



# Department of English & Comparative Literature

## I Don't Want To Strike But I Will

By Randy Santamaria

"I don't want to strike, but I will"—and by the look of things, they probably have to. The California Faculty Association (CFA) has been struggling for over twenty months with the California State University (CSU) Administration; every skirmish up until now has sent the CFA to the tipping point of what could be the largest labor-strike for higher education in the history of the United States. Though the potential strike will most likely garner national attention, large factions of SJSU students are oblivious to what the CFA is fighting for.

Among several other problems, the main issue between the CFA and the CSU Administration is the CSU's inadequate financial support for the faculty, and the lack of honesty to justify their reasons in failing to do so. The CFA is now calling a strike vote after a long wait at one end of the bargaining table; with a handful of California state legislators on their side, they are optimistic about using a strike as an effective bargaining tool. The byproduct of frustrating diplomatic attempts with

Administration, the strike vote will occur during the first two weeks of March.

Insufficient funding opens an ominous can of worms for faculty and students alike. Due to the lack of funds, the CSU cannot recruit and retain quality instructors in California. With the wages Administration and Chancellor Reed have been proposing, faculty salaries are constantly behind and chasing the average cost-of-living in California. Not only will the CSU be at a disadvantage when recruiting new faculty, but it will also have a difficult time keeping the high-quality faculty it already has; it is not economically rational to stay in California if out-of-state universities can offer a better salary and feasible home-ownership possibilities. Additionally, inadequate faculty wages



Teachers casting their ballots outside the student union

lead to poor learning conditions for students as well: concert-crowd classrooms, limited sections to meet student demand, and lengthier graduation times, all depreciate the value of a CSU degree. Additionally, tuition is at

(Continued on p2)

### In this issue:

I Don't Want to Strike But I Will p1  
A Great Cause for Celebration p3  
Poet's and Writer's Coalition p4  
Careers 101 p5



A New Face in Fiction p6  
A Center for Writing p7  
Fall '07 Course Descriptions p8  
Chair's Message p12



an all-time high, having gone up 76% since 2002, and is also planned to increase by 10% each year until the end of the decade. On the other hand, Administration salaries have gone up with over a thousand administrators in the CSU system earning six figures, and include lavish retirement plans among many other perks.

There is plenty of blame to go around for the lack of educational funding, yet the CFA only asks the Legislature for three things:

- 1) Rollback student fees;
- 2) Eradicate perks for administration executives, including but not limited to: housing allowances, car payments, early retirement packages – all on top of raised salaries;
- 3) Negotiate a fair contract in good faith for the faculty of the CSU system.

Since other diplomatic procedures have failed and the strike seems imminent, the faculty is making careful considerations to refrain from negatively affecting their students' learning experience as much as possible. If the strike were to occur, it would build momentum as a "rolling-strike"—a strategy where a fraction of the faculty will stay behind the picket lines on one day, and the other faction will strike on the following day. Implementation of this strategy limits the classes that students might miss between one and two days. Some instructors are also basing their decision to strike from classroom consensus; faculty understands that they need all the positive support they can get. As

stated, they do not want to strike, but they will.

All SJSU students, not only aspiring instructors in the English major, should be compelled to inform themselves of what is going on

pay off fees rather than concentrating on what the fees paid for. For the sake of the student body and the committed instructors of our universities, inform yourselves—and spark discussion.

**Update:** Finally, there are fruits for the CFA's labor. As of April 3, 2007, the CSU announced that it has reached a tentative agreement with the CFA. The CFA will be provided a 20.7 percent increase of their base pay over a span of a four-year period, as well as step increases for eligible faculty.



Professors' door showing support



Anonymous professor casting a ballot

regarding this issue, whether they choose to help mobilize the CFA's form of agency, or to become another one of life's sideline-spectators.

The outcome of this issue will either positively or negatively affect SJSU, along with the rest of the schools in the CSU. The consequences of staying within status-quo have already been negatively apparent in student-life: higher tuition, crowded and closed classes, and more hours working to

"...it is not economically rational to stay in California if out-of-state universities can offer a better salary and feasible homeowner possibilities."

---

---

# A Great Cause for Celebration

By Andrea Lampert

Take a walk anywhere around the San José State University campus this year and there is one thing that becomes instantly apparent: we are celebrating. The Sesquicentennial Anniversary is bringing about some wonderful events and, especially for the English Department, the 150<sup>th</sup> Celebration offers the chance to inform and involve San José State students in its literary history and legacy. The exciting part about the school's anniversary is the involvement at every level, from administration to faculty, from student-formed groups like the English Department's Poet's and Writer's Coalition, to individual students.

The English Department's events associated with the 150<sup>th</sup> Anniversary have been a blend of past and present, allowing students to gain an understanding of San José State's literary history. The most prominent of these is the Wall of Reading series located in Clark Hall. There, students can walk through and observe works that they will find especially relevant to their own experience, and then comment on the scrolls conveniently posted nearby. Each different time period has important written works placed where students can sign-off as having read. Even more significant is the series of discussion groups linked to the Wall of Reading. Throughout February and March, students were able to discuss specific novel relevant to the history of San José State University, including: *The Grapes of Wrath*, *Beloved*, and *The Joy Luck*

*Club*—all books with authors relevant to San José State's history.

The English Department brought itself great recognition with the development of the Edwin Markham Prize for Poetry. The prize was developed in order to recognize



a current poet, and remember a famous graduate of San José State University, Edwin Markham. Markham, who graduated from the school when it was California State Normal School in 1872, is best remembered for his poem "The Man with the Hoe." His home is still standing in downtown San José at History Park. The winner of the *Reed Magazine*/Edwin Markham Prize for Poetry this year was Erica Goss, an M.F.A. student of poetry here in the English Department at San Jose State. Of all the entrants, her poetry was selected by Poet Laureate of California, Al Young, and will be published in the 2007 edition of *Reed Magazine*. In addition to this honor, she will receive a \$500 prize.

One of the most notable events being brought to our campus this year

for the Sesquicentennial anniversary is "The Evening of Poetry." Once again, Al Young, who was also a former Lurie Professor at SJSU, is lending his voice to celebrate both the anniversary of our prestigious University and its history. This particular evening will be spent discussing the poetry of Edwin Markham and Dr. Henry Meade Bland, SJSU professor from 1899-1931 and the second Poet Laureate of California. It is to be held April 5th in the King Library, room 225/229 at 7 p.m.

For a full listing of the events associated with the 150<sup>th</sup> Anniversary, see the San José State University homepage at [www.sjsu.edu](http://www.sjsu.edu) and click on the 150<sup>th</sup> Update link, or visit the English Department's homepage at [www.sjsu.edu/depts/english](http://www.sjsu.edu/depts/english) and click on the Literary Calendar Events link.

---

---

# The Poet's and Writer's Coalition

By Erik Pangelinan

Conceived in a dream and given its birth through the sheer enthusiasm of its members, the Poet's and Writer's Coalition is now an officially recognized on-campus club eagerly ready to make their mark by gaining new members and much deserved attention at San José State University.

"I had a dream," Rachele Escamilla, the club's president says when asked about how the group came to be formed. "I dreamt that there was this awesome poetry reading outside at SJSU with tables and a bartender who made drinks with names like 'Wallace Stevens Red Weather,' 'William Carlos Williams Plum Shot,' and 'Elizabeth Bishop's Man-Moth Cocktail.'" The reading in her dream was prophetically called, "The Poetry Revolution." The next day she relayed the dream to professors Alan Soldofsky and Sam Maio, expecting to share a whimsical chuckle. Instead, both agreed that such a dream might be realized with the effort and dedication of an enthusiastic core of students. Rachele rounded up a few interested people, applied for recognition, and since then they all have been busy planning events and activities to bring their "Poetry Revolution" out of the darkness of one student's slumber and into the light of reality.



Blue Monkey Lounge

This revolution has to do with the perceived notions that people have about English majors. There is a prevailing idea that all English majors are bookworms, they are pretentious, stuck up, and are all too eager to correct your grammar if given an opportunity in everyday conversation. The PWC hopes to counter these misconceptions by generating campus-wide interest and participation in the creative works of San José State student authors and poets. It is not their purpose to recruit elitist snobs whose only group practice is to praise their own works in order to feel superior over non-English majors. The group is open to anyone who is serious about poetry and literature, and to people willing to show up at the bi-monthly meetings and who can contribute to the workshops and events they have

planned. In fact, they are proud to boast that a few core members are non-English majors.

Another purpose of the group is to draw attention to the rich but neglected poetic legacy that San José hides. "Many don't realize just how many poets have come out of this University," Professor Soldofsky says. To help alleviate this discrepancy the PWC plans to present a reading of the past, present and future poets of San José at the University's 150<sup>th</sup> anniversary celebration on April 21. This will take place at the Markham House, where some of the local poetic treasures are hoped to be available to read samples of their work. Other events for the future include: monthly poetry readings at the Blue Monkey Lounge, workshops in conjunction with City Year and, of course, the organization's regular meetings and readings.

Since this group is in its infancy, all interested students have a unique opportunity to be charter members of what just might be the start of a long-celebrated poetic tradition here at SJSU. You could even end up being a part of the first generation to see the literal realization of Rachele's "Poetic Revolution" dream... and buy the group a round of those Elizabeth Bishop Cocktails.

---

---

To keep up with the latest PWC news and gatherings visit: [www.poetsandwriterscoalition.org](http://www.poetsandwriterscoalition.org), [www.groups.yahoo.com/group/poetryrevolution\\_sjsu](http://www.groups.yahoo.com/group/poetryrevolution_sjsu), or contact group president, Rachele Escamilla, at [rachele\\_lescamilla@hotmail.com](mailto:rachele_lescamilla@hotmail.com)

---

---

# Careers 101

By Tammy Peete

English majors, like other students, dream of the moment when the tune of the graduation song fills their ears as they walk down onto the field at San José State University. That exciting anticipation can accompany stress about what they are going to do from that day forward. What career can one obtain with a Bachelor of Arts degree in English? Students want to know that all their hard work and years in classrooms will lead to a satisfying occupation.

They needn't worry. English majors' abilities to communicate efficiently through the written word are tremendously valuable assets in numerous fields of work, such as teaching, law, business, advertising, and journalism. Employers seek individuals who can deliver messages clearly to customers, audiences, and co-workers. Writing can be an effective way of doing exactly that.

Whether someone is interested in writing informative, persuasive, or narrative pieces, or proofreading the writing of others, there is a spot available. If an English major is interested in being a journalist, editor, or technical writer and handles deadlines well, he or she could consider looking into newspapers, magazines, trade publications, advertising agencies, or government agencies. According to the Bureau of Labor Statistics (a good resource for job information), "Employment of writers and editors is expected to increase 9 to 17 percent through the year 2014." The demand for skilled writers and communicators is constantly growing

in our society.

Those with a B.A. in English are well on their way to becoming teachers, if they choose that as a potential job. However, to be a public school teacher, appropriate teacher certification is an additional requirement beyond the B.A. If someone is interested in passing on his or her knowledge and enriching others' minds, great places to show interest are at public schools, private schools, and libraries. The Bureau of Labor Statistics states that "job opportunities for teachers over the next 10 years will vary from good to excellent." The realization that smaller class sizes are more beneficial than larger classes is increasing the need for more educators.

English majors have many resources they can utilize to find the

## Median Salaries in the U.S.

(<http://swz.salary.com/>)

Proofreader - \$36,949

Level 1 Copywriter - \$38,462

Level 2 Copywriter - \$48,624

Level 3 Copywriter - \$60,765

Proposal Writer - \$42,859

Elementary School Teacher - \$47,599

High School Teacher - \$49,632

right jobs for them. As mentioned before, there is the Bureau of Labor Statistics, which has a wonderfully thorough website. It offers information about working conditions, qualifications, outlook, and earnings for a large number of different careers. Another source is the Eureka system, which supplies information about education and work. It includes self-assessment tools for those who are still

(Continued on p11)



Sharon Goodenough enlightening young minds at Leigh High School

---

---

# A New Face in Fiction at SJSU

By Allyson Rocha



Nick Taylor

This spring semester faculty and students have been meeting and getting to know the candidates, who are eagerly hoping to fill the position of assistant professor in creative writing for fiction. The selection committee, which is comprised of seven faculty members, had the difficult task of narrowing twenty-five finalists down to five, out of the initial one hundred applicants. The final five candidates have spent much time enlightening both faculty and students on their many literary accomplishments, and their plans to enhance the position of fiction professor. The job's key responsibilities include teaching lower-division, upper-division and graduate fiction writing courses, and advising the staff of our literary magazine, *Reed*. The fiction professor will also be responsible for teaching some general education courses, including English 71: Introduction to Creative Writing. Understandably, the task of selecting

the ideal candidate for this position is challenging and requires extensive consideration by the selection committee.

The pool offered many intelligent and outstanding applicants from diverse backgrounds and teaching methods. When trying to distinguish one candidate from another, one of the most important inquiries the committee made was asking what expertise this nominee could bring to the position. Though the answer to this question varied for each applicant, all the candidates expressed enthusiasm and dedication as being important factors. Emily Mitchell said, "I hope to bring experience and energy, but also a willingness to learn from the students I work with." A fellow candidate, Nick Taylor, expressed his desire to expand the reach of *Reed Magazine*, saying, "I want to create an online community around the journal, with mailing lists, discussion boards, and extra content available only online." According to Committee Chair Scott Rice, one of the most important factors they considered when choosing the best appointee was finding someone who was not only good in his or her field, but also someone who was genuinely interested in teaching as a career. Professor Rice also expressed how important it was to find a candidate who is, "a very promising and productive writer," and someone who will effectively supervise and expand the knowledge of *Reed*.

All of the contenders shared an interest and appreciation of the

broad diversity present on our campus, and it was exactly this that attracted them to San José State. The aspect of diversity, and the candidate's ability to incorporate this into his or her curriculum, is an attribute the selection committee finds very important. Robin Romm had been waiting for an opportunity to work with a diverse student body, and felt SJSU exemplified just that. She believed that diversity in the classroom leads students to produce exciting and dynamic writing. Nick Taylor also expressed a willingness to orchestrate his curriculum based on the diversity of each class.

After much deliberation and assessment the selection committee chose the candidate they felt would best shape our educational pathway. In their eyes it was Nick Taylor who represented the attitude and enthusiasm which is so important to our university. It is he who will oversee the imperative courses for future and present SJSU fiction writers and implement the wisdom and understanding that will build us into the accomplished authors of tomorrow.



---

---

# A Center for Writing, A Center for Learning

By Jason Alvarado

Until a month and a half ago, if students needed help with their writing they only had a couple of options. They could ask their professors for help, or they could go to the LARC (Learning Assistance Resource Center) and get help from their skilled tutors. But now students have a third option: The Writing Center.

The Writing Center offers students specialized help focusing directly on writing and all of its many aspects. The Writing Center's skilled specialists can help students with writing research papers in subjects like engineering or human biology, or even help an English major with a work of prose. But as the old saying goes, "Help a writer write their paper and they can have a good paper that week; teach them how to write and they have good papers for life."

One of the Center's main goals is to improve the student's level of writing for the long run. They offer regular writing workshops that aim to teach students how to write more skillfully and accurately. Some of the workshops this semester will focus on areas such as proper use of punctuation, proper use of verbs, and even how to affectively write business letters.

Another service the Writing Center offers is tutoring in groups by appointment. They also do house calls, meaning that professors can set up appointments to have a skilled writing tutor come to their classroom and help their students in any area of writing.



A hard-working tutor (Katie) taking time to help a student

Professor Linda Mitchell, who was not mentioned in a recent Spartan Daily article, is the Director of the Writing Center. She also teaches classes on campus such as English 103 (Modern English Grammar) and English 201 (Methods and Materials of Research), but is taking a semester off from the classroom to focus solely on the Writing Center. She works painstakingly for this new SJSU resource, but not only as the director. She also does tutoring, workshops, and helps to train the staff of writing specialists.

The Writing Center has three faculty-in-residence that aid with their mission. They also have eleven tutors on staff; three of these being English graduate students, and two that are English undergraduate majors.

The Center is always taking applications and looking for tutors, especially students studying English. Since they are already

knowledgeable in areas like editing and proofreading, English majors make prime candidates for jobs with the Writing Center. They require applicants to be upper division or graduate level students; they need to have finished their respective 100W class and maintain a cumulative grade point average of 3.3. Students should also be personable with good communication skills.

The Center's message to English majors on campus is, "If you need help, don't be afraid to come in." Their skilled specialists can help students with anything from an English 1A paper, to a graduate thesis. Or if you just need someone to check your paper for proper grammar, they also serve as expert editors and proofreaders as well.

Upon its inception, the Writing Center was given one semester to prove its usefulness to students around campus: only a month and a half in to the semester and it's already proving invaluable. Each week the

(Continued on p11)

---

---

# Course Descriptions - Fall 2007

## **English 22: Fantasy & Science Fiction**

Read the original works that inspired Peter Jackson!! We will read large sections of J.R.R. Tolkien's *Lord of the Rings* and study the medieval and linguistic backgrounds to his epic tale. Other works may include the *Fall of the House of Usher*, *The Time Machine*, *Rossum's Universal Robots*, *Princess of Mars*, *Do Androids Dream of Electric Sheep?*, *The Sandman*, *Neverwhere* and short stories by William Gibson, Dean Paschal, Ursula K. Leguin and Arthur C. Clarke. Emphasis is on epic and dark fantasy with some science fiction and cyberbunk.

**Professor Stork: MW 1200-1315**

**Professor Eastwood: 1800-2045**

## **English 56A: English Lit to 1800**

Major literary movements, figures, and genres from Anglo-Saxon period through the eighteenth century. Works and writers may include *Beowulf*, Sir Gawain and the Green Knight, Chaucer, Spenser, Sidney, Shakespeare, Donne, Milton, Dryden, Pope, Swift, Fielding, Johnson, Boswell.

**Professor Polluck: TR 0900-1015**

## **English 56B: English Lit 1800-Present**

Something for everyone in the greatest hits of British Literature for the past two-hundred-odd years, covering the Romantics, Victorians, Modernists and Postmodernists, their poetry, fiction, drama and prose.

**Professor Harris: TR 1030-1145**

## **English 68A: American Lit to 1865**

Survey of American literature. Native-American myths to Walt Whitman.

**Professor Shillinglaw: TR 1200-1315**

## **English 71: Introduction to Creative Writing**

Writing in various literary genres; emphasis on eliciting and developing talent in various kinds of creative writing.

*Prerequisite: English 1A; sophomore standing or above*

**Professor Miller: MW 1200-1315, 1330-1445; R 1800-2045**

**Professor Maio: TR 1330-1445; T 1800-2045**

**Professor Berman: M 1600-1845**

**Professor TBA: MW 0900-1015**

## **English 71: Introduction to Creative Writing (Online)**

Introduction to Creative Writing (English 71) is a 3-unit lower-division course designed and administered by the Department of English & Comparative Literature at San Jose State University to fulfill Core General Education requirements in the C2 Letters area of Humanities & the Arts. This section will be taught online using the WebCT instructional platform. The course will involve both the reading and writing of poetry, creative non-fiction, and short fiction. Students in this class will read published works—contemporary and historical—of poetry, creative non-fiction, and fiction.

Students will write original works of poetry, creative non-fiction, and fiction in response to works by published authors that students will use as models.

English 71 will explore the traditions of poetry, creative non-fiction, and fiction as they have evolved over the last few centuries. Students will examine these traditions in the light of understanding the historical and cultural contexts from which they have arisen.

The course will be taught using a combination of online small writing groups (organized as learning communities) and online writing workshops. In the discussion, published works of creative writing will be closely read and analyzed. In the writing workshops, creative work by class members will be analyzed and critiqued for revision. Students are required to participate in all workshops dedicated to the discussion of class members' writing.

**Professor Soldofsky: Online**

## **English 78: Intro to Shakespeare**

Reading of five or six representative plays. The Elizabethan era, dynamics of performance, and close analysis of the plays.

*No credit in the English major.*

**Professor Fleck: TR 1200-1315**

## **English 100W: Writing Workshop, English Studies**

English 100W is an integrated writing and literature course designed to provide English majors with a firm foundation for the professional study of literature. Over the course of the semester, students will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays that demonstrate an understanding of and illuminate for others how literature contains and conveys its effects and meanings.

Approximately one half of the semester will be spent on the study of poetry.

**Professor Cox: F 0900-1015**

**Professor Eastwood: TR 1330-1445**

**Professor TBA: MW 0900-1015**

## **English 101: Introduction to Literary Criticism.**

Study and application of various historical and contemporary approaches to literature, such as formalism, structuralism, new criticism, cultural studies, new historicism, post-structuralism, Marxism, post-colonialism, feminism, etc. Application of these approaches to works of literature.

**Professor Krishnaswamy:**

**MW 1030-1145**

**Professor Wilson: M 1900-2145**

## **English 103: Modern English.**

The growth and structure of modern English, including its phonology, morphology, syntax, and semantics. Attention to social and regional varieties, with implications for language development and literacy among native and non-native speakers.

**Professor Stork: MW 1030-1145**

**Professor Cox: TR 1030-1145**

---

---

**English 106: Editing for Writers**

Perplexed by punctuation? Grieved over grammar? Overwhelmed by organizational problems? This course offers a solid review of diction, syntax, grammar, and punctuation; it also covers document-editing skills: how to organize papers, evaluate graphics, and perfect document design.

**Professor Cox: MW 1030-1145**

**English 109: Writing & the Young Writer**

This course is designed to strengthen participants' writing skills in both creative and expository genres and to develop participants' knowledge and skill as future teachers of writing.

**Professor Lovell: M 1600-1845**

**English 112A: Children's Lit.**

Study of literature for elementary and intermediate grades, representing a variety of cultures.

**Professor Krishnaswamy: MW 0900-1015, 1200-1315**

**Professor Rice: T 1800-2045**

**English 112B: Lit. for Young Adults**

Study of selected literary material, representing a variety of cultures, chosen to motivate secondary school readers.

**Professor Warner: W 1600-1845**

**English 116: Mythology**

An introduction to the main stories of Classical Greek and Roman mythology and a survey of Arthurian and other Celtic legends. We will read many of the original versions of these myths and consider their later appearances as well. Some attention paid to non-Western mythology as well, especially as relates to Creation mythology, angelology and Eros.

**Professor Stork: MW 1200-1315**

**English 117: Film, Literature, & Culture**

An exploration and comparison of narrative in film and literature, the focus of the class will be on cultural definition and cultural change and the interaction between cultures. English major elective

and single-subject credential requirement that also satisfies area V upper division GE.

**Professor Engell: T 1500-1745**

**Professor Harris: W 1800-2045**

**English 123B: Literature for Global Understanding: Africa**

Examines the literary production and cultural heritage of Africa. Issues addressed may include Afrocentrism, the scramble for Africa, slavery, the middle passage, colonialism and decolonization, the black Atlantic, the African Diaspora, ethnic violence, religion, economics, modernity, class, gender, human rights and indigenous movements will be exemplified in the writings of significant writers from various countries of Africa.

For Fall 2007, the class will study a variety of texts and authors including Sundiata: An Epic of Old Mali, Emperor Oludah Equiano, Leopold Senghor, Camara Laye, Chinua Achebe, Bessie Head, Wole Soyinka, Ngugi wa Thiong'o, Ben Okri, Ken Sara-Wiwa, Naguib Mahfouz, and others.

Presentations, short papers, research project, and exams required; satisfies Advanced GE in Area V.

**Professor Chow: MW 1330-1445**

**English 125A: European Lit.**

Classical and medieval literature in translation: Homer, Aeschylus, Sophocles, Euripides, Virgil, and Dante

**Professor Mesher: TR 1330-1445**

**English 129: Introduction to Career Writing**

This course provides an introduction to writing as a profession. Students will practice a variety of written genres for a variety of purposes and audiences.

Students will also plan and write two publications: *The English Department Newsletter* and *The Writing Life*.

**Professor Cox: MW 1200-1315**

**English 130: Writing Fiction**

A workshop for students with experience writing fiction. Each participant will submit two new short stories for consideration by the class. A third submission may be either another

new story or a substantial revision. Other requirements include assigned readings of published stories and thoughtful criticism of classmates' work. Course may be repeated once for credit. Prerequisite: English 71 or instructor permission.

**Professor Taylor: MW 1330-1445**

**Professor Berman: R 1600-1845**

**English 131: Writing Poetry**

In this course students will write and revise original poetry, which class members will critique each week in a "workshop." Students will also read work by published poets, some of which will be used as models for students to emulate in their writing. Most of the poetry written for this class will be in open form, but there will be a couple of instances where students will be asked to experiment writing in meter and in closed forms. We will read works of contemporary poetry intended to help us understand the distinction Robert Lowell made between "the raw" and "the cooked"—between Beat poetry as opposed to more conventional "academic" poetry. The theme of the course will be "Poetry and Politics." Over the semester, we will interrogate the often cited paradigm that in poetry "the personal is political."

The goal of the course is to help students improve the quality of their poetry by learning more about the craft of poetry writing and techniques of revision. Poetry is largely the art of making original images and metaphors, paying concentrated attention to language, down to the level of the syllable. Class members will learn how to make better metaphors, as well as learn to construct other types of figures of speech. Class members will also learn how to improve the sound of their poems. By the end of the course, students will have finished a short manuscript of poetry. Students who are not sufficiently experienced reading and writing poetry are not encouraged to enroll in this class. To enroll in the course, undergraduates must have successfully completed English 71 or receive permission of the instructor. The

---

---

class can also be taken by MA and MFA candidates for Graduate credit. This course can be repeated twice for credit.

**Professor Soldofsky: TR 1200-1315**

**English 133: Reed Magazine**

Established in the 1920s, *Reed* is one of the oldest student-edited literary magazines west of the Mississippi. In this course we will cover all aspects of the editorial process, from solicitation and selection of material to production and distribution. This semester we will also examine the trend toward web publishing of literary journals and the establishment of online literary communities. Open to all majors. May be repeated once for credit. Prerequisite: upper-division standing

**Professor Taylor: M 1900-2145**

**English 140A: Introduction to Old English**

An introduction to the language, literature and culture of Anglo-Saxon England (597 – 1100 CE). We will study Old English and progress from reading simple prose to such poems as the Riddles, Battle of Maldon, Wanderer, Seafarer, Wife's Lament and selections from Beowulf. An opportunity not to be missed! A chance to learn about the very earliest written and oral records of the English-speaking world!

**Professor Stork: MW 0900-1015**

**English 144: Shakespeare I**

Major plays such as Twelfth Night, Henry IV, Part I, and Hamlet.

**Professor Eastwood: TR 0900-1015**

**English 147: Milton**

The man, the thinker, the revolutionary, the poet. English poems, major prose, selected modern criticism

**Professor Fleck: R 1900-2145, BBC 122**

**English 150: The Victorian Age**

Study of major authors and poets from 1832 to 1900, tracing changes in philosophy, religion, society, and culture represented in their works.

**Professor Wilson: W 1900-2145, DMH 354**

**English 164: Amer Lit. 1910-1945**

Writers may include Wright, Hurston,, Cather, Eliot, Moore, Faulkner, William Carlos Williams, and Gertrude Stein.

**Professor Shillinglaw: TR 1330-1445, DMH 354**

**English 165: Topics in Ethnic American Lit.**

English 165 is a course focusing on the study of a topic in ethnic American literature, such as African American, Asian American, Latino American, or ethnic autobiography. In Fall 2007 the focus is on Native American. Materials include myths, songs, and tales from oral tradition, and texts/writers such as William Apess, N. Scott Momaday, James Welch, Gerald Vizenor, Leslie Silko, Louise Erdrich, Sherman Alexie, and a variety of poets. Required: Quizzes and in-class activities, multiple essays, midterm and final exams.

**Professor Chow: TR 1200-1315, BBC 221**

**English 169: Ethnicity in America**

Major contributors to American literature which reflect ethnic encounters with the wider American culture. Includes prose, poetry, and drama from five major American ethnic groups: African, Asian, Chicano/Hispanic, European, and Native American. ENGLISH 169 fulfills Advanced GE requirements in Area S and concentrates on the study of ethnicity as represented and constructed in American literature in relation to the formation of the concept of self, the place of self in society, and issues of equality and structured inequality in the United States. It addresses issues of race, culture, history, politics, economics, etc., that arise as contexts relevant to the study of literature by and/or about Americans (including immigrants) with Indigenous, African, European, Latino, Hispanic, and Asian backgrounds. Required: Quizzes and in-class activities, multiple essays, midterm and final exams.

*Prerequisite: Completion of Core GE, satisfaction of Writing Skills Test, and upper-division standing.*

**Professor Brada: MW 1200-1315, DMH 354**

**Professor Chow: TR 0900-1015, DMH 354**

**English 174: Lit, Self, Society**

Study of works of American literature that look at changing definitions of self in relationship to society.

*Prerequisite: Completion of Core GE, satisfaction of Writing Skills Test, and upper-division standing.*

**Professor Heisch: MW 1030-1145, BBC 221**

**English 176: The Short Story**

Analysis and interpretation of selected short stories from the 19th century to the present.

**Professor Maio: TR 1030-1145, BBC 221**

**English 180: Individual Studies**

By arrangement with instructor and department chair approval  
*CR/NC grading.*

**(Section 1) TBA TBA TBA TBA**

**(Section 2) Professor Stork: TBA TBA**

**(Section 3) Professor Stork: TBA TBA**

**English 182: Women in Lit**

Image of women in literature or works of significant women writers.

*Repeatable for credit.*

**Professor Krishnaswamy: M 1600-1845, DMH 354**

**English 184: Student Teaching II**

**(Section 1) Professor TBA: TBA**

**(Section 2) Professor Lovell: TBA**

**(Section 3) Professor Warner: TBA**

**(Section 4) Professor Burchard: TBA**

**(Section 5) Professor Morella: TBA**

**(Section 6) Professor Parker: TBA**

**(Section 7) Professor Hamor: TBA**

**English 184: Student Teaching III**

**(Section 1) Professor Dummy: TBA**

**(Section 2) Professor Lovell: TBA**

**(Section 3) Professor Warner: TBA**

**(Section 4) Professor Burchard: TBA**

**(Section 5) Professor Morella: TBA**

**(Section 6) Professor Parker: TBA**

**(Section 7) Professor Hamor: TBA**

---

---

**English 190: Honors Colloquium**

Selected topics. Prerequisite: Junior or senior standing, 3.5 GPA, 3.0 overall GPS and admission to departmental honors program.

**Professor Fleck: T 1600-1845, BBC 128**

**English 193: Lit & Self-Reflect**

Culminating course for English majors, requiring students to reflect on their experience and their progress toward meeting the Department Learning Goals.

Each student will 1) submit a portfolio of writing from at least five courses taken in the major; 2) significantly revise one of those portfolio selections; 3) add other written work to the portfolio based on readings and activities during the semester; and 4) write an introduction to the portfolio evaluating its contents in relation to the Department Learning Goals. Readings will include fiction, nonfiction, poetry, and drama addressing the theme of reflection and self-evaluation. Writers whose work is under

consideration for the syllabus include Lillian Hellman, Dashiell Hammett, Zora Neale Hurston, A.A. Milne, T.S. Eliot, H.G. Wells, Virginia Woolf, Walt Whitman, John Steinbeck, Annie Dillard, Lord Byron, Elizabeth Inchbald, Tom Stoppard, Chris Marlowe, and Bill Shakespeare.

**Professor Wilson: W 1600-1845, DMH 354**

**Professor Douglass: R 1600-1845, DMH 354**

**Important Dates:**

**May 14** - Course listings are expected to appear online at [www.sjsu.edu](http://www.sjsu.edu)

**August 21** - The Fall 2007 semester begins

**August 23** - The first day of instruction

---

---

**A Center for Writing, A Center for Learning**

(Continued from p7)  
offices are filled with clients who are keeping Linda Mitchell and her entire staff very busy. And hopefully showing SJSU Administration its necessity.

The Writing Center is here to help students succeed in college life, but it also aims to give students skills beneficial for their careers after college. They know that everyone, no

matter what their area of study, can benefit from being proficient in writing, especially in today's highly competitive career landscape.

So the next time you need help with a paper, are looking for a tutoring job, or just want to improve your prose, check out the Writing Center. They're here for us.

**For more information, contact:**

Academic Success Center

Clark Hall, Suite 126

(408) 924-2308

[www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)

Hours: Monday-Thursday (9am - 7pm) & Friday (9am - 1pm)

---

---

**Careers 101**

(Continued from p5)  
undecided about their job direction. Eureka is very accessible to San José State University students, since the databases can be used on campus. By going to the Career Center on campus, English majors can further develop their career planning strategies and come closer to reaching

their goals. Whether this is one's very first semester or last semester,

it is never too early or too late to begin researching for the future.

**Resources to Check Out:**

**Career Center:** (408) 924-6031

**Eureka:** 1) Career Resources Library, located at the Career Center in Building F 2) Adaptive Technology Center at the Clark Library

**Bureau of Labor Statistics:** [www.bls.gov](http://www.bls.gov)

---

---

# Chair's Message - Spring 2007

By Scott Rice

Having had the honor (and the aggravation) of being Department Chair for four years, it is now time to take off my shoes and leave the track. But don't cry for me, Argentina (or Bolivia, either) because next fall I will enter the Faculty Early Retirement Plan and wind down my four-plus decades at San José State by teaching two courses a semester and serving on only the occasional committee. I can't say that I will miss processing all the paperwork required by a large department, or contending with budget crises and enrollment targets and personnel issues. So, what tatters of my belief system remain after joining the faculty in 1968 as a naïve idealist who thought that English profs spent their free moments debating colleagues over the respective merits of Thackeray and Trollope, Faulkner and Melville?

1. I still believe that the value of education increases with every passing day, an activity whose goal, as Robert Hutchins observed, is to make us more intelligent, and who does not need to be more intelligent?

2. I still believe in the power and value of teaching, not because of an elevated opinion of my own accomplishments but because of an ever-growing appreciation for my own teachers, like John Sisk at Gonzaga University.

3. I still believe in Literature (yes, with a capital L), a higher order of expression that is unique in its ability to nourish us intellectually, emotionally, imaginatively, aesthetically, and spiritually (overlapping categories, granted). There is no better full-brain,



full-person workout than reading a good book.

4. I still believe in what we used to call the classics but now mislabel the "canon" (a term expropriated from the Catholic Church to designate a body of texts approved by Some High Power). Shakespeare and Austen and Flaubert and Tolstoy and Rushdie are classics because they are damned fine writers, not because some committee arbitrarily decided to "privilege" them.

5. And I still believe that the especial mission of English departments is to have stewardship over the literary treasures of the past. The great writers of the past still speak to us, but often in language and in conventions that become increasingly less accessible with time.

But I have also come to believe that English departments are much like Samuel Johnson's patrons. Johnson observed that a patron is someone who stands on a river bank watching a man drowning, then when the man finally drags himself to shore, encumbers him with help. This is how English departments treat writers, most of whom they ignore as they struggle to create their art and establish a body of work. Then, decades—or even centuries—later, after these writers have become enthroned

among the classics, promote them fervently and safely. English departments offend principally by not asking their majors to read enough current writers. I would like to see our department inaugurate a course called Living Writers, then make it required.

So, what am I most looking forward to in retirement? Having more time to read. Okay, and maybe playing some golf.

## **Newsletter Staff**

### **Professor & Editor-in-Chief**

Cathleen Miller

### **Editors**

Caroline Carlos

Erik Pangelinan

Andrea Lampert

### **Proofreaders**

Ana Trujillo

Randy Santamaria

Amy Silva

### **Art Direction & Design**

Tammy Peete

Myra Needham

### **Photographers**

Angela de Souza

### **Production Coordinators**

Allyson Rocha

Rebecca Farac

### **Production Technicians**

Jason Alvarado

Mark Constantino