The class covers research methods, literary theory review, and academic writing.  Each student will compile a casebook on a text assigned by the instructor.  Required of graduate students in the MA program.  **Required reading:** Michael Ryan, *Literary Theory: A Practical Introduction*, 3rd ed. ISBN: 978-1-119-06175-5  Other texts as assigned. | 11:00-1:15 | Scott |
| ENG 685 | **Studies in English Grammar: Grammar for Teachers**  This course has two a two-pronged focus: 1) Learn—or re-learn—the fundamentals of English grammar, and 2) Develop theoretically sound approaches to grammar in your classroom.  **Required Texts:**   Crovitz, Darren, and Michelle D. Devereaux. *Grammar to Get Things Done: A Practical Guide  for Teachers Anchored in Real-World Usage*, 1st edition. Routledge, 2017. ISBN-10 : 1138683701 ISBN-13 : 978-1138683709   Vitto, Cindy L. *Grammar by Diagram: Understanding English Grammar through Traditional  Sentence Diagraming*, 2nd edition. Broadview P, 2006. ISBN-13 978-1-55111-778-2 ISBN-10 1-5111-778-9 | 2:00-4:15 | Duffy |

\* Schedule subject to change.

\*\*Classes meet remotely Monday through Thursday via Zoom. Fridays are for research, writing, and faculty consultation.

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**JULY 6 – JULY 30\*\***

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| ENG 625 | **Theories of Literature: Narrative Theory**  Discussing the situation of Scheherazade in the *Arabian Nights,* TzvetanTodorov writes, “Narrative equals life; absence of narrative death,” suggesting the importance of stories to our lives. Fredric Jameson callas narrative “the central function or instance of the human mind.” But how do we talk about narrative—or stories? This class unpacks terms such as plot, character, and point of view that are common elements in intro to lit syllabi as well as terms like focalization, free indirect discourse, and paratext that can help us to better understand how to approach narrative.  **Required Texts:**  H. Porter Abbott, *The Cambridge Introduction to Narrative Theory* (3rd edition) ISBN: 978-1108823357 | 8:30-10-45 | Leuschner |
| ENG 663 | **Sts/British Literary Genres: Social Justice in British Literature**  Although they seem obvious and undeniable to us as twenty-first century Americans, the idea of the individual, and more importantly, the rights of the individual, are relatively recent ideas in the history of humankind. The importance of the individual emerged during the Renaissance, to some extent intertwined with the idea of individual genius and achievement, in connection with brilliant innovators like Michelangelo and Leonardo da Vinci. The Enlightenment enhanced the idea of the individual by taking an interest in individual rights and sovereignty, founding concepts that led to revolutions against oppressive monarchies and the social movements to abolish slavery, to emancipate women, to gain workers’ rights and greater representation of the common man in government, and to redress colonial oppression. As students of literature, we know that writing can have a clear impact on culture, and vice versa. This course will focus on the literature of these movements in a variety of genres—slave narratives, letters, essays, political speeches, philosophical treatises, and a wide range of fiction from the seventeenth to the twenty-first centuries. In addition, we will consider material on the cultural context of these works both from contemporary sources and from scholarly work.  **Required Texts**  Achebe, Chinua. *Things Fall Apart*. Anchor. ISBN 9780385474542.  Dickens, Charles. *Oliver Twist*. Oxford. ISBN 9780199536269.  \*Equiano, Olaudah. *The Interesting Life of Olaudah Equiano*. Broadview. ISBN 9781551112626.  Evaristo, Bernardine. *Girl, Woman, Other.* Penguin Random House, 2019. ISBN 9780802156983.  Gaskell, Elizabeth. *Mary Barton*. Broadview. ISBN 9781551111691.  Ishiguro, Kazuo. *Never Let Me Go*. ISBN 9781400078776.  Additional materials provided as PDFs (readings by Aphra Behn, Mary Wollstonecraft, Rousseau, Paine, J.S. Mill, and Brian Friel, as well as a few contextual documents.) Please email me at [labartlett@fhsu.edu](mailto:labartlett@fhsu.edu) for an electronic course packet after March 31.  **\*Please purchase this edition of Equiano. We are reading all the extra material in this edition as well as the primary text. For the other books listed, the specific editions I have listed contain good explanatory notes and additional materials and are on the inexpensive side for paperback texts, but you may use other editions, especially if you own them already.** | 11:00-1:15 | Bartlett |