Welcome to the Department of English at Boston College. Under the direction of leading scholars, our graduate programs in English provide students with opportunities to study a wide range of time periods, authors and critical and theoretical streams. With a broad array of courses offered, M.A. and Ph.D. students select from a dozen classes each semester in historical fields ranging from Medieval British to Contemporary American Literature. In addition to courses offered across literary and historical periods, our diverse offerings include courses on genre and form, interdisciplinary and methodological approaches to literature, contemporary research methods and literary theory.

Aside from the rich offerings for intellectual exchange in the Boston area, students and faculty participate in BC’s Lowell Humanities Series, which brings internationally renowned writers and thinkers to campus. Many members of the department contribute to the BC-based journal Religion and the Arts. Along with the History Department, the Department of English is the most active contributor to our thriving Irish Studies Program, which publishes the Irish Literary Supplement and offers institutional support to the refereed journal Eiré-Ireland.

Beyond BC, our faculty members are renowned scholars with books published by the most highly regarded academic presses in the field, including Cornell, Hopkins, Oxford, Cambridge, Minnesota, Duke and others. They routinely contribute articles to leading journals such as PMLA, American Literature, American Literary History, Critical Inquiry, Studies in English Literature, Victorian Studies, ELH and GLQ, and anthologies such as Best American Essays and Best American Short Stories. Our faculty routinely win national awards from NEH, NEA, the Guggenheim Foundation and the National Humanities Center; edit anthologies, collections, editions and series in feminist theory, religion and literature, post-colonial studies and psychoanalysis; publish prize-winning novels, short stories, creative nonfiction and poetry in contemporary journals and series; and serve as officers for professional organizations such as the Modern Language Association and the American Studies Association.

Graduate students are an integral part of the Department of English. We interact not only in graduate seminars, but also through our shared experiences teaching undergraduates, in collaborative research and working toward exams, in the graduate student colloquia and conferences we host regularly on campus, and in the kitchen of our departmental home in Stokes Hall, where we sustain ourselves with coffee, food and conversation on a daily basis. We hope that you will consider joining our thriving intellectual community.
Ph.D. Program

Admission to the doctoral program is normally restricted to four or five students each year. Candidates are provided full-tuition scholarships and stipends for five years and may apply competitively for one further year. The program’s small size enables flexibility in designing individualized programs. Four doctoral seminars, an Advanced Research Colloquium and a pedagogy course are required. The rest of the candidate’s work is built around graduate courses, tutorials and guided research. Each student shapes his or her own program to prepare for (1) a minor field examination by the end of the second year, (2) a subsequent major field examination, (3) a dissertation field examination and (4) a doctoral thesis.

Because the Department of English considers preparation in teaching to be a vital part of graduate training, we offer our Ph.D. students unique academic teaching preparation opportunities. After working as a teaching assistant for a faculty mentor and taking a course in composition theory and practice for one semester in the second year, our students design and teach four separate courses in English, ranging from first-year composition to an upper-level English elective of their choice for advanced majors. This range of teaching experience, combined with the careful guidance of individual faculty members and the opportunity to participate in a pre-professionalization seminar in the third or fourth years, affords our graduates an edge on today’s very competitive academic job market.

COURSES

While students’ programs are planned to meet their needs and interests, the following descriptions suggest what an outline of study might look like. In the first and second years, the student takes a Ph.D. seminar each semester, graduate electives open to M.A. and Ph.D. students or possibly a reading course directed by a faculty member for one or more doctoral students preparing an examination. During the third and fourth years, a student will often enroll in a graduate course or reading group to help in preparing for an examination. Following the major field examination, ideally by the start of the fourth year, the student uses a dissertation field exam to explore the groundwork for his or her thesis. Then, a prospectus is written and approved, and the dissertation follows.

EXAMINATIONS

Candidates design their examinations to prepare for work in a variety of periods, genres and literary approaches. Students must take their minor field exam by the end of their second year, and should then work continually on their exams into the fourth year. Exams can take a variety of forms, focusing on pedagogy, theory, mastery of a specific period, a genre or a group of authors. Some recent minor field exams are masculinities in the 19th century British novel, early modern women writers and studies in U.S. imperialism. Some recent major field exams are romantic English literature, 19th-century British poetry and Anglo-American modernism. Once a student passes his or her major field examination, he or she begins work on a final dissertation field exam that explores a topical area in which the student’s dissertation is likely to take place. Customarily, the board for this third exam becomes the advisory board for the dissertation itself. Submission of the dissertation includes an oral defense.

LANGUAGE REQUIREMENT

Students must demonstrate reading ability in two foreign languages or apply their working knowledge of one foreign language and its literature to a critical paper or translation project.

M.A. Program

The Master of Arts serves the goals and needs of a variety of students: those who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and those oriented toward careers in secondary education, publishing or related fields who desire a challenging, rigorous and up-to-date academic program. We provide solid grounding in both traditional and expanding canons of literatures written in English as well as introductory and advanced work in more recently developed interdisciplinary fields. In addition to a wide range of seminars in which students are trained in rigorous scholarly methods and cutting-edge theoretical approaches, we offer several specially designed courses in pedagogy and in the theory, practice and teaching of composition.

COURSE REQUIREMENTS

Candidates pursuing the M.A. are expected to complete courses granting at least 30 credits (10 courses at three credits each). Three credits must be in a theory course from among the department’s regular offerings and three must be in the Introduction to Advanced Research.
We offer a wide variety of courses to M.A. students and limit most classes to 15 students or fewer. Students may devote up to six credits to independent work under the supervision of department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the program director early in their graduate careers.

**COMPREHENSIVE EXAMINATIONS**
The comprehensive exam requires students to demonstrate knowledge about literary periodization and to use close reading skills. It is three hours in length, and can be taken in the second year of study. Although the exam will be offered at the end of both the fall and spring terms, we highly recommend it be taken in the fall.

The comprehensive exam asks students to complete three of five questions—each one addressing a different major literary period. Each question provides information about where a quotation comes from, and then asks the students to define a relevant term. It then asks students to discuss how the work fits such a term, and how the work can also challenge or make it more complex. Again, we want to emphasize the importance of employing a wide range of skills in answering each question.

**LANGUAGE REQUIREMENT**
The language exam is offered at the same time as the comprehensive examinations, and may be taken at any point in the degree program. A wide range of languages will be accommodated. The requirement may be waived if 1) the candidate supplies an undergraduate transcript showing two upper-level foreign language courses with grades of B or above (taken within three years of entering the M.A. program) or 2) the candidate successfully completes a 12-week intensive language course administered by the Morrissey College of Arts and Sciences or its equivalent.

**M.A. IN IRISH LITERATURE AND CULTURE**
Irish Literature and Culture candidates are required to complete 30 credits of course work: at least 12 in Irish Studies courses within the Department of English, and three in other departments such as History, Music and Fine Arts. In addition, students take nine credits in other electives and six credits in the Irish language. At the end of the course of study, candidates take an oral examination, focusing on a specific period, genre or theme they have chosen in consultation with Irish Studies faculty. Irish Literature and Culture M.A. students are eligible for all Department of English fellowships.

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**FACULTY PROFILES**

**ANGELA ARDS**
*Associate Professor*
*Ph.D., Princeton University*
Teaches African American and contemporary American literature, with special interests in cultural studies, literary journalism and narratives of place. She is the author of *Words of Witness: Black Women’s Autobiography in the Post-Brown Era*, and her current book project uses oral histories to chronicle the lives of black Americans who bypassed the Great Migration to remain in the South. She is the recipient of fellowships from the Radcliffe Institute for Advanced Study and the Hutchins Center for African and African American Research.

**CAROLINE BICKS**
*Associate Professor*
*Ph.D., Stanford University*
Teaches early modern literature and culture, notably Shakespeare, gender and the history of science. She is the author of *Midwiving Subjects in Shakespeare’s England*, co-editor of *The History of British Women’s Writing, 1500-1610*, and is currently working on a study of female adolescence in early modern England.

**AMY BOESKY**
*Professor and Chair of the Department*
*Ph.D., Harvard University*
Teaches early modern literature, creative nonfiction and medical humanities. She is author of *Founding Fictions: Utopias in Early Modern England*; a memoir, *What We Have*, about her family’s experience with hereditary cancer; and editor of a collection of personal essays on genetics and identity, *The Story Within*. She is currently working on a study of narrative constructions of health, illness and disability.

**MARY CRANE**
*Thomas F. Rattigan Professor*
*Ph.D., Harvard University*
Teaches English Renaissance literature and culture, 1500-1660, and is the author of *Losing Touch with Nature: Literature and the New Science in Sixteenth-Century England; Framing Authority: Sayings, Self and Society in Sixteenth Century England*; and *Shakespeare’s Brain: Reading with Cognitive Theory*. 
ALLISON CURSEEN  
Assistant Professor  
Ph.D., Duke University  
Teaches African American and 19th-century American literature and culture. Her interests include performance, child studies and unruliness. Her current project examines how antebellum depictions of childish physical movements emerge out of and respond to anxieties about unregulated movement, blackness and national development. Her most recent work appears in the collection, Saving the World: Girlhood and Evangelicalism in the Nineteenth Century.

RHONDA FREDERICK  
Associate Professor  
Ph.D., University of Pennsylvania  
Teaches Anglophone Caribbean and African diaspora literatures, and has served as director of BC’s African and African Diaspora Studies Program (AADS). Her research interests include contemporary popular fiction, literatures of the African diaspora, cultural studies and narratives of migration. She is the author of “Colón Man a Come”: Mythographies of Panamá Canal Migration, and has published in peer-reviewed journals and anthologies such as MLA Options for Teaching, Small Axe: A Caribbean Journal of Criticism, College Literature, Identity: An International Journal of Theory and Research, Gender and History, Anthurium: A Caribbean Studies Journal and American Literature.

ELIZABETH GRAVER  
Professor  
M.F.A., Washington University, St. Louis  
Teaches fiction and creative nonfiction workshops as well as courses on contemporary fiction with a particular interest in immigrant literatures, gender studies and place. She is the author of four novels: The End of the Point; Awake; The Honey Thief; and Unravelling. Her work has appeared in Best American Short Stories, Best American Essays and Prize Stories, The O. Henry Awards. Her short story collection, Have You Seen Me?, won the 1991 Drue Heinz Literature Prize.

DAYTON HASKIN  
Professor  
Ph.D., Yale University  
Teaches 16th- and 17th-century literature and comparative literature. He is the author of Milton’s Burden of Interpretation and John Donne in the Nineteenth Century and is a member of the advisory board for The Variorum Edition of the Poetry of John Donne. His current project frequently takes him, and his students, into the archives of various colleges to work on reconstructing the early history of teaching English literature, especially Shakespeare.

JONATHAN HOWARD  
Assistant Professor  
Ph.D., Duke University  
Teaches African Diaspora literatures and the environmental humanities. His research areas include black studies, ecocriticism and black aesthetics. He is currently working on a book project, The Blueness of Blackness, which undertakes a black ecocritical study of the trope of water in African Diaspora literature. His work has appeared or is forthcoming in Callaloo, Lute and Drum and The Esu Review.

MARJORIE HOWES  
Associate Professor  
Ph.D., Princeton University  

AERON HUNT  
Assistant Professor  
Ph.D., University of Chicago  
Teaches Victorian literature and culture, with particular interests in economics and literature, gender and sexuality, and Victorian popular and mass culture. She is the author of Personal Business: Character and Commerce in Victorian Literature and Culture, and of articles that have appeared in the Journal of Victorian Culture, Victorian Literature and Culture, Victorian Review and Nineteenth-Century Literature. She is currently working on a book about veterans in the Victorian imagination.

CHRISTINA KLEIN  
Associate Professor and Director of the M.A. Program  
Ph.D., Yale University  
Academic specializations include transnational American studies, Asian cinema and the literature and culture of America’s encounters with Asia. She is the

ADAM LEWIS
Assistant Professor
Ph.D., University of California, San Diego
Teaches 18th- and 19th-century American and African American literature and culture. His current book project, Editing Empire & Exile, examines transnational periodicals and antebellum American literature. His work has been published or is forthcoming in American Periodicals, Early American Studies and Literature in the Early American Republic.

PAUL LEWIS
Professor
Ph.D., University of New Hampshire
Author of three books: Cracking Up: American Humor in a Time of Conflict; Comic Effects: Interdisciplinary Approaches to Humor in Literature; and A is for Asteroids, Z is for Zombies: A Bedtime Book about the Coming Apocalypse. His articles have focused on humor, gothic fiction, literary Boston and American literature and culture. He is editor of The Citizen Poets of Boston: A Collection of Forgotten Poems, 1789–1820. He is president of the Poe Studies Association, an MLA- and ALA-affiliated organization, a founding member of the editorial board of HUMOR: International Journal of Humor Research, and the curator of exhibitions at the Boston Public Library and Massachusetts Historical Society.

ROBIN LYDENBERG
Professor
Ph.D., Cornell University
Teaches literary theory, psychoanalysis, contemporary visual art, visual narrative and graphic novel, visual culture and the historical avant-gardes. She is the author of Gone: Site-Specific Works by Dorothy Cross and Word Cultures: Radical Theory and Practice in William Burroughs’ Experimental Fiction. She is coeditor of William Burroughs at the Front: Critical Reception 1959-89 and Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader. Her most recent publications have focused on contemporary art and the graphic novel.

PAULA MATHIEU
Associate Professor
Ph.D., University of Illinois, Chicago
Teaches composition, rhetorical studies of public culture and nonfiction writing, and directs BC’s First-Year Writing Program. She is author of Tactics of Hope: The Public Turn in English Composition, and articles on issues of homelessness, composition pedagogy, dissident press writing and mindfulness. She is co-editor of three essay collections: Circulating Communities: The Tactics and Strategies of Community Publications; Writing Places; and Beyond English, Inc.

SUZANNE MATSON
Professor
Ph.D., University of Washington
Teaches creative writing workshops, contemporary poetry and poetics, and contemporary literature. She has published two books of poetry, Sea Level and Durable Goods, and is the author of three novels, The Hunger Moon, A Trick of Nature and The Tree-Sitter, several short stories, and creative nonfiction and critical essays.

MAIA MCALEAVEY
Associate Professor
Ph.D., Harvard University
Teaches the history of the novel, gender and sexuality, narrative conventions and distinctions, and all aspects of 19th-century British literature and culture. Her courses often include texts by Jane Austen, Charlotte Bronte, Wilkie Collins, Charles Dickens, George Eliot, Thomas Hardy and Henry James, among others. She is the author of The Bigamy Plot: Sensation and Convention in the Victorian Novel, as well as articles on Charles Dickens, Elizabeth Gaskell, Alfred Tennyson and Charlotte Yonge.

REBEKAH MITSEIN
Assistant Professor
Ph.D., Purdue University
Teaches 18th-century British literature and culture. Her interests include the global contexts of Enlightenment texts, science and literature, and visual studies. Her current project is about how African peoples, places and discourses shaped early British novels, travelogues and science writing, and influenced Enlightenment ideas about the self and world. Her work has appeared in Studies in Travel Writing and The Journal for Early Modern Cultural Studies.
## FACULTY PROFILES

### James Najarian

**Associate Professor and Director of the Ph.D. Program**

**Ph.D., Yale University**

Teaches 19th- and early 20th-century poetry and prose. He is particularly interested in poetic inheritance, gender and sexuality, and religion in literature. He edits the peer-reviewed journal *Religion and the Arts*, sponsored by Boston College. He has published articles on sexuality in Romanticism, Buddhism and literature, Matthew Arnold, Elizabeth Gaskell, Wilfred Owen and Stevie Smith, and is the author of *Victorian Keats: Manliness, Sexuality, and Desire.*

### Joseph Nugent

**Associate Professor of the Practice of English**

**Ph.D., University of California, Berkeley**

Teaches James Joyce, Digital Humanities and Irish language. His research runs from Irish nationalism through Irish modernism to studies and the application of digital technologies. He has published on Irish religious history and olfaction in 19th-century Ireland, and published the e-books *Digital Dubliners* and *Jewels of the Irish Arts & Crafts Movement*. His published digital projects include the app *JoyceWays* and *Dubliners Bookshelf*. His current project, a virtual reality gamification of elements of *Ulysses*, is called *Joycestick*. He directs the *Boston Joyce Forum* and *Raidin the Wake*, the on-campus *Finnegans Wake* reading group.

### Kevin Ohi

**Professor**

**Ph.D., Cornell University**

Teaching and research interests include queer theory, aestheticism and decadence, late-Victorian prose and fiction, film, literary theory and the history of the novel. He is the author of *Innocence and Rapture: The Erotic Child in Pater, Wilde, James, and Nabokov; Henry James and the Queerness of Style*; and *Dead Letters Sent: Queer Literary Transmission*. His articles have appeared in journals such as *ELH, GLQ, Criticism, Camera Obscura, Cinema Journal, Genre, Victorian Literature and Culture, The South Atlantic Quarterly* and *The Henry James Review*. He is the recipient of fellowships from the National Humanities Center, the Guggenheim Foundation and the Cornell University Society for the Humanities.

### Philip O’Leary

**Professor**

**Ph.D., Harvard University**

Teaches courses in medieval and modern Irish literature. He is the author of *Irish Interior: Keeping Faith with the Past in Gaelic Prose, 1940-1951*; *Writing Beyond the Revival: Facing the Future in Gaelic Prose 1940-1951*; *The Prose Literature of the Gaelic Revival, 1881-1921*; *Deircan Docharais: Leamh ar Shaothar Phadhraic Oig Uí Chonaire*; and *Gaelic Prose in the Irish Free State, 1922-1939*. He is also the co-editor, with Margaret Kelleher, of the two-volume *Cambridge History of Irish Literature*.

### Frances Restuccia

**Professor**

**Ph.D., University of California, Berkeley**

Teaches contemporary literary and cultural theory and modernism (e.g., the modern European and British novel), topics in psychoanalytic theory, and film and film theory. She is the author of four books: *James Joyce and the Law of the Father; Melancholies in Love: Representing Women’s Depression and Domestic Abuse; Amorous Acts: Lacanian Ethics in Modernism, Film, and Queer Theory; and The Blue Box: Kristevan/Lacanian Readings of Contemporary Film*. She has published essays on authors such as Austen, Wharton, Woolf, Forster, Greene, Kundera and Sebald. She co-chairs the Psychoanalytic Practices Seminar at The Humanities Center at Harvard and is currently working on a book on Agamben’s Messianism.

### Alan Richardson

**Professor**

**Ph.D., Harvard University**

Teaches British Romantic literature and culture, cognitive literary and cultural theory, and poetics. He is the author of *The Neural Sublime; British Romanticism and the Science of the Mind; Literature, Education, and Romanticism: Reading as Social Practice, 1780-1832*; and *A Mental Theater: Poetic Drama and Consciousness in the Romantic Age*. He is the editor of a collection of Romantic-era antislavery verse, an edition of Orientalist fiction and an edition of *Early Black British Writing*. He is also co-editor of *The Work of Fiction: Cognition, Culture, and Complexity and Romanticism, Race, and Imperial Culture*.

### Carlo Rotella

**Professor**

**Ph.D., Yale University**

Teaches American studies, urban literatures and cultures, American literature and creative nonfiction writing. He is the author of *Playing in Time: Essays, Profiles, and Other*
True Stories; Cut Time: An Education at the Fights; Good with Their Hands: Boxers, Bluesmen, and Other Characters from the Rust Belt; and October Cities: The Redevelopment of Urban Literature. He writes regularly for The New York Times Magazine and has been a columnist for The Boston Globe and a commentator for WGBH. His work has appeared in The New Yorker, Harper’s, American Quarterly and The Best American Essays.

KALPANA RAHITA SESHADRI
Professor
Ph.D., Tufts University

Teaches courses in post-colonial studies, political theory and Anglophone literatures of South Asia, Africa and the Middle East. Her research focuses on global relations of power, including critical theories of race, animal and environmental studies. She is the author of HumAnimal: Race, Law, Language and Desiring Whiteness: A Lacanian Analysis of Race. She is also a co-editor of The Pre-Occupation of Postcolonial Studies. She is presently working on a book dealing with post-humanism, ecology and the global economy.

MAXIM D. SHRAYER
Professor of Russian, English and Jewish Studies
Ph.D., Yale University

Teaches courses on modern Russian and comparative literature, Jewish literature in diaspora, literature in exile, the Holocaust and literary translation. He is the author of 10 books, including The World of Nabokov’s Stories (1999); Russian Poet/Soviet Jew (2000); Waiting for America (2007); Yom Kippur in Amsterdam (2010); I SAW IT (2013); and Leaving Russia: A Jewish Story. He is the editor of the two-volume Anthology of Jewish-Russian Literature.

JAMES SMITH
Associate Professor
Ph.D., Boston College

Specializes in Irish literature and culture, cultural studies and the application of post-colonial theory to an Irish context. Teaches graduate seminars on modern and contemporary Irish fiction, and on Ireland’s colonial contexts. He is the author of Ireland’s Magdalen Laundries and the Nation’s Architecture of Containment. He is editor of Children, Childhood and Irish Society: 1550 to the Present and Two Irish National Tales; Maria Edgeworth’s Castle Rackrent and Sydney Owenson’s (Lady Morgan’s) The Wild Irish Girl.

ANDREW SOFER
Professor
Ph.D., University of Michigan

Teaches dramatic literature and performance studies, specializing in Renaissance and modern drama. He holds an M.F.A. in directing and is interested in performance as an aid to textual interpretation. His books include The Stage Life of Props, Wave and Dark Matter: Invisibility in Drama, Theater, and Performance. A widely published poet, he also teaches creative writing.

MIN HYOUNG SONG
Professor
Ph.D., Tufts University

Teaches Asian American, ethnic American and 20th/21st-century American literature, with a special interest in cultural studies and literary theory. He is the author of The Children of 1965: On Writing, and Not Writing, as An Asian American and Strange Future: Pessimism and the 1992 Los Angeles Riots, as well as co-editor of The Cambridge History of Asian American Literature and Asian American Studies: A Reader. He has also published several articles in journals and essay collections and is the former editor of the Journal of Asian American Studies.

ROBERT STANTON
Associate Professor
Ph.D., University of Toronto

Teaches Old and Middle English literature, medieval English romance, medieval women writers, translation and language theory, medieval animal studies and research methods. He has published on Old English translation theory and technique, language and identity in Anglo-Saxon England, domestic violence in saints’ lives and the devotional mysticism of Margery Kempe. He is the author of The Culture of Translation in Anglo-Saxon England and is working on a book on animal voices and subjectivity in Anglo-Saxon England.

LAURA TANNER
Professor
Ph.D., University of Pennsylvania

Teaches 20th-century American literature, American modernism, narrative and representation, and special topic courses on the body in literature. She is the author of Lost Bodies: Inhabiting the Borders of Life and Death and Intimate Violence: Rape and Torture in Twentieth-Century Fiction.
FACULTY PROFILES

LAD TOBIN
Associate Professor
Ph.D., University of New Hampshire
Teaches creative nonfiction, rhetoric and composition theory. He is the author of *Writing Relationships: What Really Happens in the Composition Class* and *Reading Student Writing: Confessions, Meditations, and Rants*. His personal essays have appeared in *The Sun*, *The Rumpus*, *The Norton Reader*, *Utne Reader*, *Fourth Genre* and *New Orleans Review*.

BETH KOWALESKI WALLACE
Professor
Ph.D., Columbia University
Teaches 18th-century British literature and culture and literary and feminist theory. She is the author of *The British Slave Trade in Public Memory; Consuming Subjects: Women, Shopping, and Business in the 18th Century; and Their Fathers’ Daughters: Hannah More, Maria Edgeworth, and Patriarchal Complicity*. Her most recent work engages with the topic of 18th-century New Materialisms.

ERIC WEISKOTT
Assistant Professor
Ph.D., Yale University
Teaches medieval English poetry and poetics. Regularly teaches courses on Chaucer and Middle English alliterative poetry. He is the author of *English Alliterative Verse: Poetic Tradition and Literary History* and articles on alliterative verse, political prophecy and medieval manuscripts.

CHRISTOPHER WILSON
Professor
Ph.D., Yale University
Teaches primarily 19th- and 20th-century American literature and culture, literary journalism and cultural studies. He is the author, most recently, of *Learning to Live with Crime: American Crime Narrative in the Neoconservative Turn* (2010). His current work focuses on experimental narrative forms in classic and contemporary literary journalism.

COURSES

The combined and varied interests of the faculty, as indicated in the faculty profiles, ensure that the department offers a wide variety of graduate course electives. While the number and content of the graduate electives varies from year to year, the following list is illustrative of the range of courses offered.

**FALL 2017**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ENGL7005</td>
<td>The Skull and the Mirror</td>
<td>Sofer</td>
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<td>ENGL7006</td>
<td>Global Economy</td>
<td>Seshadri</td>
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<td>ENGL7009</td>
<td>Contemporary Theorists</td>
<td>Restuccia</td>
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<td>ENGL7012</td>
<td>Reading in Victorian Culture</td>
<td>McAleavey</td>
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<td>ENGL7701</td>
<td>English Language Training/Grad Writing</td>
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<td>ENGL7732</td>
<td>Contemporary Irish Fiction</td>
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<td>ENGL7735</td>
<td>The London Vortex</td>
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<td>ENGL7762</td>
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<td>16th Century British Writers</td>
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<td>ENGL9001</td>
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**SPRING 2018**

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<tr>
<td>ENGL7002</td>
<td>Gaslight to Noir</td>
<td>Wilson</td>
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<td>Game of Thrones</td>
<td>Weiskott</td>
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<td>ENGL7004</td>
<td>Literary and Cultural Theory</td>
<td>Wallace</td>
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<td>ENGL7007</td>
<td>The Abbey Theatre</td>
<td>O’Leary</td>
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<td>ENGL7008</td>
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<td>ENGL7724</td>
<td>Sociability in Victorian Culture</td>
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<td>ENGL7749</td>
<td>Poetics</td>
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<td>ENGL8001</td>
<td>The Global 18th Century</td>
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<td>ENGL8802</td>
<td>Joyce’s Ulysses</td>
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<td>ENGL8825</td>
<td>Composition Theory and the Teaching of Writing</td>
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<td>ENGL9002</td>
<td>PhD Seminar: Transnational Literary Studies</td>
<td>Lewis, A.</td>
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- ENGL8802 Joyce’s Ulysses Howes
- ENGL8825 Composition Theory and the Teaching of Writing Mathieu
- ENGL9002 PhD Seminar: Transnational Literary Studies Lewis, A.

The oldest and largest of the University’s eight schools and colleges, the Morrissey College of Arts and Sciences offers graduate programs in the humanities, social sciences and natural sciences, leading to the degrees of Doctor of Philosophy, Master of Arts and Master of Science. In addition, numerous dual-degree options are offered in cooperation with the Carroll School of Management, the Boston College Law School, the Lynch School of Education and the Graduate School of Social Work.

With approximately 1,000 students and 400 full-time faculty, the Graduate School is small enough to know you as a person, but large enough to serve you and prepare you for a rewarding life and satisfying career.

**Academic Resources**

**BOSTON AREA CONSORTIUM**
The Boston Area Consortium allows graduate students to cross-register for courses at Boston University, Brandeis University and Tufts University.

**BOSTON COLLEGE LIBRARIES**
The University is home to eight libraries, containing 2.95 million volumes; more than 700 manuscript collections, including music, photos, art and artifacts; 625,000 e-books; and more than 600 electronic databases. O’Neill Library, Boston College’s main library, offers subject-specialist librarians to help with research, to set up alerts to publications in areas of interest and to answer any research- and library-related questions.

**THE BOSTON LIBRARY CONSORTIUM**
The Boston Library Consortium allows Boston College students access to millions of volumes and other services at 19 area institutions in addition to the world-class resources available through the Boston College Library System.

**THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES**
The Graduate Consortium in Women’s Studies (GCWS) brings together scholars and teachers at nine degree-granting institutions in the Boston area: Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University and the University of Massachusetts Boston. The GCWS is devoted to graduate teaching and research in Women’s Studies and to advancing interdisciplinary Women’s Studies scholarship. Students can engage in the community and cross-disciplinary study promoted by the GCWS in myriad ways. Through courses, attending events and organizing conferences, these initiatives provide a learning environment unlike any other.
OUTCOMES

Recent Dissertations

Yin Yuan, "Consuming the Orient: Scenes of Exotic Ingestion in Long Nineteenth-Century British Literature" (2017)

Kiara Kharpertian, "We Who Work the West: Class, Labor, and Space 1885-1992" (2016)

Emma Atwood, “Spatial Dramaturgy and Domestic Control in Early Modern Drama” (2015)


Kelly Sullivan, “Epistolary Modernism” (2014)


Rebecca Troeger, “The Formation of Musical Communities in Modern Irish Literature” (2014)


Alex Shakespeare, “Robert Lowell: Lyric and Life” (2013)

Gene Gorman, “‘Restricted Movement’ and Coordinates of Freedom: Southern Chain Gangs in Twentieth-Century American Literature and Film” (2012)

Nikhil Gupta, “Rough Crossings: Transatlantic Readings and Revisions” (2012)


Wendy Cannella, “Fireplaces: The Unmaking of the American Male Domestic Poet (Frost, Stevens, Williams, and Stephen Dunn)” (2011)


Recent Placements

Boston College Ph.D. program placement of recent graduates includes the following academic institutions:

Arcadia University
Boise State University
Boston University
Brigham Young University
Dartmouth College
Emerson College
Georgia Technical Institute
Gordon College
Hood College
Howard University
Idaho State University
LeMoyne College
Marygrove College
New York University
Ohio University
Penn State University
Princeton University
Quincy University
Reed College
Simmons College
Skidmore College
University College Dublin
University of Akron
University of Arkansas
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Nebraska, Lincoln
University of South Carolina, Upstate
Wake Forest University
Wayne State University
Western Michigan University

Boston College M.A. program placement of recent graduates includes the following academic institutions:

Boston College
Brown University
Carnegie Mellon University
Cornell University
Emory University
McGill University
Princeton University
Tufts University
University of California, Davis
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of Connecticut
University of Florida
University of Indiana
University of Maryland
University of Michigan
University of Notre Dame
University of Oregon
University of Southern California
University of Virginia
University of Wisconsin
STUDENT LIFE & CAMPUS RESOURCES

Boston College is located on the edge of one of the world’s most vibrant cities. Just six miles from downtown Boston—an exciting and dynamic place to live and learn—Boston College is an easy car or “T” ride away from a booming center for trade, finance, research and education.

Home to some of New England’s most prestigious cultural landmarks, including the Museum of Fine Arts, the Isabella Stewart Gardner Museum, Boston Symphony Hall and the Freedom Trail, Boston provides a rich environment for those passionate about art, music and history. For sports fans, Boston hosts a number of the country’s greatest sports teams: the Celtics, Patriots, Bruins and, of course, Fenway Park’s beloved Red Sox. Found within a short drive from Boston are some of New England’s best recreational sites, from the excellent skiing in New Hampshire to the pristine beaches of Cape Cod.

Boston also offers a wide range of family friendly attractions, including the Children’s Museum, New England Aquarium, Franklin Park Zoo and the Museum of Science. There are roughly 50 universities located in the Boston area, and the large student population adds to the city’s intellectually rich and diverse community. Events, lectures and reading groups hosted by world-renowned scholars abound on area campuses, providing abundant opportunities to meet and network with other graduate students and faculty throughout the Boston area.

The University

Boston College is a Jesuit university with 14,250 students, 805 full-time faculty and more than 175,000 active alumni. Since its founding in 1863, the University has known extraordinary growth and change. From its beginnings as a small Jesuit college intended to provide higher education for Boston’s largely immigrant Catholic population, Boston College has grown into a national institution of higher learning that is consistently ranked among the top universities in the nation: Boston College is ranked 31st among national universities by U.S. News & World Report.

Today, Boston College attracts scholars from all 50 states and over 80 countries, and confers more than 4,000 degrees annually in more than 50 fields through its eight schools and colleges. Its faculty members are committed to both teaching and research and have set new marks for research grants in each of the last 10 years. The University is committed to academic excellence. As part of its most recent strategic plan, Boston College is in the process of adding 100 new faculty positions, expanding faculty and graduate research, increasing student financial aid and widening opportunities in key undergraduate and graduate programs.

The University is comprised of the following colleges and schools: Morrissey College of Arts and Sciences, Carroll School of Management, Connell School of Nursing, Lynch School of Education, Woods College of Advancing Studies, Boston College Law School, Graduate School of Social Work and School of Theology and Ministry.

General Resources

HOUSING

While on-campus housing is not available for graduate students, most choose to live in nearby apartments. The Office of Residential Life maintains an extensive database with available rental listings, roommates and helpful local real estate agents. The best time to look for fall semester housing is June through the end of August. For spring semester housing, the best time to look is late November through the beginning of the second semester. Additionally, some graduate students may live on campus as resident assistants. Interested students should contact the Office of Residential Life.
STUDENT LIFE & CAMPUS RESOURCES

JOHN COURTNEY MURRAY, S.J., GRADUATE STUDENT CENTER
One of only a handful of graduate student centers around the country, the Murray Graduate Student Center is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population and cultivate a sense of belonging to the University as a whole. Its amenities include study rooms, a computer lab, two smart televisions, kitchen, deck and patio space, complimentary coffee and tea, and more. Throughout the year, the center hosts programs organized by the Office of Graduate Student Life and graduate student groups. The Murray Graduate Student Center also maintains an active job board (available electronically), listing academic and non-academic opportunities for employment both on and off campus.

MCMULLEN MUSEUM OF ART
Serving as a dynamic educational resource for the national and international community, the McMullen Museum of Art showcases interdisciplinary exhibitions that ask innovative questions and break new ground in the display and scholarship of the works on view. The McMullen regularly offers exhibition-related programs, including musical and theatrical performances, films, gallery talks, symposia, lectures, readings and receptions that draw students, faculty, alumni and friends together for stimulating dialogue. Located on the main campus, the McMullen Museum is free to all visitors.

CONNORS FAMILY LEARNING CENTER
Working closely with the Graduate School, the Connors Family Learning Center sponsors seminars, workshops and discussions for graduate teaching assistants and teaching fellows on strategies for improving teaching effectiveness and student learning. Each fall, the Learning Center and the Graduate School hold a one-and-a-half day “Fall Teaching Orientation” workshop designed to help students prepare for teaching. The center also hosts ongoing seminars on college teaching, higher learning and academic life; assists graduate students in developing teaching portfolios; and provides class visits and teaching consultations, upon request. Through these and other activities, the Connors Family Learning Center plays an important role in enhancing the quality of academic life at Boston College.

FLYNN RECREATION COMPLEX
The 144,000-square-foot Flynn Recreation Complex houses a running track; tennis, basketball, volleyball, squash and racquetball courts; an aquatics center with pool and dive well; saunas and more. Its 10,000-square-foot Fitness Center offers more than 100 pieces of cardio equipment, a full complement of strength training equipment and free weights, an air-conditioned spin studio and three air-conditioned group fitness studios. During the academic year, BC Rec holds more than 80 group fitness classes per week in a variety of disciplines, including Zumba, spin, yoga, strength training, Pilates and more.

BOSTON COLLEGE CAREER CENTER
The Boston College Career Center works with graduate students at each step of their career development. Services include self-assessment, career counseling, various career development workshops, resume and cover letter critiques, and practice interviews. In addition to extensive workshop offerings, Career Center staff members are available throughout the year for one-on-one advising about any aspect of the career path. The Career Resource Library offers a wealth of resources, including books, periodicals and online databases.
ADMISSION & FINANCIAL INFORMATION

Admission Requirements
The application deadline for fall admission is January 2 for the Ph.D. program and February 1 for the M.A. program.

Please visit bc.edu/gsas for detailed information on how to apply.

Application requirements Include:

- **Application Form:** Submitted online, via the GSAS website.
- **Application Fee:** $75, non-refundable.
- **Abstract of Courses Form:** A concise overview of background and related courses completed in an intended field or proposed area of study.
- **Official Transcripts:** Demonstrating coursework completed/degree conferral from all post-secondary institutions attended.
- **GRE General Test:** Official score report required for all applicants.
- **GRE Subject Test:** Official score report strongly recommended for Ph.D. applicants only.
- **Three Letters of Recommendation:** From professors or supervisors. It is highly advisable that at least one letter be from an academic source.
- **Statement of Purpose:** A brief (1-2 page) discussion of an applicant’s preparation, motivation and goals for their proposed course of study.
- **Proof of English Proficiency:** Official TOEFL/IELTS reports accepted. (International only)

Financial Assistance

DEPARTMENT FUNDING

**Doctoral Funding**
We offer full-tuition scholarships and stipends to all students in good standing for five years. There is additional funding available for scholars in our Irish Studies Program. After the fifth year, all students in the program are eligible to apply for University-funded dissertation fellowships to support their research. The Morrissey College of Arts and Sciences also supports graduate student travel to academic conferences.

**Master’s Funding**
Unlike many M.A. programs, we can offer financial aid to qualified applicants. First-year M.A. students are eligible for renewable, full- and partial-tuition scholarships. All second-year students are eligible to compete for 24 teaching fellowships. Our teaching fellow program is one of the best currently available, involving coursework and hands-on workshop training before the teaching begins, in addition to ongoing staff workshops and support. For information about other kinds of funding opportunities, please contact the Office of Student Services at bc.edu/offices/stserv.

FEDERAL FINANCIAL AID
Graduate students can apply for federal financial aid using the FAFSA. The loans that may be available to graduate students are the Federal Direct Unsubsidized Stafford Loan and Perkins Loan, based on eligibility. If additional funds are needed, student may apply for a Grad Plus Loan. For more information, see the Graduate Financial Aid website at bc.edu/gradaid or contact the Graduate Financial Aid Office at 617-552-3300 or 800-294-0294.

OFFICE OF SPONSORED RESEARCH
The Office of Sponsored Programs (OSP) assists both faculty and graduate students in finding sources of external funding for their projects and provides advice in the development of proposals. OSP maintains a reference library of publications from both the public and private sectors listing funding sources for sponsored projects. In the recent past, graduate students have received research support from prominent agencies, corporations and organizations such as the Fulbright Commission, the Guggenheim Foundation, the National Science Foundation, the American Political Science Association, the American Chemical Society and the American Association of University Women.