

ENGLISH DEPARTMENT

Graduate Course Description

Fall 2007

MASTER'S LEVEL

EGL 502.01 Studies in Shakespeare

Reading: *Richard III* *Richard II*, Part I of *Henry IV*, *A Midsummer Night's Dream*, *Hamlet*, *Merchant of Venice*, *King Lear*, *Winter's Tale*. Texts: The issue of which editions of the plays you can use will be discussed at the first class meeting. In general, a large one-volume edition, such as Riverside Shakespeare, is fine; or one-play-per-volume editions with notes, such as the Signet. I have ordered Signet paperback editions of these plays for those of you who wish to buy them. The format of this course will be lecture/discussion, concentrating on plot, characterization, theme and structure. Depending on class size, we may have oral reports periodically. Audio/visual material will be used when available; however, since I have no a/v budget, I would appreciate any help I can get – who has access to films and video tapes? Your task; come to class (two absences permitted, no excuses needed; more than that, see me); a complete final project, typically a term paper, due at the last day, as well as any incidental assignments I give you during the semester, and, a reaction or response paper (or “log”), due at the beginning of every class.

Tues. 6:50 to 9:50 p.m.

C. Huffman

EGL 506.01 Studies in Literary Theory: The Defense of Poetry

A survey of major texts in the history of criticism focusing on The Defense of Poetry Tradition. Texts in this tradition consider questions such as: Does literature tell us the truth about the world? Should the study of literature be central to education? Does the study of literature make us better persons? The course will begin, as the tradition begins, with Plato, who answers a resounding “No” to all three questions and then consider a series of efforts to answer “Yes” Among the authors read will be Philip Sidney, Samuel Johnson William Wordsworth, Percy Shelley, Oscar Wilde, Northrop Frye, and Iris Murdoch. Required work: three short argumentative papers and a final exam.

Mon., Wed 5:20 to 6:40 p.m.

B. Bashford

EGL 510.01 Old English Language and Literature

An introduction to both the language and literature of the Anglo-Saxon literary period (450-1100). Students will be expected to read the literature in the original language and become familiar enough with the technical aspects of the language to do that reading accurately. In order to fully understand the period, we will also look at the history and culture of the time. Readings will include both prose and poetry, encompassing the major

works of the period with the exception of *Beowulf*. There will be a mid-term and final exam. Students will be expected to keep a reading log and produce one manuscript explication and one longer (15-page) paper. Attendance and participation will be factors in the final grade.

Mon., Wed. 3:50 to 5:10 p.m.

P. Belanoff

EGL 520.01 Studies in Renaissance: Renaissance Fiction

This seminar explores the richly variegated world of Anglo-European narrative fiction before the novel. We do this by reading representative books from a number of the most prominent fiction genres of (primarily) the sixteenth and early seventeenth centuries, paying special attention to texts that self-consciously address the ethics and aesthetics of their own fictionality. We will also read a few secondary works to help us begin exploring the extent to which some of the most important twentieth-century theories of narrative, composed largely to make sense of “the novel,” can help illuminate these pre-novelistic literary forms. Reading includes all or part of the following primary texts: Boccaccio’s *Decameron*, More’s *Utopia*, Gascoigne’s *The Adventures of Master JF*, Sidney’s *Arcadia*, Spenser’s *Faerie Queens*, Cervantes’ *Don Quixote*, Rabelais’ *Gargantua and Pantagruel*, Aphra Behn’s *Oroonoko*, and the literary theory of Plato, Aristotle, and Sidney.

Wed. 6:50 to 9:50 p.m.

D. Pfeiffer

EGL 570.01 20th Century American Literature: Contemporary American Literature

A survey of American literature published during the second half of the twentieth century. The subjects to be examined will include popular culture, metafiction, the historical novel, minimalism, New Journalism and the Vietnam War Papers, oral presentations, and active participation are required.

Thurs. 3:50 to 6:50 p.m.

S. Olster

EGL 570.02 Modern American and British Poetry

Seminars in modern poetry in which students look at some of the best examples. The course assignment is to compose an anthology of poems and to write an introduction justifying one’s choices.

Tues. 3:50 to 6:50 p.m.

R. Rosenblatt

EGL 575.01 British and American Literature

Virginia Woolf famously asserted, “on or about December 1910, human character changed.” Many of Woolf’s contemporaries shared her sense of a sharp break in the history of human character and in the history of literature in English. Over time, the literature of the first half of the twentieth century came to be defined by its experimental forms and attention to new subject matter. But what did it mean to “make it new,” as Ezra Pound demanded? This course samples fiction, poetry and drama from both sides of the Atlantic to answer that question. In addition to comparing literary modernisms, we will briefly consider visual art and cinema of the period. Authors examined will include Woolf, James Joyce, William Faulkner, Willa Cather, Bernard Shaw, T. S. Elliot, Pound, W.; B.; Yeats, Wallace Stevens, and others. Course requirements include regular

attendance and participation; several presentations; one short paper (5-7 pages) and one longer research paper (10-12 pages).

Tues. 3:50 to 6:50 p.m.

C. Marshik

EGL 575.02 British and American Literature: Modernist Fiction to Film

IMPORTANT: Our class meetings will be held in the West Apartments Commons (Building E), a short walk from the parking lot west of the SAC. The campus bus stops directly in front of the building, but students should allow extra time for getting to class. See campus map at <http://ws.cc.stonybrook.edu/ugadmissions/visiting/map/> (building is fully accessible). We will read classics of prose fiction by modernist authors, including at least Joyce (*The Dead*), Conrad (*The Secret Agent*), James (*The Turn of the Screw* and *The Wings of the Dove*), Woolf (*Orlando*), and Forster (*A Passage to India*). I have selected these works partly because each has been creatively adapted for the screen, and we will discuss the mutually illuminating dialogue conducted by novels (or novellas) and their film adaptations, of which we will watch excerpts. Other possibilities *might* include Hemmingway's *A Farewell to Arms*, Wharton's *The Age of Innocence*, and Waugh's *A Handful of Dust*, but I don't want to overload the syllabus at the expense of careful consideration of each pairing of novel and film. Students will offer a class presentation, and write a series of regular, short response papers.

Mon. 3:50 to 6:50 p.m.

E. Haralson

EGL 582.01 Drama Workshop

An introduction to the craft and art of writing for the stage. By the end of the semester, students are expected to have written and rewritten a one-act play or a substantial section of a full-length play. Student participation is required.

Prerequisite: Permission of instructor

Tues. 6:50 to 9:50 p.m.

J. Levy

EGL 585.01 Topics in Cultural Studies: 19th Century American Literature and Culture

This course offers a selective survey of nineteenth-century literary and non-literary cultural productions in conversation with relevant contemporary political, legal, medical, aesthetic and social discourses. The course will be organized as a series of units, in which very different kinds of texts are brought together to speak with and against each other regarding common themes, questions, or debates. Units will include: the discourse of slavery and freedom; domesticity and its discontents; photography, vision and the 'real'; race and the politics of nostalgia. Readings will include: essays by David Walker, Emerson, and Thoreau; Nat Turner's "Confession"; speeches by Lincoln; slave narratives by Douglass and Jacobs; stories by Poe, Melville, Howells, Crane, Chesnutt, and James; novels by Hawthorne and Stowe; poetry by Whitman, Longfellow, and Dunbar. Students will be required to write one to two essays totaling 15-20 typed pages; to make one class presentation and to participate regularly in class discussion.

Tues. 6:50 to 9:50 p.m.

S. Scheckel

EGL 592/WRT 592 Problems in Teaching Writing or Composition

For students with a B.A. degree, this course will explore the multi-disciplinary field of Composition Studies and help participants develop well-theorized practices for teaching writing in various academic settings and levels: two-year and four-year colleges and universities, writing across the curriculum programs, secondary and middle schools, and writing centers. By drawing on research in writing, this course will explore the theory and practice of helping student writers analyze and address the challenge of writing in different rhetorical contexts. MAT students are particularly welcome.

Designed for graduate students in English or Writing who are, or will be, teaching courses that involve writing, this course is intended to achieve the following goals:

1. Encourage course participants to recognize that all methods of teaching or tutoring writing have theories behind them and that all kinds of teaching make significant assumptions about learning;
2. Provide course participants with a broad overview of the field of Composition Studies;
3. Give course participants access to the major theories that underpin contemporary professional writing instruction, including theories and practices related to Writing Centers, Writing Across the Curriculum, and English Language Arts in high schools and middle schools;
4. Help course participants develop their own responsible theories of pedagogy for teaching writing;
5. Help those course participants who are MAT students further develop PEP candidate proficiencies especially as they relate to the English Language Arts.

Thurs. 6:50 to 9:50 p.m.

P. Dunn

EGL 598 Master's Thesis

Students following the new MA curriculum (Plan B) enroll for 1-3 credits of EGL 598 while writing a master's thesis of 30-40 pages under the guidance of a thesis advisor. Instructor permission and Graduate Director approval required. See the Graduate Coordinator for the necessary form.

Staff

EGL 599 Independent Study

Requests for independent studies must be submitted to the Graduate Director by **April 16**. English majors only. Please see the Graduate Coordinator for the form. Independent Study is **BY PERMISSION ONLY**.

Staff

DOCTORAL LEVEL

EGL 600.01 Proseminar: The Discipline of Literary Studies

The course is designed to introduce new graduate students to the expectations of a doctoral program: there will be some critical theory, including attention to recent debates, some history of the book, some textual studies, and some consideration of the

state of the profession. Participation in discussion is required –it’s a seminar—and there will be three not unreasonably long papers.

Wed. 3:50 o 6:50 p.m.

P. Manning

EGL 603.01 Problems in Literary Theory and Criticism: History of Poetic Criticism

This doctoral seminar will serve as a survey of the major texts in the history of poetic criticism from late antiquity to the 21st century. Plato, Aristotle, Quintilian, Sidney, Shelley, Eliot, Ransom, Vendler, Perloff, and Stewart will be among the authors studied. When necessary, we will also study relevant issues of translation.

Tues. 3:50 to 6:50 p.m.

R. Phillips

EGL 603.02 Problems in Literary Theory and Criticism: Thing Theory

Thing theory: “man did not begin by thinging his thoughts in intentional enigmas of expression... Things were portrayed by thought by those who were thingers rather than thinkers.” (Massey, 1883). Thing Theory asks questions about the mental and cultural status of the material world, and thus emerges partly from studies of material culture. Although the definitions of the word itself are legion, we may focus on “thing” as that which is signified, as opposed to representation, an actual being or entity as opposed to a symbol of it. (OED) In addition, we take seriously Bill Brown’s assertion that there is a history in things, that the thing really names less an object than a particular subject-object relationship. In this course, co-taught with Robert Crease of the Philosophy Department, we will begin by reading a short essay by Heidegger and some of the leading theorists, such as those appearing in collections by Bill Brown, Arjun Appadurai and Amiria Henare. The course is organized both by selecting specific things and by considering the theory of things. Two of our objectives are to see what it might mean to think through things and what kind of cultural work things do. In addition to theoretical readings, for literature students, there will be choices of literary texts to read, report on, and write about, and art history students may be interested in our visit to the Metropolitan Museum of Art as invited guests of the Photography Division, where there is a show on the calotype, a kind of Victorian photograph. The photograph, diamonds and equations are among the things that we are considering. Course requirements include, attendance at all seminars, presentations, museum attendance for one session, and a seminar paper at term end.

Tues. 12:50 to 3:50 p.m.

A. Munich and R. Creast

EGL 605.01 Problems in Convention and Genre: Milton, Modernity, the “Theologico-Political”

In the aftermath of 9/11, we have been told that we are living through a “clash of fundamentalisms,” according to some voices, or a struggle between legitimate state authority and insurgent Islamic fanaticism, according to others. What all of these claims seem to share is a sense that the boundaries between “religion” and “the political” are being profoundly renegotiated, to a degree no one has seen since the early, radical Enlightenment, or since the moment of post-Enlightenment Romantic critique. This situation provides the impetus for a return to a key moment in the history of political modernity, the mid-seventeenth century aftermath of the “puritan” revolution. In this

course, we will read three seminal texts from that moment: the 1671 volume that includes what are probably Milton's last works and last reflections on the experience of the failed revolution and the possibility of realizing a kingdom of heaven on earth, *Samson Agonistes* and *Paradise Regained*; Hobbes's *Leviathan*, a founding document of the modern world; and Spinoza's brilliant *Tractatus Theologico-Politicus*. Alongside this trio of texts we will read a series of contemporary theoretical explorations of politics, religion, and the "theologico-political," including works by Jacques Derrida, Emmanuel Levinas, Walter Benjamin, Giorgio Agamben, Dipesh Chakrabarty, Gauri Viswanathan, and others.

Mon. 3:50 to 6:50 p.m.

B. Robinson

EGL 605.03 Problems in Convention and Genre: Postcoloniality and English Studies

This course is a conspectus of the last decade or so of work on the canonical texts of English literature—we will look at the work of Heng, Loomba, Howard, Robinson, Aravamudan, Marilyn Butler, Mufti, Viswanathan, Said, Spivak, Krishnan and Lloyd as a way of tracing the movement in postcolonial studies from issues of representation to those of what does not figure in representation at all, or from the critique of nationalism to the problem of the Jew/Arab (who does not even appear in the text) as the enemy. If English studies has always in some way been intimately associated with the epistemic violence by which colonialism transformed indigenous languages and cultures, the question today is: what does it mean to inhabit this space of translation between English and other languages, and in what ways can we argue that literature provides us with an insight into a modernity/postcoloniality that commands us to inhabit this translation as productive aporia, predicament living on? In this sense the relation between postcolonial studies and English studies is not merely supplemental; we can neither excuse nor accuse the great canonical writers of the past of having in some way or the other affirmed imperialism/colonialism: instead will seek to read the English canon from within the terms not of the purity of either victimage or guilt but of a politics of complicity that places English studies itself at the forefront of contemporary debates around ethics, language and social action.

Thurs. 3:50 to 6:50 p.m.

M. Wakankar

EGL 608.01 Problems in the Relationship of Literature to Other Disciplines: Topics in Theatre and Education

An investigation into the variety of ways the theatre has been and can be used to teach. The course will attempt to provide an overview of this understudied field. It will examine questions of history criticism, pedagogy, psychology and other related fields. Students should expect to do independent research and work from primary sources. Knowledge of foreign language or experience in a relevant field (e.g. cognitive psychology) is very welcome.

Thurs. 3:50 to 6:50 p.m.

J. Levy

EGL 608.02 Problems in the Relationship of Literature to Other Disciplines

TBA

EGL 690 Directed Reading

Taken by G4 students studying for exams Staff

EGL 695.01 Methods of Teaching English

For first-year and continuing TAs in English
Staff

EGL 697.01 Practicum in Teaching English Literature

For students teaching EGL 190s courses Staff

EGL 698.01 Practicum in Teaching Writing

Graduate students in this class will study the most recent research in writing pedagogy as they teach their first semester of Writing 101. As they are guided in the theories that underlie the design of writing assignments (including their sequencing), students will write two ten-page papers (not research essays) and occasional writing (brief reflective pieces) to better understand the most effective historical and current principles of written composition.

Tues. 3:50 to 6:50 p.m.

K. Welch

EGL 699 Dissertation Research on Campus

For students who have advanced to candidacy
Staff

EGL 700 Dissertation Research Off Campus, Domestic

Staff

EGL 701 Dissertation Research Off Campus, International

Staff

IF YOU PLAN TO REGISTER FOR EGL 599 690 699, 700 or 701, YOU MUST REGISTER WITH A FACULTY MEMBER WHO IS TEACHING. DO NOT REGISTER WITH SOMEONE WHO IS ON LEAVE.