



ENGLISH DEPARTMENT
Graduate Course Descriptions

Fall 2014

MASTER'S LEVEL

**EGL 502.01 (92767): Studies in Shakespeare: Topics in Renaissance Literature
Self and Society in Shakespearean Drama**

This course is designed as a transition between undergraduate coverage of English Renaissance literature and doctoral seminar work. The reading this semester will cover examples of some major genres of Shakespeare's dramatic output (Comedy, Tragedy, History, Tragi-comedy). Students may be asked to give oral reports on supplementary reading; they will be required to submit weekly response papers at all class meetings (except the first and last) and will prepare a term project.

TU 7:00 PM - 9:50 PM

Melville Library N4072

Clifford Huffman

EGL 540.01 (94761) Studies in Romanticism - #BRITISH ROMANTIC LITERATURE

This course will pursue a variety of readings in the poetry and prose (fictional and non-fictional) of the British Romantic period, with attention to recent critical discussion. MA students will be asked to write a series of short essays; doctoral students will be asked to produce an article-length essay.

M 4:00 PM - 6:50 PM

Melville Library N4000

Peter Manning

EGL 584.01 (87051) Topics in Genre Studies - # Poetry: School and Movements

This survey will focus on 20th and 21st century poetry movements, mainly in America. Subjects will include but not be limited to the Beats, Black Mountain poets, Concrete poetry, Confessionalists, Dada, Deep image, Ecopoetry, Flarf, Harlem Renaissance, Imagism, Language poets, Modernists, the New York School, and the Southern Agrarians.

TH 4:00 PM - 6:50 PM

SocBehavSci N102

Rowan Phillips

EGL 587.30 (88464) ONLINE Topics In Race, Ethnic Studies - # Savage Education: The Pedagogical Frontier in American Literature

In American Literature, the educability of so-called savage peoples is more than a theme. Since literariness is perhaps the ultimate manifestation of an educated status, in writing by and about indigenous peoples it is an issue that transcends the page to involve both author and reader, with deep political implications. In this course, we will read treatments of this question by white

authors, such as Charles Brockden Brown's Edgar Huntly (1799) and Edgar Rice Borrough's Tarzan of the Apes (1914), as well as works by Native American authors, such as Zitkala Ša's American Indian Stories (1921) and D'Arcy McNickle's The Surrounded (1936). This is an on-line course, and will involve a considerable amount of writing, both in discussions and in formal papers. Many of the readings will be available on-line. Website: <http://egl587f14.wordpress.com>

FLEX

ONLINE

Andrew Newman

EGL 592.S01/WRT 592.S01 (82218)

Problems in Teaching Writing or Composition

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 explore theories and practices upon which composition/writing instruction and writing center work depend. Building on the understanding that writing is a recursive process (a cycle of planning, drafting, revising, and editing), students also learn to analyze and problem-solve issues that become barriers for effective writing and communication. This course is designed for those who are, or will be, teaching courses that involve writing. Fall

(EGL/WRT 592.S01 xlist)

TU 4:00 PM - 6:50 PM

HUMANITIES 3008

Patricia Dunn

English 593 – Problems in Teaching Literature: Topic: Teaching College English

Designed primarily for PhD students who are or will be teaching college or university English courses, this class will examine epistemological assumptions about learning as well as how those assumptions manifest in college English classrooms. It will cover a number of pedagogical issues with which college instructors need to grapple: setting course goals and objectives and aligning them with departmental learning outcomes; writing syllabi; selecting types and amount of readings; helping students stay current with course readings and get the most out of them. This class will also cover how to design writing and other projects, as well as options for responding to and assessing those projects. Other topics include designing collaborative work, preparing students to make quality presentations, using conference time with students effectively, getting students to use primary and secondary sources responsibly, and encouraging more students to participate in discussions. We'll also discuss using technology and making materials more accessible. Readings will be from academic journals and other sources that address theories and best practices of teaching college English. On occasion, guest faculty members will share with this class some of their best pedagogical tools and most successful approaches to teaching. Assignments/Projects for this class will give students opportunities to experience some of these approaches and use some of those tools.

Wed 5:30 – 8:20 Patricia A. Dunn

HUMANITIES 2030

Patricia Dunn

EGL 598 Thesis Research 1-3 credits

EGL 598 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 3 credits

Requests for independent studies must be submitted to the Graduate Director. English majors only. Please see the Graduate Coordinator for the form. Independent Study is **By Permission Only**.

Doctoral Level

EGL 600.S01 (92769) The Discipline of Lit Studies #Pro-Sem

Pro-seminar: Introduction to critical analysis, including theoretical and methodological approaches, and an orientation to the profession both in the academy and other careers. Faculty members will speak on their own scholarship and professional experiences.

M 1:00 PM - 3:50 PM

HUMANITIES 2094

Michael Rubenstein

EGL 603.S01 (88600) Problems in Literature, Theory and Criticism:

This course centers on the relationship between the rhetorical theory of the passions—which treats them as social, situated, and narrative events as part of a total theory of the communicative act—and the forms of mimetic narrative that were shaped by that theory. The telos of the course is the supersession of rhetoric by an empirical psychology, as a discipline claiming competence in the sphere of affective life, between the seventeenth and eighteenth centuries; but part of the class's argument is that the rhetorical treatment of the passions had through centuries of close contact already shaped literary production in such a way that it continued to inform it long after the point at which rhetoric ceased to be the crucial discipline for thinking the passions, and long after the point at which literary theory had veered away from its rhetorical and communicative origins to privilege instead the solipsistic expressive act of the private individual. Readings will range widely, from the ancients (Aristotle, Homer, Quintilian) to the early modern recovery of rhetoric and, closely following that, the rise of a new empirical science of the passions (Shakespeare, Descartes, Thomas Willis), to conclude with a key eighteenth-century author who both uses the new scientific language of nerves and nervous states and draws powerfully on the older rhetorical and social theory of the passions (Richardson). Despite drawing heavily on older material, the course is not intended solely for students focusing on earlier periods: it is conceived as part of a theoretical and historical inquiry into the relationship between literature and affective life. It will be particularly relevant to anyone interested in theories of affect, emotion, or passion. It will also be relevant for anyone interested in narrative. And it will serve as useful background for those studying later forms of fiction.

TU 2:30 PM - 5:20 PM

HUMANITIES 2094

Benedict Robinson

EGL 603.S02 (92770) Problems in Literature, Theory and Criticism: Literature, Memory, and the Environment

This course focuses on some of the ways in which contemporary literature represents the environmental changes and losses that have already occurred, that are upon us, and those in the future. By reading history and criticism as well as narrative and nonfictional prose, we will examine environmental experience and literary depictions of the environment as features of remembering in the contexts of postcolonialism, diaspora, and globalization. We will address why and how environmental literature and criticism must consider environmental crisis as an injustice of colonial oppression and imperialism. We will investigate these concerns in relation

to questions at the intersections of gender, sexuality, and race as they apply to discourses in eco-politics, environmental activism, and the collective memory of violence and atrocities that occurred under colonialism and imperialism. Some of the questions we will address are: how do literary representations of environmental crisis and catastrophe help us to recover the suppressed bodies of colonial violence? How do these writings “remember” centuries of Western imperialism as a decolonization critique of environmental degradation—of an environmental crisis caused by global climate change that is largely the consequence of Western colonial powers? Recently the eco-critic Rob Nixon has asked us to consider “slow violence,” but how do we critically assess environmental crises that evade historical contexts in imperialism and span beyond readily imagined temporal periods? In what ways can our grief, memory, and memorialization drive visions and enactments of alternative futures? The course will address these and other questions through four thematic units: 1) Theorizing Memory in Literature and Environmental Criticism; 2) Memory and the Natural World in a Postcolonial Context; 3) Memory and the Natural World in a Queer Studies Context; and 4) The Gender (Masculinity) Politics of Remembering and Environmental Apocalypse.

TH 1:00 PM – 3:50 PM

Humanities 2094

Jeffrey Santa Ana



EGL 614.S01 (80017) Topics in Composition & Writing: World Rhetorics

This seminar focuses on the global turn in rhetorical studies in particular and in the humanities in general. Students will start by surveying a number of rhetorical traditions from around the world, exploring some of the works they survey along historical and geopolitical axes. As they gradually identify their interests/themes, they will develop two consecutive but overlapping projects, the first to explore a particular tradition or set of traditions (or phenomena) and the second to develop a theoretical framework geared toward informing pedagogical practices, formulating research method or questions, or some other academic or professional implementation of their particular theoretical explorations. Toward the end of the semester, in light of the fact that rhetorical practices in and out of school are evolving at a rapid pace, the class will together explore how new media and modes of communication are affecting rhetorical practices in and across contexts, examining how the foundational forces of the major rhetorical traditions are shaping the structures of new rhetorical practices. The broader objective of the course is for students to develop their own projects that are situated in their current academic engagements and future prospects in anticipated professions/ disciplines. The course will feature a number of guest speakers who are specialists in different rhetorical traditions. WRT/EGL 614-S01

W 7:00 PM – 10:00 PM HUMANITIES 2113 Shyam Sharma

EGL 690 Directed Readings. For G4 students studying for exams and working on the Dissertation Prospectus Meeting. 3 credits

EGL 695.T01 (81192) Methods of Teaching English Andrew Newman

EGL 697. T01 (81193) Practicum in Teaching Literature Andrew Newman

EGL 699 Dissertation Research on Campus

Prerequisite: Advancement to candidacy (G5).

Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab. Fall, Spring, and Summer

STAFF

EGL 700 Dissertation off Campus Domestic.

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus.

All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor. Fall, Spring, Summer

STAFF

EGL 701 Dissertation off Campus International

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces.

Domestic students have the option of the health plan..

International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed.

International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver by second week of classes. The charge will only be removed if other plan is deemed comparable.

All international students must receive clearance from an International Advisor. Fall, Spring, Summer.

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.

