

and consist of several quizzes, a presentation, two short papers, and one longer paper.

Not for English Major Credit.

Prerequisite: Completion of D.E.C. Category A

SEC 03 TUTH 3:50-5:10 PM P.

DEVLIN

EGL 192.01-B Introduction to Fiction

The Critic as Detective

Are you puzzled about how to approach fiction? Does “close reading” seem like a mystery? Then learn the methods of the literary detective! This course will provide students with a brief overview of nineteenth century detective fiction. It will also introduce them to the techniques of close reading, argument, and interpretation through analogy with the models of observation and reasoning provided by the detective story itself. Authors for this course may include, but are not limited to Sir Arthur Conan Doyle, Charles Dickens, Wilkie Collins, and Edgar Allen Poe. Assignments will include weekly readings, regular reading quizzes, response papers, and a final research paper.

Not for English Major Credit.

Prerequisite: Completion of D.E.C. Category A

SEC 01 MWF 10:40-11:35 AM E.

HERSHMAN

EGL 192.02-B Introduction to Fiction

This course will take a writing-centered approach to the study of 20th Century American fiction. We will do freewrites, respond to prompts/ questions, and dabble in some creative writing. Coursework will include in-class writing, exams, and two essays. Authors will include some of the following: Kate Chopin, Henry James, Edith Wharton, Ray Bradbury, Vladimir Nabakov, Jack Kerouac, Don DeLillo, Paul Auster, possibly others.

Not for English Major Credit.

Prerequisite: Completion of D.E.C. Category A

SEC 02 MW 2:20–3:40 PM

H. MILEA

EGL 192.03-B Introduction to Fiction

Urban and Suburban Places in 20th Century American Fiction

Description: This course will focus on how place figures in novels from the second half of the 20th century. We will be considering both how place affects the identity of the individual and how the individual seeks to latch on to certain identities by inserting herself into a particular space. The sites for this inquiry will largely be in depictions of built environments, such as the cityscape and suburban homes and communities. Some authors that we may read are: Phillip Roth, Jeffrey Eugenides, Michael Chabon, and Ralph Ellison, among others. Assessment is based on weekly reading, quizzes, two response papers, a final research paper, and a final exam.

Not for English Major Credit.

Prerequisite: Completion of D.E.C. Category A

SEC 03 TUTH 9:50-11:10 AM R.

HARTMAN

EGL 204 Literary Analysis and Argumentation

An introduction to the techniques and terminology of close literary analysis and argumentation as applied to poetry, fiction, and drama. The course includes frequent demanding writing assignments and is designed for students beginning their major study in English.

English Major Requirement

Prerequisite: Completion of D.E.C. Category A

| | | | |
|--------|------|------------------|-------------|
| SEC 01 | MW | 3:50 - 5:10 PM | M. GILBERT |
| SEC 02 | MWF | 11:45 – 12:40 PM | M. WAKANKAR |
| SEC 03 | MW | 2:20 – 3:40 PM | C. ROSEN |
| SEC 04 | TUTH | 9:50 – 11:10 AM | J. CURRAN |
| SEC 05 | TUTH | 11:20 – 12:40PM | A. NEWMAN |

| | | | |
|---------------|-------------|-----------------------|--------------------|
| SEC 06 | TUTH | 12:50 – 2:10PM | C. MARSHIK |
| SEC 07 | TUTH | 2:20 – 3:40 PM | R. PHILLIPS |
| SEC 08 | TUTH | 3:50 – 5:10 PM | D. PFEIFFER |

EGL 206.01-I **Survey of British Literature II**

We will begin our readings at the end of the English Civil War, at the restoration of the monarchy, and trace literary development to 1900. There is quite heavy reading in this course; you will do well to stay on top of it throughout. All covered readings may pop up in quizzes, and anything on our reading list may be included in its relevant exam. You will be expected to know about our periods (Restoration and the 18th century, Romanticism, Victorian), the literary genres presented therein, and history as it is relevant to our readings. And, of course, our texts! Also it is wise to have an acquaintance with the authors' bio, which you will find in Norton. There will be a midterm, a final, and a term paper.

Covers English Survey Requirement

Prerequisite: Completion of D.E.C. Category A

SEC 01 MWF 9:35 – 10:30 AM B.

VIDEBAEK

EGL 218.01-K **American Literature II**

This course will survey American literature written between the Civil War and 1945. Topics to explore include: the movement from literary realism and naturalism to modernism; the literary, social, and political aftermath of the Civil War and Reconstruction; the ascendancy of American capitalism; visions of the American city; the social and symbolic roles of women; race and class conflicts in, and against, the business culture of the Gilded Age. Course requirements include extensive reading; regular attendance and participation; several short writing assignments (2-3pp); one essay (5-7pp); midterm and final.

Covers English Survey Requirement

Prerequisite: Completion of D.E.C. Category A

Advisory Prerequisite: Completion of D.E.C. categories I and J

SEC 01 TUTH 11:20-12:40PM S.

SCHECKEL

EGL 224.01-G **20th-Century Literature in English**

Representative texts in the 20th Century English-language literature of colonialism. Authors: Conrad, Forster, Naipaul, Achebe, Ngugi, Coetzee and others.

Covers English Survey Requirement

Prerequisite: Completion of D.E.C. Category A

SEC 01 MWF 2:20–3:15PM M.

WAKANKAR

EGL 226.01-K **20th-Century American Literature**

A survey of major works reflecting the regional, ethnic, and traditional interests of American writers, with emphasis on the post-1945 period.

Covers Survey Requirement

Prerequisite: Completion of D.E.C category A

SEC 01 TUTH 2:20-3:40 PM S.

OLSTER

EGL 232.01-I **Rebels and Tyrants**

An exploration of literary rebels and the tyrannies they oppose. The subversive tactics of Shakespeare, Sir Walter Scott, Dostoevsky, Dickens and other writers from the Russian and Anglo/American traditions are

appraised in the light of dominant social and aesthetic systems they confront. This course offered as both EGL 232 and HUR 232.

Advisory Prerequisite: Completion of D.E.C category B

SEC 01 TUTH 9:50-11:10 AM N.

RZHEVSKY

EGL 243.01-I Shakespeare – Major Works

We will study a number of Shakespeare's plays, covering a variety of genres such as poetry, histories, comedies, tragedies, and romances. We will examine how Shakespeare makes use of the thrust stage, i.e. the plays as acted drama, and also subject them to literary analysis. There will be a midterm, a final, and a 3-5 page term paper on a topic of your own choosing but approved by instructor.

Covers English Survey Requirement

Prerequisite: Completion of D.E.C. Category A

SEC 01 MWF 10:40 – 11:35 AM

B. VIDEBAEK

EGL 249.01 -K Afro-Amer Literature, Music 19c & 20c

African-American Literature and Music explores the intertextual relationship between African-American music and literature. Drawing from the musical genres of the spirituals, blues, jazz, and rap, we shall engage in an investigation of the various ways African American authors appropriate musical styles, techniques, and thematic content into their narratives. We shall consider for example, how Jackie Kay incorporates the improvisational, non-linear, syncopated nature of Jazz music into her own jazz inspired, rhythmic text *Jazz*. Our discussions of the primary texts will be supplemented with readings from Leroi Jones' *Blues People Negro Music* and other critical and theoretical texts.

Prerequisite: Completion of D.E.C. Category B or D

SEC 01 TUTH 9:50-11:10AM T.WALTERS

EGL 306.01-G* English Literature of the 17th Century

This survey course aims to familiarize students with seventeenth-century English literature through a close study of works by eight of the period's most important writers: John Donne, George Herbert, Thomas Hobbes, Andrew Marvell, John Milton, William Wycherley, Aphra Behn, and John Dryden. We will read plays, poems, prose fiction, and a little philosophy. Though we will usually constellate these works in terms of contemporary (seventeenth-century) politics, religion, and culture, the lion's share of our class time will be devoted to close analysis of the primary texts themselves.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 205

SEC 01 TUTH 2:20-3:40 PM D.

PFEIFFER

EGL 316.01-G* Early American Literature

A New World in Writing

Christians and Savages. One of the foremost, polemical themes in the literature of the colonial Americas concerns the categorical distinction between Christians and Savages. Was savagery defined by a set of behaviors or essential traits? Could cannibals become Christian? Could Christians be reduced to cannibalism? Who was more Christian, the peaceful savages or the Europeans who slaughtered them? These were questions addressed in the New World writings, as well as in some recent films that depict early colonial encounters. In this course, we'll study both. Warning: there will be some graphic descriptions of cannibalism and ritual torture.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 217

SEC 01 TUTH 2:20 – 3:40 PM

A. NEWMAN

EGL 333.01-K Italian-American Experience in Literature

This course seeks to introduce students to the wealth of authentic expression of the Italian ethnic

experience within literature. In an effort to place writers within both their historical milieu and the literary period out of which they wrote, we will focus on narrative innovation and the social and cultural values that emerge from these works. Students will be encouraged to place these writers in various literary and historical contexts, aware of their significance as *Italian/American* writers. Questions regarding these works include but are not limited to the following: should we read these narratives as part of the mosaic of American literature? If so, what themes and narrative strategies do American writers employ that make such a comparison appropriate? What tale of immigration do these writers tell? How does this tale influence the stories they tell and the poetry they write? How are the generic designations of autobiography, memoir, and fiction complicated by these authors, that is, how are these works generically slippery? What other stories are told by these writers? How are the factors of gender, ethnicity, and literary technique important topics for these artists of Italian America?

Pre- or Corequisite: U3 or U4 Standing

Advisory Prerequisite: One Literature course at 200 level or higher

Cross Listed with HUI 333

SEC 01 TUTH

9:50-11:10 AM

M. BONA

EGL 340.01-G* Chaucer

A close reading of the *Canterbury Tales* in Middle English, with a particular focus on questions of empathy, goodness, evil, love, faith, and other life-lessons inherent in the tales.

There will be two exams. Prior knowledge of Middle English or medieval literature is not required.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 205

SEC 01 MW

2:20-3:40 PM

S.

SPECTOR

EGL 344.01-G * Major Writers of the Renaissance Period in England

17th Century Poets

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 205

SEC 01 MW

2:20 – 3:40 PM

B. ROBINSON

EGL 345.01-G * Shakespeare I

17th Century Poets

A study of the comedies and the history plays. Designed to complement EGL 346.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 205 and 243

SEC 01 TUTH

5:20 – 6:40 PM

C. HUFFMAN

EGL 346.01-G * Shakespeare II

A study of the tragedies and the romances. Designed to complement EGL 345.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 205 and 243

SEC 01 TUTH

6:50 – 8:10 PM

C. HUFFMAN

EGL 347.01-G * Major Writers of the Neoclassical Period in England

Gibbon, Johnson and Swift

In this class we will read the works of the three great ironists of the 18th century, focusing on the cultural context in which they wrote: enlightenment challenges to religion, the rise of the British empire, and rapidly increasing literacy. Jonathan Swift (1667-1745) taught Johnson and Gibbon how to use irony in his *Tale of a Tub*, *Modest Proposal*, and *Gulliver's Travels*, which we will read, along with selections from Swift's brilliant essays and poems. From Samuel Johnson (1709-1784), we will read several of his

Rambler, Idler, and Adventurer essays, his preface to his great *Dictionary of the English Language*, his *Life of Richard Savage* (a hoot!), his preface to his edition of Shakespeare, his quirky work of fiction, “*Rasselas*,” and his equally quirky “*Lives*” of poets like Donne, Milton, Pope, and Swift. We will also read key sections from James Boswell’s *Life of Johnson*. We will conclude the class with reading a few choice excerpts from Gibbon’s *Autobiography* and the most famous chapters from his *Decline and Fall of the Roman Empire*. There will be two 5-week tests and a final, as well as two 5-page papers and several 1-page reading reactions.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 206

SEC 01 MWF 9:35 – 10:30AM

E.

HAMMOND

EGL 349.01-G * Major Writers of the Victorian Period in England

Victorian Sensation, Horror, Mystery:

This course studies some of the most popular literature, mostly prose fiction, of the English Victorian Period (1837-1901). It focuses on three newly forming kinds of work: sensation literature, mystery stories, and horror tales. We may also examine the Whitechapel Murders, committed most likely by one person, the first famous serial killer, known as Jack the Ripper. Exposing the dark side of life in what was becoming the capital of a large empire, England, and its major city, London, and also emphasizing the dark side of human nature, this literature aims to scare, tantalize, and even titillate the reader with imaginings that the usually respectable middle classes banished from everyday consciousness. In an age of technological, class, and gender revolutions, these fictions played on the fears of large numbers of readers by turning those terrors into horror, sensation, mystery—that is, to a strange, some might say perverse, kind of pleasurable entertainment. And the Victorians loved it! So do we: almost all of the literature we are reading this semester has been turned to successful plays and films, sometimes in many versions, some of them currently in theatres and cinemas. Some of the authors: Robert Browning, Wilkie Collins, Bram Stoker, Robert Louis Stevenson, Sir Arthur Conan Doyle. There will be two papers (one optional), a mid-semester, and a final. Grades are also firmly based on attendance and class participation.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 206.

SEC 01 TUTH 12:50-2:10PM

A.

MUNICH

EGL 354.01-G* Major Writers of Contemporary Brit. & Amer. Literature

Modernism

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. Readings will include fiction by Woolf, James Joyce, and William Faulkner; poetry by W. B. Yeats, T. S. Eliot and Wallace Stevens, and drama by Bernard Shaw and Yeats. Course requirements include attendance and participation, two essays that may be used to satisfy the upper-division writing requirement, pop quizzes and a take-home final exam.

Pre- or Corequisite: EGL 204

Advisory Prerequisite: EGL 226.

SEC 01 TUTH 3:50-5:10 PM

C.

MARSHIK

EGL 368.01-G* Caribbean American Connections in Literature

This course explores the various ways in which some writers represent, negotiate, and respond in their writings to the complexities of the Caribbean and the United States, considered as a multifaceted, often unstable, but modern and connected geographical and cultural location. We will read and analyze texts

written by Caribbean and African American writers who represent linkages, ambiguities, and even oppositions between the United States and the Caribbean. We will address such questions as: How do/did these writers imagine and represent the Caribbean and the United States? How do these representations correlate with our own perceptions and preconceptions? What role does writing play in the negotiation of these often oppositional spaces? What insights do these writings provide in relation to contemporary discussions on race, class, gender, identity, migration, culture, and spirituality? How do these writings affect our own self-awareness and self-identification? Coursework will involve close readings of the texts. Since one of our important goals is to increase your critical consciousness and abilities, you should come to class prepared to discuss the readings. Students will be required to participate actively in class and on-line discussions, and to write one or more substantial papers. In addition, there will be regular quizzes and written midterm and final examinations. This course is offered as both AFH 368 and EGL 368.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: A literature course at the 200 level or higher

Cross Listed with AFH 368

SEC 01 TUTH 3:50-5:10 PM E. HURLEY

EGL 369-.01G*

Topics in Ethnic American Studies in Literature

Slavery and American Literature

This course will examine the diverse and compelling literature written by and about African American slaves and the enduring legacy of slavery in America. We will begin by reading about slavery as described by former slaves in a variety of genres such as narratives, novels, confessions and appeals—including lesser known writers alongside such famous figures as Nat Turner, Frederick Douglass, and Harriet Jacobs. In works by Herman Melville and Harriet Beecher Stowe we will look at how contemporary white writers

portrayed slavery and the possibilities of terror and redemption they associated with it. Then we will turn to contemporary novels by African American and white writers which imagine the experience, impact, and legacy of slavery for individuals and for the nation—possible writers for this section include William Styron, Toni Morrison, and Charles Johnson.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: A literature course at the 200 level or higher

SEC 01 TUTH 11:20-12:40PM L. ZELLNER

EGL 373.01-J*

Literature in English from Non-Western Cultures

Globalism and Short Fiction

We will read a selection of short stories by great world writers of the past half-century, collected in Daniel Halpern, ed., *The Art of the Tale: An International Anthology of Short Stories*. Our line of inquiry: what makes a given story “global” (or not), how does it expand or enrich our definition and understanding of globalism, how do its global features (sometimes called “universal”) interact with elements tied to specific national or regional cultures, how do we “translate” stories across borders (what gets lost or gained in translation), and what might this fiction teach us about living our lives in a complex, diverse, and increasingly interwoven world?

Prerequisite: U3 or U4 standing

Advisory Prerequisite: A literature course at the 200 level or higher

**SEC01 MF 12:50-2:10PM
E. HARALSON**

EGL 375.01-G *

Literature in English in Relation to Other Disciplines

Problem of Evil

What is the nature of evil? Is evil better described as the presence of a satanic, monstrous entity or as the absence of goodness altogether? Is evil something which is part of or at least necessary to know the

good? Or is evil, alternatively, an arbitrary designation, a perspective from which we can wrest ourselves given the right sort of reinvention? Finally, how shall we account for evil, or the “shadow,” that lurks within ourselves, and which causes us to despair? In this class, we shall address the problem of evil from several---fictional and non-fictional---angles in consultation with literary and cinematic sources. In this course attendance is absolutely mandatory and you will be expected to write four substantive papers, each of 5 pages in length.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: A literature course at the 200 level or higher

SEC 01 TUTH 9:50-11:10AM A. FLESCHER

EGL 390.01-G * Topics in Literary and Cultural Studies

Renaissance to Contemporary: The Problem of Evil

This course examines “the problem of evil” in literary texts from the Middle Ages to our own time. How can the idea of an omniscient, benevolent god coexist with the presence of suffering in the world? Does evil exist or is it an aspect of human behavior and choice? What can we do to train ourselves to combat evil and suffering? We will trace the development of the Western tradition of thought on these questions through the texts of Boethius, Spenser, Milton, Defoe, Voltaire, Mary Shelley, Rushdie and Philip Pullman. Be prepared to confront and think through ethical, theological and moral dilemmas and to grapple with their particular literary manifestations across a range of historical periods.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: A literature course at the 200 level or higher

SEC 01 MW 3:50-5:10 PM A. RAMACHANDRAN

EGL 390.02-G * Topics in Literary and Cultural Studies

Gilgamesh to Aeneas: Epic Literature of Antiquity

This course offers a critical and historical introduction to the earliest epic literature in existence. We shall be reading the Sumerian and Akkadian versions of the story of Gilgamesh together with the Babylonian Creation epic (*Enuma Elish*) and the Babylonian Flood epic (*Atrahasis*), 1 and 2 Samuel from the Hebrew Bible for the figure of King David, Homer's *Iliad* and *Odyssey*, and Vergil's *Aeneid*. The course will be taught by a combination of informal lecturing and class discussion. There will be quizzes on all assigned readings. Students will hand in two seven-page papers in the course of the semester.*Prerequisite:* U3 or U4 standing

Advisory Prerequisite: A literature course at the 200 level or higher

SEC 02 TUTH 11:20-12:40 PM. J. MARTINEZ-PIZARRO

EGL 496.01

Senior Honors Project

SEC 01 MW 3:50-5:10PM B. ROBINSON

English Education Courses

EGL 440.01 Performance & Technology in Teaching Literature and Composition

This course will explore the teaching of literature and composition through the use of performance and technology, paying particular attention to the visual and oral (speaking and listening) literacies inherent in performance and in technology. We will initially focus on the teaching of Shakespeare, looking particularly at the standard plays taught in high school and examining and moving beyond traditional textbook-based approaches to Shakespeare. Then, we will apply performance and technology to other plays, poetry, short stories, and novels, as well as non-fiction. In addition to print media, the course will emphasize the integration and creative use of video and other non-print media as well as computers and the Internet. Students will learn to create WebQuests as a way of guiding their students through the vast and overwhelming World Wide Web. In addition, throughout the course, we will integrate the four NYS Regents Exam tasks with literature we are studying and compose original assignments for each task.

Prerequisite: C or higher in EGL 441, acceptance into the English Education Program,

Corequisite: equivalent section of EGL 450.

EGL 454 Student Teaching Seminar

Student teachers meet weekly in a seminar with supervisors and fellow student teachers to ask questions, read, write, and discuss theory and practice of teaching and learning English. In addition to writing weekly reflective journals, students are required to complete a Teacher Candidate Portfolio that builds upon the portfolios completed for EGL 441 and EGL 440. In completing the seminar assignments, students are engaged in a close study of a wide range of issues, including student and teacher dialogue in the classroom; responding to, assessing, and grading student writing; using multiple literacies in the teaching of writing and literature; appropriate professional dispositions for teachers; and effective instructional uses of technology and media.

Prerequisite: C or higher in EGL 441.

Corequisites: Equivalent sections of EGL 451, 452. Meets with CEE 590.

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| | | SEC 01 | W | 3:50 – 6:40 |
| PM | W. SHIAVO | | | SEC 02 |
| | W | 3:50 – 6:50 PM | K. LUND | |

WRT 392 Theories and Practices of Mentoring Writers

This course closely examines the difficulties implicit in mentoring writers, with special consideration for the roles of cultural expectations and social dynamics on both the teaching of writing and writers themselves. Students will explore rhetorical theories and best practices in composition instruction and writing center work.

Prerequisite: WRT 102 or 103, Permission of instructor

Corequisites: Equivalent sections of EGL 451, 452. Meets with CEE 590.

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|-----------|----------------|---------------|-------------|---------------------|
| | | SEC 01 | TUTH | 12:50 – 2:10 |
| PM | P. DUNN | | | |