## FALL 2015
### Graduate Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL7700</td>
<td>English Language Training/Focus on Speech</td>
<td>T</td>
<td>4-6pm</td>
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*Department permission is required.*

Designed for students whose first language is not English, this course will emphasize the oral/aural language skills required for success in graduate work. It will provide students the opportunity to hone their speaking and listening skills through group discussions, presentations, and targeted practice in pronunciation, stress, and intonation through the reading of poetry and tongue twisters. The course may be particularly beneficial to those with teaching responsibilities at BC. Non-credit and offered free of charge by GSAS to its students during the fall semester. Students who enroll in the course are expected to attend all classes throughout the semester.

*Lynne Anderson*

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<tr>
<td>ENGL7742</td>
<td>Chaucer: Verse History</td>
<td>W</td>
<td>4:30-6:50</td>
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A practical and theoretical introduction to issues in medieval and modern poetics, focalized through Chaucer’s verse forms. Emphasis on metrical form, the momentum of metrical traditions, the translation of prosody between languages, and the circulation of cultural stereotypes about meter. We ask how poetic traditions develop, why they endure or disappear, and how the practice and theory of meter changes over time. Units on the alliterative tradition, Chaucer’s tetrameter, Chaucer’s pentamer, and fifteenth-, sixteenth-, and nineteenth-century English pentameters.

*Eric Weiskott*

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<tr>
<td>ENGL7743</td>
<td>Elizabethan &amp; Jacobean Drama</td>
<td>TH</td>
<td>4:30-6:50</td>
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Why was theater so popular in early modern England, yet also considered dangerous? This course covers a variety of comedies and tragedies written in England during the late sixteenth and early seventeenth centuries, including works by Kyd, Marlowe, Shakespeare, Jonson, Middleton, and Webster. We will consider aspects of genre and staging, as well as the sexual, political and social implications of drama in the period. In addition, we will read critical essays that place these plays in historical context. Work will include a class presentation; informal web postings; a short paper; and a final long essay.

*Andrew Sofer*

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<td>ENGL7747</td>
<td>Sex, Gender, and the Body in Early Modern England</td>
<td>T</td>
<td>2-4:25</td>
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This graduate seminar explores the fluid conceptions of sex, gender, and the body that were circulating in sixteenth- and seventeenth-century texts—everything from the medical to the
pornographic, from poetry to pamphlets. Topics and texts include: early modern anatomy (excerpts from Crooke, Culpeper and Sharp among others); the transvestite stage (John Lyly, *Gallathea*); the “virgin” body (Queen Elizabeth’s writings and Middleton and Rowley, *The Changeling*); the relationship between passion, mind, and body (the poems of Philip Sidney, Shakespeare, and Mary Wroth); same-sex desire (Marlowe, *Edward II*; Margaret Cavendish, *The Convent of Pleasure*); and the pornographic body (Nashe, *Choise of Valentines*).

*Caroline Bicks*

| ENGL7787 | Ireland: The Colonial Context | TH 2-4:25 |
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As Seamus Deane asserts, "Ireland is the only Western European country that has had both an early and a late colonial experience." This course spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: from the Elizabethan plantations to post-independent Ireland's decolonization. The main objective is to evaluate how Irish culture manifests and/or resists the colonial encounter. Particular attention is paid to the issues of language and authority, and to representations of place, gender, and identity. Students engage with a wide variety of writers and cultural critics.

*James Smith*

| ENGL8810 | Hopkins - Berryman | T 4:30-6:55 |
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This graduate seminar will examine the lives and works of two radical innovators: the English poet, Gerard Manley Hopkins (1844—1889) and the American poet, John Berryman (1914—1972). The first half of the course will focus on the poems of Hopkins’s Jesuit years, while the second half will focus on Berryman’s poems from *Homage to Mistress Bradstreet* through the *Dream Songs* and after. Paul Mariani is the author of *Dream Song: The Life of John Berryman* (1990) and *Gerard Manley Hopkins: A Life* (2008).

*Paul Mariani*

| ENGL8811 | Queer Time | T 7-9:30 |
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*Fulfills the Theory requirement*

Queer experience is marked by a distinctive relation to time: (nominally) non-reproductive and (in most cases) experiencing forms of desire unknown to their parents, queer people are deprived of (but also liberated from) the presumed transparency of legacy and inheritance, just as the disregard shown queer lives and histories deprives and liberates them from a complacent relation to history; to come out marks a life with a fundamental temporal discontinuity unknown to straight lives. Examining relevant recent writing in queer theory, we will also examine other considerations of time by, among others: Plato, Augustine, Bergson, Freud, Benjamin, Foucault, and Deleuze.

*Kevin Ohi*
**ENGL8812 | New England Literary Culture | W 2-4:25**

Explores the development of a regional literary culture, beginning with the Puritan migrations of the 1620s and '30s and ending with the diminishing of New England's influence after the Civil War. Puritan backgrounds and the mythology of the "Pilgrim fathers"; Puritan origins of "the American self" and the Jeremiad tradition; Native Americans and the development of captivity narrative; witchcraft; family and politics; the cult of domesticity and the sentimental novel; the American Renaissance; slavery, abolition, and women's rights. Readings include William Bradford, Anne Bradstreet, Mary Rowlandson, John and Abigail Adams, Fanny Fern, Nathaniel Hawthorne, Margaret Fuller, and Harriet Beecher Stowe.

_James Wallace_

**ENGL8813 | Joyce, Ulysses, Empire and Nationalism | F 2-4:30**

“What?” says Alf. “Love,” says Bloom. “I mean the opposite of hatred.” Love of country? _Amor Matris_? Hatred of injustice? Some transcendent romantic love? In the company of James Joyce, we’ll tease out such questions, flying by the nets of language, religion, and—in this centenary year of Ireland’s bolt for independence—nationality. Joyce’s troubled community imagining itself into nationhood presents a lens for us to explore Modernism, World Wars, the emasculated subaltern, and the metrocolonial dilemma. Concentrating on _Ulysses_, we’ll question the contradictions in Joyce’s lonely life of creation, and in his passionate works of near infinite depth.

_Joseph Nugent_

**ENGL8815 | Julia Kristeva | W 7-9:30**

_Fulfills the Theory requirement_

Focusing on major works of Julia Kristeva, professor emeritus at the University of Paris Diderot-Paris7, psychoanalyst, novelist, and one of the world’s leading psychoanalytic theorists, this course will engage topics such as the semiotic, abjection, femininity, melancholia, love, belief, and intimate revolt. We will read several theoretical texts—e.g., _Powers of Horror, Black Sun, Strangers to Ourselves, Proust and the Sense of Time, New Maladies of the Soul, Female Genius, Intimate Revolt, Hatred and Forgiveness_, and _The Severed Head_; at least a couple of novels, including Kristeva’s recent _Teresa, My Love_ (a fascinating combination of theory and fiction); and criticism.

_Frances Restuccia_

**ENGL8887 | Intro to Advanced Research | M 4:30-6:55**

This course asks students to contemplate the kind of literary scholar they want to be and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods and learning about research techniques
in complimentary fields of study, students will become grounded in the basics of contemporary literary studies. Readings on academic scholarship and disciplinary methods and workshops on traditional and special library collections and internet resources define this course. Students will demonstrate their knowledge of these essentials by producing an original, archived-based research essay.

James Najarian

| ENGL9900 | PhD Seminar: 18th Century Materialisms | T 10-1 |

**Fulfills the Theory Requirement**

This course introduces students to key concepts in the emerging field of New Materialisms and it explores the relevance of those concepts in an eighteenth-century context. Thus we will be seeking connections between the questions currently raised by new materialist scholars and the eighteenth-century canon. Possible eighteenth authors include Cavendish, Defoe, Pope, Swift, Goldsmith, and Cowper. In addition, we may read: Theodor Adorno and Max Horkheimer, Jane Bennett, Rosi Braidotti, Karen Barad, Diane Coole and Samantha Frost, Bruno La Tour, and Timothy Morton. The written work will consist of one short and then one longer, conference-length paper.

Elizabeth Kowaleski Wallace