

<b>ENGL 601 , Section 001</b>	<b><i>Academic Writing for International Students</i></b>	<b>WF 3:00-4:15</b>
<b>Instructor: Lee, Y.</b>	<b>Maximum Enrollment: 15</b>	<b>Session: Fall 2011</b>

This course is intended to help international graduate students improve skills in academic writing. Students learn standard U.S. academic writing conventions through analysis of sample essays, summaries, and critiques of research articles. Some attention is given to exploring the organization, flow, and presentation of theses and dissertations. Through grammar and sentence level writing practices, students explore ways to write in formal, academic style. Assignments include several short papers, a five-page literature review, and online discussions.

**IMPORTANT NOTES:** ENGL 601 grants 3 credit hours toward full-time status but **NOT** toward graduation. This course is restricted to graduate students.

<b>ENGL 601 , Section 002</b>	<b><i>Academic Writing for International Students</i></b>	<b>WF 4:30-5:45</b>
<b>Instructor: Lee, Y.</b>	<b>Maximum Enrollment: 15</b>	<b>Session: Fall 2011</b>

This course is intended to help international graduate students improve skills in academic writing. Students learn standard U.S. academic writing conventions through analysis of sample essays, summaries, and critiques of research articles. Some attention is given to exploring the organization, flow, and presentation of theses and dissertations. Through grammar and sentence level writing practices, students explore ways to write in formal, academic style. Assignments include several short papers, a five-page literature review, and online discussions.

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<b>ENGL 659 , Section 001</b>	<b><i>War in Twentieth-Century Literature (PWAD 659)</i></b>	<b>TR 3:30-4:45</b>
<b>Instructor: Armitage, C</b>	<b>Maximum Enrollment: 25/35</b>	<b>Session: Fall 2011</b>

As Europe plunged into war in the summer of 1914, young men rushed to enlist “like swimmers into cleanness leaping,” in the words of Rupert Brooke, who was to die in the Gallipoli campaign the next spring. And after four years of appalling and mostly futile slaughter, the idea that it was “glorious to die for one’s country” was denounced by another doomed poet, Wilfred Owen, as “the old lie.” Along with 20 million military and civilian lives lost or ruined, dynasties were overthrown, economies bankrupted, moral and social codes undermined. The peace treaty of Versailles satisfied neither the victors nor the vanquished and thus helped pave the way for World War II. We will examine British, French, Russian, Canadian, Australian, and American works of literature that bear on the subject.

Assignments:

Quizzes on assigned readings; two short (5-page) papers for undergrads, a research paper for graduates; mid-term exam; cumulative final exam.

Informed participation in class discussion is expected.

This course is cross-listed with PWAD 659.

<b>ENGL 686 , Section 001</b>	<i>Readings in Lit and Environment. (CMPL 486 / ASIA 486)</i>	<b>T</b>	<b>3:30-6:30</b>
<b>Instructor: Brodey, I.</b>	<b>Maximum Enrollment: 4/15</b>	<b>Session:</b>	<b>Fall 2011</b>

This course will explore the changing understanding of nature across time and cultures, focusing on two locations: early modern Europe and twentieth-century Japan, as portrayed in narrative, theater, and film. We will study how the landscapes portrayed in these works reflect broader changes in the understanding of the significance of the human manipulation of nature. Goethe: *Elective Affinities*; Austen: *Mansfield Park* ; Stoppard: *Arcadia*; Abe: *Woman in the Dunes*; Mishima: *Temple of the Golden Pavillion* ; Kurosawa: *Dodesukaden*; Yourcenar's *Hiroshima Mon Amour*, and others TBA.

This course is cross-listed with CMPL 486 and ASIA 486.

<b>ENGL 719 , Section 001</b>	<i>Old English Grammar and ReadingsGroup II-Medieval</i>	<b>R</b>	<b>3:30-6:30</b>
<b>Instructor: O'Neill, P.</b>	<b>Maximum Enrollment: 15</b>	<b>Session:</b>	<b>Fall 2011</b>

This course is designed for students with no previous knowledge either of linguistics or Old English. After some preliminary background on the origins of Old English from Germanic and Indo-European, the course will focus on acquiring a reading knowledge of the language by studying selected excerpts from prose works of the period. There will also be a brief introduction to Old English poetry.

<b>ENGL 762 , Section 001</b>	<i>Spcl. Topics in Cult. Stud.Post-Col. Mths in Lit. &amp; Cult. Analysis</i>	<b>T</b>	<b>12:30-3:25</b>
<b>Instructor: Ahuja, N</b>	<b>Maximum Enrollment: 11</b>	<b>Session:</b>	<b>Fall 2011</b>

The emergence of the conceptual frameworks of the postcolonial, the transnational, the global, and the planetary in the past three decades of has radically reshaped the critical terrain across disciplines in the humanities. This graduate seminar offers an introduction to some of the diverse intellectual projects inaugurated with the postcolonial and transnational turns in literary and cultural studies. Students will analyze the contested definitions of postcolonialism, transnationality, globality, culture, and related critical terms; interrogate the ways in which cultural criticism conceptualizes geography and history; explore the relationships of colonialism, race, gender, sexuality, anti-colonial movements, neoliberalism, religion, social movements, and migration to critical theory; and study the key past and present debates in postcolonial theory and related fields. We will also discuss the ways in which the postcolonial and transnational turns in the humanities impact academic publishing and job markets. The seminar is open to all graduate students.

<b>ENGL 786 , Section 001</b>	<i>Introduction to Graduate Study</i>	<b>R</b>	<b>12:30-3:25</b>
<b>Instructor: Legassie, S.</b>	<b>Maximum Enrollment: 11</b>	<b>Session:</b>	<b>Fall 2011</b>

This course introduces students to the field of literary studies in English and comparative literature. Students will survey a range of approaches, methods, and controversies that have emerged from the field. The focus on critical and institutional histories will provide a foundation for graduate work and for developing professional objectives.

<b>ENGL 805 , Section 001</b>	<i>Stds. in Rhet and Comp.: Rhet., Film &amp; Digital Media</i>	<b>W</b>	<b>12:00-2:50</b>
<b>Instructor: Taylor, T.</b>	<b>Maximum Enrollment: 11</b>	<b>Session:</b>	<b>Fall 2011</b>

Focus varies by semester, but generally investigates intersections of literacy, pedagogy and rhetorical theory. Courses range from explorations of technology and literacy, to investigations of forms of writing and pedagogy.

**ENGL 824 , Section 001****Seminar in Chaucer****W 3:30-6:30****Instructor: Wittig, J.****Maximum Enrollment: 15****Session:****Fall 2011**

Chaucer and the Discourse of “fyn lovynges”

Texts: *Roman de la Rose* and Chaucer’s (partial) translation of it; Andreas Capellanus, *De arte honeste amandi* (Walsh edition); the *Book of the Duchess* and French dream poetry (esp. of Machaut); the *Parliament of Fowls* (along with Chaucer’s first borrowings from Boccaccio’s *Teseide*, Cicero’s “Dream of Scipio,” and Alan of Lille’s *De planctu naturae*); *Troilus and Criseyde* (alongside Boccaccio’s *Filostrato*, with borrowings from Boethius’ *Consolation of Philosophy* and Dante’s *Commedia*); the “Prologue” to the *Legend of Good Women* (Chaucer’s “heresies” against Love’s laws); “The Knight’s Tale” (Chaucer’s second appropriation of Boccaccio’s *Teseide*); the *fabliaux* as comic parodies of the *fin amor* tradition.

Texts: *The Riverside Chaucer* contains all the Chaucerian texts we will read; Stephen Barney (who edited *Troilus* for the Riverside edition) also edited an excellent Norton edition with fuller notes and a facing page translation of *Filostrato*. Dahlberg’s edition of *The Romance of the Rose* is available in paperback, as is Walsh’s edition of *De arte honeste amandie* (with excellent introduction and translation). There are all basic texts worth having.

**ENGL 828 , Section 001****Perspectives on Renaissance Lit. & Culture****M 2:00-5:00****Instructor: Barbour, R.****Maximum Enrollment: 15****Session:****Fall 2011**

Students will explore Renaissance literature with a focus on the intersections between literary and intellectual history. Authors include Donne, Jonson, Bacon, Browne, Burton, Herbert and Marvell.

**ENGL 847 , Section 001****Seminar in the American Novel****R 3:30-6:30****Instructor: Kim, H.,****Maximum Enrollment: 11****Session:****Fall 2011**

The Black-and-Blue 1950s

Recent American studies work has torn down the image of the 1950s black-and-white television nuclear family, exposing the postwar upheaval at home and abroad that revised racial, gender, and national categories.

We will read a variety of primary historical documents, novels, films, and scholarship from the 1950s as well as some of the most important contemporary work about the 1950s. 1950s texts may include Ralph Ellison, *Invisible Man*; Saul Bellow, *Seize the Day*; Tennessee Williams, *Cat on a Hot Tin Roof*; John Steinbeck, *East of Eden*; Rodgers and Hammerstein’s *South Pacific*; *Brown v. Board of Education of Topeka, Kansas* (1954), Hugh Hefner’s *Playboy* manifesto, F. O. Matthiessen (selections); Richard P. Chase, *The American Novel and Its Traditions*; C.L.R. James, *Mariners, Renegades, and Castaways*.

Critical texts may include Alan Nadel, *Containment Culture*; Kate Baldwin, *The Cold War and the Color Line*; Elaine Tyler May, *Homeward Bound*; Pease and Wiegman, *The Futures of American Studies*; Christina Klein, *Cold War Orientalism*.

ENGL 861-001 Literature and Cultural Theory: **“Futures of Theory / Theories of the Future”**

What will “theory” look like in five years? Ten? Extrapolating from past developments, current debates, and emerging methodologies, this course will attempt to imagine what the futures of “theory” might be—and how we might participate in shaping them. In addition to foregrounding some of the most exciting, innovative work being done now, such a conceit also will allow us to ask deeper questions about: the ways in which we define “theory” in the present day; the history of the formation of theoretical “schools”; and the changing role of theory within an institutional context of decreased funding and increased public scrutiny (the course will begin by reviewing the rash of recent reports regarding the “crisis” of higher education generally and of the humanities in particular).

The course will combine readings of primary texts (manifestoes about the future; speculative fiction by Philip K. Dick, Octavia Butler, and Gwyneth Jones; future-looking films by Fritz Lang and Werner Herzog; and groundbreaking graphic novels and electronic literature) with theoretical texts in the following areas: the interdisciplinary intersections of science and literature (e.g., cognitivist & evolutionist approaches); various alternatives to “critique” (including Rita Felski’s argument for “re-enchantment” and Bruno Latour’s for “compositionism”); the “metaphysical turn” (e.g., speculative realism); Franco Morretti’s “distant reading”; as well as new perspectives on globalization, animal studies, posthumanism, and ecocriticism.

In addition to speculating about such methodologies, we will also ask what kinds of texts we might be studying in the near future and how our work might be changed by new models of collaborative scholarship, digital archives, crowd-sourced editing, and electronic publication.

Given the obvious breadth of these possibilities, the course occasionally will invite guest lecturers to speculate on the futures of their respective areas of expertise, but we will work as a group to see what connections among these fields, if any, might be made.

Annotated bibliography; presentation; seminar paper.

**English 864: Medicalizing *latinidades***

Building on Vilma Santiago-Irizarry's ethnographic study about the medicalization of ethnicity, this interdisciplinary and intersectional graduate seminar will focus on the medicalization of U.S. *latinidades*. Through an examination of texts across genres—such as novels, memoirs, plays, poetry, vignettes, films and/or documentaries, medical anthropologies, literary analyses, environmental and social justice studies, and psychological studies—this course will explore the medicalized construction of *latinidades*, with particular attention to the roles race, ethnicity, gender, and sexuality play in these constructions. We will analyze fictional and nonfictional representations of Latinas/os as physically and/or mentally ill, and we will explore the crossroads of physical and psychological harm to which Latinas/os are subject. Questions we will ask include the following: What is at stake in literary representations of Latina/o physical and mental illness? Why does the figure of the Latina “madwoman” in particular surface in Latina literature written in the past twenty years? Given that the field of Latina/o Studies was built on a platform of racial and ethnic pride, what is the significance of the relatively recent literary preoccupation with an arguably unspeakable shame? What types of sociopolitical and environmental commentaries can be gleaned from Latina/o literary portrayals of physical illness? How can we connect Latina/o fictional literary representations of psychic and corporeal harm to Latina/o nonfictional portrayals and analyses of such harm, and what messages can we draw from such linkages?

This discussion-based course is structured in such a way to help you as you advance in your academic careers. To this end, you each will be responsible for leading class discussion, writing a paper abstract for an academic journal, presenting a conference-length version of your final research paper, and writing a final research paper for possible submission to an academic journal.