

Interdepartmental programs in Education

Courses of Study:
Minor
Major (BA)
Master of Arts in Teaching

Objectives

The Education Program offers several different undergraduate and graduate programs. Undergraduate students are able to select a path to pursue either education studies (major or minor) or teacher education (minor in elementary, middle, or high school teaching). The Brandeis Master of Arts in Teaching (MAT) program offers concentrations in elementary teaching (public or Jewish day school) or secondary—middle or high school—teaching (biology, chemistry, English, history, physics, or Bible). For a more complete description of the education program, please consult the program's Web site, www.brandeis.edu/programs/education.

Any undergraduate at Brandeis may begin fulfilling requirements of the major or minor at any time, without formal admission. It is recommended that students meet with an education program adviser during their first or second year in order to plan for program requirements. Permission, which is required to enroll in the education studies major or minor and the teacher education minor, should be sought no later than when a student has completed two education courses.

Undergraduate Education Studies Major

The education studies major is designed for students interested in the social, historical, and cultural contexts of education and the role of education in shaping policy, practice, learning, and identity. This major encourages students to think critically about such questions as: How do various political, economic, historical, psychological, and social forces shape education and public expectations for school? What does school teach us about society? How do K–12 schooling and higher education shape individual and communal identities and life opportunities? How can we better understand and guide learning in and out of school? What kinds of learning, schools, and teachers do young people need and deserve?

A Brandeis graduate with an education studies major will be prepared to pursue:

- education policy, legislative, or nonprofit work;
- careers in education-related fields such as school psychology, higher education, informal education, museum education;
- graduate study and a career in teaching; and/or
- graduate study and a scholarly career in education.

In addition to developing skills and habits of inquiry, critical thinking, and analysis associated with a strong liberal arts education, education studies majors will acquire a historical and comparative understanding of schooling, a deeper understanding of teaching and learning, educational research skills, and an understanding of the ethical dimensions of education.

Because candidates for the education studies major must complete nine courses, including a senior seminar, students should consult with an education studies adviser no later than the beginning of the junior year about the program requirements. No course for the major may be taken on a pass/fail basis. Students must receive a grade of C– or higher for any course to be counted as part of the education studies major.

Please note that the education studies major does not lead to a teaching license. Students interested in becoming licensed as teachers need to enroll in the teacher education program that leads to licensure.

Undergraduate Education Studies Minor

This minor gives students a chance to explore the impact of political, historical, psychological, economic, and social forces that shape education and public expectations for schools. The minor's interdisciplinary approach is suitable both for students interested in the broad social and cultural contexts of education and for those interested in educational careers.

Students must receive a grade of C– or higher for any course to be counted as part of the education studies minor. Please note that the education studies minor does not lead to a teaching license. Students interested in becoming teachers need to enroll in the Brandeis teacher education program that leads to licensure.

Undergraduate Teaching Minor

The undergraduate education program leading to licensure is designed to prepare undergraduates for teaching at the preschool, elementary, or secondary level, and is taken in addition to the student's major. Those interested in this minor should meet with an education program adviser to develop a plan for teacher education courses (which begin in the sophomore year) and other required courses. Please see the education program Web site for specific course requirements. This minor is also valuable for those planning careers in related fields, such as special education.

Four central themes define the Brandeis teacher education programs. These themes are woven throughout our courses:

- 1. Knowing Students as Learners:** Good teachers work actively to know their students as individuals and learners. They use their knowledge of child development and learning and their knowledge of individual students to inform their planning and teaching. They modify their instruction to support students' academic learning and social progress.
- 2. Teaching for Understanding:** The Brandeis education program strives to prepare teachers to narrow the achievement gap among students through the use of standards-based, learning-centered curricula. Good teachers communicate high standards and expectations for student learning and draw on a repertoire of approaches using instructional strategies to make knowledge accessible and interesting to diverse learners. They check for understanding and use multiple forms of assessment, including performance assessments, to guide planning and instruction.
- 3. Inquiry:** Effective teachers continually assess and reflect on their own teaching practices and stay aware of current resources and information related to teaching and learning. Teachers need to have a firm grounding in educational research, theory, and practice and understand the ways in which inquiry and reflection on research, including their own classroom research, can inform practice.
- 4. Social Justice:** Issues of social justice and injustice affect schools. Teachers need to work toward greater equity and access to knowledge for all students, while creating multicultural, democratic classrooms that celebrate respect and diversity.

Candidates for the elementary or secondary teaching license must achieve a grade of at least B– in all required undergraduate teacher education courses. Satisfactory grades and permission of the education program adviser (elementary) or director (secondary) are required in order to proceed to the final semesters of the program (ED 101a and b, ED 105a, and ED 111e; or ED 102a, ED 104a, and ED 110e; or ED 112e).

Students who successfully complete the elementary, middle, or high school teacher education program, including the requirements set by the state of Massachusetts (including passing appropriate portions of the Mass. Test for Teacher Licensure—MTEL), may be recommended by Brandeis for initial licensure to teach in Massachusetts. The state of Massachusetts has reciprocal licensing arrangements with more than forty other states. Information on licensure requirements may be found on the education program Web site, www.brandeis.edu/programs/education

Of the students who completed the Brandeis teacher education program and took the MTEL tests in 2005–06, 100 percent passed both the Communications and Literacy Skills test and the Subject Matter Knowledge tests.

Master of Arts in Teaching

In the MAT program, we conceive of teaching as practical intellectual work dedicated to enlargement of human capacity at the individual and societal level. Successful completion of the program leads to the degree and (with the exception of the secondary Bible concentration) the initial license to teach in Massachusetts, which has reciprocity agreements with more than forty other states and the District of Columbia.

The MAT in Elementary Education offers a choice of two concentrations: public elementary or Jewish day schools. The MAT in secondary education offers a choice of four concentrations: history, English, sciences, or Bible. A coherent one-year/four-semester course of study integrates sustained guided-teaching practice in area schools with challenging course work and analysis of educational problems and issues at macro and micro levels. A small cohort of students works closely with peers, mentors, and faculty in an atmosphere that is collegial and open to risk-taking. Inquiry is a theme across the year. As the culminating project, students design, conduct, and report on a classroom-based, action-research project. All graduates are expected to demonstrate strong conceptual and practical command of the field; commitment to children as learners and thinkers; and habits of reliance on reason, evidence, and values in pedagogical decision making.

One exceptional feature of the MAT is the early career induction support provided to graduates who teach in the greater Boston area. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one-on-one conferences.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this program. Applicants to the MAT program apply to the concentration of interest: elementary education in public or Jewish day schools; or secondary education in history, English, sciences, or Bible.

Strong liberal arts preparation with depth in an appropriate discipline and/or a record of professional accomplishment in an appropriate field is expected. Applicants to the Elementary MAT should be able to demonstrate possession of the knowledge necessary to teach the four subjects constituting the core of the elementary school curriculum: mathematics, literacy/English language arts, science, and the social studies. Applicants to the Secondary MAT must have an undergraduate major or other very strong academic background in the content area they wish to teach. Program faculty are available for consultation and transcript review prior to application with respect to this or other admissions criteria. Prospective applicants are urged to request transcript review.

Prior experience with children is strongly advised. Applications should include three letters of reference, the results of the GRE general exam, a transcript, a resume, and a statement of purpose explaining their reasons for pursuing this degree.

Further information about application processes and criteria, scholarship opportunities, and program requirements is available on the MAT Web site.

Program Committee

Joyce Antler
(American Studies)

Marc Brettler
(Near Eastern Jewish Studies)

Ruth Charney
(Mathematics)

Joseph Cunningham
(Psychology)

Jane Hale
(Romance Studies)

Andrew Hahn
(The Heller School)

Joseph Reimer
(Hornstein Jewish Professional Leadership Program)

Daniel Terris
(American Studies; International Center for Ethics, Justice, and Public Life)

Faculty

Marya Levenson, Director
Teacher education. Education policy. Education studies.

**Dirck Roosevelt, Director of the MAT/
Assistant Director**
Elementary education. Teacher education. Democracy and education.

Marcie Abramson
Mathematics.

Tara Brown
Race, class, and gender in education. Urban and alternative education.

Robin Dash
Arts and Education.

Helen Featherstone
Visiting Professor. Educational research. Elementary and mathematics teacher education

Sharon Feiman-Nemser
Elementary education. Jewish education. Teacher education.

Tom Heyman
Elementary science.

Rachel Kramer

Elementary education. Literacy education.

Sondra Langer

Preschool education.

Jon Levisohn

Philosophy of education. Jewish education.

Deborah Moriarty

Reading and literacy.

Joseph Reimer

Education policy. Informal education.

Edward Rossiter

Secondary curriculum and instruction.

Faye Ruopp

Mathematics.

Theodore Sizer

Public education.

Affiliated Education Studies Faculty**Joyce Antler**

(American Studies)

Joseph Cunningham

(Psychology)

Michael Coiner

(Economics)

Jane Hale

(Comparative Literature)

Requirements for the Minor**Education Programs Leading to Licensure****Secondary**

PSYC 36b (note that PSYC 1a is a prerequisite for PSYC 36b), ED 100b, and ED 102a are prerequisites for practice teaching. ED 104a and ED 110e are taken in the senior year or ninth semester. Students must consult the director of the program for other requirements, including recommended courses in their major. It is recommended that students take ED 100b in their sophomore year and ED 102a in their junior year. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e (student teaching).⁹

Elementary

PSYC 33a (note that PSYC 1a is a prerequisite for PSYC 33a); ED 100a followed by ED 107a (sophomores who have taken ED 100a are advised to take ED 107a as juniors); ED 101a and b and ED 105a, always taken in the semester before student teaching; and ED 111e (student teaching); MATH 3a, unless waived upon education program and math department review. Students must consult the education program faculty adviser for elementary candidates regarding these and other program requirements. It is strongly recommended that, whenever possible, students consult the adviser during their first year. The education program Web site lists significant additional liberal arts courses required for licensure by the Massachusetts Department of Education. Students must pass specified portions of the Massachusetts Test for Educator Licensure (MTEL) before enrolling in ED 111e (student teaching).

Preschool

Practice teaching at the Lemberg Children's Center is possible (ED 112e). Prerequisites are PSYC 33a and ED 103a. These courses, plus two others, will fulfill the Department of Early Education and Care requirements for lead teachers in infant/toddler and/or preschool. For further information, consult the director of the Lemberg Children's Center.

Education Studies

A. Core course: ED 155b (Education and Social Policy).

B. A second core course to be selected from the following electives:

AMST 150a	History of Childhood and Youth in America
AMST 180b	Topics in the History of American Education
COML 165a	Reading, Writing, and Teaching across Cultures
ED 158b	Looking with the Learner: Practice and Inquiry
ED 159b	Philosophy of Education
SOC 104a	The Sociology of Education

C. At least four additional program electives, no more than two of which can be taken in the same department or interdepartmental program. Program electives are listed at the end of the education course listings.

Students may substitute successful completion of an essay, thesis, or internship, as described below, for the fourth elective course option:

1. Essay: an approved research or honors essay, usually taken in the senior year. Students would receive credit for this essay through their department major, or ED 98a (Individual Readings and Research in Education), or an independent study or research course approved by the director of the education program.

2. Honors Thesis: a senior thesis in the student's major that has an emphasis on some aspect of education.

3. Internship: an internship (ED 92) approved by the director of the education program. (Students who are student teaching in the education program will also be eligible to receive internship credit if they are concurrently pursuing an education studies minor.) Students who choose this option will keep a journal about their experiences and produce a final paper.

D. Students must achieve a grade of C- or higher in each course taken for credit in the minor. Pass/Fail courses will not earn credit toward the minor.

E. Students may have only two cross-over courses that meet requirements for both the education (licensure) minor and the education studies minor.

Requirements for the Major**Education Studies Major**

A. ED 155b Education and Social Policy

B. A second core course in which to study education from the perspective of a foundational discipline. Students may choose their second core course from one of the following courses:

AMST 150a	History of Childhood and Youth in America
AMST 180b	Topics in the History of American Education
COML 165a	Reading, Writing, and Teaching across Cultures
ED 158b	Looking with the Learner: Practice and Inquiry
ED 159b	Philosophy of Education
SOC 104a	The Sociology of Education

C. At least six other program electives, no more than two of which can be used to meet the requirements of both the teacher education (licensure) minor and the education studies major. As part of fulfilling the elective requirements, students must take three courses in either group 1 (Schooling, Policy, and Society) and one course in group 2 (Human Development, Learning, and/or Teaching), or vice versa (three courses in group 2 and one course in group 1). We urge majors to choose for one of their electives a course that focuses on cross-cultural understanding, such as COML 165a, ED 158b, or PAX 186a. Please see the listing of groups of electives listed below.

Please note that majors who intend to do an honors thesis involving empirical research are required to have completed a research course before their senior year.

Students may substitute successful completion of an essay or internship, as described below, for one of the six elective courses.

Essay: An approved research or honors essay, usually taken in the senior year. Students would receive credit for this essay, or ED 98a (Individual Readings and Research in Education), or an independent study or research course approved by the director of the education program.

Internship: An internship (ED 92) approved by the director of the education program. (Students who are student teaching in the education program will also be eligible to receive internship credit if they are concurrently pursuing an education studies major.) Students who choose this option will keep a journal about their experiences and produce a final paper.

D. ED 165a Reading (and Talking Back to) Research on Education. All education studies majors are required to enroll in this seminar during the fall semester of their senior year.

E. Honors: Students who wish to be considered for honors in education studies will be required to complete a senior thesis. Students who intend to do an honors thesis must discuss their potential thesis topic with a faculty adviser in education studies during their junior year. These students will have an opportunity to begin their research in ED 165a and will then enroll in ED 99b to complete their thesis.

F. Pass/Fail courses will not earn credit toward the major. Students must receive a grade of C- or higher for any course to be counted as part of the education studies major.

Requirements for the Degree of Master of Arts in Teaching

The MAT is a full-time, in-residence, year-long, forty-eight-credit program running summer-fall-spring-summer consecutive terms.

Candidates for the degree of Master of Arts in Teaching – Elementary Education are admitted to one of two concentrations: public education or Jewish day schools (DeLeT).

Candidates for the degree of Master of Arts in Teaching – Middle or Secondary Education are admitted to one of the following concentrations: biology, chemistry, history, English, physics, or Bible.

Within a coherent, sequenced course of study, students examine theories and cases of human learning, study principles and practices of teaching specific subjects, and engage in some of the big questions and debates that characterize the field. Guided teaching practice begins in the summer and continues through a year-long internship in a nearby classroom. Working closely with an experienced mentor teacher, students gradually assume increasing instructional responsibility and begin functioning as junior colleagues in the school community. Over the course of the year, students learn principles and practices of inquiry-oriented pedagogy in the subject area(s). They study formal and informal methods of assessment, learn how to interpret and adapt curricular standards, and practice engaging families in meaningful conversation about children's educational accomplishments and needs.

Additional information about required courses, calendar, and other information about the program and the specific concentrations may be found on the MAT Web site, www.brandeis.edu/programs/MAT. Consult the department coordinator for section assignments.

Internship

Intensive internships are an integral part of the MAT program. Duration ranges from two to five days a week; students are responsible for their own transportation. The program arranges placements in public or Jewish Day schools, in districts such as Belmont, Boston, Framingham, Newton, and Waltham. The field experience is supported by regular mentoring from school personnel and a weekly reflective teaching seminar that examines such topics as curriculum development, classroom environment, teaching strategies, and assessment.

Teacher Research

As a culminating project, students design, conduct, and report on a classroom-based inquiry project, often a form of "action research." Successful completion of the project is a requirement for the degree. In the second summer semester, students present their findings to faculty, friends, and colleagues.

Induction Year

MAT graduates whose initial teaching positions are in the greater Boston area are provided ongoing professional development in their first year. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one-on-one conferences.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

ED 92a Education Internship and Analysis

Usually offered every year.
Staff

ED 98a Individual Readings and Research in Education

Usually offered every year.
Staff

ED 98b Individual Readings and Research in Education

Usually offered every year.
Staff

ED 99a Senior Research

Staff

ED 99b Senior Research

Staff

(100–199) For Both Undergraduate and Graduate Students

ED 100a Exploring Teaching (Elementary)

[ss]

Not open to first-year students. Three hours per week of field experience (participant observation in an elementary school classroom), arranged by the education program, are required in addition to regular class time.

Examines the relationship of teaching and learning, the purposes of elementary schooling, and the knowledge requirements for elementary school teaching. Through readings, analysis of videotapes, and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Usually offered every fall semester.

Ms. Feiman-Nemser

ED 100b Exploring Teaching (Secondary)

[ss wi]

Not open to first-year students. Three hours per week of field experience (participant observation in a secondary classroom), arranged by the education program, are required in addition to regular class time.

Examines the relationship of teaching and learning, the purposes of secondary schooling and the knowledge requirements for middle and high school teaching. Through readings, analysis of videotapes and guided observations, students investigate classroom culture, student thinking, and curriculum standards.

Usually offered every spring semester.

Ms. Levenson

ED 101a Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics

[ss]

Limited to students enrolling in ED 111e spring semester. Weekly field experience, arranged by the education program, is required in addition to regular class time. Contact the program for further information.

Focuses on principles and effective procedures for teaching literature and social studies in elementary classrooms. Emphasizes the cognitive, social, and cultural dimensions of literacy learning as well as strategies for reading and writing nonfiction and critical approaches to the teaching of social studies. Usually offered every year.

Ms. Moriarty and Mr. Roosevelt

ED 101b Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics

[ss]

Limited to students enrolling in ED 111e spring semester.

Focuses on principles and effective procedures for teaching elementary students. Examines how art, creative drama, multicultural education, special education, and physical education affect teaching and learning. Usually offered every year.

Ms. Moriarty

ED 102a Secondary Curriculum, Instruction, and Assessment

[oc ss]

It is strongly recommended that juniors who are planning to student teach (ED 110e) in their senior year enroll in ED 102a in their junior year. ED 102a is a prerequisite for ED 110e.

Principles of curriculum, instruction, and assessment in secondary schools. Two hours per week of participant observation in a secondary classroom are required. Usually offered every fall semester.

Mr. Rossiter

ED 103a Teaching Strategies for Early Childhood

[ss]

Provides classroom experience, principles, and methods for teaching young children. Students plan and analyze early childhood learning experiences, based on current theory and best practices, as well as study positive approaches to classroom management and developmentally appropriate curricula. Related field placement required, once a week, at Lemberg Children's Center, 8:00 am to 12:00 pm or 2:00 pm to 6:00 pm. Usually offered every spring semester.

Ms. Langer

ED 104a Secondary School: Theory into Practice

[ss]

Must be taken concurrently with ED 110e. Principles and methods of teaching in specific subject areas in secondary schools. Usually offered every fall semester.

Staff

ED 105a Elementary School Curriculum and Teaching: Mathematics and Science

[ss]

Limited to students enrolling in ED 111e spring semester. Must be taken concurrently with ED 101a in the fall semester.

Principles and strategies of teaching mathematics and science in elementary classrooms. Emphasizes understanding mathematical and scientific concepts needed by elementary teachers, effective teaching procedures, and recommended materials. Usually offered every year.

Ms. Abramson and Mr. Heyman

ED 107a Teaching and Learning Reading in Elementary Schools

[ss]

Summer session open only to MAT students.

Examines theories and methods of teaching reading and language arts to children in elementary schools. Emphasizes competencies necessary for developmental reading. Explores strategies for literacy, including the interrelated aspects of writing and spelling. Requires a field experience of fifteen hours. Usually offered every year.

Ms. Moriarty and Staff

ED 110e Practice Teaching: Secondary School

[ss]

Prerequisites: ED 100b, ED 102a (must be taken the year before ED 110e), and ED 104a (must be taken concurrently with ED 110e). Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting most weeks, covering such topics as multicultural education, special education, and reading. Usually offered every fall semester.

Ms. Levenson

ED 111e Practice Teaching: Elementary School

[ss]

Prerequisites: ED 100a, ED 101a, ED 101b, ED 105a, and ED 107a. Enrollment limited to students in the education program.

Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 111e.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting per week. Usually offered every spring semester.

Staff

ED 112e Practice Teaching: Preschool

[ss]

Prerequisites: PSYC 33a and ED 103a.

Enrollment limited to students in the education program. Signature of the education program director required.

Teaching under supervision of qualified head teachers at the Lemberg Children's Center with toddlers, preschoolers, and kindergartners. Thirty-five hours per week includes thirty hours teaching, five hours planning and meeting time. Regular conferences to discuss and evaluate the teaching experience. Usually offered every year.

Staff

ED 155b Education and Social Policy

[ss wi]

Examines the various functions that schools perform in a community, with special attention to the intended and unintended consequences of contemporary policies such as special education, desegregation, charter schools, and the standards/accountability movement. Usually offered every year.

Staff

ED 157b The Psychology of Student Learning

[ss]

Open only to MAT students.

How do children learn? Topics in this survey course include models of learning, cognitive and social development, creativity, intelligence, character education, motivation, complex reasoning, and learning disabilities. Course methods include contemporary research analyses, case studies, group projects, short lectures, and class discussions.

Ms. Davis or Mr. Reimer

ED 158b Looking with the Learner: Practice and Inquiry

Does not satisfy a school distribution requirement—for education studies core course credit only.

Inquiry and exploration in the visual arts have the capacity to develop the creative problem solving essential to both teaching and learning. Students will work in different media, examine interpretations of art, reflect in journals, and teach children about contemporary art at the Rose Art Museum. Students will complete a twelve-hour practicum as part of this course.

Usually offered every year.

Ms. Dash

ED 159b Philosophy of Education

[ss]

Explores several major issues in philosophy of education through close examination and discussion of recent theoretical texts. Issues include the goals of education; the rights of the state to foster civic virtue; multiculturalism; moral education; the problem of indoctrination; education for autonomy, rationality, critical thinking, and open-mindedness. Usually offered every second year.

Mr. Levisohn

ED 165a Reading (and Talking Back to) Research on Education

[ss]

Corequisite: ED 155b. Open to education studies majors only.

In this required capstone course for education studies majors, students will review quantitative and qualitative research through disciplinary lenses. Students pursue some topic of inquiry by either reviewing and synthesizing educational research, or conducting some empirical research. Usually offered every year.

Ms. Featherstone

ED 170a Critical Perspectives in Urban Education

[ss]

Examines the nature of urban schools, their links to the social and political context, and the perspectives of the people who inhabit them. Explores the historical development of urban schools; the social, economic, and personal hardships facing urban students; and challenges of urban school reform.

Usually offered every year.

Ms. Brown

(200 and above) Primarily for Graduate Students**ED 221b Readings in Education**

Staff

ED 260a Special Education: Teaching for Inclusion

Open only to MAT students.

Examines specific learner characteristics of students with disabilities as well as modifications (program, instructional, environmental) and strategies that facilitate a more successful learning experience for these students. Usually offered every summer.

Ms. Brumbach

ED 261a Inquiry-Based Science Teaching and Learning

Open only to MAT students.

Focuses on the learning and exploration of scientific concepts and strategies needed to teach inquiry-based science in elementary classrooms. Usually offered every year.

Staff

ED 262a Teaching Mathematics in Elementary Classrooms

Open only to MAT students.

Focuses on the learning, discovery, and exploration of the skills and strategies needed to teach mathematical concepts and skills in elementary school classrooms. Usually offered every summer.

Ms. Ruopp

ED 263a Reflective Teaching

Open only to MAT students.

A weekly seminar closely coordinated with the Field Internship (ED 265a). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegiality and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every fall.

Ms. Pearlmutter

ED 263b Reflective Teaching

Open only to MAT students.

A weekly seminar closely coordinated with the Field Internship (ED 265b). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegiality and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every spring.

Ms. Kish or Ms. Pearlmutter

ED 264a Foundations of Education

Open only to MAT students.

Explores philosophical, sociological, historical, and political contexts of schools in the United States, including legal issues and concerns, teaching concerns, and current issues and trends. Emphasizes curriculum theory and the link between the developing child and instruction. Usually offered every summer.

Ms. Levenson, Mr. Roosevelt, and Staff

ED 265a Field Internship

Open only to MAT students.

Supervised teaching internship designed to help connect theory and practice. Students gradually build proficiency in teaching, adding responsibilities and skills over time. Students have guided opportunities to observe, plan, and teach core subjects, to manage classrooms, to get to know students and families, and to participate fully in the life of the school. Interns receive regular mentoring from school and university personnel. Usually offered every fall.

Staff

ED 265b Field Internship

Open only to MAT students. Corequisite: ED 263b.

Supervised teaching internship designed to help connect theory and practice. Students gradually build proficiency in teaching, adding responsibilities and skills over time. Students have guided opportunities to observe, plan, and teach core subjects, to manage classrooms, to get to know students and families, and to participate fully in the life of the school. Interns receive regular mentoring from school and university personnel. Usually offered every spring.

Staff

ED 266a Teacher Research

Open only to MAT students.

Students design and carry out a systematic investigation addressing a question or problem arising in their practice. Students explore principles and methods of classroom-based research and review examples of published teacher research. Students present their inquiry projects to fellow students, mentor teachers, and faculty in a teacher research colloquium at the conclusion of their second summer session. Usually offered every year.

Ms. Feiman-Nemser or Mr. Roosevelt

ED 267a Fundamentals of Teaching

Open only to MAT students.

Central seminar taught in conjunction with the Field Internship (ED 265a). Explores and evaluates approaches to instructional planning, formative and summative assessment, classroom culture and management, and emergent issues. Also policy and regulatory issues at national, state, district, and building level as they impinge on daily practice. Reflective practice, inquiry, and critical collegiality are themes. Portfolio requirement.

Mr. Roosevelt, Mr. Rossiter, or Ms. Troen

ED 267b Fundamentals of Teaching

Open only to MAT students.

A continuation of ED 267a, the central seminar taught in conjunction with the Field Internship (ED 265b).

Mr. Roosevelt, Mr. Rossiter, or Ms. Troen

ED 268a Pedagogy of Teaching English

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary English concentration.

This course prepares teachers of secondary English language arts to effectively plan for and assess student learning in three primary areas of instruction: writing, reading, and speaking. The following are emphasized: methods of engagement with literature, content-specific assessment and discussion techniques, writing process instruction, reading strategy and vocabulary instruction, and methods for reaching a diverse group of learners. An underlying goal of this course is for teachers to approach their chosen profession with a spirit of reflection, continuous improvement, and collaboration. Usually offered every year.

Ms. Blais

ED 269a Pedagogy of Teaching History

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary history concentration.

This course supports the aspiring secondary school history teacher as he or she prepares for the student teaching experience. Emphasis is placed on building a content-specific personal resource library, planning for cohesive lessons and units, teaching a variety of history content to students of diverse personal backgrounds and academic abilities, and developing collegial relationships in the teaching profession. Usually offered every year.

Ms. Dunne

ED 270a Pedagogy of Teaching Science

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary sciences concentrations.

Provides students with an overview of trends, issues, strategies, and resources specific to the teaching of secondary school science. Focuses on the following key concepts as they relate to teaching secondary science: inquiry, teaching for understanding, knowing students as learners, strategies and resources to support science teaching, successful laboratory activities, professionalism, and social justice. Usually offered every year.

Ms. Kraus

ED 271a The Pedagogy of Teaching Tanakh

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary Bible concentration.

This course is designed to provide opportunities to develop the intellectual and pedagogical skills needed for teaching Tanakh. Usually offered every year.

Ms. Tanchel

Electives

The following courses are approved for the education program leading to licensure as well as the education studies minor. Not all courses are given in any one year. Please consult the *Schedule of Classes* each semester.

Schooling, Policy, and Society**AMST 150a**

The History of Childhood and Youth in America

AMST 180b

Topics in the History of American Education

ANTH 61b

Language in American Life

ANTH 109a

Children, Parenting, and Education in Cross-Cultural Perspective

COML 165a

Reading, Writing, and Teaching across Cultures

ECON 59b

The Economics of Education

ED 155b

Education and Social Policy

ED 159b

Philosophy of Education

HIST 153a

Americans at Home: Families and Domestic Environments, 1600 to the Present

HS 373a

Children and Families of Color

HSSP 192b

Sociology of Disability

NEJS 235b

Philosophy of Jewish Education

PHIL 148b

Philosophy of the Humanities

SOC 104a

Sociology of Education

SOC 108a

Youth and Democracy

SOC 154a

Community Structure and Youth Subcultures

Human Development, Learning, and/or Teaching**BISC 7a**

The Biology and Culture of Deafness

ED 100a

Exploring Teaching (Elementary)

ED 100b

Exploring Teaching (Secondary)

ED 103a

Teaching Strategies for Early Childhood

ED 107a

Teaching and Learning Reading in Elementary Schools

ED 158b

Looking with the Learner: Practice and Inquiry

HBRW 236a

Teaching and Learning in Jewish Classrooms

LING 197a

Language Acquisition and Development

PHYS 22a

The Science in Science Teaching and Learning

PSYC 33a

Developmental Psychology

PSYC 36b

Adolescence and the Transition to Maturity

PSYC 169b

Disorders of Childhood

Department of

English and American Literature

Courses of Study:

Minor

Major (BA)

Master of Arts

Doctor of Philosophy

Objectives**Undergraduate Major in English and American Literature**

The English major is designed to train students in the analysis of literary texts and to introduce them to the various literary and cultural traditions that influence creative work in the English language.

Undergraduate Major in Creative Writing

The major in creative writing is designed to help students explore and develop their creative writing and their understanding of literary and cultural traditions.

Graduate Program in English and American Literature

The graduate program in English and American literature is designed to offer training in the interpretation and evaluation of literary texts in their historical and cultural contexts.

How to Become a Major**Literature**

There are no prerequisites for declaring the English major, and students may declare the major at any time. Prospective majors are encouraged to take two or three courses in the department in their first and second years. ENG 11a (Introduction to Literary Method) focuses on the basic skills needed for studying literature and is required for the major. Courses with numbers below 100 are especially suitable for beginning students.

Creative Writing

Students interested in the creative writing program should consult the pamphlet *Creative Writing at Brandeis*, obtainable from the main office of the department. The pamphlet is also available at www.brandeis.edu/departments/english/creativewriting_brochure.html.

How to Be Admitted to the Graduate Program

Candidates for admission should have a bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, Spanish, German, Greek, or Latin. They are required to submit a sample of their critical writing not to exceed thirty-five pages; the thirty-five-page maximum may consist of a single critical essay or two shorter essays of approximately equal length. All applicants are required to submit scores on the Graduate Record Examination Verbal Aptitude Test. The GRE Advanced Test in Literature is also required for PhD applicants and recommended for terminal MA and joint MA applicants. The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study.

Faculty

John Burt, Chair

American literature. Romanticism. Composition. Philosophy of education. Literature of the American South. Poetry.

Aliyyah Abdur-Rahman (on leave 2008–2009)

Nineteenth- and twentieth-century African-American literature and culture. Gender, queer theory, and sexual politics. Critical race theory. Multiethnic feminisms.

Ulka Anjaria

Nineteenth- and twentieth-century South Asian literature and modernity. Postcolonial studies. Theories of the novel. Nationalism. Literature and the modern state. Cultural anthropology.

Olga Broumas, Co-Director of Creative Writing

Poetry.

Mary Baine Campbell

Medieval literature. Poetry. Renaissance literature.

William Flesch

Poetry. Renaissance. Theory.

Michael Gilmore

Puritanism. Literature of the American Revolution. American Renaissance. Film studies.

Caren Irr

Twentieth-century American literature. Theory. Cultural studies.

Gish Jen, Co-Director of Creative Writing

Fiction.

Thomas King

Performance studies. Gender studies. Gay studies. Seventeenth- and eighteenth-century drama.

Susan S. Lanser (on leave spring 2009)

Eighteenth- and nineteenth-century British and French studies. Women writers. The novel. Women's studies and lesbian/gay studies. Comparative literature.

Stephen McCauley

Writer-in-Residence.

Paul Morrison (on leave 2008–2009)

Modernism. Literary criticism and theory.

Thisbe Nissen

Fannie Hurst Writer-in-Residence.

John Plotz, Undergraduate Advising Head

Victorian literature. The novel. Politics and aesthetics.

Laura Quinney, Graduate Advising Head

Romanticism. Literature and philosophy. Eighteenth-century literature.

David Sherman

Modernism. Contemporary British literature. Narrative theory. Ethical philosophy. Elegy.

Dawn Skorzewski, Director of University Writing

Twentieth-century poetry. Psychoanalysis and pedagogy. Composition studies.

Faith Smith (on leave spring 2008–2009)

African and Afro-American literature. Caribbean literature.

Elizabeth Swanstrom, The Florence Levy Kay Fellow in the Digital Humanities

Digital culture and electronic literature. History of science. Media theory. Twentieth-century American and Latin American literature.

Ramie Targoff

Renaissance literature. Shakespeare. Religion and literature.

Michaele Whelan, Vice Provost

Contemporary Anglophone literature. American literature. Theory.

Franz Wright.

Jacob Ziskind Visiting Poet-in-Residence.

Course Numbers

Except for courses in the 90–99 range, English department courses are numbered systematically. The final digit for any course number identifies the subject, as follows:

- 0—Courses in a literary genre
- 1—Courses in literary theory and literary criticism
- 2—Medieval British literature (roughly before 1500)
- 3—Renaissance British literature (circa 1500–1660)
- 4—Restoration/eighteenth-century British literature
- 5—Nineteenth-century British literature
- 6—Nineteenth-century American literature
- 7—Twentieth-century literature
- 8—Miscellaneous literary subjects
- 9—Writing courses

Requirements for the Major

Literature Major

Nine semester courses are required, including the following:

A. ENG 11a.

B. Three semester courses dealing primarily with literature in English written before 1850. All courses ending in 2, 3, or 4 fulfill this requirement, as well as certain courses ending in 5 or 6. For specific information about whether a particular course fulfills the pre-1850 requirement, please consult the instructor or the undergraduate advising head. A listing is provided below and is also available from the department's main office:

Pre-1850 courses: ENG 3a, 4a, 23a, 33a, 40b, 43a, 44a, 46b, 50a, 53a, 63a, 64b, 103a, 104a, 114b, 115b, 122a, 123b, 124a, 125a, 125b, 132b, 133a, 134a, 135a, 142b, 143a, 144b, 145b, 152b, 173a, 174b.

C. One semester course in world literature (exclusive of the United States and England) from the list given below. For the purposes of this requirement, world literature includes literature written in English in places outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Courses in foundational texts (ENG 10a or HUM 10a) or certain cross-listed courses also fulfill this requirement. Other courses may also be suitable; students with questions should consult the undergraduate advising head.

Selected world literature courses: ENG 10a, 77b, 107a, 111b, 127a, 127b, 147b, 197b, HUM 10a. See cross-listed courses as well.

D. Four elective semester courses, which may include any course offered or cross-listed, in the department, with the following exceptions: no more than one creative writing workshop may be counted as an elective; USEM, COMP, and UWS courses do not count toward the major requirements in English and American literature. Cross-listed courses are considered to be outside the department and are subject to the restriction in (F) below.

E. No course with a final grade below C– can count toward fulfilling the major requirements in English and American literature.

F. A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward the major. This restriction includes courses taken while studying abroad and cross-listed courses. Transfer students should see special notes section for information on transfer credits.

G. Advanced Placement credits do not count toward the major.

Honors Track: Consideration for graduation with honors in English requires a GPA of 3.50 or higher in courses counting toward the major, and satisfactory completion of a senior honors essay (one-semester ENG 99a or b), which counts as a tenth course. In rare cases, students may elect instead to complete the senior honors thesis (ENG 99d for two semesters). To write an honors essay or thesis, students must arrange to be advised by a faculty member in the department who has agreed to direct the essay or thesis. The undergraduate advising head can assist students in finding appropriate directors. Departmental honors are awarded on the basis of excellence in all courses applied to the major, as well as all courses taken in the department, including the senior essay or thesis, as determined by the department faculty. Students in the creative writing major who complete ENG 96d will be considered to have completed a senior honors thesis.

A student majoring in literature may double-major or minor in creative writing.

Creative Writing Major

This major may be declared upon the completion of three courses in directed writing and of ENG 11a (Literary Method). Ten semester courses are required, including the following:

A. A semester course in literary method, ENG 11a, which should be taken as early as possible.

B. Four semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 49a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, ENG 139b, THA 104a; one of these courses may be fulfilled by an independent study (ENG 98a or b) in the student's senior year. At least two of the required workshops must be taken with senior creative writing faculty. At least one course in directed writing must be completed before the end of the sophomore year. A student may take as many workshops as she or he might like, but two must be concluded before the beginning of the senior year. No more than one course in directed writing can be taken in any semester in the same genre. Two such courses may be taken in different genres. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a credit/no credit basis, with the exception of THA 104a. All directed writing courses are by instructor's signature and require a manuscript submission. Majors cannot be guaranteed entry to such courses outside the selection process of each.

C. One course in foundational texts—ENG 10a or HUM 10a.

D. One course in world Anglophone literature taught in the English language. For the purpose of this requirement, world literature includes literature written in English outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Other courses may also be suitable; students with questions should consult the director of creative writing.

Selected world literature courses: ENG 77b, 107a, 111b, 127a, 127b, 147b, 197b, AAAS 133b. See cross-listed courses as well. Please note: ENG^o10a and HUM 10a do not count as world literature courses for this major.

E. Two English electives.

F. An elective course in a studio or performing art.

G. Advanced Placement Exam credits do not count toward the major.

H. A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward the major, of which only one may be a workshop. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.

I. No course with a final grade below C– can count toward fulfilling the major requirements in creative writing.

Poetry or Fiction Thesis Option: Eleven semester courses are required. The directed writing requirement is reduced to a minimum of three semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 49a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, ENG 139b, THA 104a, and the satisfactory completion of two semesters of Senior Creative Writing Thesis (ENG 96d) is added:

ENG 96d (Senior Creative Writing Thesis). The student will produce, under the direction of his or her adviser, a body of writing (usually a book of poems, collection of stories, or a novel) of appropriate scope (two semesters). The poetry or fiction thesis option major also requires an essay on a tutorial bibliography: a list of eight to twelve books, chosen by the candidate in collaboration with the thesis adviser and/or the director of creative writing. The essay will be due at the end of the senior year, along with the thesis.

Admission to the poetry or fiction thesis option in creative writing is by application only. Admission will be decided by the creative writing faculty on completion by the student of at least one course in directed writing. The deadline for admission is at the end of April. Students are notified by the end of the spring examination period.

Recommendations for honors in the creative writing major will be made to the English department by the creative writing faculty, based on the student's work as exemplified by the senior thesis.

A student majoring in creative writing may double-major in English and American literature, or may minor in English, American, and Anglophone literature.

English and American Literature/Creative Writing Double Major

This major may be declared upon the completion of three courses in directed writing and of ENG 11a (Introduction to Literary Method). Fourteen semester courses are required; fifteen if pursuing honors in literature or the poetry or fiction thesis option, including the following:

A. ENG 11a.

B. One course in foundational texts—ENG 10a or HUM 10a.

C. Three courses dealing primarily with literature in English written before 1850. All courses ending in a 2, 3, or 4 fulfill this requirement. Some courses ending in a 5 or 6 will fulfill this requirement. If you are in doubt, check with the professor or the undergraduate advising head.

D. One course in world Anglophone literature taught in the English language. For the purpose of this requirement, world literature includes literature written in English outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Other courses may also be suitable; students with questions should consult the undergraduate advising head or the director of creative writing.

Selected world literature courses ENG 77b, ENG 107a, ENG 111b, ENG 127b, ENG 197b. See cross-listed courses as well. Please note: ENG 10a and HUM 10a do not count as world literature courses for this major.

E. Three electives, which may include any course offered by faculty in the department. This requirement cannot be fulfilled by creative writing workshops.

F. An elective course in a studio or performing art.

G. A minimum of four semester courses in directed writing (poetry, prose, or both): for example, ENG 19a, ENG 19b, ENG 39a, ENG 49a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, ENG 139b, THA 104a, or three semester courses in directed writing and one semester course as an independent study (ENG 98a or b) in the student's senior year. At least one course in directed writing must be completed before the end of the sophomore year. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a credit/no credit basis with the exception of THA 104a. See "B" in the creative writing major description.

For those students pursuing the poetry or fiction thesis option, these requirements are as follows: a minimum of three semester courses in directed writing, plus two semesters of ENG 96d (Senior Creative Writing Thesis), in which the student will produce, under the direction of his or her adviser, a body of writing (usually a book of poems, a collection of stories, or a novel) of appropriate scope. The poetry or fiction thesis option also requires an essay on a tutorial bibliography: a list of eight to twelve books, chosen by the candidate in collaboration with the thesis adviser and/or the director of creative writing. The essay will be due at the end of the senior year. This option is by application only.

H. A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward the major, of which only one may be a workshop. This restriction includes courses taken while studying abroad and cross-listed courses. Transfer students should see special notes section for information on transfer credits.

No course with a final grade below C– can count toward fulfilling requirements for the major in English and American literature. Advanced Placement credits do not count toward the double major.

Requirements for the Minor

Minor in English, American, and Anglophone Literature

Five courses are required, including the following:

A. ENG 11a (Introduction to Literary Methods).

B. Any four additional courses in the Department of English and American Literature, with the following exception: only one creative writing workshop may count toward the minor.

C. Advanced placement credits do not count toward the minor.

D. Transfer credits and cross-listed courses do not count toward the minor.

E. Students are encouraged to take courses on related topics; the undergraduate advising head can assist students in grouping courses appropriately. For instance, students may wish to take courses in one national literature: ENG 6a (American Literature in the Age of Lincoln), ENG 16a (Nineteenth-Century African-American Literature), ENG 7a (American Literature from 1900–2000), ENG 8a (Twenty-First-Century American Literature). Alternatively, students might elect to take a sequence of courses in a single genre: for example, ENG 63a (Renaissance Poetry), ENG 125a (Romanticism I), ENG 157a (Contemporary Poetry), and ENG 109a (Directed Writing: Poetry). Or, students might take courses clustered around a particular topic, such as gender: ENG 46a (Nineteenth-Century American Women Writers), ENG 107a (Caribbean Women Writers), ENG 114b (Gender and the Rise of the Novel in England and France), and ENG 131b (Feminist Theory). Students may also wish to select courses that concentrate on a particular historical period (such as the eighteenth century) or a methodological approach (such as postcolonial studies). These options are not exhaustive.

No course with a final grade below C– can count toward the requirements for the minor in English, American, and Anglophone literature.

Minor in Creative Writing

Five semester courses are required, including the following:

A. Three semester courses in directed writing (poetry, prose, or both): ENG 19a, ENG 19b, ENG 39a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, THA 104a. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a credit/no credit basis, with the exception of THA 104a.

B. Two electives in the Department of English and American Literature.

C. Transfer credits, cross-listed courses, and Advanced Placement exam credits do not count toward the minor.

Creative Writing Major/English, American, and Anglophone Literature Minor

Thirteen courses are required, including the following:

A. ENG 11a, which should be taken as early as possible.

B. One course in foundational texts; either ENG 10a or HUM 10a.

C. One course in world Anglophone literature taught in the English language. For the purpose of this requirement, world literature includes literature written in English outside the United States and England (for example, Irish, Canadian, Australian, Indian, African, or Caribbean literature). Other courses may also be suitable; students with questions should consult the director of creative writing.

Selected world literature courses: ENG 77b, 107a, 111b, 127a, 127b, 147b, 197b. See cross-listed courses as well. Please note: ENG 10a and HUM 10a do not count as world literature courses for this major.

D. An elective course in a studio or performing art.

E. A minimum of four semester courses in directed writing (poetry, prose, or both): e.g., ENG 19a, ENG 19b, ENG 39a, ENG 79a, ENG 79b, ENG 109a, ENG 109b, ENG 119a, ENG 119b, ENG 129a, ENG 129b, THA 104a, or three semester courses in directed writing and one semester course as an independent study (ENG 98a or b) in the student's senior year. At least one course in directed writing must be completed before the end of the sophomore year. A student may take as many workshops as she or he might like, but two must be concluded before the beginning of the senior year. No more than one course in directed writing can be taken in any semester in the same genre. Two such courses may be taken in different genres. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a credit/no credit basis, with the exception of THA 104a.

For those students pursuing the poetry or fiction thesis option, the requirements are as follows: a minimum of three semester courses in directed writing, plus two semesters of ENG 96d (Senior Creative Writing Thesis), in which the student will produce, under the direction of his or her adviser, a body of writing (usually a book of poems, a collection of stories, or a novel) of appropriate scope. The poetry or fiction thesis option also requires an essay on a tutorial bibliography: a list of eight to twelve books, chosen by the candidate in collaboration with the thesis adviser and/or the director of creative writing. The essay will be due at the end of the senior year. This option is by application only.

F. Any five additional courses in the Department of English and American Literature, with the following exception: a fifth directed writing course can serve as one elective.

G. Advanced Placement exam credits do not count toward the major/minor.

H. For the literature minor, students are encouraged to take courses on related topics; the undergraduate advising head can assist students in grouping courses appropriately. For instance, students may wish to take courses in one national literature: ENG 6a (American Literature in the Age of Lincoln), ENG 16a (Nineteenth-Century African-American Literature), ENG 7a (American Literature from 1900–2000), ENG 8a (Twenty-first-Century American Literature). Alternatively, students might elect to take a sequence of courses in a single genre: for example, ENG 63a (Renaissance Poetry), ENG 125a (Romanticism I), ENG 157a (Contemporary Poetry), and ENG 109a (Directed Writing: Poetry). Or, students might take courses clustered around a particular topic, such as gender: ENG 46a (Nineteenth-Century American Women Writers), ENG 107a (Caribbean Women Writers), ENG 114b (Gender and the Rise of the Novel in England and France), and ENG 131b (Feminist Theory). Students may also wish to select courses that concentrate on a particular historical period (such as the eighteenth century) or a methodological approach (such as postcolonial studies). These options are not exhaustive.

I. A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward this major/minor, of which only one may be a workshop. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.

No course with a final grade below C– can count toward these requirements.

English and American Literature Major/Creative Writing Minor
Thirteen semester courses are required, including the following:

A. ENG 11a.

B. Three semester courses dealing primarily with literature in English written before 1850. All courses ending in 2, 3, or 4 fulfill this requirement, as well as certain courses ending in 5 or 6. For specific information about whether a particular course fulfills the pre-1850 requirement, please consult the instructor or the undergraduate advising head. A listing is provided below and is also available from the department's main office:

Pre-1850 courses: ENG 3a, 4a, 23a, 33a, 40b, 43a, 44a, 46b, 50a, 53a, 63a, 64b, 103a, 104a, 114b, 115b, 122a, 123b, 124a, 125a, 125b, 132b, 133a, 134a, 135a, 142b, 143a, 144b, 145b, 152b, 173a, 174b.

C. One semester course in world literature (exclusive of the United States and England) from the list given below. For the purpose of this requirement, world literature includes literature written in English in places outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Courses in foundational texts (ENG 10a or HUM 10a) or certain cross-listed courses also fulfill this requirement. Other courses may also be suitable; students with questions should consult the undergraduate advising head.

Selected world literature courses: ENG 10a, 77b, 107a, 111b, 127a, 127b, 147b, 197b, HUM 10a. See cross-listed courses as well.

D. Three semester courses in directed writing (poetry, prose, or both): ENG 19a, 19b, 39a, 79a, 79b, 109a, 109b, 119a, 119b, 129a, 129b, THA 104a. Such courses facilitate writing under direction in a creative and critical community and are offered exclusively on a credit/no credit basis, with the exception of THA 104a.

E. Five elective semester courses, which may include any course offered or cross-listed in the department, with the following exceptions: USEM, COMP, and UWS courses do not count toward the major/minor requirements in English and American literature. Cross-listed courses are considered to be outside the department and are subject to the restriction in (G) below. A fourth directed writing course can serve as one elective.

F. No course with a final grade below C– can count toward fulfilling the major/minor requirements in English and American literature.

G. A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted toward this major/minor, of which only one may be a workshop. This restriction includes courses taken while studying abroad and cross-listed courses. Transfer students should see special notes section for information on transfer credits.

H. Advanced Placement exam credits do not count toward the major/minor.

Special Notes Relating to Undergraduates

Courses numbered 89 and 92 do not count toward requirements for any major or minor offered by the department.

This department participates in the European cultural studies major and, in general, its courses are open to ECS majors.

More detailed descriptions of the courses offered each semester will be available in the English and American literature department office.

The following policy is for students who transfer to Brandeis after one year or more at another postsecondary institution. Transfer credit toward the major: application for the use of transfer credit (awarded by the Office of the University Registrar) toward the major requirements must be accompanied by a Requirement Substitution Form and an External Transfer Credit Form. The student may be asked to provide a syllabus, a transcript of grades, and in some cases examples of written work for which credit is being sought. The number of major requirements that can be satisfied with transfer credit is at the discretion of the undergraduate advising committee but generally will follow these guidelines for the following tracks only: literature major, literature/creative writing double major, and the literature major/creative writing minor.

A student who transfers to Brandeis with sophomore standing can transfer up to two courses toward one of the aforementioned tracks.

A student who transfers to Brandeis with junior standing can transfer up to four courses toward one of the aforementioned tracks.

Requirements for the Degree of Master of Arts (Terminal Degree)

To earn the terminal Master of Arts in English (as distinct from the master's in passing), students must complete the following requirements.

Course Requirement

Seven courses in the Department of English and American Literature, one of which will be ENG 200a (Methods of Literary Study, taken in the fall term); at least three courses must be 200-level seminars. One course will be the Master's Thesis (ENG 300a).

Residence Requirement

Students may enroll on a full or part-time basis. Students must complete the MA program within four years; the department strongly encourages MA students to complete the program within two years.

Language Requirement

A reading knowledge of a major foreign language (normally modern European, classical Greek, or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

Symposium Requirement

MA students will present a paper at the First-Year Symposium in the spring term.

Thesis Requirement

This project must be twenty-five to thirty-five pages long, and must be deposited electronically to the Robert D. Farber University Archives. Papers written for course work, papers presented at conferences, and papers written specifically for the MA degree are all acceptable. Each paper will be evaluated by a reader for whom the paper was not originally written. The paper must satisfy the reader's standard for excellence in MA degree-level work.

Requirements for the Degree of Master of Arts (Earned in Passing, as Part of the PhD Program)

Students admitted to the doctoral program are eligible to apply for an MA degree in passing upon completion of the following requirements. (For information about the terminal MA in English, see above. For information about the joint degree of Master of Arts in English and American literature & women's and gender studies, see below).

Course Requirement

Six courses, one of which will be ENG 200a (Methods of Literary Study); two other courses must be 200-level seminars.

Residence Requirement

The minimum residence requirement is one year, though students with inadequate preparation may require more.

Language Requirement

A reading knowledge of a major foreign language (normally modern European, classical Greek, or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

Requirements for the Joint Degree of Master of Arts in English and American Literature & Women's and Gender Studies

Program of Study

A. ENG 200a (Methods of Literary Study).

B. WMGS 205a, the foundational course in women's and gender studies. Under certain circumstances, an alternative course may be substituted for WMGS 205a. See adviser and women's and gender studies program administrator for approval.

C. One course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies).

D. Four additional courses in the English and American literature department selected from 100-level courses and graduate seminars (200-level courses). At least two of these courses must be at the 200 level. One of these four courses must be listed as an elective with the women's and gender studies program.

E. One women's and gender studies course in a department other than the English and American literature department.

F. Participation in a fall semester noncredit women's and gender studies graduate proseminar.

G. Language requirement: A reading knowledge of a major foreign language (normally modern European or classical Greek or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

H. First-year students must present a paper at the first-year symposium in the spring term.

I. Joint MA paper requirement: Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, at least one of whom is a member of the English and American literature department, and at least one of whom is a member of the women's and gender studies core or affiliate faculty.

Requirements for the Degree of Doctor of Philosophy

Each student must complete three years in residence as a full-time student and a minimum of thirteen term courses. A student who comes to Brandeis with a BA degree is required to take thirteen courses for the PhD degree. A student who comes to Brandeis with an MA degree in English and American Literature may apply to the director of graduate studies, at the end of the first year of study, to transfer up to four graduate-level courses from the institution granting the MA. Of the nine additional courses required for the PhD degree, at least seven are normally taken within the department. The program reserves the right to require additional courses to assure thorough mastery of the area of study.

Program of Study: First-Year Students

First-year students normally take six courses in the English department. Each student (including those who entered with a master's degree) will take ENG 200a (Methods of Literary Study) in the fall semester; this seminar includes attention to methods of analysis and research. In addition to satisfying these core requirements, each student will design a program of study in light of the strengths and weaknesses of his or her previous preparation and in accord with his or her own interests. First-year students are encouraged to meet with their faculty advisors to discuss curricular offerings, departmental expectations, and the nature of the academic career.

First-year students select other courses from departmental offerings at the 100 and 200 level, although at least two of these electives must be 200-level seminars. Any course taught at the Graduate Consortium in Women's Studies at Radcliffe College by a faculty member in the department, and approved by the department, shall be deemed the equivalent of a 200-level course within the English department for the purposes of meeting degree requirements. First-year students may apply to the director of graduate studies for permission to take courses offered in other departments at Brandeis and by the Graduate Consortium in Women's Studies at Radcliffe College, but not taught by department faculty members, and through consortium arrangements with Boston College, Boston University, and Tufts University.

First-year students attend departmental events, such as guest lectures, and participate in monthly workshops on teaching and research methods and other career skills. At the annual First-Year Symposium, held in the spring, the first-year students present a paper to an audience of graduate students and faculty. First-year students should demonstrate reading knowledge of a major foreign language by passing a written translation examination. (See "Language Requirements.") The department meets at the end of every academic year to discuss the progress of its graduate students, particularly first- and second-year students. (See "Readmissions Criteria and Probation.")

Program of Study: Beyond the First Year

Students who come to Brandeis with a BA degree normally take two courses during each term of their second year and complete their course work during their third year. Students who come with a MA degree complete their course work during their second year. All second-year students take ENG 299b (Classroom Pedagogy and the Teaching of Writing) in the spring semester. Students are encouraged to take or audit additional courses during their third year. Students have an obligation to review their preparation in the field with their advisers and to ensure that they are acquiring a comprehensive knowledge of the various historical periods and genres of English and American literature and a deeper knowledge of the particular period or field they propose to offer as a specialty. In addition to choosing courses within the department, students may take courses offered in other departments at Brandeis, through the Graduate Consortium in Women's Studies at Radcliffe College, and through consortium arrangements with Boston College, Boston University, and Tufts University.

In their third year, students must generally pass a second foreign language examination if they have not done so earlier (see "Language Requirement" below). No later than the end of the third year, students should have prepared a reading list for the field examination and submitted it to a committee of three faculty members for approval. The examination must be taken no later than the first of November during the fourth year. The department encourages students to complete all requirements for the PhD, except the prospectus review and dissertation by the end of the third year.

Second- and third-year students continue to participate in monthly workshops on teaching and research methods and other career skills. Other workshops, targeted to third- and fourth-year students, focus on such topics as publication, the field exam, and the dissertation prospectus. The job placement officer offers annual workshops for doctoral candidates and recent graduates on the job search and serves as a mentor for job seekers. Advanced graduate students have opportunities to present their work to other scholars in their field by participating in various national and international conferences, for which some travel funds are available. Each year graduate students organize colloquia, at which they present their work, and invite faculty members to speak on their current research. In 2006, graduate students organized "Traffic," the third Brandeis University Graduate Student Conference in English and American Literature, sponsored by the department and GSAS.

Teaching Requirements and Preparation

Teaching is a core requirement of the PhD program in English and American literature and is integral to the professional development of all graduate students. Training in teaching is provided through assistantships in department courses and participation in the Brandeis University Writing Program, which conducts instruction in the Brandeis Writing Center, and in a key first-year course, the University Writing Seminar (UWS). Together these programs train students in writing and rhetoric. UWS courses are topics courses in which instructors create their own syllabi.

During their years at Brandeis, doctoral candidates will participate in a broad range of instructional activities, all of which are preceded by extensive training. Many first- and second-year graduate students will start their professional instructional development when they receive training to serve as tutors in the Writing Center or in Brandeis's large ESL program. All second-year graduate students take ENG 299b, a course in composition pedagogy offered by the director of university writing in the spring.

First-year graduate students have no teaching responsibilities; instead they devote themselves to course work. Teaching assignments after the first year vary according to the pedagogical needs of the individual student, the curricular needs of the department, and enrollments. In recent years, typical assignments have been as follows. Second-year students have had two teaching assignments, typically serving as a teaching fellow in two department courses, one each semester. Third- and fourth-year students have had two teaching assignments; typically, two sections of first-year writing, one each semester. Fifth-year students receiving Advanced Teaching Fellowships have had two teaching assignments, typically serving as an advanced fellow in a department course and teaching one section of writing. The university reserves the right to change these assignments as necessary.

Teaching fellows in department courses consult with the relevant professor before the beginning of the term to discuss the course and the precise nature of the fellow's responsibilities. Faculty provide each teaching fellow with opportunities to deliver one or more lectures and/or hold discussion sections (lectures may be videotaped at student's request), advice on grading practices, a written evaluation of her/his performance, and an exit interview. The department aims to expose each graduate student to a variety of pedagogical styles.

Teaching in first-year writing courses is supported by a two-day composition training session, regular staff meetings, and a program of workshops, invited lectures, and extensive classroom visits. As instructors of first-year writing courses, students have responsibility for creating syllabi, assigning and grading papers, holding office hours, lecturing, and leading discussions. All instructors receive formal letters of evaluation. With the Brandeis program of professional development, students are fully prepared to teach writing in any college setting.

Residence Requirement

The minimum residence requirement is two years beyond the master's degree or three years beyond the bachelor's degree.

Language Requirement

In addition to the first language requirement, the student must (1) demonstrate a reading knowledge of a second major foreign language; or (2) demonstrate an advanced competence in the first foreign language by taking a graduate-level literature course in a foreign language (not in translation) and writing the seminar paper using foreign language texts; or (3) take a graduate course, ordinarily a seminar, in a field closely related to research on the dissertation. Approval of the graduate committee must be sought before such a course is taken; the student must demonstrate the relevance of the proposed course to the dissertation. Students must have completed all language requirements in order to hold the dissertation prospectus conference and defense (see below) and establish candidacy.

Field Examination

All candidates for the PhD are required to pass an oral examination in the historical period in which the candidate expects to write a dissertation. This examination is taken no later than the first of November during the fourth year and must be passed by the unanimous vote of the committee members. Expectations for the field exam are published annually in the department brochure. At the discretion of the examiners, students taking the field exam may be asked to retake one portion of their exam. If a student is asked to retake a portion of the exam, the time frame for the second examination will be set by the examiners in consultation with the student.

Fourth-year students should allow sufficient time beyond the field exam to prepare a dissertation prospectus and hold the dissertation prospectus conference and defense (see below), which are necessary to establish eligibility in the annual competition for Advanced Teaching Fellowships in years when full stipends can be provided to only a limited number of fifth-year graduate students. The number of awards and deadline for applications are announced annually; in recent years, this deadline has required that students successfully pass the dissertation prospectus conference and defense by early April of their fourth year. The department encourages students to complete all requirements for the PhD, except the prospectus review and dissertation, by the end of the third year.

Dissertation Prospectus Conference and Defense

No later than six months after passing the field exam, and in time to establish eligibility in the annual competition for Advanced Teaching Fellowships, students must hold a prospectus conference and defense, which both first and second readers will attend. The prospectus must be signed by both readers in order to be approved by the department. The specific length and design of the prospectus will be agreed upon by the doctoral candidate and her/his first and second readers. A prospectus typically describes the topic, the questions to be explored, the method of research, and reasons for believing the dissertation will be an original contribution to knowledge. The student's director and/or second reader may also require a chapter outline and/or bibliography.

Students must have completed all language requirements in order to hold the dissertation prospectus conference and defense (see below) and establish candidacy.

Students who do not establish candidacy by completing course work and language requirements and by passing the field exam and dissertation prospectus conference and defense according to these deadlines will be placed on probation and will be ineligible to apply for an Advanced Teaching Fellowship. Students who do not demonstrate satisfactory progress during the probationary year will be withdrawn from the program.

Each student will submit a dissertation in a form approved by his/her dissertation director and by a committee appointed by the director of graduate studies. One member of this committee must be from a graduate department at Brandeis outside the Department of English and American Literature or from another university. The student will defend the dissertation at a final oral examination.

Readmission Criteria and Probation

Continuation in and the annual readmission to the doctoral program in English and American Literature depends upon showing suitable academic progress. Suitable academic progress is defined as follows. Students are expected to maintain an A- average. Students may take no more than two incompletes in any semester. All fall incompletes must be made up by the end of the following spring semester, and all spring incompletes must be made up by the end of the following fall semester. Students who require incompletes must apply for them from the relevant instructor in advance. Incompletes will not be automatically granted.

Full-time doctoral students are expected to complete course requirements and pass all language exams no later than the end of the third year, pass the field exam no later than November 1 during the fourth year, and present the dissertation proposal for review and approval by the first and second readers within six months of the field exam and in time to establish eligibility in the annual competition for Advanced Teaching Fellowships.

To qualify for ABD status, all doctoral students must satisfy the department's requirements for training in teaching. Accordingly, all doctoral students will be given a variety of teaching assignments and will be expected to attend the pedagogical workshops offered by the director of writing and the director of graduate studies.

The department reviews each student's progress toward the degree annually, at the end of the spring semester. Following this meeting, the director of graduate studies will notify any student not meeting departmental expectations that s/he must demonstrate satisfactory progress toward the degree by the end of the subsequent year. The student must meet with the director of graduate studies to review her/his standing in the program at the end of the fall semester during this probationary year. If the student fails to meet departmental expectations for progress toward the degree by the end of the probationary year, s/he will be withdrawn from the program.

Funding Opportunities for Advanced Graduate Students

In recent years, fourth-year graduate students who have completed all course and language requirements and passed the field exam and prospectus conference have been eligible to compete for Advanced Teaching Fellowships, which normally provide opportunities to work more closely with faculty members in the design and teaching of a course. Advanced Teaching Fellows receive full funding and are given two teaching assignments; fellows normally assist once in a department course and teach one section of first-year writing. Doctoral candidates who have passed the field exam may apply for University Prize Instructorships; these competitive awards allow recipients to design and teach their own courses. Students expecting to complete their dissertations in the next academic year may enter the university-wide competition for Dissertation Year Fellowships and the departmental competition for the Milton Hindus Memorial Endowed Dissertation Fellowship. Additional opportunities are available in the University Writing Center and in the program for teaching English as a second language.

Completion of Degree

Students entering the PhD program with a BA must earn the degree within eight years. Students entering the PhD program with an MA must earn the degree within seven years. A student requesting an extension must demonstrate significant progress toward completing the dissertation by submitting a prospectus (or equivalent, including a chapter outline) and at least one chapter to the student's adviser. If the student's adviser agrees to support the requested extension, the adviser will refer the case to the graduate committee for approval.

Special Notes Relating to the Graduate Program

Students should also consult the general degree requirements and academic regulations found in an earlier section of this *Bulletin*.

Courses of Instruction**(1–99) Primarily for Undergraduate Students**

For a description of University Writing Seminars (UWS) please consult the University Writing section of this *Bulletin*.

COMP 1a Composition

Prerequisite: Placement by the director of university writing. Successful completion of this course does NOT satisfy the first-year writing requirement.

A course in the fundamentals of writing, required as a prerequisite to the first-year writing requirement for selected students identified by the director of university writing. Several sections will be offered in the fall semester.

Staff

ENG 1a Reading Literature

[hum]

This course is designed to introduce students to basic skills and concepts needed for the study of Anglophone literature and culture. These include skills in close reading; identification and differentiation of major literary styles and periods; knowledge of basic critical terms; definition of genres. Usually offered every semester.

Staff

ENG 4a The Restoration and the Eighteenth Century

[hum]

1660–1800: The age of reason and contradiction, enlightenment, and xenophobia. Surveys literary, critical, philosophical, political, and life writing, investigating the emergence of a literary public sphere, a national canon, and the first professional women writers. Usually offered every second year.

Mr. King

ENG 5a British Literature in the Age of Darwin and Dickens

[hum]

Offers general coverage of the major literary genres in the nineteenth century. The course studies the cultural context forged by the interaction of fiction, prose, and poetry. Usually offered every third year.

Mr. Plotz

ENG 6a American Literature in the Age of Lincoln

[hum]

The transformation of our literary culture: the literary marketplace, domestic fiction, transcendentalism, slavery and the problem of race. Authors will include Emerson, Fuller, Poe, Thoreau, Hawthorne, Stowe, Whitman, and Melville. Usually offered every year.

Mr. Burt or Mr. Gilmore

ENG 7a American Literature from 1900 to 2000

[hum wi]

Focuses on literature and cultural and historical politics of major authors. Prose and poetry. May include Eliot, Frost, Williams, Moore, Himes, Cather, and Faulkner as well as contemporary authors. Usually offered every year.

Mr. Burt or Ms. Irr

ENG 8a Twenty-First-Century American Literature

[hum]

An introductory survey of trends in recent American literature with a focus on prose. Readings vary yearly but always include winners of major literary prizes such as the Pulitzer Prize, National Book Award, PEN/Faulkner Award, Pushcart Prize, O. Henry Award, or the Nobel Prize. Usually offered every second year.

Ms. Irr

ENG 10a Canonical Precursors: Genesis, Homer, Sappho, Ovid, Virgil

[hum]

This course may not be repeated for credit by students who have taken HUM 10a in previous years.

Helps prepare majors for study of most premodern and even modern literature in English through readings of major texts central to a literary education for writers in English from the Middle Ages through modernism. Genesis, *Iliad*, *Odyssey*, Sappho's lyrics, *Aeneid*, *Metamorphoses*. Usually offered every second year.

Ms. Campbell or Mr. Flesch

ENG 10b Poetry: A Basic Course

[hum]

Designed as a first course for all persons interested in the subject. It is intended to be basic without being elementary. The subject matter will consist of poems of short and middle length in English from the earliest period to the present. Usually offered every fourth year.

Staff

ENG 11a Introduction to Literary Method

[hum]

The course's purpose is to train students in the critical reading of literary texts. There will be frequent assignments of writing that involve literary analysis. Multiple sections. Usually offered every semester.

Staff

ENG 16a Nineteenth-Century African-American Literature: Texts and Contexts

[hum]

Examines some of the major nineteenth-century texts of African-American literature and why they are at the center of often heated debates about the canon today. Considers why the issues raised by these texts—gender and sexuality, race and ethnicity, the limits of democracy, and the relationship of African Americans to the United States and other national spaces—resonate so profoundly in literary and cultural studies, and in national life.

Usually offered every third year.

Ms. Smith

ENG 17a The Alternative Press in the United States: 1910–2000

[hum]

A critical history of twentieth-century American journalism. Topics include the nature of journalistic objectivity, the style of underground and alternative periodicals, and the impact of new technologies on independent media. Usually offered every third year.

Ms. Irr

ENG 17b Twentieth-Century British Poetry

[hum]

A survey of major British poets of the last century with a focus on modernism and its many legacies. Attention to the formation of avant-garde movements and other poetic engagements with social experience.

Includes Hardy, Yeats, Owen, Loy, Eliot, H. D., Larkin, Gunn, Hill, Walcott, Heaney, and others. Usually offered every second year.

Mr. Sherman

ENG 19a Introduction to Creative Writing

[hum]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.

A workshop for beginning writers. Practice and discussion of short literary and oral forms: lyric, poetry, the short story, tales, curses, spells. Usually offered every year. Ms. Broumas or Ms. Campbell

ENG 19b The Autobiographical Imagination

[hum wi]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.

Combines the study of contemporary autobiographical prose and poetry with intense writing practice arising from these texts. Examines—as writers—what it means to construct the story of one's life, and ways in which lies, metaphor, and imagination transform memory to reveal and conceal the self. Usually offered every second year. Ms. Broumas

ENG 20a Bollywood: Popular Film, Genre, and Society

[hum nw]

An introduction to popular Hindi cinema through a survey of the most important Bollywood films from the 1950s until today. Topics include melodrama, song and dance, love and sex, stardom, nationalism, religion, diasporic migration, and globalization. Usually offered every third year.

Ms. Anjaria

ENG 21a Adolescent Literature from Grimm to Voldemort

[hum]

Literature for adolescents can't afford any self-indulgences: its audience is too impatient. So it's a great place to see what's essential to storytelling. Authors include Shelley, Twain, Salinger, Pullman, and Rowling, whom we'll use to test basic narrative theory. Usually offered every second year.

Mr. Flesch

ENG 23a Domains of Seventeenth-Century Performance

[hum]

Seventeenth-century London performance investigated through the domains of its production—the court, the city, and the emerging “town,” center of a new leisure class. Drama, masques, and music drama studied as modes of representation negotiating class mobility, changing concepts of state authority and personal identity, and shifts in gender and sexual relations.

Mr. King

ENG 26a Detection and Analysis: Deciphering Theories of Madness

[hum wi]

Prerequisite: Any USEM.

The expert reader is a detective, a gatherer of clues and intimations. The field of detection will range from poems to short stories, from novels to drama and span five centuries. First-person narrators, poetic speakers, and soliloquizers characterized as marginal, “Other,” distressed, disturbed, meandering, and even “mad” will unite our reading and critical thinking. Usually offered every second year.

Ms. Whelan

ENG 27a Page, Stage, and Screen

[hum]

Addresses the relation of form to content, or medium to message, within and among three different genres: novel, drama, and film. Investigates: What modes of human subjectivity and sensory perception does each genre presuppose and promote? Why? What values can and cannot be expressed in any given genre? Why do certain genres achieve cultural dominance while others become residual? Usually offered every third year.

Mr. Morrison

ENG 27b Classic Hollywood Cinema

[hum]

A critical examination of the history of mainstream U.S. cinema from the 1930s to the present. Focuses on major developments in film content and form, the rise and fall of the studio and star system, the changing nature of spectatorship, and the social context of film production and reception. Usually offered every second year.

Mr. Morrison

ENG 28a Nature Writing

[hum]

Explores literary responses to the natural environment from Thoreau to the present. Several genres of creative nonfiction will be discussed, such as memoir, manifesto, science writing, natural history, exploration narratives, and disaster stories. Usually offered every fourth year.

Ms. Irr

ENG 28b Queer Readings: Before Stonewall

[hum]

Students read texts as artifacts of social beliefs, desires, and anxieties about sexed bodies and their pleasures. Readings may include Plato, Virgil, Spenser, Marlowe, Shakespeare, Phillips, Behn, Gray, Tennyson, Lister, Whitman, Dickinson, Wilde, Freud, Woolf, Barnes, Stein, Larsen, Genet, and Baldwin. Usually offered every second year.

Mr. King

ENG 30a Twentieth-Century American Comic Novel

[hum]

A study of twentieth-century American novels in which comedy is used to grapple with serious literary and social issues.

Special one-time offering, fall 2008.

Mr. McCauley

ENG 33a Shakespeare

[hum]

A survey of Shakespeare as a dramatist. From nine to twelve plays will be read, representing all periods of Shakespeare's dramatic career. Usually offered every year.

Mr. Flesch or Ms. Targoff

ENG 35b Staging the Novel: Reading and Writing Adaptations

[hum wi]

Examines novels by Scott, Bronte, and Dickens alongside contemporary stage and modern film adaptations to explore the phenomenon of adaptation. As a final project, students write an original state adaptation to be performed at the end of the semester. Special one-time offering; was offered spring 2008.

Ms. Holm

ENG 37a Postimperial Fictions

[hum]

In what ways, and for what purposes, has postcolonial Britain sought imaginatively to recreate its imperial past? Discusses recent literary and cinematic representations of empire, in which critique, fascination, and nostalgia are, often problematically, blended. Authors include Paul Scott, Rushdie, Ishiguro, and Zadie Smith. Usually offered every fourth year.

Staff

ENG 37b Modern Drama

[hum]

An intensive study of British, U.S., and European drama of the last hundred years. Topics include new definitions of tragedy, changing sex/gender roles and the stage, the well-made play, the “angry” play, theater of the absurd. Usually offered every fourth year.

Mr. Morrison

ENG 38a Reading the Clone: From Frankenstein to Dolly

[hum]

The possibility of human cloning raises urgent concerns of ethics, science, and human identity. This course explores literary engagement with anxieties surrounding artificial reproduction. Texts include *Frankenstein*, *Brave New World*, contemporary novels and film, and digital media. Special one-time offering, fall 2008. Ms. Stickgold-Sarah

ENG 39a Poetry: Beginner's Ear

[hum wi]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.

For students considering poetry as beginners or those wishing to begin again. Reading and writing in many contemporary idioms, looking for the tone, voice, style, and posture that most closely resembles each of our individual gifts. Usually offered every year.

Ms. Broumas

ENG 40b The Birth of the Short Story: Gods, Ghosts, Lunatics

[hum wi]

How old is the short story? It may go back to the Stone Age, Aesop's fables, or medieval saints' lives, but some credit Edgar Allan Poe and the Scottish shepherd James Hogg. This class takes an in-depth look at three key centers of the genre: Edinburgh, New York, and Moscow. Authors include Melville, Hawthorne, Dickens, Gogol, and Chekov. Usually offered every second year.

Mr. Plotz

ENG 43a Major English Authors, Chaucer to Milton

[hum]

A survey of major English authors from the Middle Ages through the Renaissance, including Chaucer, Wyatt, Spencer, Marlowe, Shakespeare, Sidney, Donne, Herbert, Marvell, Milton. No prior experience in medieval or Renaissance literature is required. Usually offered every third year.

Ms. Targoff

ENG 46a Nineteenth-Century American Women Writers

[hum]

How did American women writers engage with the social, political, and economic changes of the nineteenth century? Focuses on gendered rhetorics of industrialization, imperialism, immigration, and abolition, as well as concepts of national identity. Examines how these writers related themselves to literary movements of the period. Usually offered every second year.

Staff

ENG 46b American Gothic Romantic Fiction

[hum wi]

American Gothic and romantic fiction from Charles Brockden Brown to Cormac McCarthy. Texts by Brown, Cooper, Poe, Hawthorne, Melville, Faulkner, O'Connor, Warren, and McCarthy. Usually offered every third year.

Mr. Burt

ENG 47a Asian-American Literature

[hum]

Examines literature in English by North American writers of Asian descent from the nineteenth century to the present. Focuses on issues of literary collectivity based on national origin and race, and how gender, sexuality, and class have affected critical approaches to this literature. Usually offered every second year.

Staff

ENG 47b Modern English Fiction

[hum]

A survey of English fiction written during the first half of the twentieth century, including works by Joseph Conrad, E. M. Forster, Katherine Mansfield, and Virginia Woolf. Usually offered every fourth year.

Staff

ENG 48a Introducing New Media

[hum]

Considers important theoretical frameworks for understanding the manner in which digital technology relates to cultural production, aesthetic expression, and prior media forms. Readings by N. Katherine Hayles, Lev Manovich, Neal Stephenson, William Gibson, and Talan Memmott, among others. Usually offered every third year.

Ms. Swanstrom

ENG 49a Scriptwriting for the Short Film

[hum]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. Addressed many facets of writing screenplays for short films (under eight pages). Students develop two to three scripts through creative exercises, rewriting, and critiques. Supplementary screenings and reading focuses on the particulars of short fiction and cinematic writing. Special one-time offering, fall 2008.

Ms. Salzer

ENG 50a Love Poetry from Sappho to Neruda

[hum]

This course explores the relationship between love and poetry. Starts with the ancient Greek poet Sappho and proceeds through the centuries, reading lyrics by Catullus, Ovid, Propertius, Petrarch, Dante, Shakespeare, Donne, Rossetti, and others. Usually offered every third year.

Ms. Targoff

ENG 53a Renaissance Fiction and the Project of Nationhood

[hum]

England's quest to establish itself as an empire during the Renaissance stimulated a vast body of fictional works dedicated to the investigation of English identity. This seminar examines how these authors support and undermined political regimes. Readings from Shakespeare, Spenser, Marlowe, Sir Philip Sidney, and Lady Mary Wroth. Special one-time offering, spring 2009.

Mr. Hodes

ENG 57a Modern British and Irish Fiction

[hum]

Twentieth-century British and Irish fiction in its worldwide context. Begins with the modernism of Woolf, Beckett, and O'Brien; usually includes Iris Murdoch, Caryl Phillips, Commonwealth writers Salman Rushdie, George Lamming, Peter Carey, and Kazuo Ishiguro. Includes comparisons with contemporary British films such as *Trainspotting* and *My Beautiful Laundrette*. Usually offered every second year.

Mr. Plotz

ENG 57b Writing the Nation: James Baldwin, Philip Roth, Toni Morrison

[hum]

An in-depth study of three major American authors of the twentieth century. Highlights the contributions of each author to the American literary canon and to its diversity. Explores how these novelists narrate cross-racial, cross-gendered, cross-regional, and cross-cultural contact and conflict in the United States. Usually offered every third year.

Ms. Abdur-Rahman

ENG 58b AIDS, Activism, and Representation

[hum]

Selected topics in the cultural construction and representation of AIDS. Usually offered every third year.

Mr. Morrison

ENG 60a Documentary Prose and Film

[hum]

An introduction to documentary, covering major works of nonfiction prose and film. Focuses on the variety of documentary techniques in both media and controversies surrounding efforts to represent the real. Usually offered every third year.

Ms. Irr

ENG 63a Renaissance Poetry

[hum]

Examines lyric and narrative poetry by Wyatt, Surrey, Marlowe, Sidney, Spenser, Shakespeare, Jonson, Donne, and Herbert. Usually offered every second year.
Mr. Flesch or Ms. Targoff

ENG 64b From Libertinism to Sensibility: Pleasure and the Theater, 1660–1800

[hum wi]

Investigates the exchange between performance texts and contemporaneous discussions of class, nationality, and political party. Emphasizes the emergence of modern gender and sexual roles and the impact of the first professional women actors. Usually offered every second year.
Mr. King

ENG 67a Art of the Screenplay

[hum]

Examines the screenplay as a unique literary genre and illustrates how it has evolved, from early silents to the contemporary feature. Delves into the mythology of plot and character, breaks down the structure of scripts, and explores how novels are adapted to the screen. Usually offered every year.
Mr. Weinberg

ENG 67b Modern Poetry

[hum]

A course on the major poets of the twentieth century. Usually offered every third year.
Mr. Morrison

ENG 68a The Political Novel

[hum]

How do novels change and how are they changed by politics? From the satires of Eastern Europe (Kafka and Milan Kundera, Koestler's *Darkness at Noon*) to fiery American calls to action on racial issues (*Uncle Tom's Cabin* and Ralph Ellison's *Invisible Man*); from utopia to postcolonial disaster (*Things Fall Apart*). Film screenings included. Usually offered every third year.
Mr. Plotz

ENG 75b The Victorian Novel

[hum]

The rhetorical strategies, themes, and objectives of Victorian realism. Texts may include Eliot's *Middlemarch*, Thackeray's *Vanity Fair*, Bronte's *Villette*, Gaskell's *Mary Barton*, Dickens' *Bleak House*, and Trollope's *The Prime Minister*. Usually offered every fourth year.
Staff

ENG 77a Screening the Tropics

[hum]

How territories and modes of life are designated as "tropical," and how this is celebrated or "screened out" in film, photography, national policy, travelogues, and fiction. Films by Cozier, Cuarón, Duigan, Denis, Fung, Henzell, Ousmane, and Sissako. Usually offered every fourth year.
Ms. Smith

ENG 77b Literatures of Global English

[hum nw]

Survey of world Anglophone literatures, in translation, with attention to writers' literary responses to aspects of English as a global language with a colonial history. Focus on Indian subcontinent, Africa, the Caribbean, North America. Writers may include Rushdie, Devi, Coetzee, Kincaid, Atwood, Anzaldúa. Usually offered every year.
Staff

ENG 79a Directed Writing: Beginning Screenplay

[hum wi]

This course may not be repeated by students who have taken ENG 129b in previous years. Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than five pages. Samples should be e-mailed to the instructor no later than two weeks before the first class meeting.

Fundamentals of screenwriting: structure, plot, conflict, character, and dialogue. Students read screenwriting theory, scripts, analyze files, and produce an outline and the first act of an original screenplay. Usually offered every third year.
Mr. Weinberg

ENG 79b Writing Workshop: From Memory to Craft

[hum wi]

Prerequisite: ENG 19b is recommended. This course may not be repeated by students who have taken ENG 129a in previous years. Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than five pages. Samples should be e-mailed to the instructor no later than one week before the first class meeting.

This combination workshop and contemporary literature course explores the process by which written work moves from simple accounting into art. Texts include poetry and prose by writers such as Grace Paley, Jamaica Kincaid, Donald Hall, and Annie Dillard. Usually offered every second year.
Ms. Braverman

ENG 87a Sex and Race in the American Novel

[hum]

Depictions of racial and sexual others abound in American literature of the twentieth century. Reading texts across racial, geographical, and temporal divides, this course investigates the representation of non-normative sexualities as signaled, haunted, or repaired by an appeal to race. Usually offered every third year.
Ms. Abdur-Rahman

ENG 87b Queer Readings: Beyond Stonewall

[hum]

Prerequisite: ENG 28b is recommended. How have LGBTQ writers explored the consolidation, diaspora, and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods since the 1960s? Texts include fiction, poetry, drama, memoirs, and film. Usually offered every second year.
Mr. King

ENG 88a Modernist Travels

[hum]

An examination of the representations of travel and expatriation in modernist novels in order to gauge the literary significance of changing technologies of mobility and national identity in the early twentieth century. Special one-time offering, spring 2009.
Ms. Chalk

ENG 89a Peer Tutoring Internship Seminar

Prepares students to act as writing assistants in a writing-intensive course. Students in this seminar examine readings in rhetoric composition and pedagogy as well as their own writing to foster a critical consciousness. Usually offered every semester.
Staff

ENG 96d Senior Creative Writing Thesis

Required for creative writing majors fulfilling the thesis option. Usually offered every year.
Staff

ENG 97a Senior Essay

For seniors interested in writing an essay outside of the honors track. Usually offered every year.
Staff

ENG 97d Senior Thesis

For seniors interested in writing a thesis outside of the honors track. Usually offered every year.
Staff

ENG 98a Independent Study

Usually offered every year.
Staff

ENG 98b Independent Study

Usually offered every year.
Staff

ENG 99a The Senior Honors Essay

For seniors interested in qualifying for departmental honors when combined with a tenth course for the major. Usually offered every year.
Staff

ENG 99b The Senior Honors Essay

For seniors interested in qualifying for departmental honors when combined with a tenth course for the major. Usually offered every year.
Staff

ENG 99d The Senior Honors Thesis

For seniors interested in qualifying for departmental honors with a thesis. Usually offered every year.
Staff

HUM 10a The Western Canon

[hum]
Foundational texts of the Western canon: the Bible, Homer, Vergil, and Dante. Thematic emphases and supplementary texts vary from year to year. Not offered 2008–2009.
Staff

(100–199) For Both Undergraduate and Graduate Students**ENG 101a Studies in Popular Culture**

[hum]
A critical analysis of contemporary culture, including television, film, video, advertising, and popular literature. Combines applied criticism and theoretical readings.
Mr. Morrison

ENG 101b Cyber-Theory

[hum]
How has the Internet changed the practice of writing? How can writing map cyberspace? What happens to the personnel of writing (author, reader, publisher) in context of cybernetics? Immerses students in critical and utopian theories of cyber textuality. Usually offered every second year.
Ms. Irr

ENG 103a Exploring the Self in Seventeenth-Century Poetry

[hum]
Examines the poetry of Donne and his contemporaries, including George Herbert, Richard Crashaw, and Andrew Marvell. These “metaphysical poets” will be read alongside critical accounts by Samuel Johnson, T. S. Eliot, and others. Usually offered every third year.
Ms. Targoff

ENG 105b The English Novel, Jane Austen to Thomas Hardy

[hum wi]
Focuses on Jane Austen, Emily Bronte, Charles Dickens, George Eliot, Thomas Hardy, and Joseph Conrad. Explores the relationship between the novel, the era’s most popular culture, and our own popular culture. It examines desire, concealment, sex, and romance, as well as the role that literature plays in creating and upsetting communities, defining racial and ethnic categories. Film screenings. Usually offered every third year.
Mr. Plotz

ENG 106b American Utopias

[hum]
Introduction to utopian fiction of nineteenth-century America. Readings include classic sources and utopian novels by major authors (Melville, Hawthorne, Twain). Some consideration will also be given to actually existing successful utopian communities. Usually offered every third year.
Ms. Irr

ENG 107a Caribbean Women Writers

[hum]
About eight novels of the last two decades (by Cliff, Cruz, Danticat, Garcia, Kempadoo, Kincaid, Mittoo, Nunez, Pineau, Powell, or Rosario), drawn from across the region, and read in dialogue with popular culture, theory, and earlier generations of male and female writers of the region. Usually offered every third year.
Ms. Smith

ENG 107b Literary Witnessing and the Poetics of Memory

[hum]
Investigation of the memorial function of modern literature as a response to historical trauma. How is the present haunted by the past; how is literature haunted by the dead? Historical contexts are primarily slavery in the Americas and European genocides. Readings will include theoretical and philosophical considerations of the role of the witness, collective memory, and historical evidence. Usually offered every second year.
Mr. Sherman

ENG 109a Directed Writing: Poetry

[hum]
Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.
A workshop for poets willing to explore and develop their craft through intense reading in current poetry, stylistic explorations of content, and imaginative stretching of forms. Usually offered every year.
Ms. Broumas or Visiting Poet

ENG 109b Directed Writing: Short Fiction

[hum wi]
Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.
A workshop for motivated students with a serious interest in pursuing writing. Student stories will be copied and distributed before each class meeting. Students’ stories, as well as exemplary published short stories, will provide the occasion for textual criticism in class. Usually offered every year.
Visiting Writer

ENG 111b Postcolonial Theory

[hum]
Seminar in postcolonial theory with relevant background texts, with an emphasis on the specificity of its theoretical claims. Readings from Spivak, Said, Bhabha, Appiah, Mudimbe, Marx, Lenin, Freud, Derrida, Cesaire, and Fanon, among others. Usually offered every second year.
Staff

ENG 114b Gender and the Rise of the Novel in England and France

[hum]
Explores the emergence of the novel as a modern genre in the eighteenth century, asking why the novel arises first in England and France, and what the new genre’s preoccupations with women and gender can teach us about European society, culture, and literature. Usually offered every second year.
Ms. Lanser

ENG 115b Fictions of Liberty: England in a Revolutionary Age

[hum]
Explores the intersections of English literature and European revolution in the tumultuous period from 1789 to 1848. Reading fiction, autobiography, poetry, and philosophy, the class considers textual practices that tested the political, religious, ethnic, sexual, social, and economic limits of English liberties. Usually offered every second year.
Ms. Lanser

ENG 117b Novels of William Faulkner

[hum]
A study of the major novels and stories of William Faulkner, the most influential American novelist of the twentieth century. Usually offered every third year.
Mr. Burt

ENG 118a Stevens and Merrill

[hum]

Intensive study of two major American poets of the twentieth century. Readings include Stevens' *Collected Poems* and Merrill's *Collected Poems* as well as his epic *The Changing Light at Sandover*. Usually offered every third year.

Ms. Quinney

ENG 119a Directed Writing: Fiction

[hum wi]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Sample should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.

An advanced fiction workshop for students primarily interested in the short story. Students are expected to compose and revise three stories, complete typed critiques of each other's work weekly, and discuss readings based on examples of various techniques. Usually offered every year.

Visiting Writer

ENG 119b Directed Writing: Poetry

[hum wi]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Sample should be submitted to the department office (Rabb 144) no later than two days before the first class meeting. May be repeated for credit.

For those who wish to improve as poets while broadening their knowledge of poetry, through a wide spectrum of readings. Students' poems will be discussed in a "workshop" format with emphasis on revision. Remaining time will cover assigned readings and issues of craft. Usually offered every year.

Visiting Poet

ENG 121a Sex and Culture

[hum]

An exploration of the virtually unlimited explanatory power attributed to sexuality in the modern world. "Texts" include examples from literature, film, television, pornography, sexology, and theory. Usually offered every second year.

Mr. Morrison

ENG 123b English Literature in the Age of Shakespeare

[hum]

An exploration of the literary world in which Shakespeare lived and wrote. Readings include poems by Spenser, Sidney, and Donne; plays by Marlowe and Jonson; essays by Montaigne and Bacon, as well as a few works by Shakespeare. Usually offered every third year.

Ms. Targoff

HUM 125a Topics in the Humanities

[hum]

An interdisciplinary seminar on a topic of major significance in the humanities; the course content and instructor vary from year to year; may be repeated for credit, with instructor's permission. Usually offered every third year.

Staff

ENG 125a Romanticism I: Blake, Wordsworth, and Coleridge

[hum]

Examines the major poetry and some prose by the first generation of English Romantic poets who may be said to have defined Romanticism and set the tone for the last two centuries of English literature. Usually offered every second year.

Mr. Burt or Ms. Quinney

ENG 125b Romanticism II: Byron, Shelley, and Keats

[hum]

The "younger generation" of Romantic poets. Byron, Shelley, and Keats continue and react against poetic, political, and philosophical preoccupations and positions of their immediate elders. Examines their major works, as well as Mary Shelley's *Frankenstein*. Usually offered every second year.

Mr. Burt, Mr. Flesch, or Ms. Quinney

ENG 126a American Realism and Naturalism, 1865–1900

[hum]

Focuses on how some of the central American Realists and Naturalists set about representing and analyzing American social and political life. Topics include the changing status of individuals, classes, and genders, among others. Usually offered every third year.

Mr. Burt

ENG 127a The Novel in India

[hum nw]

Survey of the novel and short story of the Indian subcontinent, their formal experiments in context of nationalism and postcolonial history. Authors may include Tagore, Anand, Manto, Desani, Narayan, Desai, Devi, Rushdie, Roy, Mistry, and Chaudhuri. Usually offered every second year.

Staff

ENG 127b Migrating Bodies, Migrating Texts

[hum]

Beginning with the region's representation as a *tabula rasa*, examines the textual and visual constructions of the Caribbean as colony, homeland, backyard, paradise, and Babylon, and how the region's migrations have prompted ideas about evolution, hedonism, imperialism, nationalism, and diaspora. Usually offered every second year.

Ms. Smith

ENG 128a Alternative Worlds: Modern Utopian Texts

[hum]

Prerequisite: ENG 11a.

British, European, and American works depicting alternate, often "better" worlds, including More's *Utopia*, Margaret Cavendish's *The Blazing World*, Voltaire's *Candide*, Casanova's *Icosameron*, selections from Charles Fourier, Alexander Bogdanov's *Red Star*, Octavia Butler's *Xenogenesis: Dawn*, Wolfgang Becker's *Goodbye Lenin!* Usually offered every second year.

Ms. Campbell

ENG 129a Writing Workshop

[hum wi]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing, preferably four to seven pages. Samples should be submitted to the department office (Rabb 144) no later than two days before the first class meeting.

A workshop for writers. Usually offered every second year.

Ms. Braverman or Mr. Coroniti

ENG 129b Understanding the Screenplay: A Workshop

[hum wi]

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than five pages. Samples should be e-mailed to the instructor no later than one week before the first class meeting.

Covers the fundamentals of screenwriting: structure, plot, conflict, character, and dialogue. Students are required to read scripts and a book on screenwriting, analyze films, and produce an outline and the first act of an original screenplay. Usually offered every fourth year.

Mr. Coroniti or Mr. Weinberg

ENG 131b Feminist Theory

[hum]

Introduces students to critical feminist thought by focusing closely each year on a different specific "problem," for example: nineteenth- and twentieth-century modernity as manifested in the development of globalizing capitalism, the racialized democratic citizen and wage work; our understanding of cultural production; debates about the nature, applications, and constitution of feminist theory. Usually offered every second year.

Staff

ENG 132b Chaucer I

[hum]

Prerequisite: ENG 10a or ENG 11a.

In addition to reading Chaucer's major work *The Canterbury Tales* in Middle English, pays special attention to situating the Tales in relation to linguistic, literary, and social developments of the later Middle Ages. No previous knowledge of Middle English required. Usually offered every second year.

Ms. Campbell

ENG 133a Advanced Shakespeare

[hum]

Prerequisite: ENG 33a or equivalent.

An intensive analysis of a single play or a small number of Shakespeare's plays.

Usually offered every second year.

Mr. Flesch

ENG 134a The Woman of Letters, 1600–1800

[hum]

Women writers from Behn to Austen; novels, plays, pamphlets, diaries, and letters. The culture's attitudes toward women writers; women's attitudes toward literary achievement and fame; women's resistance to stereotypes; and women's complicity in the promulgation of images of the "good woman." Usually offered every fourth year.

Staff

ENG 135a Major British Novelists: Emily Bronte, Charles Dickens, and George Eliot

[hum]

Examines classic works from the nineteenth century, when the novel was at once popular entertainment and moral/spiritual guide. How do they reach us today? The heart of the course is intense, close, reading, coupled with comparisons to visual art and other literature of the period, including short works by Dostoevsky and Melville. Film screenings help trace how these texts resonate with contemporary aesthetic forms. Novels: *Wuthering Heights*, *Bleak House*, and *Middlemarch*. Usually offered every year.

Mr. Plotz

ENG 137a Primal Pictures

[hum wi]

Students wishing to enroll should submit a writing sample consisting of fiction, a film or book review, or critical writing on contemporary fiction.

Novels to be read feature finely etched portrayals of change within the primal family structure, specifically death or loss of a parent and resulting transformation in the family gestalt. Films of four of the novels read will be screened. Usually offered every third year.

Staff

ENG 137b Studies in Modernism

[hum]

An attempt to explore the concept of "modernism" through an intensive reading of seminal poems, novels, and plays. Focuses on the formal innovations of modernism and their relation to various ideological and political issues. Usually offered every second year.

Mr. Morrison

ENG 138a Making Modern Subjects: Caribbean/Latin America/U.S.A. 1850–1950

[hum]

Considers inflections of "the modern" across the Americas, allowing us to compare models and strategies at a historical moment when shifts from slavery to "freedom" and from Europe to the U.S.A., frame anxieties about empire, citizenship, technology, vernaculars, and aesthetics. Usually offered every third year.

Ms. Smith

ENG 139b Intermediate Screenwriting

[hum wi]

Prerequisites: ENG 129b or ENG 79a.

Offered exclusively on a credit/no credit basis. Students will be selected after the submission of a sample of writing of no more than five pages. Samples should be emailed to the instructor no later than one week before the first class meeting.

In this writing-intensive course, students build on screenwriting basics and delve more deeply into the creative process. Participants read and critique each other's work, study screenplays and view films, and submit original written material on a biweekly basis. At the conclusion of the course each student will have completed the first draft of a screenplay (100–120 pages). Usually offered every second year.

Mr. Weinberg

ENG 140a Satire and Its Uses

[hum]

Examines the forms and methods of satirical fiction and poetry, with emphasis on writers from classical Greece and Rome, Britain, and the United States.

Staff

ENG 143a Elizabethan and Jacobean Drama

[hum]

A study of the revenge tradition in the work of Shakespeare and his contemporaries. The problem of blood revenge will be looked at as a historical phenomenon in Renaissance society and as a social threat transformed into art in such dramatists as Shakespeare, Marlowe, Kyd, Marston, Tourneur, Chapman, and Webster. Usually offered every fourth year.

Staff

ENG 144b The Body as Text

[hum wi]

How are our bodies the material for our presentations of self and our interactions with others? Examines contemporary theories and histories of the body against literary, philosophical, political, and performance texts of the sixteenth through the eighteenth centuries. Usually offered every third year.

Mr. King

ENG 145b Jane Austen: Gender, Art, and History

[hum wi]

Explores Austen's writings from multiple perspectives, with particular attention to the historical and aesthetic dimensions of her work. Considers divergent interpretations of her novels and the impact of gender, not only on her novels but on their reception. Usually offered every second year.

Ms. Lanser

ENG 147a Film Noir

[hum]

A study of classics of the genre (*The Killers*, *The Maltese Falcon*, *Touch of Evil*) as well as more recent variations (*Chinatown*, *Bladerunner*). Readings include source fiction (Hemingway, Hammett) and essays in criticism and theory. Usually offered every third year.

Mr. Flesch or Ms. Quinney

ENG 147b South African Literature and Apartheid

[hum]

Survey of South African literature, its engagement with apartheid and its aftermath: fiction, drama, poetry. Authors may include Paton, Millin, Louw, Gordimer, Fugard, Head, Serote, Sepamla, Matshoba, Coetzee, and Wilcomb. Usually offered every second year.

Staff

ENG 151a Queer Studies

[hum]

Prerequisite: An introductory course in gender/sexuality and/or a course in critical theory.

Historical, literary, and theoretical perspectives on the construction and performance of queer subjectivities. How do queer bodies and queer representations challenge heteronormativity? How might we imagine public spaces and queer citizenship? Usually offered every second year.

Mr. King

ENG 151b Theater/Theory: Investigating Performance

[hum]

Prerequisite: A course in dramatic literature and familiarity with theatrical production.

The theater, etymologically, is a place for viewing. Theory, etymologically, begins with a spectator and a viewing. Reading theories of theater and performance against paradigmatic dramatic texts and documents of social performance, speculation, and spectatorship are reviewed. Usually offered every second year.

Mr. King

ENG 152b Arthurian Literature

[hum]

Prerequisite: ENG 10a or HUM 10a or ENG 11a.

A survey of (mostly) medieval treatments of the legendary material associated with King Arthur and his court, in several genres: bardic poetry, history, romance, prose narrative. Usually offered every second year.

Ms. Campbell

ENG 155a Literature and Empire

[hum]

Explores ideas about the local, regional, national, international, and cosmopolitan in Empire-era "Greater Britain." What role does literature play in the global movement of British and "colonized" culture? Includes Emily Eden, R. D. Blackmore, Hardy, Flora Steel, Conrad, Woolf, Waugh, and E. M. Forster. Usually offered every second year.

Mr. Plotz

ENG 157a Contemporary Poetry

[hum]

An introduction to recent poetry in English, dealing with a wide range of poets, as well as striking and significant departures from the poetry of the past. Looks, where possible, at individual volumes by representative authors. Usually offered every third year.

Ms. Quinney

ENG 157b American Women Poets

[hum]

Prerequisite: ENG 10a or HUM 10a or ENG 11a.

Students imagine meanings for terms like "American" and "women" in relation to poetry. After introductory study of Anne Bradstreet, Phillis Wheatley, and Emily Dickinson, readings of (and about) women whose work was circulated widely, especially among other women poets, will be selected from mainly twentieth-century writers. Usually offered every second year.

Ms. Campbell

ENG 165b Victorian Poetry and Its Readers

[hum]

Studies how poetry was written and read during the last time poetry held a prominent role in England's public life. The course centers on Tennyson's career as poet laureate, but also gives full attention to Robert Browning's work. The course also surveys the work of E. B. Browning, the Pre-Raphaelites, and others, and concludes with the poetry of Hardy and of the early Yeats. Usually offered every fourth year.

Staff

ENG 166b Whitman, Dickinson, and Melville

[hum]

Poetry of Whitman, Dickinson, Emerson, and Melville, with representative poems of Whittier, Bryant, Longfellow, Poe, Sigourney, and Tuckerman. Usually offered every third year.

Mr. Burt

ENG 167a Introduction to Postcolonial Literature

[hum nw]

An introduction to basic concepts in postcolonial studies using selected literary works from South Asia, Africa, and the Caribbean. Specific themes covered include the colonial encounter; colonial education and the use of English; nationalism; gender, violence, and the body; and postcolonial diasporas. Usually offered every third year.

Ms. Anjaria

ENG 167b The Postmodern African-American Novel

[hum]

A study of experimental fiction of prominent twentieth-century African-American authors. Investigates features of the postmodern novel including disruptive chronologies, the representation of fragmented identities, intertextual play and parody, and the critique of Western modernity as long-standing practices in black writing. Usually offered every third year.

Ms. Abdur-Rahman

ENG 171a History of Literary Criticism

[hum]

Explores major documents in the history of criticism from Plato to the present. Texts will be read as representative moments in the history of criticism and as documents of self-sufficient literary and intellectual interest. Usually offered every second year.

Mr. Morrison or Ms. Quinney

ENG 173a Spenser and Milton

[hum]

A course on poetic authority: the poetry of authority and the authority of poetry. Spenser and Milton will be treated individually, but the era they bound will be examined in terms of the tensions within and between their works. Usually offered every second year.

Mr. Flesch

ENG 176a American Gothic and American Romance

[hum]

Examines Gothic fiction as a method of exploring the capacities of the imagination, disclosing its power, and meeting its threat. Beginning with the nineteenth-century founders of the genre in America, the second half of the course deals with some twentieth-century masters. Usually offered every third year.

Mr. Burt

ENG 177a Hitchcock's Movies

[hum]

A study of thirteen films covering the whole trajectory of Hitchcock's career, as well as interviews and critical responses. Usually offered every second year.

Mr. Flesch

ENG 177b American Popular Music and Contemporary Fiction

[hum]

Explores writing by novelists, journalists, and historians who react to the global spread of American popular music (mainly "rock"). Themes include race relations, technology, sound effects, the mystique of the star, and the globalization of the music industry. Usually offered every third year.

Ms. Irr

ENG 180a The Modern American Short Story

[hum]

Close study of American short-fiction masterworks. Students read as writers write, discussing solutions to narrative obstacles, examining the consequences of alternate points of view. Studies words and syntax to understand and articulate how technical decisions have moral and emotional weight. Usually offered every second year.

Staff

ENG 181a Making Sex, Performing Gender

[hum wi]

Prerequisite: An introductory course in gender/sexuality and/or a course in critical theory.

Gender and sexuality studied as sets of performed traits and cues for interactions among social actors. Readings explore the possibility that differently organized gender and sexual practices are possible for men and women. Usually offered every third year.

Mr. King

ENG 187a American Fiction since 1945

[hum]

Readings of contemporary postrealist and postmodernist fiction. Authors and themes vary but always include major figures such as Nabokov, Pynchon, DeLillo. Usually offered every second year.

Ms. Irr

ENG 187b American Writers and World Affairs

[hum]

An exploration of early twentieth century American prose (mainly novels). Examines bold innovations in literary form made by authors such as Hemingway, Faulkner, and James. Considers how American works responded to and participated in world affairs. Usually offered every second year.

Ms. Irr

ENG 197b Within the Veil: African-American and Muslim Women's Writing [hum]

In twentieth-century United States culture, the veil has become a powerful metaphor, signifying initially the interior of African-American community and the lives of Muslims globally. This course investigates issues of identity, imperialism, cultural loyalty, and spirituality by looking at and linking contemporary writing by African-American and Muslim women. Usually offered every third year.
Ms. Abdur-Rahman

(200 and above) Primarily for Graduate Students**ENG 200a Methods of Literary Study**

Required of all first-year graduate students. Usually offered every year.
Ms. Irr or Mr. Morrison

ENG 201a Gender Studies

Investigates sex assignment, genders, and sexualities as categories of social knowledge and modes of social production. Reading recent critical discussions and crossing disciplinary boundaries, analyzes how gender is performed in domains of cultural production including, but not limited to, the "textual." Usually offered every fourth year.
Mr. King

ENG 203a Religion and Literature in Renaissance England

Explores the relationship between religion and literature from the English Reformation through the Civil War. Readings include poetry by Wyatt, Donne, Herbert, Milton, and Marvell; plays by Marlowe and Shakespeare; and religious tracts by St. Augustine, Luther, Calvin, and Hooker. Usually offered every third year.
Ms. Targoff

ENG 204a American Romanticism in Poetry and Fiction

Romanticism as a philosophical movement, a poetic movement, and a fictional style. Essays and poetry of Emerson and Thoreau's *Walden*. Major poetry of Whitman and Dickinson (and some Melville). *The Scarlet Letter*, selected stories of Poe, *Moby Dick*. Fuller's *Woman in the Nineteenth Century*. Alcott's *Transcendental Wild Oats*. Usually offered every third year.
Mr. Burt

ENG 205b Social Theory and Aesthetic Practice: Victorian Literature and the Emergence of the Social Sciences

Looks at Victorian poetry (including Dickinson, Tennyson, Browning, Barrett Browning, Whitman, Meredith) and fiction (including Hawthorne, Dickens, Melville, Eliot, Hardy, James, and Conrad) shaped by the day's social theories (including early ethnography and sociology, Darwin, and such political theorists as Marx and Mill). Explores the influence exerted on social science by literary works that represented alternative social arrangements or even offered themselves as alternative to the social realm altogether. Usually offered every third year.
Mr. Plotz

ENG 206a Language and Power in the American Renaissance

Focuses on the clash between verbal agency and state power in antebellum America. Explores the themes of race and slavery, the rise of capitalist enterprise, imperialist expansion, and the growing demand for women's rights. Usually offered every third year.
Mr. Gilmore

ENG 207b Fiction of the American South

Examines fiction of the era of modernization and desegregation. Readings include novels by Robert Penn Warren, Flannery O'Connor, Eudora Welty, Ernest Gaines, Margaret Walker, Carolee Gordon, Ellen Glasgow, and William Faulkner. Usually offered every fourth year.
Mr. Burt

ENG 208a American Fins de Siecles

Centuries' ends have always been periods of intense cultural ferment, with great expectations often vying with apprehension and despair. Considers works produced in the United States in the 1790s, 1890s, and 1990s. Authors include Franklin, Crane, Jewett, Morrison, and Updike. Usually offered every third year.
Mr. Gilmore

ENG 208b Dreaming and Meaning, 1200–1750

A study of the dream, in its transcription, collection and circulation, as signifying object. Discusses the full gamut of public and private dreams and dream-visions—actual, legendary, and literary—recorded and theorized from 1200–1750 in Western Europe, with emphasis on early modern England. Usually offered every third year.
Ms. Campbell

ENG 211a Psychoanalytic Theory

A basic grounding in psychoanalytic theory, and its influences on critical theory. Texts by Freud, Lacan, Klein, Derrida, Fanon, and others. Topics include mourning, trauma, and the ethics and politics of the globalization of psychoanalysis. Usually offered every third year.
Staff

ENG 213a Milton

Milton's poetry and selected prose, with particular attention to *Paradise Lost* and its intellectual, historical, and literary contexts. Usually offered every third year.
Mr. Flesch

ENG 213b Alternative Worlds: Utopia, Science, and Gender

This course may not be repeated for credit by students who have taken it as part of the Radcliffe Women's Consortium. Explores the intersections between two early modern developments: the new genre of utopia and the new ideas about the goals and methods of natural inquiry identified with the "Scientific Revolution." Authors include Christine de Pizan, Raleigh, Bacon, Campanella, Catalina de Erauso, Cyrano de Bergerac, Margaret Cavendish, Octavia Butler, Thomas More, Francis Godwin. Usually offered every third year.
Ms. Campbell

ENG 215a Representation, Embodiment, and Portability in Victorian Literature

What is the relationship between aesthetics and cultural authority? Places major nineteenth-century writers in the context of the rise of realism, capitalism, empire, and emerging democratic debates about representation. Will include Scott, Carlyle, Dickens, Marx, Bronte, Mill, Eliot, and Conrad; theoretical texts include Habermas, Foucault, Kittler, and Arendt. Usually offered every third year.
Mr. Plotz

ENG 215b Blake and Shelley

Study of the major works of Blake and Shelley, with attention to the critical history. Usually offered every fourth year.
Ms. Quinney

ENG 216b The James Siblings

Focuses on the powerful and competing ideas of human nature and social interaction that Henry, William and Alice James articulated and embodied, in their writing considered on its own and in the intense familial interaction that so affected their thinking. Works may include *Ivy Tower* and *Sacred Font*. Usually offered every third year.
Mr. Flesch

ENG 218b The Modern Novel: Public, Private, and Social

Traces the shifting relationship between ideas of intimacy, sociability, solidarity, and publicity in the Anglo-American novel, 1850–1950. Explores how the novel reacts to crises in the relationship between the individual and such larger groupings as society, nation, gender, race, or species. Marxist, psychoanalytic, Frankfurt School, deconstructive, and New Historicist theory are examined. Authors include Melville, Dickens, Eliot, Hardy, Conrad, James, Stein, Cather, and Beckett. Usually offered every fourth year.
Mr. Plotz

ENG 220b A Novel Nation: The Making of English Fiction, 1680–1860

Explores the forms and functions of the novel as it emerges in tandem with both European modernity and British national identity, paying particular attention to the aesthetic, intellectual, social, cultural, and political implications of changing fictional practices. Usually offered every third year.
Ms. Lanser

ENG 221b Narrative Theory

Considers verbal narrative from multiple theoretical and methodological perspectives, exploring a range of oral and written forms and their components in order to understand narrative practices and interrogate narrative theories across genres, modes, and discourse fields. Usually offered every second year.
Ms. Lanser

ENG 226a Race and Reconstruction in American Literature

Examines the struggles over race and sectional reconciliations that convulsed American culture in the long era of Reconstruction (1865–1905). Works by white and black authors, including Tourgee, Twain, Cable, Jewett, Douglass, Hopkins, and Chesnut. Usually offered every third year.
Mr. Gilmore

ENG 227a Studies in Modernism

An exploration of the concept of the modern through an intensive reading of *The Waste Land*, *Ulysses*, *Between the Acts*, and *Endgame*. Usually offered every third year.
Mr. Morrison

ENG 227b American Encounters: Faulkner, Baldwin, Roth, Morrison

Crossing race, region, and religion, this course studies four of the most formidable, prolific, acclaimed American authors of the twentieth century. Probing interlocking constructions of narrative and nation, texts are analyzed in light of shifting paradigms in American thought, politics, and expressive culture. Usually offered every second year.
Ms. Abdur-Rahman

ENG 228b Literature and Hersey

A study of the presence of Gnostic and other heresies in English literature, especially the work of Milton and Blake. Special one-time offering; was offered spring 2008.
Ms. Quinney

ENG 230b Feminist Theory

This course, primarily devoted to literary theory, will also pay some attention to feminist scholarship in related disciplines, including history, anthropology, and legal studies. Usually offered every second year.
Staff

ENG 231a Performing the Early Modern Self

Examines contemporary performance theory against everyday and formal performances of the Restoration and eighteenth-century England. Investigates agents' negotiations of social and personal space in plays, diaries, novels, and treatises. Usually offered every third year.
Mr. King

ENG 232b Chaucer

A survey of the historically pivotal literary career of Chaucer, with emphasis on *The Canterbury Tales*. Chaucer's works as social analysis and critique, from the point of view of a bourgeois outsider in an aristocratic milieu; Chaucer's medieval genres and their transformation into vehicles of early modern sensibility; medieval relations of secular literature to its audience(s); orality, literacy, and the book. Usually offered every fourth year.
Ms. Campbell

ENG 233a Shakespeare Seminar

An intensive reading of Shakespeare's work from a theoretical and historical viewpoint. Usually offered every third year.
Mr. Flesch

ENG 234a Writing British Women, 1660–1800: Critical Inquiries

Through an engagement with women's writing, with social configurations of gender, and with twenty-first-century practices, explores new issues in eighteenth-century literary and cultural studies and grapples with thorny problems in feminist theory and scholarship. Usually offered every fourth year.
Ms. Lanser

ENG 236a American Poetry of the Nineteenth Century

A graduate seminar on American poetry of the nineteenth century, including Dickinson, Whitman, Emerson, Melville, Tuckerman, the "Fireside poets" (Longfellow, Whittier, Lowell, Bryant), the "Nightingales" (Sigourney and Oakes-Smith), religious and patriotic lyrics, and much more. Usually offered every third year.
Mr. Burt

ENG 237a Reading the Black Transnation

Fiction, theory, film of what is variously termed the African Diaspora or the Black Atlantic. Acquaints students with major and lesser-known figures, concepts, and strategies. Usually offered every third year.
Ms. Smith

ENG 237b The Worlds of Twentieth-Century American Fiction

An exploration of the world views of major twentieth-century American novelists. Charts the geopolitical and ecological underpinnings of their foremost writings and how contemporary global or transnational concerns emerged in American letters. Special one-time offering, fall 2008.
Ms. Irr

ENG 240b The Ethics of Representation in Nineteenth- and Twentieth-Century Fiction

Examining exemplary works of nineteenth- and twentieth-century fiction, the class studies the ways in which narrative construction (plotting, rhetoric, narrative voice, ideological motivation) represent personal and social reality. Raises questions about the relationship between the real and the ethical, between what is and what ought to be, and how our own ethical concerns complicate our understanding of the novels we read. Usually offered every third year.
Mr. Morrison

ENG 243b Renaissance Tragedy

This course examines the genre of tragedy in the English Renaissance. Readings include plays by Marlowe, Kyd, Shakespeare, Tourneur, Jonson, Middleton, Webster, philosophical texts by Aristotle, Nietzsche, and Benjamin, among others. Usually offered every second year.
Ms. Targoff

ENG 247b Contemporary Poetry

A study of major recent poetry in English. Authors include Merrill, Ashbery, Heaney, Ammons, and Gluck. Usually offered every third year.
Ms. Quinney

ENG 257a The Superpower Novel: Twentieth-Century American Fiction and Geopolitics

How does American fiction reflect, criticize, or contribute to the United States' position as a superpower? Reading major American writers (Dos Passos, Mailer, Silko, DeLillo, and others), together with critical and theoretical essays, the class investigates Americanization and questions of cultural imperialism. Usually offered every third year.
Ms. Irr

ENG 280a Making It Real: Tactics of Discourse

An investigation of the discursive realization of bodies and agents. Queries representational practices as modes of agency, problematizing identity and differences, and negotiating hegemony. Our lenses: performance and cultural studies, visual studies, literature and theory, and historiography. Usually offered every fourth year.
Mr. King

ENG 299b Classroom Pedagogy and the Teaching of Writing

An introduction to the theory and practice of teaching college-level writing courses. Usually offered every second year.
Ms. Skorczewski

ENG 300a Master's Thesis

This course entails revising a seminar paper or other writing under the direction of a faculty member. Usually offered every semester.
Staff

ENG 352a Directed Research

Specific sections for individual faculty members as requested. Permission of the director of graduate studies required.
Staff

ENG 352b Directed Research

Staff

ENG 402d Dissertation Research

Specific sections for individual faculty members as requested.
Staff

Cross-Listed Courses**Pre-1850 Courses****CLAS 166a**

Medieval Literature: A Millennium of God, Sex, and Death

COML 102a

Love in the Middle Ages

COML 103b

Madness and Folly in Renaissance Literature

HIST 155a

Thinking with Witches: Witchcraft in England and New England

World Literature Courses**AAAS 132b**

Introduction to African Literature

AAAS 133b

The Literature of the Caribbean

AAAS 134b

Novel and Film of the African Diaspora

CLAS 165a

Roman Decadence: Latin Literature in Translation

CLAS 171a

Greek Epic and Athenian Drama

COML 122b

Writing Home and Abroad: Literature by Women of Color

JAPN 125b

Putting Away Childish Things: Coming of Age in Modern Japanese Literature and Film

JAPN 140a

The World of Early Modern Japanese Literature

RECS 130a

The Russian Novel

RECS 147b

Tolstoy: Freedom, Chance, and Necessity

SAS 101a

South Asian Women Writers

SAS 110b

South Asian Postcolonial Writers

SAS 140a

We Who Are at Home Everywhere: Narratives from the South Asian Diaspora

SAS 170b

South Asia in the Colonial Archive

Directed Writing Workshops**THA 104a**

Playwriting

Elective Courses

The following courses are approved for the program. Not all are given in any one year. Please consult the *Schedule of Classes* each semester. COML courses not indicated as a cross-listed course under pre-1850 or world literature courses, may also be considered as an elective course.

AAAS 79b

Afro-American Literature of the Twentieth Century

AMST 144b

Signs of Imagination: Gender and Race in Mass Media

HISP 195a

Latinos in the United States: Perspectives from History, Literature, and Film

LING 8b

Structure of the English Language

NEJS 172a

Women in American Jewish Literature

PHIL 182a

Wittgenstein's Philosophical Investigations

RECS 154a

The Art of Vladimir Nabokov

THA 106a

British, Irish, and Postcolonial Theater

THA 150a

The American Drama since 1945