

**ENGLISH DEPARTMENT**  
**Graduate Course Descriptions**  
**Spring 2021**

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**MASTER'S LEVEL**

**EGL/WRT 509.01    Studies in Language & 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. Along the way, they will sharpen their skills in modern English grammar and usage.

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, culture, economics, and, of course, real estate.

**LEC 01                      WEDNESDAY                      6:05-8:55                      ONLINE                      JEAN GRAHAM**

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**EGL 585.01                      Topics in Cultural Studies: WWI through Cultural Studies**

World War I has been described as a "literary" war because of the sheer volume of poetry and fiction it inspired. But the war also left its impact on music, the visual arts, consumer culture, and nonfiction: the music hall, cinema, painters, advertisers, photographers and historians all vied to record and interpret the events of 1914-1918. Those who took the war as their subject had to wrestle with numerous questions: how to represent death and destruction without unduly aestheticizing pain and trauma; how to attend to the experiences of individuals caught up in historical events that emphasized collectives (armies, workers, "the nation"); whether and how to confront the tensions created by class, race and gender at home and at the front; and how to present combat to audiences that had largely experienced the war from afar. This course will consider these questions and others as we assess the relationship between historical events and cultural production. We'll read history, poetry (by the well-known officer poets Owen and Sassoon as well as others), and fiction (by well-known writers such as Hemingway and Remarque but also the lesser-known Victor Daly and Helen Zenna Smith), but we'll also discuss films like *The Big Parade* and listen to music popular during the war. Additionally, we'll consider how advertising adapted to the war. Requirements include engaged participation (both via synchronous and asynchronous modes), a presentation, and two papers.

**LEC 01                      THUR/FLEX                      5:30-8:20                      ONLINE                      CELIA MARSHIK**

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

Ecofeminism, Literature, and Film will examine theories of ecology and gender (ecofeminism) in literature, film, and



**DOCTORAL LEVEL**

**EGL 604.01            Problems in Literary Analysis: Teaching in a White Supremacy**

White Supremacy is a **system** that values white people and white culture more than it values people and cultures of any other race. Black people in particular are especially negatively affected in this system, from redlining in real estate, to higher interest rates on mortgages, to institutional poverty, to inferior health care, to shorter life expectancies, to less access to all opportunities (especially those that provide access to wealth), and to a far greater likelihood of being accused of and convicted of crimes and significantly more harshly punished for them. None of these facts are debatable, and in many ways they have been laid bare in American politics of the last several years--in particular in the months since the horrifying killing of George Floyd and the dramatic increase in support for #BlackLivesMatter protests.

Critical Race Theorists have helped us to at least begin to understand how the system of White Supremacy functions so powerfully and insidiously with many of the worst elements hidden in plain sight. In this class, we will focus on **the role of pedagogy** in a White Supremacy, especially how traditional pedagogies have helped to strengthen White Supremacy, how pedagogy is subjected to White Supremacy, how pedagogy might be used to make White Supremacy more visible and less powerful, and what teachers who want to eliminate White Supremacy can do right now to contribute to the causes of equity, justice, and liberty.

We will explore together the scholarship of critical race theorists and scholars of White Supremacy, such as Layla F. Saad, Crystal Marie Fleming, Ijeoma Oluo, and Robin DiAngelo, focusing our discussions on our work as teachers and students in educational institutions. We will also read work by teachers who are addressing White Supremacy through curricular approaches and pedagogical models based in antiracist education and culturally responsive pedagogy, including Geneva Smitherman, Keith Gilyard, Vershawn Ashanti Young, April Baker-Bell, Matthew R. Kay, Geneva Gay, Ebony Elizabeth Thomas, David Kirkland, Ernest Morrell, Valerie Kinloch, and others. All eligible students from any department or discipline interested in this work are welcome and encouraged to register.

**SEM 01                      MONDAY                      1:00-3:50                      ONLINE                      KENNETH LINDBLOM**

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**EGL 608.02****Relations of Literature and Other Disciplines: Genres of the Anthropocene**

Given that the Anthropocene disrupts our sense of stable settings and narrative expectations, genre studies have become increasingly important to eco-criticism and the Environmental Humanities. As Stephanie LeManager notes, “people who might not be expected to care about genre are looking for patterns of expectation and narrative form with which to combat this unsettling era of climate shift and social injury.” As a class, we will approach genre analysis as a literary tool for analyzing structures of expectation, as they might relate to “structures of feeling” (Raymond Williams) and “structures of reference and attitude” (Edward Said). We will also consider how genre is deeply connected to settings and how unstable environments demand new genres and new forms of genre analysis. We will engage novels, short stories and films that work across genres to disrupt and reframe readers expectations, amid social and ecological uncertainty, including work by Han Kang, Helon Habila, Jenny Offill, Indra Sinha, Mohsin Hamid, Ben Lerner, Ling Ma, Jeanette Winterson, Tom McCarthy, Colson Whitehead, Jeff VanderMeer, and Kim Stanley Robinson. We will also draw on a variety of literary and cultural analysis, including work Lauren Berlant, Rob Nixon, Zakiyyah Iman Jackson, Theodore Martin, Jasbir Puar, Anna Tsing, Amitav Ghosh, Stacy Alaimo, Max Moore, Dipesh Chakrabarty, Andreas Malm, Kathryn Yusoff, Mark Fisher, Sara Ahmed, and Rosi Braidotti.

**SEM 01****THURSDAY****1:15-4:05****ONLINE****JUSTIN JOHNSTON****EGL/WRT 614.01 Topics in Composition and Writing: Feminist Rhetorics**

What makes rhetoric feminist? This course will introduce graduate students to key concepts, theories, debates, and research in feminist rhetorical studies in order to gain a sense of the breadth and depth of the field. We’ll explore a rich array of feminist rhetorical performances from both a historical and global context, including manifestos, petitions, speeches, protests, and complaints, and consider what these productions can teach us about our own rhetorical practices. Students will write weekly reponses, deliver a presentation, and develop a final project.

**SEM 01****FLEX****ONLINE****KRISTINA LUCENKO****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**                      **Practicum in Teaching Literature:**

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

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JEFFREY SANTA ANA

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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.