

ENGLISH DEPARTMENT

GRADUATE COURSE DESCRIPTIONS

FALL 2012

**ENGL 500 01 Aims & Methods MW 4:30-5:45 3 credits Dr Laura Callanan
(CRN 11780)**

The primary goal of this course is to provide incoming graduate students with an extensive introduction to the methods and tools of literary scholarship. We will discuss how to develop a plan for graduate study, create goals for the program, and understand the institutional pressures and structures at work in the field. More specifically, we will explore what it means to research thoroughly and completely, conduct productive presentations, and refine analytical writing. Class meetings will consist of discussions of both practical and abstract topics culminating in each student's presentation of a thoroughly prepared annotated bibliography and critical history on an individual literary work.

**ENGL 503 61 Chaucer R 6:00-8:40 3 credits Dr. Anne Brannen
(CRN 16926)**

In this class, we'll read a great deal of Chaucerian literature: most of *The Canterbury Tales*, all of the *Troilus*, a couple of dream visions, and a few lyrics. We'll discuss issues brought up by the readings, both textual and contextual, considering matters of structure and form, sound, theology, social concerns, humor, and image; we'll consider Chaucer's relationship to his time and his contemporaries; we'll consider our relationship to the Middle Ages.

**ENGL 529 61 Engendering the Self: Eighteenth-Century Diaries and Letters M 6:00-8:40 3 cr. Dr. Laura Engel
(CRN 16930)**

This course will examine the significance of considering diaries and letters written by a variety of individuals from Samuel Pepys to Jane Austen as documents of social history, literary convention, cultural observation and critique. Letters and diaries offer us a rich array of narrative threads that together work to create or materialize a range of authorial identities. We will look closely at the ways in which eighteenth-century configurations of gender, (masculinity, femininity, androgyny) as well as class, race, and ethnicity help to define and construct the range of identities that emerge from these documents. In addition to reading diaries and letters by Samuel Pepys, Horace Walpole, David Garrick, Frances Burney, Hester Thrale Piozzi, Sarah Siddons, Jane Austen and others, students will read contemporary theoretical work on the generic form of letters and diaries and their relation to the popularity of epistolary fiction of the period, methodologies and strategies for archival research, and current critical work on gender and identity in the long eighteenth century. Students will also take advantage of diaries/letters found in traditional archives and on-line in digital archives to design their own projects.

ENGL 549 61 Early American Lit: Era of Exploration through the 1820s W 6:00-8:40 3 cr. Dr. T. Kinnahan (CRN 16932)

An introduction to major themes, genres and figures in early American literature. The course will begin by surveying the era of exploration, the Puritan “errand into the wilderness,” the “invention” of America in the eighteenth century, and the rise of literary nationalism in the early nineteenth century. The latter portion of the course will give special attention to the development of imaginative literature, especially fiction, in the early national period, with selections likely to include some or all of the following: Susannah Rowson’s *Charlotte Temple*, Charles Brockden Brown’s *Wieland or Edgar Huntley*, Hannah Webster Foster’s *The Coquette*, James Fenimore Cooper’s *The Last of the Mohicans*, Catherine Maria Sedgwick’s *Hope Leslie*, and short fiction by Washington Irving and others.

ENGL 564 61 Modern English Grammar M 6:00-8:40 3 credits Jeannine Fontaine (CRN 11794)

This course will delve into a full range of issues in modern linguistics, emphasizing topics that have particular relevance for the English language. Areas to be covered will include phonology (sound systems), morphology (word forms), and syntax (phrase and sentence patterns), as well as the sociolinguistic and pragmatic considerations that affect everyday usage. Participants will explore topics of immediate social relevance, such as the relationship between language and gender, the status of non-standard dialects, the growing global presence of English, and the emergence of creole varieties based on English. Elements from the history of English will be covered selectively as they relate to the topics listed here. Implications for the teaching of English, as both first and second language, will be regularly incorporated into our discussions; participants with a special interest in literature will be encouraged to explore applications of linguistic concepts to the analysis of literary works.

ENGL 568 01 Theories of Composition TR 4:30-5:45 3 credits Dr. James Purdy (CRN 14604)

How do people write? How can we explain the processes and practices involved? What ways of writing are most effective?

This course will explore theories of composition that try to answer these questions. We will discuss theories that seek to account for the complex and recursive nature of writing, new textual genres, and changing writing technologies. Together, we will consider the historical contexts in which these theories arose, how they respond to one another, and their educational and social implications. The course will be organized around roughly chronological units, from process theory to cultural-historic activity theory, that focus on particular theoretical perspectives and practical applications of them. Through discussion of course readings and writing projects, you will get a fuller picture of English studies by learning about one of its subfields, composition studies; learn—and enact—strategies for teaching yourself and others to write effectively; and become acquainted with the prevailing theoretical approaches that shape writing policies and pedagogies.

ENGL 568 61 Book History T 6:00-8:40 3 credits Dr. Greg Barnhisel (CRN 16934)

This class is intended to prepare students to conduct advanced research using book-history methods. In ENGL 568, students will learn about the changing social and material factors that have gone into the production of literary books and periodicals from Gutenberg to the iPad. Issues we will examine in class will include how authors make a living, who buys books and where books are sold, how books are manufactured or crafted, how texts are edited, how hand-press and machine printing work, how copyright laws originated and have changed,

and what role reviewers and magazines play in the market of literary prestige. The class will involve multiple field trips to rare-books libraries, print shops, and bookstores. Students will produce an extended history of one book that will take the form of two papers and one presentation with visual aids. Required texts will include Tanselle, *A Rationale of Textual Criticism*; McKenzie, *Bibliography and the Sociology of Texts*; Schiffrin, *The Business of Books*; Gaskell, *A New Introduction to Bibliography*; Finkelstein and McCleery, *The Book History Reader*.

**ENGL 591 01 Teaching College Writing TBA 1.5 credits Dr. Greg Barnhisel
(CRN 11796)**

New Teaching Fellows without experience as the primary instructor in a college-level writing course must take this 1.5-credit course, which will meet once a week. In ENG 591, Teaching Fellows who are currently being mentored in a UCOR 101 classroom will familiarize themselves with the basic theories about teaching college writing while also working on the basics of teaching: lesson planning, assignment design, learning outcomes assessment, and course design. Students enrolled in ENG 591 will write two short reflections and produce a syllabus and paper prompts for a UCOR 102 class.

**ENGL 603 61 Chaucer R 6:00-8:40 1.5 credits Dr. Anne Brannen
(CRN 16929)**

In this class, we'll read a great deal of Chaucerian literature: most of *The Canterbury Tales*, all of the *Troilus*, a couple of dream visions, and a few lyrics. We'll discuss issues brought up by the readings, both textual and contextual, considering matters of structure and form, sound, theology, social concerns, humor, and image; we'll consider Chaucer's relationship to his time and his contemporaries; we'll consider our relationship to the Middle Ages.

**ENGL 629 61 Engendering the Self: Eighteenth-Century Dairies & Letters M 6:00-8:40 1.5 cr. Dr. Laura Engel
(CRN 16931)**

This course will examine the significance of considering diaries and letters written by a variety of individuals from Samuel Pepys to Jane Austen as documents of social history, literary convention, cultural observation and critique. Letters and diaries offer us a rich array of narrative threads that together work to create or materialize a range of authorial identities. We will look closely at the ways in which eighteenth-century configurations of gender, (masculinity, femininity, androgyny) as well as class, race, and ethnicity help to define and construct the range of identities that emerge from these documents. In addition to reading diaries and letters by Samuel Pepys, Horace Walpole, David Garrick, Frances Burney, Hester Thrale Piozzi, Sarah Siddons, Jane Austen and others, students will read contemporary theoretical work on the generic form of letters and diaries and their relation to the popularity of epistolary fiction of the period, methodologies and strategies for archival research, and current critical work on gender and identity in the long eighteenth century. Students will also take advantage of diaries/letters found in traditional archives and on-line in digital archives to design their own projects.

ENGL 649 61 Early American Lit: Era of Exploration through the 1820s W 6:00-8:40 1.5 cr. Dr. T. Kinnahan (CRN 16933)

An introduction to major themes, genres and figures in early American literature. The course will begin by surveying the era of exploration, the Puritan “errand into the wilderness,” the “invention” of America in the eighteenth century, and the rise of literary nationalism in the early nineteenth century. The latter portion of the course will give special attention to the development of imaginative literature, especially fiction, in the early national period, with selections likely to include some or all of the following: Susannah Rowson’s *Charlotte Temple*, Charles Brockden Brown’s *Wieland* or *Edgar Huntley*, Hannah Webster Foster’s *The Coquette*, James Fenimore Cooper’s *The Last of the Mohicans*, Catherine Maria Sedgwick’s *Hope Leslie*, and short fiction by Washington Irving and others.

ENGL 664 61 Modern English Grammar M 6:00-8:40 1.5 credits Jeannine Fontaine (CRN 14943)

This course will delve into a full range of issues in modern linguistics, emphasizing topics that have particular relevance for the English language. Areas to be covered will include phonology (sound systems), morphology (word forms), and syntax (phrase and sentence patterns), as well as the sociolinguistic and pragmatic considerations that affect everyday usage. Participants will explore topics of immediate social relevance, such as the relationship between language and gender, the status of non-standard dialects, the growing global presence of English, and the emergence of creole varieties based on English. Elements from the history of English will be covered selectively as they relate to the topics listed here. Implications for the teaching of English, as both first and second language, will be regularly incorporated into our discussions; participants with a special interest in literature will be encouraged to explore applications of linguistic concepts to the analysis of literary works.

ENGL 668 01 Theories of Comp TR 4:30-5:45 1.5 credits Dr. James Purdy (CRN 15590)

How do people write? How can we explain the processes and practices involved? What ways of writing are most effective?

This course will explore theories of composition that try to answer these questions. We will discuss theories that seek to account for the complex and recursive nature of writing, new textual genres, and changing writing technologies. Together, we will consider the historical contexts in which these theories arose, how they respond to one another, and their educational and social implications. The course will be organized around roughly chronological units, from process theory to cultural-historic activity theory, that focus on particular theoretical perspectives and practical applications of them. Through discussion of course readings and writing projects, you will get a fuller picture of English studies by learning about one of its subfields, composition studies; learn—and enact—strategies for teaching yourself and others to write effectively; and become acquainted with the prevailing theoretical approaches that shape writing policies and pedagogies.

**ENGL 668 61 Book History T 6:00-8:40 1.5 credits Dr. Greg Barnhisel
(CRN 16935)**

This class is intended to prepare students to conduct advanced research using book-history methods. In ENG 568, students will learn about the changing social and material factors that have gone into the production of literary books and periodicals from Gutenberg to the iPad. Issues we will examine in class will include how authors make a living, who buys books and where books are sold, how books are manufactured or crafted, how texts are edited, how hand-press and machine printing work, how copyright laws originated and have changed, and what role reviewers and magazines play in the market of literary prestige. The class will involve multiple field trips to rare-books libraries, print shops, and bookstores. Students will produce an extended history of one book that will take the form of two papers and one presentation with visual aids. Required texts will include Tanselle, *A Rationale of Textual Criticism*; McKenzie, *Bibliography and the Sociology of Texts*; Schiffrin, *The Business of Books*; Gaskell, *A New Introduction to Bibliography*; Finkelstein and McCleery, *The Book History Reader*.

**ENGL 695 61 Contemporary Fiction and History R 6:00-8:40 3 credits Dr. Magali Cornier Michael
(CRN 15996)**

This course will explore the ways in which contemporary fiction addresses the perplexing question of how to represent the past, with an eye both to recent reconceptualizations of the notion of "history" as a socially/culturally/textually mediated and constructed process and to the increasing awareness of the role of gender, class, and race in the construction of history. Readings will include both fiction and scholarly texts that address issues of history. Given that these scholars are writing within the framework of contemporary critical theory, some background in critical theory is recommended. While the class will read contemporary fiction, the focus on ideas and theories of history will prove useful to students interested in any literary period. As a seminar, the class will consist of and demand active and engaged intellectual discussion among all participants.

Students will read articles by scholars such as Michel Foucault, Hayden White, Dominick LaCapra, Joan Scott, Gianna Pomata, Susan S. Friedman, Linda Hutcheon, and Hortense Spillers as well as a number of novels that will include some of the following: A.S. Byatt's *Possession*, Toni Morrison's *Beloved*, Michael Ondaatje's *The English Patient*, Tracy Chevalier's *Girl with a Pearl Earring*, D.M. Thomas' *The White Hotel*, Rosario Ferre's *The House on the Lagoon*, Margaret Atwood's *Alias Grace*, Jonathan Safran Foer's *Extremely Loud & Incredibly Close* (selection has not yet been finalized).