## Fall 2020 Graduate Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Faculty</th>
<th>Day/time</th>
<th>Room</th>
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<tbody>
<tr>
<td>Engl-GA 1084.001</td>
<td>Literature of Modern Ireland</td>
<td>John Waters</td>
<td>Wednesday 6:10-9:10pm</td>
<td>Ireland House</td>
</tr>
<tr>
<td>Engl-GA 1085.001</td>
<td>Ireland and Environment</td>
<td>Sullivan</td>
<td>Tuesday 6:10-9:10pm</td>
<td>Ireland House</td>
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<tr>
<td>Engl-GA 2001.001</td>
<td>Proseminar in Poetics and Theory: Mimesis 2020</td>
<td>Gadberry</td>
<td>Tuesday 2:00-4:45pm</td>
<td>19UP Room 229</td>
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<tr>
<td>Engl-GA 2075.001</td>
<td>MA Thesis Workshop</td>
<td>Lytle Shaw</td>
<td>Wednesday 5-7pm</td>
<td>Room 105</td>
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<tr>
<td>Engl-GA 2075.002</td>
<td>MA Thesis Workshop</td>
<td>TBA</td>
<td>Monday 5-7pm</td>
<td>Room 105</td>
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<tr>
<td>Engl-GA 2266.001</td>
<td>Text and Image in Chaucer's Canterbury Tales</td>
<td>Martha Rust</td>
<td>Tuesday 2-5pm</td>
<td>Room 105</td>
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<tr>
<td>Engl-GA 2323.001</td>
<td>A Literary History of Hell: The Underword from Homer to Milton</td>
<td>Ernest Gilman</td>
<td>Thursday 9:30-12:30pm</td>
<td>Room 306</td>
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<tr>
<td>Engl-GA 2540.001</td>
<td>The Medium is the Message</td>
<td>Paula McDowell</td>
<td>Monday 9:30-12:30pm</td>
<td>Room 306</td>
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<tr>
<td>Engl-GA 2626.001</td>
<td>Some Contemporary Poetries, Mainly in English: Measure, Media, Ecology, Periodization</td>
<td>Maureen McLane</td>
<td>Tuesday 2-5pm</td>
<td>Room 306</td>
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<tr>
<td>Engl-GA 2838.001</td>
<td>American Environmental Literature</td>
<td>Jennifer Baker</td>
<td>Wednesday 9-12pm</td>
<td>Room 306</td>
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<tr>
<td>Engl-GA 2838.002</td>
<td>Writing the Modern American City: New York and Los Angeles After 1945</td>
<td>Thomas Augst</td>
<td>Wednesday 4:00-7:00pm</td>
<td>Room 306</td>
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<tr>
<td>Engl-GA 2839.001</td>
<td>Theorizing the American Scene</td>
<td>Garcia</td>
<td>Friday 11:00am-1:40pm</td>
<td>19 UP Room 229</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Day</td>
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<tr>
<td>Engl-GA 2841.001</td>
<td>American Fiction 1900-1945</td>
<td>Jo Hendin</td>
<td>Thursday</td>
<td>3:30-6:30pm</td>
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<tr>
<td>Engl-GA 2901.001 x-listed with Comp Lit</td>
<td>Special Topics: Frantz Fanon</td>
<td>Mark Sanders</td>
<td>Monday</td>
<td>11:00am-1:45pm</td>
</tr>
<tr>
<td>Engl-GA 2902.001</td>
<td>Black Poetry and Poetics</td>
<td>Sonya Posmentier</td>
<td>Wednesday</td>
<td>1:00-4:00pm</td>
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<tr>
<td>Engl-GA 2916.001</td>
<td>Introduction to Ethnic Studies</td>
<td>Pacharee Sudhinaraset</td>
<td>Tuesday</td>
<td>9-12pm</td>
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<tr>
<td>Engl-GA 2917.001 x-listed with Italian Studies</td>
<td>Literature &amp; Machines</td>
<td>Nicola Cpani</td>
<td>Wednesday</td>
<td>3:30-6:15pm</td>
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<tr>
<td>Engl-GA 2917.002 x-listed with Italian Studies</td>
<td>Italian Immigration &amp; American Labor</td>
<td>Marcella Bencivenni</td>
<td>Thursday</td>
<td>12:30-3:15pm</td>
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<tr>
<td>Engl-GA 2955.001</td>
<td>Chatter, Mumbling, Cant and Jargon: Languages of the Underground</td>
<td>Lenora Hanson and Fred Moten</td>
<td>Tuesday</td>
<td>9-12pm</td>
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<tr>
<td>Engl-GA 2957.001</td>
<td>Environmental Humanities: Imperilled Oceans</td>
<td>Una Chaudhuri and Yanoula Athanasakis</td>
<td>Wednesday</td>
<td>1-4pm</td>
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<tr>
<td>Engl-GA 2980.001</td>
<td>MA Proseminar</td>
<td>Juliet Fleming</td>
<td>Thursday</td>
<td>9-11am</td>
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<tr>
<td>Engl-GA 2980.002</td>
<td>MA Proseminar</td>
<td>Lytle Shaw</td>
<td>Tuesday</td>
<td>5-7pm</td>
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<tr>
<td>Engl-GA 3006.001</td>
<td>PhD Proseminar</td>
<td>Robert Young</td>
<td>Monday</td>
<td>2-5pm</td>
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**Engl-GA. 2001.001**  
**Proseminar in Poetics and Theory: Mimesis 2020**  
**Professor Gadberry**

This course considers the problem of mimesis along two axes: the first, a more distant, historical one, in which the question of mimesis animates debates about the literary and the political which we will trace from antiquity into early modernity, and, the second, a more recent and familiar one, in which mimesis becomes a founding problem of the discipline of comparative literature (as in Auerbach’s famous tome of that name, among many other works). We will complicate our inquiry into mimesis’s deep history and
into its particular disciplinary force for literary studies, however, by looking into a rival account of mimesis that emerges in close temporal proximity to Auerbach’s: namely, the sociological accounts of the “laws of imitation” (Gabriel Tarde) and of social emulation (Thorstein Veblen), among others. Doing so will permit us to think about mimesis in/and modernity and about literary studies and its politics.

Engl-GA 2266.001
Text and Image in Chaucer’s Canterbury Tales
Martha Rust

The intermingling of texts and images in the artistic production of the Middle Ages is one of its most pervasive and fascinating aspects. On the pages of medieval books, individual letters could frame or even become images while clergy opined that pictures of biblical stories in stained glass windows could serve as “books” for the illiterate. In this seminar, we will explore Chaucer’s Canterbury Tales with an eye toward the ways medieval written texts can be seen as images and the ways medieval images can be read as texts. In order to do so, we will make reference at all times to the books in which the Tales are preserved and to the aspects of medieval visual and material culture they depict. In this way, we will also investigate the interactions and overlaps between text and image in such medieval literary forms as dream vision, ekphrasis, and allegory.

Engl-GA 2323.001
A literary history of Hell: The Underword from Homer to Milton
Ernest Gilman

For our purposes, the English Renaissance begins in the 1530’s, the decade of the Henrician reformation. It continues through the late Elizabethan, Jacobean, and Caroline periods to the English Revolution, leading up to Marvell and Milton. Although every “age” by definition marks a transition from what came before, the belated arrival of the Renaissance in England produces a deep religious and political crisis, profound social changes, the stirrings of colonial ambition, and the impact of scientific revolution—all of which we will explore through the work of its most influential writers. In recent critical thought, what used to be called the “English Renaissance”—an age of retrospective cultural recovery, has been re-christened as the “Early Modern” era in order to underscore the claim we will also consider, that it is to this period that the origins of the modern subject and modernity itself can be traced.

The structure of the course is topical rather than chronological. Thus we take up, in order, four interrelated “reformations” that chart the direction of cultural change during this “long” seventeenth century: the Protestant Reformation; the re-formation of English poetry through the imported sonnet tradition; the re-formation of the medieval world-view through the period’s voyages of discovery and the beginnings of European colonialism; and the scientific revolution of the early seventeenth century (in effect, the reformation of knowledge), and (as a bonus) the political revolution of the midcentury civil war.
Engl-GA 2540.001
The Medium is the Message
Professor Paula McDowell

More than half a century ago now, literary-scholar-turned-media-theorist Marshall McLuhan pronounced that "the medium is the message." As a founder of the Toronto school of communication theory and arguably the founder of media studies, McLuhan was perhaps the most influential English professor of the twentieth century. In drawing his conclusions about the consequences of media shift he drew heavily on literary works.

Using three notoriously challenging literary texts as our touchstones (The Dunciad, Tristram Shandy, and The Wasteland), with additional selections from Ulysses as time permits, this course will introduce students to a nexus of intersecting areas of inquiry that are currently transforming literary study: book history, textual criticism and bibliography, and media studies. ("Bibliography" here means the science and/or arts of the transmission of literary artifacts, whether printed or oral texts, manuscripts, diskettes, e-readers, and so on). The kinds of textual and conceptual challenges that our case study texts confront us with are becoming more pressing for students, teachers, and scholars in our digital age. (Perhaps not coincidentally, these materially complex texts were also some of McLuhan's favorite literary works.)

We will consider the roles played by writers, editors, printers, publishers, designers, programmers and other makers in the transmission of literary texts, and we will be aided in our inquiries by reading excerpts from media theorists and historians and bibliographers such as John Durham Peters, Alan Galey, Lisa Gitelman, W.W. Greg, John Guillory, Adrian Johns, Jerome McGann, D.F. McKenzie, Marshall McLuhan, and G. Thomas Tanselle. Hands-on lab work at the New York Center for Book Arts, the New York Public Library, and the Barbara Goldsmith Preservation and Conservation Department at Bobst Library will allow us to test our "book learning" against practical realities.

Texts: Please obtain print copies of the following editions, easily available used or new:


Strongly recommended:
Marshall McLuhan, Understanding Media: The Extensions of Man (1964) and The Gutenberg Galaxy: The Making of Typographic Man (1962)

Modern Language Association of America, MLA Handbook, 8th edition
Claire Kehrwald Cook, Line by Line: How to Edit Your Own Writing (MLA)
The Environmental Humanities combines methodologies from disciplines across the arts and the sciences as it explores relationships between human beings and the larger world of other species and planetary systems. This course will involve input from scholars in fields outside of traditional humanities fields, and we likewise invite students from any field to join the class.

Traditional humanistic attention to the subject of the ocean has predominantly focused on the symbolic use of the ocean – and the human traffic across its surfaces – in the cultural imagination. The emergent field of Critical Ocean Studies engages with both human and non-human aspects of the ocean, and with the depths as well as the surfaces, edges, and transformations of the seas, including the ways they have been privatized, militarized, and toxified. It identifies ways that oceans offer alternatives to dominant ideologies, logics, and epistemologies; accordingly, in this course we seek and invite creative, experimental, and alternative forms of inquiry, research, and study.

In addition to key texts in the field (Rachel Carson’s *The Sea Around Us*, Philp Steinberg’s *The Social Construction of the Ocean*, Theresa Shewry’s *Hope at Sea*, Stefan Helmreich’s *Alien Ocean*, Melody Jue’s *Blue Media*, Margaret Cohen’s *The Novel and the Sea*, Steve Mentz’s *At the Bottom of Shakespeare’s Ocean*) we will explore classical, modern, and contemporary literary, scientific, artistic, and cinematic works (including Defoe’s *Robinson Crusoe*, John Steinbeck’s *The Sea of Cortez*, Jason de Caires Taylor’s *Underwater Museum*, Lucien Castaing-Taylor’s *Leviathan*, Michelle Dougherty’s *Sonic Sea*, Marina Zurkow’s *Oceans Like Us*, and Sarah Cameron Sunde’s *36.5/A Durational Performance with the Sea*); in addition, we will have guest lectures and readings from marine ecologists and writers on issues ranging from aquaculture, to marine life, to the Anthropocene at sea (Lori Marino, Paul Greenberg, Jennifer Jacquet, Peter Godfrey-Smith, Sylvia Earle, Daniel Pauley, Rebecca Franks).

**Engl-GA 2626.001**

“SOME CONTEMPORARY POETRIES, mainly in English”

Maureen N. McLane

In this course we will read (and occasionally listen to) poems, books, and other works by and about some contemporary poets, mainly in English, some in translation. While most will be 21st-century works, some readings will come from elsewhere—ancient Greece, 17th C. Japan, 18th C. Scotland, 19th C. United States. Among the questions we will keep open: what might count as poetry, and what might count as “contemporary.” (As David Hockney has said, “If it’s speaking to you now, it’s contemporary.”) En route we will read some works in poetics and theory, with particular attention to ecological, formal, historical, socio-political, and linguistic concerns. Readings may include works by anonymous balladeers, Theodor Adorno, Giorgio Agamben, Basho, Jen Bervin, Anne Boyer, Bertolt Brecht, Anne Carson, Inger Christensen, John Clare, Michael Dickman, Anne-Lise François, Tonya Foster, Devin Johnston, Terrance Hayes, MC Hyland, Robin Coste Lewis, Harryette Mullen, Timothy Morton, Katie Peterson, Tom Pickard, Claude Rankine, Paisley Rekdal, Lisa Robertson, Margaret Ronda, Sappho, Juliana Spahr, Donna Stonecipher, Walt Whitman, William Wordsworth, Monica Youn.

Capped at 12: admission by permission of instructor: contact mauren.mclane@nyu.edu with a brief description of your interests, preparation, etc.

**Engl-GA 2839.001**
Tpcs in Amer Lit: Theorizing the American Scene
Professor Garcia

This seminar considers US literature and cultural formation as virtual objects. Concentrating on how US, UK and German traditions of American Studies have created those objects, the seminar brings together both well-known interventions from the twentieth century and recent work from each tradition. The influence of Black Radical Tradition theory, black feminist thought and affect theory, among other areas, will enter into the exploration of contemporary American Studies.

Engl-GA 2839.002
Writing the Modern American City: New York and Los Angeles After 1945
Professor Thomas Augst

This course surveys writing about urban life in the United States, exploring the literary imagination of identity and community that emerged with the transformations of New York and Los Angeles after World War II. What is the relation between literary form and the texture of urban life, as it was reshaped throughout the later 20th century by forces of historical change, ranging from migration and segregation to suburbanization and neoliberalism? What resources of perspective and scale, character and setting, have genres of the novel, nonfiction, and theater furnished for writers and readers as they seek to map emergent cultural geographies of race, gender, class, and sexuality? How might literary texts guide us within local and global horizons of urban experience in our contemporary moment? Readings will include James Baldwin’s *Another Country*, Anna Deavere Smith’s *Twilight: Los Angeles, 1992*, Patti Smith’s *Just Kids*, Karen Tei Yamashita’s *Tropic of Orange*, Colum McCann’s *Let the Great World Spin*, Joan Didion’s *Slouching Towards Bethlehem*, among other works, and also include critical, historical, and theoretical perspectives on urban space. Requirements will include active participation in course conversation, and argumentation built on close reading, and writing and revision of short analytical essays throughout the term.

Engl-GA 2841.001
American Fiction 1900-1945
Josephine Hendin

American fiction in this period embodies the variety and anxiety of an era of rapid change. How writers and critics attempted to define and respond to the idea of the “new” or the “transformed” illuminates specific works of literary art and the cultural contexts in which they were created. In literary practice and critical discourse, passages from realism to naturalism to modernism, and the reinvention of forms in an era of variety and synthesis, help shape the imagination of domestic and political reality. Through readings in fiction and selected critical essays, this course explores an aesthetic of change forged by working artists and analyzed by critics. The course is intended as a survey of forms and practices with an emphasis on modernism and contemporary, eclectic style. Please note: required critical essays will be announced and made available on Classes.
Engl-GA 2901.001  
Special Topics: Frantz Fanon  
Professor Sanders

In depth reading of works of Fanon, in light of recent publication of the volume, Alienation and Freedom. Intended as deep theoretical background for postcolonial/ Global South studies.

Engl-GA 2916.001  
Critical Race and Ethnic Studies  
Pacharee Sudhinaraset

This course will introduce students to core concepts and theories used in the study of critical race and ethnic studies. The 1960s signaled a shift in paradigms for thinking about race, class, sexuality, and gender within broader social movements and institutions of higher learning. We will trace its development into the present and explore the historical, political, and cultural emergence of ethnic studies in the university, and the formation of its attendant disciplines—Native American Studies, African American Studies, Chicano/Latino Studies, and Asian American Studies. We will explore how the preoccupations of critical race and ethnic studies dovetail with the study of literature. We will consider how critical race and ethnic studies analytics do not merely seek to surface information “about” racialized identities, but rather how these approaches shift, imagine, materialize, push against, and move forward ethnic studies imperatives—such as relationality, intersectionality, interdisciplinarity, and epistemology—for studying histories of US imperialism, colonization, decolonization, social movements, politics, culture, and the production of knowledge itself.

Engl-GA 2917.001  
Literature & Machines  
Nicola Cpani

Machine metaphors and narratives play an important role in modern literature, conveying shifting beliefs and anxieties about the nature of human intention and consciousness, the creative process, the dynamics of desire and gratification, gender roles, the organization of society, the meaning of “nature,” etc. This course explores different manifestations of the machine theme in literature, broadly clustered around the following categories: imaginary machines constituting the centerpiece of narrative plots; machine aesthetic as modernist ideal (e.g. Marinetti’s “identification of man with motor”); and mechanization of the inventive process (text-generating machines). We will read and discuss a selection of works from different periods and cultural contexts (Victorian era, Belle Époque, Futurist period, and Post-war experimental literature), representing a spectrum of affective dispositions and moods, ranging
from the dreamy immersion in virtual realities to enlightened machine-assisted awakening, from the obsessive fear of mechanistic dehumanization to the desire of man-machine fusion.

Engl-GA 2917.002
Italian Immigration & American Labor
Marcella Bencivenni

This course is a selective exploration of the most significant methods and interpretive themes that have evolved over the years and that continue to animate Italian American cultural history. These developments make Italian American studies today a particularly dynamic and exciting field—a vibrant arena in which to explore new concepts and approaches. Students will read classic studies of Italian immigration as well as more recent monographs on Italian American history and culture and will discuss not only their content but also the arguments, assumptions and theoretical models behind them. Among the topics that will be covered are: transnationalism, ethnic formation, women’s and gender studies, radicalism, mobility and diasporic studies. In particular we will discuss the interdisciplinary borrowings that have inspired some of the most recent works and explore new venues of investigation and research.

Conducted in English.

Engl-GA 3006.001
PhD. Proseminar: Studies in Advanced Literary Research
Professor Robert JC Young

This course is designed to prepare you in the task of formulating an advanced research project, and to assist you in developing it as a contribution to academic research in your field. To do this we will take several avenues of approach. 1. Methodology. This will involve examining some of the major theoretical positions currently employed for developing research in literature, how these differ from field to field, and how you can best utilize them. 2. The importance of interdisciplinary work as a source of innovation across fields and disciplines. How can individual researchers take advantage of this? 3. The role of archives, research collections, databases, and other resources in research projects. How do we understand the relation between archival/data research and critical or theoretical argument? 4. Procedure. The PhD is a sustained piece of research of far greater scale and ambition than a term paper. How does one go about planning such a research project, proposing it and then executing it successfully? 5. Dissemination. What are the best ways to disseminate your research and make others aware of it through conference presentations, publication, and other means? How can you become an effective communicator to others in the academy outside your own university and excite them about your ideas?