

**ENGL 601, Section 001*****Academic Writing for International Students*****Instructor: Lee, Y.****WF 03:00-04:15****Maximum Enrollment: 15**

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. Assignments include several short papers, a five-page literature review, grammar exercises, 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.

**ENGL 601, Section 002*****Academic Writing for International Students*****Instructor: Lee, Y.****WF 04:30-05:45****Maximum Enrollment: 15**

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. Assignments include several short papers, a five-page literature review, grammar exercises, 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.

**ENGL 606, Section 001*****Rhetorical Theory and Practice*****Instructor: Jack, J.****MW 11:00-12:15****Maximum Enrollment: 19**

A study of rhetorical theories and practices from classical to modern times. Emphasis will be on translating theories into teaching practices used in high school and college writing courses. The course examines strategies for planning, drafting, and revising; for developing writing assignments; and for evaluating writing. There is no final examination. The course is not open to undergraduates or auditors.

**ENGL 666, Section 001*****Queer Latina/o Photography & Lit (WMST 666)*****Instructor: DeGuzman, M.****TR 02:00-03:15****Maximum Enrollment: 25/35**

This course explores novels and short stories by Latina/o writers that focus in one way or another on photographs and photography and that simultaneously question (or "queer") certain cultural givens about gender, sexuality, and subjectivity. We will inquire into the connections between this double-focus. At the same time we will examine actual photo-based visual work by Latina/o artists. Textual and visual works considered include those by Sheila Ortiz Taylor, Achy Obejas, Leo Romero, Elías Miguel Muñoz, Graciela Limón, John Rechy, Francis Negrón-Muntaner, Laura Aguilar, Alma López, Felix Gonzalez-Torres, Alex Damian Reyes, Gerardo Suter, Frank Franca, and others.

**ENGL 680, Section 001*****Film Theory*****Instructor: Flaxman, G.****M 06:00-08:50****Maximum Enrollment: 20**

This course has two basic aims. On the one hand, the course aims to introduce graduate students to film pedagogy, thereby preparing them to teach film at the collegiate level. In this sense, the class undertakes a broad consideration of the formal syntax and strategies of cinema. But on the other hand, the course aims to provide the theoretical and historical context within which film studies itself emerges. In this regard, the syllabus includes a number of canonical readings from the discipline (Kracauer, Benjamin, Bazin, Mitry, Metz, Cavell, Mulvey) as well as one book (Gilles Deleuze's *Movement-Image*) which will serve as our subtext for the semester.

**ENGL 719, Section 001****Old English Grammar and Readings****Instructor: O'Neill, P.****MW 12:00-01:15****Maximum Enrollment: 15**

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.

**ENGL 762, Section 001***Spec. Topics in Cultural Studies: Postcol. Methods in Cultural Analysis***Instructor: Ahuja, N.****R 03:30-06:20****Maximum Enrollment: 15**

The emergence of the conceptual frameworks of the postcolonial, the transnational, and the global in the past two decades 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, anti-colonial movements, neoliberalism, and migration to critical theory; and study the key past and present debates in postcolonial and transnational studies. 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.

**ENGL 781, Section 001*****Proseminar: Essentials of Literary Criticism*****Instructor: Baker/Thompson****TR 03:30-04:45****Maximum Enrollment: 15**

In this class, we will devour, analyze, and theorize 14 foundational and persistent classics of literary criticism and cultural history. While these studies focus on the early modern period (and an admittedly elastic and long period as defined here), they are each books that have profoundly shaped the development of professional literary criticism and literary history. We will read them in order of publication, thereby tracing over a 70 year period the emergence of modern, professional literary studies.

1. Georg Lukács, *Theory of the Novel* (1916)
2. William Empson, *7 Types of Ambiguity* (1930)
3. W. M. W. Tillyard, *Elizabethan World Picture* (1944)
4. Erich Auerbach, *Mimesis* (1946)
5. Cleanth Brooks, *The Well Wrought Urn* (1956)
6. Ian Watt, *Rise of the Novel* (1957)
7. Northrup Frye, *Anatomy of Criticism* (1957)
8. C. S. Lewis, *The Discarded Image* (1964)
9. Frances Yates, *The Art of Memory* (1966)
10. C. L. Barber, *Shakespeare's Festive Comedy* (1963)
11. Raymond Williams, *Country and the City* (1973)
12. Stanley Fish, *Self-Consuming Artifacts* (1972)
13. Stephen Greenblatt, *Renaissance Self-Fashioning* (1980)
14. Peter Stallybrass and Allon White, *Politics and Poetics of Transgression* (1986)

**ENGL 821, Section 001*****Seminar in English Lit: The Piers Plowman Tradition*****Instructor: Wittig, J.****M 03:00-05:50****Maximum Enrollment: 15****The Piers Plowman Tradition**

This seminar will focus on Piers Plowman, but we will read also some works contemporary with it and thought of as being in the "Piers Plowman tradition": e.g., Pierce the Ploughman's Crede, Richard the Redeless, Mum and the Sothsegger, and The Crowned King. (These were all published together, ed. Helen Barr, by Dent / Tuttle, in the Everyman Library, 1993, ISBN 0 460 87238 90, but this book is apparently not in our library). For Piers Plowman we will focus on the "B Text;" the most useful "student" edition (that is, one with notes and glosses) is by A.V.C. Schmidt, also published by Everyman, 1995 (ISBN 0 460 87509 4).

**ENGL 828, Section 001*****Perspectives on Early Modern Studies*****Instructor: Barbour, R.****M 03:30-06:20****Maximum Enrollment: 15**

The Wisdom of the Ancients: Transformations of Greco-Roman Philosophy in Seventeenth-Century England  
In this course we will examine extraordinary instances of early modern English engagements with classical philosophy. Our goal will be nothing more and nothing less than the exploration of the dynamic and complex ways in which early modern cultural brokers transformed the wisdom of the ancients in the process of translating and transmitting that wisdom. Key cases will include Francis Bacon, Robert Burton, Ben Jonson, the Cambridge Platonists, Thomas Stanley, Lucy Hutchinson, and Thomas Browne. We will also consider some of the very best recent scholarship in transmission studies.

**ENGL 843, Section 001*****Seminar in American Literature to 1860*****Instructor: Gura, P.****W 06:30-09:20****Maximum Enrollment: 15****Reloading the Canon: 19th Century Fiction**

We focus on the practical results of canon revision for the period 1798-1862, specifically regarding fiction. Writers as Hawthorne and Melville have long been held up as pioneers in an American prose tradition because of the ways in which they constructed the genre of the American "romance." We will reexamine these writers' achievement in light of, for example, the historical fiction of Catharine Sedgwick, a serious challenger to Cooper and Simms; the "domestic" fiction of Fanny Fern and Maria Cummins, who raised questions about the vagaries of woman's place in antebellum America; and the psychological fiction of Elizabeth Stoddard, who rivaled Hawthorne and Melville and anticipated James in her analysis of human motivation. We always will keep before us the question of what difference it makes to our teaching and writing if we add to our reading lists such hitherto "forgotten" authors.

**ENGL 861, Section 001*****Seminar in Literary and Cultural Theory*****Instructor:** McGowan/Spinner-Halev**M 03:00-05:30****Maximum Enrollment: 15**

**Instructors:** John McGowan, Department of English and Comparative Literature and Jeff Spinner-Halev, Department of Political Science

This team-taught graduate seminar will focus on the work of German political philosopher Jürgen Habermas. We will spend the first three weeks considering Habermas' early—and highly influential—work on “the public sphere” and the “communicative rationality” he thinks offers the ideal conditions for judging the achievements of liberal democracies. We will then devote two weeks to Habermas' debates with the poststructuralists about the legacy of the Enlightenment and the right way to understand modernity/postmodernity. The 1994 *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy* represents Habermas' last “big book,” his last full-scale attempt to offer a synthetic account of his political philosophy; we will spend a month studying this work. Finally, Habermas' occasional essays on topics from nationalism to international law and cloning provide fascinating interventions into some of the most important issues of our day, so we will read a selection of those texts. The goal of the course is straightforward: to provide students with a thorough understanding of this important intellectual's thought, and to use that understanding to think about both current understandings and current configurations of liberalism, democracy, and public culture.

**Requirements:** Students will write two to three short reading responses during the term (in some cases as reports to the class on essays about Habermas by various critics) and a long (15 to 25 pages) seminar paper. Material from the long paper will also be presented to the class.

**ENGL 876, Section 001*****Introduction to Modern Irish I*****Instructor:** O'Neill, P.**T 02:00-04:30****Maximum Enrollment: 15**

This course emphasizes the grammar and pronunciation of Modern Irish, with background readings in Irish history and culture.