

# Master of Arts in ENGLISH



## Upcoming Master of Arts in English Courses FALL 2018

### ENGL 630: Narrative Bodies: Narrative and Embodied Experience

Wednesdays: 6:30–9:15 p.m., Professor Elizabeth Starr

This course focuses on the way literary texts use image, language, and story to represent material lives. Drawing on tools and approaches used in narrative theory and the health humanities, we will examine how texts work and apply them to questions of embodiment. We will consider the following issues, among others: What are the uses and limitations of narrative in representing embodied experience? When and how do narratives reflect, suppress, or intervene in existing social inequalities that shape the lived experience of readers? As teachers, writers, and readers, how can we engage in debates about the value of the humanities and literary study? As we read works by Toni Morrison, George Eliot, Kazuo Ishiguro, Lorrie Moore, Virginia Woolf, Akhil Sharma, Paula Knight, and others, these questions will allow us to enter ongoing scholarly conversations about the role of literature in representing and witnessing bodily trauma, the complicated relationship between reading and empathy, and the possibilities for narrative to open up new ways of thinking about illness, health, and well-being.



*Elizabeth Starr specializes in 19th-century British literature and narrative theory and teaches courses in the history of the novel, British literature, health humanities, and writing. Her academic work brings nineteenth-century narrative techniques into conversation with contemporary literature, specifically in terms of how fictional and actual narrators tell stories about embodied experiences such as those of health and illness. She has a Ph.D. in English from the University of Illinois at Urbana-Champaign.*

### ENGL 634: Creative Writing Pedagogies

Mondays: 6:30–9:15 p.m., Professor Leah Nielsen

In Creative Writing Pedagogies students will study multiple workshop models—quick response, descriptive, prescriptive, and presentational—and explore the most current issues regarding those models and the teaching of creative writing. Students will learn methods for teaching young writers to give and receive critical feedback for revision; to turn personal writing into literary writing; and to draft, re-vision, and edit their work. Additional issues we will explore include building the most productive creative writing community, de-centering the classroom, using digital technologies, writing collaboratively, and developing socially-conscious young writers.



*Leah Nielsen holds an MFA from the University of Alabama. Her first collection of poetry, *No Magic*, was published by Word Press, a division of WordTech Communications. Her chapbook *Side Effects May Include* was published in February 2014, by The Chapbook.*

*Most recently, her poems have appeared in Crab Orchard Review, Fourteen Hills, Hotel Amerika, Indiana Review, and Rattle. She has three manuscripts in progress. She has been teaching at Westfield State University since 2006.*

### Fall 2018 Initial Licensure Courses

#### ENGL 538: Young Adult Literature in the ELA Classroom

Mondays: 4–6:25 p.m., Professor Sophia Sariganides

This graduate course prepares students for a career as a middle and/or secondary school English teacher, and focuses on the reading and teaching of young adult literature. Topics addressed include ideas about adolescents and their learning practices; analysis of texts from a range of young adult genres; methods for teaching young adult literature; lesson and unit design. This graduate course is cross-listed with ENGL 338 and is differentiated by assignments, learning outcomes and expectations for the advanced level as indicated in the more-detailed guidelines that are distributed for each assignment.

#### ENGL 550: Methods of Teaching English in Middle/Secondary

Wednesdays: 4:30–7:15 p.m., Professor Sophia Sariganides

This graduate course prepares students for a career as a middle and/or secondary school English teacher. This course features theories and practice focused on: teaching strategies in speaking, reading, writing and listening; lesson and unit design; incorporating students' diverse backgrounds into the curriculum design and implementation; differentiating to support and to challenge students' assessment techniques; presentation of lessons; collaborating with peers and colleagues; reflection on practice. This graduate course is cross-listed with ENGL 350 and is differentiated by assignments, learning outcomes and expectations for the advanced level as indicated in the more-detailed assessment guidelines that are distributed for each assignment. Thirty-hours of field experience in an approved middle or high school are required for this course.

*Prerequisites: Thirty-hours of field experience in an approved middle or high school are required for this course. 24 Credits in the literature concentration and permission of the instructor EDUC 554 or its equivalent or permission of the coordinator.*



*Sophia Sariganides has a Ph.D. from Teachers College, Columbia University. She studies the effects of constructs of adolescence in teacher thinking and in representations of "young adults" in young adult literature, as well as the role of race in English teaching. Recent research includes an ongoing examination of white teachers' efforts at anti-racist pedagogy in middle and high school teaching.*

*Before coming to Westfield State University, Sophia Sariganides taught graduate English Education courses at Teachers College, Columbia University. Prior to her work in New York City, she taught secondary English at the middle and high school levels for ten years.*

# Upcoming Master of Arts in English Courses

## SPRING 2019

### ENGL 622: American Realism

Mondays: 6:30–9:15 p.m., Professor Michael Filas

In the late 19th century, American literature turned from Romanticism and its emphasis on emotion, imagination, and the individual to Realism in which authors portrayed a variety of characters from all walks of life struggling through the American experience as immigrants, industrial workers, prostitutes, cowboys, dentists, actors, realtors, and meat packers. With protagonists spanning from the destitute to the rich, the readings in this course will provide ample historical contexts for contemporary class divisions, regionalism, racial profiling, and gender tensions in modern culture. Texts include classics by canonical authors such as Mark Twain, Owen Wister, Kate Chopin, Anzia Yezierska, Upton Sinclair, Henry James, and Nella Larsen. We will also read examples of Naturalism by William Dean Howells, Frank Norris, Theodore Dreiser, and Charlotte Perkins Gilman. These works will be considered in the context of theories such as consumerism, evolution, physiognomy and phrenology, and Marxism. Literature will include films by Charlie Chaplin and Harold Lloyd and we will also consider paintings, music, and other cultural fare from the period roughly defined by the end of the Civil War through WWI, with some exceptions made for a few examples of later work.



*Michael Filas has a Ph.D. in American Literature from the University of Washington and an MFA in fiction writing from San Diego State. He publishes fiction and creative non-fiction regularly and his recent research has focused on neurasthenia, a Realism-era disease that precedes contemporary anxiety, fibromyalgia, and chronic fatigue. He teaches American literature, creative writing, and cultural studies, particularly on themes of medical humanities and post-evolution. Michael has previously*

*taught many graduate courses in American Postmodernism, and Tragedy and Comedy in Cultural Studies; and he has supervised a number of graduate capstones focusing on modern American writers such as Kurt Vonnegut, Paolo Bacigalupi, Jim Carroll, Mark Z. Danielewski, and David Foster Wallace.*

### ENGL 633-501: Writing the City in the Age of Globalization

Wednesdays: 5–7:45 p.m., Professor Carol Bailey

Grounded in classical postcolonial studies, this course examines the representation of cities in contemporary literature by authors from Africa, Asia, the Americas, and Europe. As a major nexus of cultures, histories, and people, we understand cities as “contact zones” where the local and the global converge, and where the haunting presence of colonialism, neo-colonialism, and economic imperialism loom. Among other themes, we will explore how writers address the following: modernity; cosmopolitanism; trade and consumerism; questions about place and belonging; transnationalism; popular culture; race; gender, specifically the place and role of women; and importantly the significance of writing in shaping and reflecting how cities function as global and globalized spaces. We will also consider the cityscape itself as a subject, as well as how the physical space is connected to other themes being explored. Focusing on cities such as Accra, Antwerp, Kingston, New York, and London, we will read literary works by Bharati Mukherjee, Marlon James, Zadie Smith, Michael Thomas, Chika Unigwe and others. These literary accounts will be framed by, and read in conversation with, scholarly writings on the intersection of postcolonial and globalization, gender, and cultural studies, as well as other critical approaches.



*Carol Bailey is author of A Poetics of Performance: The Oral-Scribal Aesthetic in Anglophone Caribbean Fiction (University of the West Indies, Press, 2014) and many articles on Caribbean and Black American writers. She has her Ph.D. from University of Massachusetts-Amherst and her M.A. from Clark University.*

### Spring 2019 Initial Licensure Course

#### ENGL 583: Issues in Rhetoric and Composition

Mondays: 3:45–6:25 p.m., Professor Beth Ann Rothermel

This graduate course examines current theory and practice in the teaching of writing. Topics covered include rhetorical theory, the relationship of writing to learning, approaches to teaching the writing process, lesson and unit plan development, writing assessment, and shaping instruction to meet the needs of diverse learners. While the primary focus of the course is writing pedagogy, students also have opportunities to study how various theories of rhetoric and composition inform their own writing. This graduate course is cross-listed with ENGL 383 and is differentiated by assignments, learning outcomes and expectations at an advanced level.



*Beth Ann Rothermel has a Ph.D. from The University of Texas at Austin with a specialization in Rhetoric and Composition. Although much of her recent research focuses on the history of women's rhetorical education in America, she wrote her dissertation on the influence of multiculturalism on mother-tongue instruction in Sweden. Inspired by her involvement in Brown University's Project BRITE, which provides support to faculty working with future teachers of English language learners, she is again engaged in research on transnational approaches to teaching writing, especially in multilingual settings. She is also active in the Western Massachusetts Writing Project.*

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For more information about the Master of Arts in English program, please contact the Outreach Team at (413) 572-8020 or [wsucgce@westfield.ma.edu](mailto:wsucgce@westfield.ma.edu).

These courses are also available to non-matriculated students and individuals looking for professional development points.

### Graduate and Continuing Education

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