

ENGLISH DEPARTMENT  
Graduate Course Descriptions  
Spring 2019

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**MASTER'S LEVEL**

**EGL 505.01 (53986) Studies in Genre: Contemporary American Plays**

Pulitzer Prize-winning plays such as *Sweat* by Lynn Nottage, *Clybourne Park* by Bruce Norris, and *Disgraced* by Ayad Akhtar have entered the national conversation on class, race, and religion respectively. We'll look at how these plays and others respond to and reflect current issues in American society. Plays covered will include those very recently or currently receiving theatrical production, that have yet to receive major national attention. Along the way we'll examine current practices in new play development and focus on these works as blueprints specifically written for live performance, and not solely read. Assessment: presentation, creative project, and final paper.

**LEC 01                      THURSDAY                      5:30-8:20                      KENNETH WEITZMANN**

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**EGL/WRT 509.01 (48636) Studies in Language and Linguistics: History of the English Language: New York English**

This course provides an introduction to the history, structure, and workings of the English language. Students will learn about the major shifts in the history of the English language and the hidden laws that govern the creation of words, sentences, and sound combinations in English.

As a special topic added to this introduction, the focus of this course is "New York English." The course explores the hidden history of the English language in New York City in order to shed new light on both the workings of language and the social history of the city. The course investigates the development of a distinctive world of language in New York City—a history that encompasses social class, immigration, race, culture, economics, and, of course, real estate.

**LEC 01                      TUESDAY                      5:30-8:20                      J. ELYSE GRAHAM**

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**EGL 585.01 (48637) Topics in Cultural Studies: Global Literature**

Global literature as a mode of historical analysis, political critique, and cultural theory. Within that rubric, the novel as "the most independent, most elastic, most prodigious of literary

forms” (H. James). Realistically, we can only sample “world literature” and begin to interpret the cultural work it performs. Thus, our selection criterion will be to read (delve, decipher, debate) the best of the crop—writings by Roberto Bolaño, Can Xue, Julio Cortázar, Jenny Erpenbeck, Bohumil Hrabal, James Kelman, László Krasznahorkai, Haruki Murakami, Tayeb Salih, W. G. Sebald, Su Tong, Ahmet Hamdi Tanpınar, Olga Tokarczuk, and Yu Hua (see Adopted Course Materials for required novels as well as recommended readings in global literature and translation studies.) Students will offer presentations to initiate discussion of their preferred authors. Two substantial research papers will also be required.

**LEC 01                      WEDNESDAY                      5:30-8:20                      ERIC HARALSON**

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**EGL 586.01 (48309) Topics in Gender Studies: Ecofeminism, Literature, and Film**

Ecofeminism, Literature, and Film will examine theories of ecology and gender (ecofeminism) in literature, film, and media. Ecofeminist philosophy reconceptualizes a historically misogynistic, hierarchical, binary, and mechanistic human relationship to the earth/nature/environment. Students will study and apply ecofeminist philosophy to narrative nonfiction, fiction, media and film. We will also examine the work of women ecologists, scientists, and environmentalists.

**LEC 01                      MONDAY                      5:30-8:20                      HEIDI HUTNER**

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**EGL 593.01 (56177) Problems in the Teaching of Literature: Teaching College English**

What are we doing when we teach literature? For what purposes do we ask students to engage personally, critically, and intensely with literary works? And, having established appropriate options for those purposes, how do we best achieve them? These are the primary questions we will explore this semester.

The course will cover a number of pedagogical issues, including: 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. Teachers of literature at any level are welcome, as the material we will cover is widely adaptable for students of various ages.

**SEM 01**

**WEDNESDAY**

**2:30-5:20**

**KENNETH LINDBLOM**

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**EGL 598: Thesis Research**

Writing a master's thesis of 30-40 pages under the guidance of a thesis advisor and a second reader. Instructor permission and Graduate Director approval required. **Students who plan to take EGL 598 must download the appropriate form at the English department website. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director.** This form then goes to the Graduate Program Coordinator who issues permission to enroll.

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**EGL 599: Independent Study**

**Requests for independent studies must be submitted to the Graduate Program Director.** English students only. Instructor permission and Graduate Program Director approval required. Students who plan to take EGL 599 must download the appropriate form at the English department website. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who issues permission to enroll.

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## DOCTORAL LEVEL

### **EGL 606.01 (54001) Period and Tradition - Humanism: Origins and Ends**

Humanism: Origins and Ends” takes the occasion of the present crisis in the academic humanities to revisit the notion of humanism. We will look at a few key moments in the history of its development as a way to help us understand its utility (or futility) as an idea and practice today. At the center of our discussions will be the proposition, central to all version of humanism that we examine, that the use of literature can serve as a powerful vehicle for education. Our focus will be three previous turning points or moments of crisis not unlike our own. First we examine the most influential Greco-Roman philosophy of the nature of literature –“poetry” as they called it – and its roles in the world (Plato, *Symposium*, *Phaedrus*, *Ion*, *Gorgias*, and parts of the *Republic*; Aristotle, *Poetics* and parts of the *Nicomachean Ethics* and *De anima*; Horace, *Ars poetica*). Second, we look at a series of the Renaissance texts that, in their attempt to supplant the medieval scholastic “method” as the chief mode of academic thought and expression, go furthest towards defining “the humanities” as we know them and the roles of literature therein (works by Petrarch, Valla, Alberti, Erasmus, More, and Sidney). The third unit focuses on educational theory of the Victorian period at the moment English literature as a field is born (Matthew Arnold, *Culture and Anarchy* and “The Function of Criticism at the Present Time”; John Henry Newman, *The Idea of the University*). In closing, we will bring what we discover from these earlier texts to bear on a selection of contemporary texts that seek to define humanism’s place in the modern academy while working to practice some form of it (works by Graff, Said, Small, and others). The assigned work will include weekly primary and secondary readings, class presentations on the assigned texts, weekly Blackboard postings on assigned topics, and a final research paper either on an historically contextualized account of one or more of the pre-twenty-first-century assigned texts or on an aspect of humanism today as informed by the earlier material you will read over the course of the term.

**SEM 01**

**MONDAY**

**5:20-8:10**

**DOUGLAS PFEIFFER**

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### **EGL 606.02 (48639) Period and Tradition - The New Modernist Studies**

With the founding of the Modernist Studies Association and the launching of the journal *Modernism/modernity* in the 1990s, the New Modernist Studies began to take shape. One of the initial preoccupations of the field was to interrogate its central term—modernism—and instead of adopting a singular approach or line of argument, the NMS worked to globalize modernism, to synthesize analysis of multiple forms of media, and to recast itself as a field that takes up modernity writ large. While a great deal of energy animates the NMS, it has a significant instability at its core: how/whether to treat modernism as a coherent concept. Some scholars view the moment as one of questioning as opposed to theorizing modernism; others modify the term, using prefixes, qualifiers, or the plural to indicate that the modernism of Eliot and Pound has become multiple, interdisciplinary, and subject to revision. This course has three aims: 1) to introduce students to the New Modernist Studies through surveys of the field; 2) to revisit some of the key texts that lead the field in the direction it takes today; and 3) to read authors and texts that have only entered the “canon” (if we still have one), or are now read differently, in light

of NMS scholarship. Assignments will include leading a class discussion, an oral presentation (with a written copy to follow), and a seminar paper, with digital projects accepted.

**SEM 02**

**THURSDAY**

**1:00-3:50**

**CELIA MARSHIK**

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**EGL 608.01 (47619) Relations of Literature and Other Disciplines: Scaling Literature**

The advent of energy and the environment, as foundational concepts in nineteenth-century discourse, marked a general reorientation of social life. “Natural” history extended into the past and present condition of humankind. Likewise, the “human” history of industrial Britain—its pyrotechnic energy expenditures, grand terraforming projects, and attendant population boom—was widely seen as altering the face of the Earth itself. In what ways did nineteenth-century and early twentieth-century scientists shift traditional scales of representation, introducing vaster *durées* and landscapes into inherited narrative forms? And in what sense did writers of fiction, verse, and drama join the scaling practices of their scientific contemporaries, reimagining the domains of character and context, foreground and background in terms of more massive systems, networks, and economies of exchange?

Our seminar will take up these questions with attention to the cultural history of energy and the environment. We will focus on influential work within the environmental humanities (including contributions from Donna Haraway, Ursula K. Heise, Rob Nixon, Andreas Malm, Anna Tsing, Jason Moore, Timothy Morton, and Timothy Mitchell). We will also draw on significant interventions in feminist and queer theory, the new materialism, world systems analysis, and petrocriticism (Jane Bennett, Stacy Alaimo, Bruno Latour, Immanuel Walterstein, Imre Szeman, Jennifer Wenzel). One of our goals will be to understand how historical texts can be illuminated through these theoretical optics; an associated goal, however, will be to consider how literary texts variously anticipate, complicate, and exceed the terms of modern cultural critique. Through it all, we will examine the stakes of retrieving the structures of feeling behind our ongoing thirst for fossil fuels, and ask what work remains to be done in reorienting our relation to energy and the environment. Primary readings may include texts from Charles Darwin, Ernst Haeckel, Karl Marx, Charles Dickens, Walter Scott, Mary Shelley, Bram Stoker, E.M. Forster, Upton Sinclair, Amitav Ghosh, Kazuo Ishiguro, and John Updike.

**SEM 01**

**TUESDAY**

**1:00-3:50**

**MICHAEL TONDRE**

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**EGL/WRT 614.01 (47957) Topics in Composition and Writing: Literature and Rhetoric**

This course examines the relationship between the fields of literary and rhetorical studies and how each informed the development of both the production of creative texts and the theoretical frameworks for understanding the cultural work of those texts. We will read from both literary and rhetorical theory, and we will apply those theories to a set of common texts, including *Uncle Tom's Cabin*, Emerson's essays, Margaret Fuller's essays, and Ernest Gaines's *A Gathering of Old Men*. Short response papers will be paired with a research paper to generate points of discussion for class. The research paper will be written with an eye toward its possible use as a conference paper.

SEM 01

MONDAY

4:00-6:50

ROGER THOMPSON

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**EGL 615**

**Independent Study**

Requests for independent studies must be submitted to the Graduate Program Director. English majors only. Instructor permission and Graduate Director approval required. **Students who plan to take EGL 615 must download the appropriate form at the English department website. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director.** This form then goes to the Graduate Program Coordinator who issues permission to enroll.

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**EGL 690: Directed Readings**

For G4 students studying for exams and working on the Dissertation Prospectus Meeting. Full-time students need 9 credits. **Students who plan to take EGL 690 (Directed Readings) must download the appropriate form at the English department website. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director.** This form then goes to the Graduate Program Coordinator who issues permissions to enroll.

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**EGL 697.01 (45257): Practicum in Teaching Literature:**

For 2nd year Ph.D. students only. Contact Graduate Program Coordinator for information/permission.

TUT 01

APPT

MICHAEL RUBENSTEIN

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**EGL 699: Dissertation Research on Campus**

Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab. Fall, Spring, and Summer. Full-time students need 9 credits. **Students who plan to take EGL 699 (Dissertation Research) must first download the appropriate form at the English department website. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director.** This form then goes to the Graduate Program Coordinator who issues permission to enroll.

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**EGL 700: Dissertation off Campus Domestic**

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. Full-time students need 9 credits. **Students who plan to take EGL 700 (Dissertation Research) must first download the appropriate form at the English department website. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director.** This form then goes to the Graduate Program Coordinator who issues permission to enroll.

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**EGL 701: Dissertation off Campus International**

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 the other plan is deemed comparable. All international students must receive clearance from an International Advisor. Fall, Spring, Summer. **Students who plan to take EGL 701 (Dissertation Research) must first download the appropriate form at the English department website. Full-time students need 9 credits. Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director.** This form then goes to the Graduate Program Coordinator who issues permission to enroll.

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**IF YOU PLAN TO REGISTER FOR EGL 599, 615, 690, 699, 700 or 701, YOU MUST REGISTER WITH A FACULTY MEMBER WHO IS TEACHING. DO NOT REGISTER WITH SOMEONE WHO IS ON LEAVE.**

**SEE INSTRUCTIONS ABOVE REGARDING NEEDED FORMS AND PERMISSIONS.**

**NOTE:** All graduate students should obtain advising before they register. MATs should see Dr. Galante. MAs and PhDs should see Dr. Santa Ana or Theresa Spadola.

**Important:** If you are interested in taking a graduate course that is not EGL or not cross-listed with EGL, you must obtain the permission of the Graduate Program Director--the semester before the course begins. (Just because SOLAR might allow you to register for a non-EGL course does not mean that it can count toward your degree.) Get permission first.