

**ENGLISH DEPARTMENT**  
**Graduate Course Descriptions**  
**Fall 2021**

If you need permissions to enroll, please contact [theresa.spadola@stonybrook.edu](mailto:theresa.spadola@stonybrook.edu) and include your ID number in your email.

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**MASTER'S LEVEL**

**EGL/WRT 506.01 Studies in Literary Theory: What it is, why it matters, and where it's headed.**

*Prerequisite: Enrollment in an English Graduate Program or Composition Studies Certificate Program. Cross-Listed as WRT 506*

This course focuses on key critical concepts, theoretical issues, and methodological concerns that have shaped, and continue to shape, the study of literature and culture. Using *Hamlet* and various contemporary cultural touchstones--from the latest meme and monarchy drama to the summer's pop hit and fall's streaming obsession—we will talk about what it means to think about literature/fiction/culture from a theoretical perspective. We will start with a broad introduction and then focus in on some key work from the late 20<sup>th</sup> and 21<sup>st</sup> century: e.g., queer theory, performance studies, affect studies, and cognitive approaches. Just as previous generations were interested in literature as a symptom of history or a symptom of psychological disturbance, many current scholars are now interested in asking questions about what literature actually does to us, rather than what it might *mean*. Whatever your area of research is, this course will help you probe the strengths and weaknesses of your methodological frame. The goal of this course is not only to expose students to a range of recent literary and cultural theory, but also to give students the opportunity to fashion their own critical vocabularies or ways of interpreting texts, systems, and lived experiences. We will also generate an archive of sharable/teachable short works of fiction, TV episodes, podcast episodes, memes, news stories, and commercials that will help us illustrate and ground critical concepts in everyday texts.

**LEC 01**

**MONDAY**

**6:05-8:55**

**AMY COOK**

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**EGL 584.01 Topics in Genre Studies: The Twilight Zone: Classics of Horror Fiction**

*Prerequisite: Enrollment in English Graduate Program*

*This course can satisfy the Pre-colonial content area requirement for SBU teacher education students.*

In this course we will discuss a number of seminal works – from Gothic novels to ghost stories and vampire epics – that exploit the oldest and strongest emotion of humankind: fear. We will seek to address a series of questions related both to individual texts and the genre in general. Why are authors and readers drawn to something as disturbing as horror, supernatural or not? How do the gruesome or the macabre become sources of intellectual excitement and aesthetic gratification? How can texts whose intended effect is to shock and distress compel us to confront suppressed instincts,

challenge deep-rooted certainties, or reflect on things and ideas that we generally prefer to ignore? In what ways do such literary pieces stem from or respond to the sociocultural environment that gave rise to them, and how far do they go in their critical engagement with contemporary realities? Do they still have a message to convey today?

**LEC 01                      THURSDAY                      5:45-8:35                      NIKOLAOS PANOU**

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**EGL 585.01 Topics in Cultural Studies: Documentary: Film and Society**

*Prerequisite: Enrollment in English Graduate Program*

The last two decades have witnessed an unprecedented development of nonfiction filmmaking. Documentary films have become a major platform for personal expression as well as for social and political advocacy, often combining these two planes. More generally, documentary cinema has become an invaluable barometer of political tensions, concerns over social inequalities and issues related to climate change, among others. This seminar will engage its participants in the study of the history and theory of documentary cinema in order to help us develop an understanding of the whole range of narrative strategies and practices that documentarians have developed since the making of the early 'actualities' through the emergence of digital filmmaking. In a parallel line of investigation, we will examine the potential uses of documentary cinema in classroom instruction.

**LEC 01                      WED/ONLINE                      6:05-8:55                      IZA KALINOWSKA-BLACKWOOD**

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**EGL/WRT 592.01 Problems in Teaching Writing or Composition**

*Prerequisite: Enrollment in English Graduate Program or Composition Studies Certificate Program*

Advanced study of theories and approaches to the teaching of writing. Building on the understanding that writing is a recursive process (a cycle of planning, drafting, revising, and editing), students learn to analyze and problem-solve issues that become barriers for effective writing and communication. Students learn to understand and differentiate rhetorical, ethical, social justice, and political issues surrounding the mentoring of writers. There is extensive analysis of the differences among various approaches, debates, and ethical issues in a variety of rhetorical contexts and courses that involve writing. This course is designed for those who are, or will be, teaching courses that involve writing.

**SEM 01                      TUESDAY                      5:45-8:35                      PATRICIA DUNN**

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**EGL 598                      Thesis Research**

*Prerequisite: Enrollment in English MA*

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.

**STAFF**

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**EGL 599                      Independent Study**

*Prerequisite: Enrollment in English MA or Ph.D. programs*

Requests for independent studies must be submitted to the Graduate Program Director. English majors 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.

**STAFF**

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**DOCTORAL LEVEL**

**EGL 608.01 Relations of Literature and Other Disciplines: Literature, Medical Humanities, and Disability Studies**

*Prerequisite: Enrollment in English Ph.D. program or permission of instructor*

*This course can satisfy the Non-Western content area requirement for SBU teacher education students.*

Well or sick, functioning or beleaguered, it behooves us always to acknowledge and protect the humanity of the mortal human being in our midst. For caretakers, this means not seeing the one afflicted as merely suffering from a *disease*, per se (i.e. an objective pathogenic condition), but also as coping with an *illness* (i.e. the subjective distress, and possibly crisis, which ensues when one's world is disrupted by falling sick). An "ill-ness" refers to the state in which one's every relation to everything in one's life becomes imperiled after one falls ill. When we are sick we are most vulnerable, and arguably most ourselves. Correspondingly, "compassionate care" is anything but a redundancy. For, in order for care to *be* compassionate, the one rendering care must look directly at, and attentively to, the other in need, which is to say, *relationally*. Just what this entails, and how best to harness the virtues of "compassionate care," is the discipline of the *medical humanities*.

While we will all fall ill in our lives---and are guaranteed to know people we love who will fall ill---we are not all equally abled. In this respect, beyond our human existential predicament, there is an additional communal aspect to populations whose chronic experiences meeting the challenges of being variously abled is identity-forming for them while edifying for those who are fully abled. What assumptions about disability are revealed through literary analysis of fiction, memoir, and through the rhetorical analysis of published criticism of such texts? This further subset of issues, which both fall within and go beyond the field of medical humanities, constitute the discipline of *disability studies*.

With regard both to the medical humanities and to disability studies, throughout the semester we will examine literature which brings the reader into the room of the one acutely ailing or living with a chronic condition in order to investigate what life looks like from that person's perspective. To this end, we will look closely at the un-, or only partially solvable, moral dilemmas precipitated by scenarios in which difficult outcomes are imminent, and we will take a hard look at harmful stereotypes in an endeavor to understand the subtle manner in which they came to be. We will, finally, pay some attention to these issues within the context of the ongoing burden of having had to cope with life during the Covid-19 pandemic. We will read a number of classic and contemporary authors in this course, possible examples which include, but are not limited to: Paul Kalanithi, Albert Camus, Francis Peabody, George Bernard Shaw, Leo Tolstoy, Fang Fang, Annie Dillard, Atul Gawande, Margaret Atwood, Eva Kittay, Harriet McBryde Johnson, Michael Bérubé, Alice Wong, Georgina Kleege, John Lee Clark, Petra Kuppens, Kenny Fries, and Jillian Weise.

**SEM 01**

**THURSDAY**

**1:15-4:05**

**ANDREW FLESCHER**

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## **EGL/WRT 614.30 Topics in Composition and Writing: Digital Surveillance: Rhetoric and Representation**

The proliferation of data surveillance has resulted in evermore comprehensive data profiles of citizen-consumers. For example, Acxiom (one of the major data brokers) has profiles on 500 million people worldwide with up to 3,000 data points per person. This data includes “everything from their credit scores to whether they’ve bought medication for incontinence” (Eli Pariser, *The Filter Bubble*). Meanwhile, the public response has largely focused on questions of privacy, often neglecting epistemological questions about how knowledge is produced and by whom. This class will confront data surveillance from two main vantage points. Firstly, we will examine the rhetoric of surveillance to challenge its supposed neutrality and the common claims that “data speaks for itself” and that “if you have nothing to hide, you have nothing to fear” (nsa.gov). In so doing, we will push past questions of privacy to consider how surveillance functions rhetorically to make certain lives legible, intelligible, and sometimes even expendable. Secondly, we will turn toward contemporary literature, film, and new media to theorize how surveillance works to secure power structures, but also how it can be deployed to subvert them. Seminar readings will likely include works by William Gibson, Jennifer Egan, Claudia Rankine, and Mohsin Hamid, as well as critical texts by Gilles Deleuze, David Lyon, Simone Browne, Torin Monahan, Frank Pasquale, and Shoshana Zuboff among others. We will also analyze a selection of popular films and television shows.

*Prerequisite: Enrollment in English Ph.D. program or Advanced Graduate Certificate in Teaching Writing program and completion of either EGL/WRT 592 or WRT/EGL 698.*

**SEM 30**

**FLEX**

**ONLINE**

**KATHERINE JOHNSTON**

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### **EGL 615**      **Independent Study**

*Prerequisite: Enrollment in English MA, Ph.D. or MAT Programs or permission of instructor*

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.

**STAFF**

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**EGL 690**

**Directed Readings**

*Prerequisite: Enrollment in English Ph.D. program or permission of instructor*

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.

**STAFF**

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**EGL 695.01      Methods of Teaching English**

*Prerequisite: Permission in English Ph.D. program AND permission of instructor*

**TUT 01**

**STAFF**

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**EGL 697.01      Practicum in Teaching Literature**

*Prerequisite: English teaching assistants only*

**TUT 01**

**STAFF**

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**EGL 699      Dissertation Research on Campus**

*Prerequisite: Must be advanced 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. 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.

**STAFF**

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**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. 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.

**STAFF**

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**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 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 700 (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.

**STAFF**

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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.**