

ENGLISH LANGUAGE AND LITERATURE

Courses

Full courses (6.0 credit units) designated as Studies and half courses (3.0 credit units) designated as Topics offer the study of a single work, a group of related works, an author or authors within the period or grouping indicated. The content of these offerings will vary from year to year. Not all the courses listed below will be offered in any one year, and a few are offered infrequently. A list of expected offerings with detailed descriptions of course content will be sent to applicants as soon as it can be drawn up.

ENGL 800 Introduction to Professional and Pedagogical Skills I

This course introduces M.A. and M.Phil. students to the scholarly study and teaching of English literature. The emphasis will be on training Teaching Assistants. There will be practical training in research skills, essay-marking, the academic counselling of students, and first-time teaching. There will also be some consideration of academic and non-academic careers for M.A.s and MPhils. Three term-hours; fall. M. Pappano

ENGL 802 Practical Criticism

This course will provide students with the necessary tools to practice and to teach "close reading" in a broad range of genres from different historical and national contexts. Students will engage in textual analysis through a series of practical exercises combined with readings of critical essays representing different approaches to the reading of literature. Not offered 2022-23.

ENGL 803 Research Forum I

A regularly scheduled forum in which faculty, advanced doctoral students, and visiting scholars present model research problems and methodologies for discussion. Attendance is required. Graded on a Pass/Fail basis. Various speakers.

ENGL 810 Literary Criticism

Representative critical approaches from Aristotle to the moderns will be considered with particular attention to those, which have most influenced contemporary attitudes. Not offered 2022-23.

ENGL 811 Literary Theory I

Not offered 2022-23.

ENGL 813 Literary Theory III

Topic: Queer Theory

Since its inception, psychoanalysis has experienced a fraught reception, but its impact on culture is unequivocal. The unconscious, the Oedipus Complex, the fetish, the

drive, object relations, abjection – these are the kinds of psychoanalytic concepts that gained steam in the cultural imaginary, giving birth to clichés and psychical insights alike. This course begins with ideas by Sigmund Freud. We will then trace how psychoanalysts after Freud evolve these concepts. Finally, the course will explore intersections between psychoanalysis and 20th- and 21st-century literature, visual art, and film. Three term-hours; spring. A. Facundo.

ENGL 815 Topics in Literary Study I

Topic: The Literature of Walking: Pilgrimage, Labyrinth, Pathway, Trail

Description: Walking is literally in our bones. It is a physical act that is considered one of the characteristic traits of our species. It is also a topic, a trope, a theme in a vast worldwide literature. This course will explore the relationship between the two. What ideas about walking permeate these writings, and how might walking itself be conducive to writing, alongside physical well-being, sociability, activism, and contemplation? How has walking figured in the thought and imaginative writing of the past? What does it mean to walk? Focusing on the tropes of labyrinth, pilgrimage, pathway, and trail, we will explore writings that reflect on walking as physical and emotional therapy, as ritual, as spiritual and creative practice, as protest, restraint, and persecution. Our key writers will include walking "classics" such as Jean-Jacques Rousseau, Henry David Thoreau, Nan Shepherd, Federico Castigliano, Michel de Certeau, David Macfarlane, and Rebecca Solnit. We will also read widely in the many shorter forms that walking has inspired (essays, blogs, guidebooks, travel journals, diaries) and writing that tackles the politics of walking in urban spaces, enforced walking, and walking that is triggered by war, famine, and persecution. These readings will be informed by work in the interdisciplinary area of walking studies, and you will be welcome to develop an approach to the literature that draws on one or more of these fields (cultural geography, kinesiology, mobility studies, among others). Evaluation will be based on short weekly reflections (25%), a seminar presentation (25%), and a final essay or creative project (50%). Three term-hours; spring. M. Straznicky.

ENGL 816 Topics in Literary Study II

Not offered 2022-23.

ENGL 817 Topics in Literary Studies III

Topic: Publishing Practicum

This seminar takes students through revision and submission stages from draft essay to article publication. The first section of the course will be devoted to discussion of the differences between coursework papers and published articles, and to a



presentation and peer revision cycle of each student's work. The second section of the course will discuss how to decide where to send article submissions, how to present them, and what to expect of the process. If there is time, we will build in a conference proposal/presentation stage. Students must have a complete draft essay to bring to the start of the course and be ready to welcome reading and response from peers. Success in the course requires regular attendance, constructive participation, revision responsive to instructor and peer review, and submission to an appropriate scholarly venue for publication. Note: Doctoral students are strongly urged to enroll in this course, and while the course is open to all students, doctoral students will have enrolment priority. Three term-hours; winter. L. Ritchie.

ENGL 818 Topics in Literary Study IV

Not offered 2022-23.

ENGL 819 Introduction to Bibliography

Not offered 2022-23.

ENGL 820 Anglo-Saxon and Beowulf

Not offered 2022-23.

ENGL 821 Topics in Anglo-Saxon Literature I

Not offered 2022-23.

ENGL 822 Old Norse

Not offered 2022-23.

ENGL 823 Studies in Medieval Literature

Not offered 2022-23.

ENGL 824 Topics in Medieval Literature I

Not offered 2022-23.

ENGL 825 Topics in Medieval Literature II

Not offered 2022-2023.

ENGL 826 Topics in Medieval Literature III

Topic: Medieval Gender and Sexuality

Description: This course will explore medieval constructions of gender and sexuality, seeking to locate both continuities and discontinuities with modern conceptions and practices. While labels such as "gay," "genderqueer," "transgendered" did not exist in the Middle Ages, medieval people imagined and engaged in types of gender shifting and polymorphous modes of desire that help us to understand the necessity for labile terminology to describe identities linked with gendered and sexual practices. Examining traditions from Medieval Europe but with some exploration of the Islamic Middle East, this course considers how various aspects of medieval culture, such as religion, celibacy, knighthood, courtly culture, marriage, class hierarchy, crossdressing, etc. shaped notions of gender and sexuality. Though examining theological, medical, and legal writings, moral guidebooks, chronicles,

artwork, and literary works, this course will engage texts from the early to late Middle Ages in dialogue with contemporary theoretical writing to attempt to articulate specificities of the medieval sex/gender system. Requirements include regular attendance and participation, oral presentation, research paper. Three term-hours; winter. M. Pappano.

ENGL 827 Topics in Medieval Literature IV

Not offered 2022-23.

ENGL 828 Chaucer

Not offered 2022-23.

ENGL 830 Studies in Early Modern Literature and Culture

Not offered 2022-23.

ENGL 831 Topics in Early Modern Literature and Culture I

Topic: Classical and Popular Traditions in Theatre

When Christopher Marlowe and William Shakespeare began their careers as playwrights c. 1590, the commercial theatre was a new cultural form and the type of play it would traffic in, the secular, five-act drama in English, with its highly developed plots and subplots and psychologically compelling characters was only beginning to be imagined. Shakespeare and the other playwrights who developed this form did so by borrowing and blending features from both the popular, vernacular religious drama of the late Middle Ages and the classical Latin drama that they encountered at grammar school but which very few people in their audience would have been able to read. These traditions carried very different ideas about representation, theatrical space and cognition, and even what a human being was. Put another way, they carried different assumptions about the ontological and epistemological implications of acting and theatrical mimesis generally. The course is founded on the proposition that the power and conceptual open-endedness of Renaissance drama stems from the conversation, clashes, and slippages between these traditions we can detect in the plays of Shakespeare and his contemporaries. We will read examples from the dramatic traditions that Elizabethan dramatists inherited. Then we will read some of the greatest and possibly most familiar plays these dramatists went on to write, looking at the ways in which they borrowed from, transformed and derived meaning from these earlier traditions. Because the vernacular religious drama, the Latin drama of the schoolroom and the commercial theatre were all known to playwrights through performance we will approach all the plays in the course as performance texts, analyzing their use of space and embodiment as well as language, and train ourselves to think diachronically about the artisanal practices of playwrights and the competencies of their audiences. Our goal will be to recognize where elements of Renaissance drama came from and how their meaning persists or alters in new representational contexts,

and thereby cultivate an awareness of the diverse forms virtual experience can take. Three term-hours; winter. E. Hanson.

ENGL 832 Topics in Early Modern Literature and Culture II

Not offered 2022-23.

ENGL 833 Topics in Early Modern Literature and Culture III

Not offered 2022-23.

ENGL 834 Topics in Early Modern Literature and Culture IV

Not offered 2022-23.

ENGL 835 Topics in Early Modern Literature and Culture V

Not offered 2022-23.

ENGL 836 Topics in Early Modern Literature and Culture VI

Not offered 2022-23.

ENGL 840 Studies in Restoration and Eighteenth-Century Literature

Not offered 2022-23.

ENGL 841 Topics in Restoration and Eighteenth-Century Literature I

Not offered 2022-23.

ENGL 842 Topics in Restoration and Eighteenth-Century Literature II

Not offered 2022-23.

ENGL 843 Topics in Restoration and Eighteenth-Century Literature III

Not offered 2022-23.

ENGL 844 Topics in Restoration and Eighteenth-Century Literature IV

Topic: Richardson and the Rise of the Novel

Description: Samuel Richardson's million-word* tragic novel *Clarissa* is the centerpiece of this course. We will read it in the context of the critical tradition that has identified Richardson's work as pivotal in the development of the novel genre in the early- to mid-eighteenth century. Along the way, we will explore social-cultural and literary-philosophical contexts such as: class and gender politics, the print marketplace, narrative forms, theories of knowledge and ethics. *Students are strongly advised to read *Clarissa* in the complete Penguin edition ahead of time! Three term-hours; spring. C. Fanning.

ENGL 850 Studies in Romantic Literature

Not offered 2022-23.

ENGL 851 Topics in Romanticism I

Not offered 2022-23.

ENGL 852 Topics in Romanticism II

Not offered 2022-23.

ENGL 853 Topics in Romanticism III

Not offered 2022-23.

ENGL 854 Topics in Romanticism IV

Not offered 2022-23.

ENGL 855 Studies in Victorian Literature

Not offered 2022-23.

ENGL 856 Topics in Victorian Literature I

Not offered 2022-23.

ENGL 857 Topics in Victorian Literature II

Topic: Intimacies of the Nineteenth Century

Description: This course will situate nineteenth-century British literature as the site of various critical intimacies: both the psychic landscape of desires—unseen and unknown—that psychoanalytic, narrative, and queer and feminist critics have theorized, and a vital archive for thinking about colonial, migratory, and enslaved movement. We will build off recent theorizations of the nineteenth century that cast off a “center / periphery” model and instead point to the multiple crossings of empire, enslavement, and forced migration that structured the British imaginary, such as Jodi Byrd’s “colonial cacophony” and Lisa Lowe’s “intimacies of four continents.” We will think about how reading canonical Victorian texts with scholarship from other fields—postcolonial, but also Black studies, Caribbean studies, and Asian diaspora studies—may open this work to new approaches. Primary authors may include Mary Prince, Dickens, Eliot, Brontë, Naidu, and Schreiner. Secondary readings by Byrd, Lowe, Anjali Raza Kolb, Caroline Bressey, Ankhi Mukherjee, Tim Watson, Ashley Cohen, Ann Cheng, Alicia Christoff, and others. Three term-hours; winter. R. Chatterjee.

ENGL 858 Topics in Victorian Literature III

Not offered 2022-23.

ENGL 859 Topics in Victorian Literature IV

Topic: Victorian Vampires

Description: The nineteenth-century was a time of great cultural and political instability, and the border-bending#vampire perfectly embodied so many of the period's fears—as well as its forbidden desires. This#course will look at the range among, and legacy of, nineteenth-century#vampire narratives. #Possible topics of conversation include the role of the vampiric Other in Victorian theories of nationhood, monstrous consumption in the mass marketplace, as well the vampire's role in queering sexualities and subverting gender roles. We will, for



example, look at the relationship between the monster and libidinal appetite in texts such as Polidori's *The Vampyre* (1819) or Le Fanu's *Carmilla* (1872). Selections from the popular penny blood, *Varney the Vampire* (1845-47), and Marx's *Capital* (1867) will help us to understand the parasitic figure as metaphor for a new capitalist economy. We will also look at links between vampirism and the old aristocracy, or vampirism and modern technologies of mass reproduction, as represented in Stoker's *Dracula* (1897). The course will conclude with a unit on adaptation, in which we will consider the vampire's neo-Victorian legacy in film (BBC *Dracula* [2020]) and comics (*American Vampire*). Three term-hours; fall. B. Cameron.

ENGL 860 Studies in Modern and Contemporary Literature and Culture

Not offered 2022-23.

ENGL 861 Topics in Modernism I

Not offered 2022-23.

ENGL 862 Topics in Modernism II

Not offered 2022-23.

ENGL 863 Topics in Modernism III

Not offered 2022-23.

ENGL 864 Topics in Modernism IV

Topic: Modernism, Mysticism, and the Divine
Description: Friedrich Nietzsche writes in 1882—the year both Virginia Woolf and James Joyce were born—“God is dead. God remains dead. And we have killed him . . . With what water could we purify ourselves? What festivals of atonement, what sacred games shall we need to invent?” (*The Gay Science*). His startling pronouncements had enduring effects on nascent modernist aesthetics and ethics from the 1880s through at least the Second World War, and most critics agree that Nietzsche helped to herald an age of spiritual and religious uncertainty. In many ways Nietzsche had summed up a key dilemma of a post-Darwinian cultural and philosophical climate: aboulie, atheism, and secularism were the new creeds, while poets and authors increasingly found themselves called upon to negotiate the divisions between belief, disbelief, conversion, and renunciation. Three term-hours; winter. Gabrielle McIntire.

ENGL 865 Topics in Contemporary Literature and Culture I

Not offered 2022-23.

ENGL 866 Topics in Contemporary Literature and Culture II

Not offered 2022-23.

ENGL 867 Topics in Contemporary Literature and Culture III

Topic: Reading COVID in the Anthropocene
Description: Quarantines, vaccine mandates, R numbers, gain-of-function research, wet markets: COVID-19 has plunged us into a new biopolitical regime, the shape of which seems to change by the hour. This course will attempt to make sense of this world that is gradually coming into being around us. Beginning with some historical precedents (texts from past pandemics, from the plague to the Spanish flu), we will explore the questions of the present. What is the role of governments today? Does COVID spell the end of the global regime and the return to national sovereignty? What is “the great reset”? Is the COVID crisis an environmental crisis? How is it related to the concept of the Anthropocene? How have origin stories about the pandemic been shaped and circulated and what differences do origins make? And to what extent do earlier theorists like Michel Foucault (biopolitics; surveillance) or Ulrich Beck (risk society) provide still useful guides? Throughout, we will track what role representations—literary, filmic, mass media—have in what kinds of questions are being or could be asked. Requirements will include short response papers, a presentation, participation, and a final seminar paper, which can be on any text(s) relevant to course themes (i.e. it would not need to be on COVID per se). Three term-hours; winter. M. Wallace.

ENGL 868 Topics in Contemporary Literature and Culture IV

Not offered 2022-23.

ENGL 870 Studies in Canadian Literature

Not offered 2022-23.

ENGL 871 Topics in Canadian Literature I

Not offered 2022-23.

ENGL 872 Topics in Canadian Literature II

Topic: The Climate Crisis in Literature Written in Canada
Description: This seminar will be concerned with contemporary texts written in Canada that discuss the physical, political, social, and cultural impacts of climate change on specific Canadian regions and populations. While the focus will be on the Canadian context, as the current crisis affects Canada in unique ways, we will consider diverse and wide-ranging literary responses to climate change in a variety of modes and genres, including the novel, poetry, memoir, and drama. As the texts demonstrate, the discussion of climate emergency is inseparable from issues of social and racial justice. Climate crisis literature ultimately asks for a necessary cultural shift in an attempt to help save the planet. Our discussion will be informed by various ecocritical approaches, environmental justice studies, and

the intersections between environmental humanities and Indigenous studies. Three term-hours; fall. P. Fachinger.

ENGL 873 Topics in Canadian Literature III

Not offered 2022-23.

ENGL 874 Topics in Canadian Literature IV

Topic: Literary Place and Space in Canada

Description: This graduate course examines narratives from diaspora, Indigenous and settler populations in Canada that highlight claims to physical place and ideological space, whether it be in rural or urban environments, and in forms as varied as traditional Indigenous stories or hip hop's practice of "reppin' ".#In the landmark 1997 land claim *Delgamuukw vs. British Columbia*, the Supreme Court of Canada ruled that traditional Indigenous story was admissible in court as evidence of land ownership, legitimizing a kind of literary land claim.#How do the narratives in question claim land—either physically or ideologically--and what does that say about the various communities? What are the politics of claiming stolen land, and how do class, race, cultural practice, gender and sexuality play into questions of territorial belonging, nationhood and connection to place? Three term-hours; fall. H. Macfarlane.

ENGL 875 Studies in Postcolonial Literatures

Not offered 2022-23.

ENGL 876 Topics in Postcolonial Literatures I

Not offered 2022-23.

ENGL 877 Topics in Postcolonial Literatures II

Topic: Caribbean Modernisms

Description: In this seminar we will situate Caribbean literature from the 1930s to the 1960s in the broader context of transatlantic modernisms, with a specific focus on the novel as a genre. Engaging with the fields of Caribbean, postcolonial, and modernist studies, the course will be divided into four units. The first unit, "Remembering Haiti," will introduce the problem of modernism in relation to the Caribbean via a number of texts focused on the Haitian Revolution (1791-1803) and the U.S. occupation of Haiti (1915-34), including Alejo Carpentier's *The Kingdom of this World* (Cuba, 1949). In the second unit, "Desiring Subjects," we turn to the Anglophone Caribbean, and (following critics like Alison Donnell, Belinda Edmondson, and Leah Rosenberg) trace how the tenets of "hegemonic modernism" have shaped our understanding of the emerging Caribbean canon, looking in particular at intersections of race and sexuality in Claude McKay's *Banana Bottom* (Jamaica, 1933) and Jean Rhys's *Voyage in the Dark* (Dominica, 1934). The third unit, "Migrating Identities," carries the story of Anglophone Caribbean literature forward to the post-WWII Windrush Generation, attending (in the wake of critics like J. Dillon

Brown, Nadia Ellis, and Peter Kalliney) to the "migrant modernism" of George Lamming's *The Emigrants* (Barbados, 1955) and Sam Selvon's *Lonely Londoners* (Trinidad, 1956), paying special attention to their conflicted representations of black masculinity. The course concludes with a final unit, "Transforming Tragedy," where we read Wilson Harris's *The Palace of the Peacock* (Guyana, 1960) alongside Sylvia Wynter's *The Hills of Hebron* (Jamaica, 1962) in order to consider the unanswerable but essential question of what might come after modernism/modernity/coloniality.

Provisional requirements: two oral presentations (on a recent book-length critical intervention in Caribbean studies; and a "hypothetical essay report" at the end of the semester), one short paper (3-4 pages, based on close reading a passage from an assigned novel), posted discussion questions (on 4-6 novels), strong participation and attendance. Three term-hours; fall. C. Bongie.

ENGL 878 Topics in Postcolonial Literatures III

Not offered 2022-23.

ENGL 879 Topics in Postcolonial Literatures IV

Not offered 2022-23.

ENGL 880 Studies in American Literature

Not offered 2022-23.

ENGL 881 Topics in American Literature I

Topic: American Women Write the Short Story

Description: This course will examine the form of the short story and its utility in conveying the life experiences and insights of American women writers. We will read their works in light of historical events and feminism's evolution in the United States, explore how their writings address gender and depict domestic lives and familial relations, and consider their respective use of the short story's hallmark brevity and concision in rendering the experiences of everyday life. (Consider Lydia Davis's story, "Example of the Continuing Past Tense in a Hotel Room", as an example of such brevity. Its single sentence reads: "Your housekeeper has been Shelly.") Authors studied include: Zora Neale Hurston, Dorothy Parker, Elizabeth Bishop, Elizabeth Hardwick, Grace Paley, Lucia Berlin, Lydia Davis, Jhumpa Lahiri, and Ayse Papatya Bucak. Three term-hours; fall. Y. Schlick.

ENGL 882 Topics in American Literature II

Not offered 2022-23.

ENGL 883 Topics in American Literature III

Not offered 2022-23.

ENGL 884 Topics in American Literature IV

Topic: Race, Repertoire, Archive

Description: Black feminist scholar Jennifer L. Morgan has explained that "the archive carries "the force of law," and



through the conservation of documents and evidence it is situated at the intersection where change and stasis meet—it is both “revolutionary and traditional.” In this course, we will tarry a while at the juncture of change and stasis. We will attempt to mine the relationship between Black Studies, Black literary criticism, and the archive. We will take for granted that the history of the Black diaspora is written corporally and textually. How, then, do archival theories and practices supplement interdisciplinary modes of knowing and reading or illuminate issues like embodiment, performance, and representation? How have Black writers and theorists mined the archives, and what might we learn from them? To answer these questions, we will turn to the work of Michel-Rolph Trouillot, M. NourbeSe Philip, Saidyah Hartman, Robert Reid-Pharr, C. Riley Snorton, and others. We will speak to archivists and theorists whose work is informed by Black archival practices. Course requirements include one class presentation/performance: 20%; one book review: 20%; one final essay 40%. The final grade you receive for the course will be derived by converting your numerical course grade to a letter grade according to Queen’s Official Grade Conversion Scale. Three term-hours; winter, K. Moriah.

ENGL 890 Directed Cross-Disciplinary Research

This course is designed to allow M.A. students to undertake a program of graduate-level directed reading under the supervision of faculty in departments outside English Language and Literature. Permission of the external supervisor is required in advance of registration, and workload and evaluation for the course must be approved by the graduate coordinator in English to ensure consistency with English graduate course norms.

ENGL 892 Literary Internship

This course is a pass/fail credit course which offers MA students placements in research, literacy, language, and arts-related community organizations, with the aim of providing those students with job experience that is directly related to literary studies. Sample placements may include such organizations as Kingston WritersFest or the Strathy Language Unit at Queen’s University. To achieve a pass in ENGL 892, the student shall submit to the Graduate Chair a time sheet (signed by his/her placement supervisor) stating that 50 hours of work have been completed satisfactorily, and hand in a brief written summary report (1200 words) on the experience to the Graduate Chair. M. Pappano. Various.

ENGL 895 Directed Reading

Directed study under the guidance of a faculty member in an area of the instructor’s expertise. Permission of instructor and graduate coordinator in English is required in advance of registration and is granted only under special circumstances. Workload and evaluation for the course must be approved by the graduate coordinator in English to ensure consistency

with English graduate course norms. (Available only to students enrolled in the English MA program or year 1 of the MPhil program.)

ENGL 896 MPhil Field Preparation

This course is graded on a Pass/Fail basis.

ENGL 899 Master's Thesis Research

ENGL 900 Introduction to Professional and Pedagogical Skills II

This course is designed to acquaint doctoral students with some aspects of the teaching and scholarly skills and responsibilities of university faculty in order to prepare them for an academic career. In addition to practical training in essay marking, lecturing techniques and other teaching methods, the course will offer training in bibliographical and archival research, grant application, the academic job market, and other practical aspects of the professional study of literature. The course will consist of a number of seminars and workshops geared to the particular stage of the student’s progress over three years in the program. Three term-hours; fall. M. Pappano

ENGL 903 Research Forum I

A regularly scheduled forum in which faculty, advanced doctoral students, and visiting scholars present model research problems and methodologies for discussion. Attendance is required. Graded on a Pass/Fail basis. Various speakers.

ENGL 950 Comparative Literature I

An introduction to comparative literary studies as currently practised, with particular emphasis on the relevance to such studies of contemporary theories of literature and criticism. This course will be given jointly with CLAS-850. Not offered 2022-2023.

ENGL 951 Comparative Literature II

Specialized study in a comparative context of particular authors, themes, movements, periods, genres, literary forms, or some combination of these elements. This course will be given jointly with CLAS-851. Not offered 2022-2023.

ENGL 990 Directed Cross-Disciplinary Research

This course is designed to allow doctoral students to undertake a program of graduate-level directed reading under the supervision of faculty in departments outside English Language and Literature. Permission of the external supervisor is required in advance of registration, and workload and evaluation for the course must be approved by the graduate coordinator in English to ensure consistency with English graduate course norms.

**ENGL 995 Directed Reading**

Directed study under the guidance of a faculty member in an area of the instructor's expertise. Permission of instructor and graduate coordinator in English is required in advance of registration and is granted only under special circumstances. Workload and evaluation for the course must be approved by the graduate coordinator in English to ensure consistency with English graduate course norms. (Available only to students enrolled in the English PhD program or year 2 or the MPhil program.)

ENGL 999 PhD Thesis Research