A Note from the Chair:

Dear English Majors and Writing Studies Students,

As I walk across campus, I see the deepening fall colors and feel the early-morning chill despite the sunny days, and I realize that we are already over half way through the semester. I hope that all of you English majors are having a productive and stimulating semester.

This is an exciting time for Saint Joseph's University as we make plans to implement a new curriculum in fall 2010. Last year, we in the English Department engaged in a yearlong program review, which enabled us to assess our strengths and consider what we might do even better. We were pleased to receive a glowing endorsement from our external reviewers, but we have also taken the opportunity to reconsider various aspects of the English major.

A couple of our faculty-members are on leave for all or part of this year. Dr. Jason Powell, who teaches our Shakespeare courses, has been awarded a 2009-10 Donald D. Harrington Faculty Fellowship from the University of Texas at Austin in order to work on his comprehensive edition of the works of Sir Thomas Wyatt the Elder. Dr. Jason Mezey will be on sabbatical leave in spring 2009 in order to work on a book on postcolonial studies.

Although these fine teachers and colleagues will be much missed, we have been joined by a great group of new and returning faculty-members offering a variety of stimulating courses. We are pleased to welcome back Dr. Amina Gautier, who returned to us after two years as a Postdoctoral Fellow at Washington University; a widely published short story writer, Dr. Gautier resumes teaching fiction and creative writing courses. We welcome two new tenure-track faculty-members: Dr. Aimée Knight and Professor Mike Lyons, both of who are instrumental in the implementation of the new Communication Studies minor. Visiting Assistant Professor Dr. Lisa Walters is continuing with us, teaching the Shakespeare offerings this year. Visiting Writer Mr. Tom is offering a variety of writing courses at both the undergraduate and graduate levels. Fr. Joseph Brown, S.J., who holds the Donald I. MacLean, S. J., Chair for the Fall 2009 semester, is teaching “Literature and Culture: African American Spirituals and Literature.” Fr. Brown also kicked off our 2009-10 Writing Series with an eloquent reading from his poetry collection The Sun Whispers, Wait.

As you will see in the “Faculty News” section, English faculty-members have been engaged in exciting scholarly projects this past summer. As the course descriptions herein indicate, we also continue to develop exciting new courses and refine existing ones. In addition to Fr. Brown, our fall writing series has featured poet Denise Duhamel, and upcoming events include a nonfiction reading by Kate Bornstein on November 3 and a fiction reading by alumnus Tom Gammarino on December 17.

For undergraduate students, please remember that your advisors are available to help
you navigate through the major and the GER. You should avail yourselves of their expertise as you plan your class schedule, consider possible minors, or ponder what to do after graduation. Furthermore, you should work with your advisor to determine which track (education, literature, writing, or drama) best suits your interests and career plans; generally, you should plan on declaring a track by spring of your sophomore year. All advisors have posted office hours, and faculty members are willing to accommodate you if your schedule does not permit you to meet at those times.

Do keep in mind the various opportunities here on campus to hone your writing, tutoring, and acting skills. The campus newspaper, The Hawk, is a fine venue for majors to develop their journalistic skills; senior Karrin Randle is the editor, and Dr. Jenny Spinner is the advisor. The campus literary magazine, The Crimson and Gray, welcomes contributions from those poets, essayists, and short-story writers among you. Seniors Heather Goldsmith and Nikki Palladino are this year’s coeditors, and Dr. Melissa Goldthwaite is the advisor. For more information, see the following website: http://www.sju.edu/crimsonandgray/pages/SubmitNow.htm

For graduate students, Avenue provides a venue for the creative work that you are doing your classes. Kezia Wolfe is the editor, and Professor Tenaya Darlington serves as faculty advisor.

Those of you who are interested in helping others improve their writing may want to consider becoming Writing Fellows and working in the Writing Center (BE 129). Interviews for potential tutors are held in spring by the Writing Center’s Director, Dr. April Lindner, and the Writing Fellows course is offered each fall. If you are interested, you should have a tutorial some time this semester and contact Dr. Lindner in the spring (alindner@sju.edu). For those of you with dramatic abilities, the Cap and Bells Dramatic Arts Society will be presenting three stimulating plays in the coming season: Jacobs and Casey’s Grease, Sondheim’s Sweeney Todd, and Rogers’s White People; this latter to be directed by Dr. Laura Pattillo of the English Department. For more information, please check the following website: http://www.sju.edu/capandbells/index.html

If you have any questions or concerns about English, please feel free to drop by my office (BE 121) to introduce yourself. My office hours are Monday 10:00-12:00, Tuesday 1:30-3:00, Wednesday 10:00-12:00, and Thursday 9:00-9:45 and 1:00-2:00. If none of these hours work for you, please feel free to call me at 610-660-1884 or email me at jparker@sju.edu to set up an appointment. I hope that you find your courses stimulate and engage you, that the extracurricular events excite you, and that you make lasting friendships here in the English Department.

Yours,
Dr. Jo Alyson Parker
Chair, Department of English

THINKING ABOUT ADDING A MASTER’S DEGREE TO YOUR RESUME?

If you are interested in continuing your education here at Saint Joseph’s beyond your undergraduate degree, you might want to consider the M.A. in Writing Studies program, which offers an excellent opportunity to develop your expertise further in the writing field. Seniors are invited to apply early in the spring semester.

Once accepted, you could start taking classes in the summer immediately following your undergraduate commencement exercises. If you should choose to matriculate as a full-time student, you could expect to finish the 30 credits for the degree in about 18 months. Alternatively, it is also possible to get a job and complete the program on a part-time basis, easily done in 2-3 years. The student population in Writing Studies every year is a mix of full-time students (often recent college graduates) and part-time students (often with considerable work experience after college).

Application materials and brochures can be obtained from the Department of English main office (see Mrs. Giello), and you are encouraged to talk with the program director, Dr. Green (agreen@sju.edu), to get additional perspective on the way the program might fit into your career plans and goals.

To get an overall picture of the Writing Studies program, either pick up a copy of the Graduate Program catalog in Graduate Admissions (Saint Albert’s Annex, off Lapsley Lane) or review information on the Writing Studies web page: http://www.sju.edu/cas/english/maws/index.html
FACULTY UPDATES

Prof. Tom Coyne, has been busy promoting *A Course Called Ireland: A Long Walk in Search of a Country, a Pint, and the Next Tee*, released in February '08 from Penguin USA, and a Barnes & Noble, American Booksellers Association, and New York Times bestseller. He has been working on my next book due out in 2011 from Penguin -- *26.1 to Go: The Quest to Solve the Greatest Mystery in Sports*, about my quest to run the Paris marathon in April. He has recently given lectures at the Philadelphia Writers' Conference and the Lewes Creative Artists' Workshop.

Prof. Tenaya Darlington launched a cheese blog this summer – *[www.madamefromage.blogspot](http://www.madamefromage.blogspot)*, which appears biweekly on the web site of her former newspaper, *Isthmus*, in Madison, Wisconsin. She also wrote an article on Philadelphia's "grocery gap" for *Grid*, a local sustainability magazine where she is a Contributing Writer. Her essay "Funny grrrls: Humor and contemporary women poets" appeared in the most recent issue of the journal HUMOR (2009, Volume 22-3), and her short story "The Arrangement" is forthcoming in *The Sun*. This summer she ate a lot of blue cheese and worked on a novel.


Dr. Melissa Goldthwaite was awarded a 2009 Contemplative Practice Fellowship from the Center for Contemplative Mind in Society. She used the fellowship to develop a graduate course: Rhetorics of Silence: Communication and Contemplative Practice. With art historian Joanna Ziegler, she presented a paper entitled "What Do You See Now? Awakening Ethical Consciousness" at The Contemplative Heart of Higher Education conference at Amherst College in April.

Dr. April Lindner's novel *Jane*, was accepted for publication by Poppy, a Young Adult imprint of Little, Brown, and is forthcoming in Fall 2010. Also, in September she read her poetry on *Poets ’ Pause*, a television show on BCTV in Reading, Pennsylvania.

Patrick Samway, S.J., Professor of English, has finished editing and annotating a volume entitled "The Letters of John Berryman and Robert Giroux"-- correspondence between a Pulitzer Prize winning poet and his editor. He is currently editing and annotating "The Letters of Thomas Merton and Robert Giroux." On July 27, 2009, he gave a talk at the International Summer School on Gerard Manley Hopkins in Monasterevin, Ireland, on "How did Hopkins use Sacred Scripture in the poetry he wrote while studying theology at St. Bueno's in Wales?" In the Spring 2009 issue of "The City," a journal of the Houston Baptist University, he published an article entitled "The War in Sudan." An article of his entitled "A Tour of New York City with Anthony Burgess" has been accepted for the "Burgess Review" published in Angers, France. Finally, he co-wrote an article with a former SJU student, Gentry Silver, entitled "In 'The Sound and the Fury,' Benjy Compson Most Likely Has Autism." They hope to have this article published in the near future.

Dr. David R. Sorensen, Professor of English, has delivered a series of lectures recently: “Tadpoles or Angels? Carlyle, John Tyndall, and the

STUDENT UPDATES

Undergraduate Gina Tomaine is a senior majoring in English and economics. She is a member of The Inquirer’s Off Campus board of contributors. Her latest article “Hot singles are waiting!” appeared in the October Edition of The Inquirer.

Communication Studies Minor Update

The Communication Studies minor program began in the Fall 2009 semester, and it has already attracted significant numbers of students, including about 15 English majors who are intrigued with the natural way the minor complements work in the major. This fall there were two sections of the starter course offered—COM 2001 Communication Theory and Practice—and in the Spring 2010 semester, there will be two sections of the second required course—COM 2011 Ethics in Communications. Dr. Aimée Knight will be teaching the ethics course. Another special feature of the spring schedule in Communication Studies will be COM 2031 Industry Perspectives: The Future of Sports Journalism, which will be taught by Sal Paolantonio, who has been providing NFL coverage for ESPN for the past decade.

In the Spring 2010 semester, English majors could also take ENG 2041 Introduction to Journalism (Lyons), ENG 2061 The Feature Story in Journalism (Lyons), ENG 2091 Writing for Organizations (Gilman), ENG 2271 Special Topics in Journalism: Food Writing (Darlington), and COM 2021 Communications Internship to fill the elective options in the Communication Studies minor. Other possibilities for courses for the minor are the digital image/video production/film courses in the Department of Fine and Performing Arts and the advertising/public relations courses in the Department of Marketing.

Winter Events

Thursday, December 17
7:00 PM
Tom Gammarino

Fiction Reading
Lapsley Room, Haub Executive Center
McShain Hall (5th floor)
The New Media Perspective
By Jenny Seng ’11

Walking up and down the arduous ‘hawk’ hills across campus may not be something he looks forward to everyday, but Dr. Michael Lyons is more than excited to join and collaborate with English professors in order to improve journalism courses and the overall Communication Studies minor at Saint Joseph’s University.

“It’s a program I think Saint Joseph’s University needs to have,” he said.

Having traveled to Eastern Europe and the Caribbean Islands as a journalist, Lyons hopes to teach from a new media perspective and multimedia perspective.

“I hope to bring a global perspective,” Lyons said. “We are not so far disconnected from other places and we can learn from them.”

Born in Williamstown, PA, Lyons attended Temple University graduating with a B.A. and then continued on to Indiana University where he completed his M.A. and Ph.D. Degree.

Finding the English department faculty welcoming and most importantly, finding the students engaged and inquisitive, Lyons is excited to continue teaching.

He feels that most Jesuit schools have an established Communication Studies program and thus Saint Joseph’s University should too.

“In the world we live in now, the ability to work and engage is critical,” he said.

Although there is talk about Communication Studies becoming a major, nothing is certain. But Lyons feels that no matter what the current situation is, communication is a driving force.

“It will be big and popular, and it will grow,” he said.

Comfort and Communication at Saint Joseph's University
By Elizabeth Melena ’12

Though her office has flooded twice, Dr. Aimée Knight has decided to stick around for a bit longer in order to build the University’s new Communications Minor.

Dr. Knight comes from not only Michigan State University where she received her PhD, but also from Poland where she taught English to rural high school students as a member of the Peace Corps.

Her time spent in Poland has had a monumental impact on her life, so she encourages her students to participate in similar programs.

During her first semester at St. Joseph’s University, she teaches “Communications: Theory and Practice” and “Visual Rhetoric” and she is helping design a communications classroom on the Maguire Campus.

Upon moving to Philadelphia, Dr. Knight seems to have few complaints about her new situation.

“I have moved around a lot in my life and it can sometimes be difficult to find a niche, friends, a community, or help,” Knight said. “But it was really easy at SJU! I made friends with people in my department and other new faculty members on campus.

Philadelphia is a great city with so many different cultures to explore; I recently dined at a Moroccan restaurant featuring belly dancers!”

Knight also likes the atmosphere of a small liberal arts college where the emphasis is on the individual student.

Knight has many hopes for the future of the Communication Studies minor.

“I hope to develop the program in a critical and thoughtful manner,” she said. “I want to teach students how to learn in our fast paced society.”

It seems that with Dr. Knight’s help, the Communication Studies Minor has a bright future ahead!
List of Fall Courses 2009
Undergraduate Day Courses
Due to scheduling issues, this list is subject to change. It does not include all courses being offered.

ENG 1211/151
Cultural Diversity: American Voices
Dr. Gilman
MR 1:00-2:15
(American/Div./GER)

There’s a place called America, somewhere. It has been a “go to” place—the place of destination for dream seekers all around the planet—for quite a while now. So . . . you go to America (or you just try to stay there, in the rather unique case of the Native American) and you become an American. Which means, of course, that you will have an American voice, all part of the “E Pluribus Unum” magic, a true wonder of the great melting pot. All created equal, all singing (or complaining, or boasting, or exhorting, or explaining) with the same sounds, the same notes, the same tones, the same feelings, the same experiences. Sure!

But what, exactly, is an American voice? Good question, and a particularly tough one at the beginning of the 21st century. Once we might have said, “Whitman,” there’s the American voice—and that might have been right. Might still be right, in part. Or Hemingway—there was the American voice, for sure, then and now. Yes . . . and no.

This course is a study in voice. As we examine a set of 8 texts, we will be looking for the American voice. However, we may have to rest content with a rich set of American voices. People coming from the same place. . . but coming from distinctly different places: the one voice that is really many. Pluribus sureibus, ixnay unum.

COM 2011
Communications Ethics
Aimee Knight
MR 1:00-2:15, MR 2:30-3:45
(Comm. minor / Writing)

This course explores ethical considerations in the field of communication and new media studies. Through the use of documentary photography and video, students in the course will examine the role of new media in efforts to promote social justice.

Students will develop skills in applied ethical decision-making, democratic dialogue, and civic participation through a range of hands-on projects in both online and community settings. Students will also develop critical technological literacy by 1) keeping a weblog and 2) creating a video documentary that speaks to issues and concerns in the community.

ENG 2021
Sophomore Seminar
Dr. Richard Haslam
152-TR 8:30-9:45 /153-TR 10:00-11:15
(Not for GER)

As the Catalog description notes, this course investigates a group of “significant” literary texts and scrutinizes them “from diverse critical perspectives.” We shall discuss the nature of literature and theories of literary criticism by tracking significant aesthetic, cultural, and political dimensions in the texts of four centuries, from John Milton’s Samson Agonistes (1671) to Jeanette Winterson’s Written on the Body (1992).

Eng 2061
The Feature Story in Journalism
Professor Mike Lyons
MWF – 12-12:50
(Comm. minor / Writing)

At its best journalism is storytelling. Sometimes those stories are brief and flashy – what some have called “shout journalism.” In this class we’ll consider the slow burn. We’re after stories that explore some facet of the human condition. That sounds grand, but it’s what meaningful journalism does. Students will choose a topic and spend the semester pursuing and piecing together a small collection of in-depth stories about that topic. We will use a number of different media platforms to tell these stories, including audio, video, text and photographs.

Along with producing our own journalism we will examine notable pieces from The New York Times and Philadelphia Weekly to National Public Radio and YouTube.

Honors 2083
Pens and Guns: The Literary Road to the American Civil War
Randall Miller, Richard Fusco
TR 10:00-11:15
(Satisfies the Art/Literature GER requirement, the 2000-level requirement for history majors, the American literature requirement for English majors, or the elective requirement for American Studies minors) → See next page
An interdisciplinary study of the links between literature and politics leading up to and occurring during the American Civil War, with emphasis on the ways American writers (Douglass, Emerson, Hawthorne, Melville, Stowe, Thoreau, Whitman, etc.) used fiction, poetry, and other literary forms to react to and to comment publicly upon slavery and the sectional crisis that threatened the nation from the 1840s to the 1860s.

Introduction to Journalism
Eng 2104 – Introduction to Journalism
Professor Mike Lyons
Sec 151 – MWF – 9-9:50  Sec 152 – MWF – 10-10:50
(Counts for the Communication Minor / Writing)

Journalism is undergoing cataclysmic changes. By all accounts it appears to be dying (or is already dead), but in fact it has never been more alive. The tools of journalism are widely available and it’s more important than ever to develop skills of communication and storytelling and to understand how media work.

This course will ground students in the basics of journalistic authorship, which includes written, audio and visual storytelling. Developing craft is important, but it’s also important to step back and examine context. So we’ll also look at the role of technology in journalism and journalism’s role in society.

Assignments will include blogging, event coverage, an in-depth profile, an audio-photo narrative and a multimedia team group project.

English 2111: Seminar in Narrative Form: Narrative and Time
Dr. Jo Alyson Parker
TR 10-11:15
(Writing/Theory, GER Art/Lit)

Probable Literary Texts:
Selections from Marcel Proust, Swann’s Way; selections from Laurence Sterne, Tristram Shandy; William Faulkner, Absalom, Absalom!; Toni Morrison, Beloved; Ambrose Bierce, “Occurrence at Owl-Creek Bridge”; Jorge Luis Borges, “The Secret Miracle”; Italo Calvino, “T-Zero”; Virginia Woolf, To the Lighthouse; Martin Amis, Time’s Arrow; David Mitchell, Cloud Atlas
Probable Critical Texts:
Selections from Gérard Genette, Narrative Discourse; selections from Brian Richardson, ed., Narrative Dynamics

Probable Films: La Jetée, 8 1/2, Occurrence at Owl-Creek Bridge, Memento


English 2231: Nonfiction Workshop
Dr. Melissa Goldthwaite
MR 1:00-2:15 (Writing)

This section of English 2231 is a course in the writing of creative nonfiction, specifically memoir and personal essay.

With attention to both student and professional writing (through workshops and reading, respectively), this class will provide a context in which responsive and active readers and writers of creative nonfiction can increase their appreciation for the genre, wallow in the often messy process of discovery and research, work with others in the process of crafting and revising, and bring their own creativity and imagination to play.

Students in this class will participate in in-class writings
and workshops, do a series of short pieces, and write and revise two longer pieces of creative nonfiction.

ENG 2271 Special Topics: Food Writing
Professor Tenaya Darlington
MR 2:30-3:45
(Writing)

In the last decade, "food writing" has boomed as a genre, from memoirs based on food (The Man Who Ate Everything) to food blogs (the Julie and Julia Project) to food journalism (Fast Food Nation). In this class, we'll explore why food has become a topic of interest to writers - and to readers, paying particular attention to issues of sustainability, regional food production (including the backyard chicken movement), and fair trade. Students will read and write extensively about food, including reviews, essays, and a profile of a food producer. As a class, we will eat several meals together, and students will have the opportunity to participate in a fast or a similar diet-related project.

ENG 2411 Shakespeare Later Works Seminar
MW 4:00-5:15
Shakespeare Later Works
Lisa Walters
MWF 10:00-10:50
(GER Shakespeare, Art/Lit)

This course will examine seven plays from the latter portion of Shakespeare's dramatic career, from roughly 1600 onwards. Situating plays within their social and historical context, students will explore the plays in relation to early modern culture while analyzing their relevance to contemporary theoretical concerns such as post-colonialism, race, sexuality, nationality, feminism, power and politics.

Dimensions of Freedom – PHL 2511/Eng 2911
Tom Brennan
W – Off Campus
Instructor’s permission is required (GER Art/Lit, Brit.)

This course will be offered in the context of the Inside Out Prison Exchange Program. This means that the class will include, in roughly equal numbers, SJU undergraduates and prison inmates. Given these demographics, the setting ("classroom") will be the prison assigned to us. It will be team taught by Rev. Thomas Brennan, SJ, Assistant Professor of English, and Sr. Elizabeth Linehan, RSM, Associate Professor of Philosophy. The class is being designed in such a way as to take maximum advantage of the unique setting and backgrounds of the students. Participants will include people who are incarcerated, and thus deprived of freedom in a significant way. The experience of imprisonment will be an important focus of class discussion, and a starting point to examine multiple dimensions of human freedom. These include: negative vs. positive freedom; freedom of action vs. inner freedom (thought, imagination, will); political freedom vs. political oppression; the extent to which freedom in any of these senses is a good, worthy of the value we tend to give it. For each dimension, we will also ask what inner and/or external conditions limit or even preclude its exercise.

Political philosopher Hannah Arendt claims that the ability to forgive and the ability to make and keep promises are at the center of human freedom, the capacity to interrupt automatic processes and begin something new. Special attention will be given to the literary depiction of forgiveness (and its alternative, vengeance), and the philosophical issues connected with these.

ENG 2911 – Literature and Culture: Medieval Dream Visions
Dr. Paul J. Patterson
MWF 11:00-1:50
(GER Art/Lit/ Med./Ren)

Dreams are the oldest language known to mankind. From ancient cultures to present day, people have desired to understand their dreams. In the Middle Ages, an entire genre of writing used to express dreams and visions emerged. Its authors used dreams to advance political ideologies, relate religious experiences, and create beautifully intricate poetry.

This course will trace the development of the multi-faceted genre of the dream vision in medieval literature. We will begin with the classical antecedents for many dream visions, Cicero’s Dream of Scipio, Macrobius’s Commentary on the Dream of Scipio, Boethius’ Consolation of Philosophy, and the Bible. We will go on to study the Old English Dream of the Rood, works of the fourteenth century by Chaucer, Langland, and the Pearl-poet, and the
fifteenth-century work of Christine de Pizan. In addition, we will study the considerable influence of Dante’s *Commedia* on the English dream vision. In examining the drama of dream vision, we will seek to understand how he form evolves and how each author uses the conventions of the genre to his or her own ends. All readings will be in translation. Course requirements include a midterm, final, final project, and presentation.

**ENG 2691 Twentieth-Century Authors: Hopkins and Joyce**

*Joseph J. Feeney, S.J.*

M, R (2:30-3:45)

(Brit/Irish, GER Art/Lit)

A study in delight: Gerard Manley Hopkins and James Joyce are two of the most original and popular modern writers. Hopkins reinvented poetry, bringing fresh language and rhythms, returning English to its Anglo-Saxon roots, creating poems of nature, ecology, God, mental anguish, and celebration, and writing one of the finest odes in English, “The Wreck of the Deutschland.”

Joyce reinvented fiction, bringing the stream of consciousness and a variety of styles, making Dublin live in his pages, and writing probably the best novel of the 20th century, *Ulysses*, along with *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Finnegans Wake*.

In this course--a lecture/discussion course--we’ll read all of Hopkins’ important poems, and Joyce’s/ *Ulysses*, *Dubliners*, and *Portrait*.

**ENG 2761 American Authors: Mark Twain**

*Anthony J. Berret, S.J.*

MWF 11:00-11:50

(GER American)

In the centennial year of Mark Twain’s death (he died on April 21, 1910), this course will treat the different genres in which Mark Twain wrote—short story, novel, essay, lecture, and travelogue—the different topics on which he wrote—prospecting, piloting, business, politics, childhood, race, and history—and the different scenes of his writing—Nevada silver mines, the Mississippi River, the Gilded Age of business and politics in America, and various countries of Europe and the Near East.

Since the course covers just one author, it will allow time to study the life of Mark Twain as well as his works. The life is especially important because one of Twain’s principal creations was his own personality, a mysterious and entertaining combination of gentleman and tramp, philosopher and clown. Involved in most of the movements of his time, Twain reflected in his life seventy-five years of American history.

The readings of the course will follow in this order:

- *Short Stories* (mostly from early journalism in the West)
- *The Innocents Abroad* (travel in Europe and the Holy Land)
- *The Gilded Age* (business and politics in late 19th Century America)
- *The Adventures of Tom Sawyer* (childhood along the Mississippi)
- *Adventures of Huckleberry Finn* (a more gritty childhood affected by slavery and race)

* A *Connecticut Yankee in King Arthur’s Court* (an American visits the Middle Ages)
* The Mysterious Stranger* (a relative of Satan visits the earth).

**ENG 2851 Contemporary American Poets**

*Dr. April Lindner*

MR 1:00-2:15

(Writing / Art/Lit GER)

In this class, we will explore the American poetry scene, from the 1950s to the present. We will read representative works from a number of movements including the Beats, the Confessionals, the Black Arts movement, women’s poetry, the New York School, deep image poetry, Language Poetry and New Formalism.

Students will keep a response journal and will produce a number of different kinds of formal writings, including creative imitations, an explication, an analytical essay, and a review of the poetry collection of their choice.

**Eng 2911 Literature and Culture: Violence & Reconciliation in Northern Ireland**

*Sociology cross-list*  
*Dr. Rob Moore/Dr. Ann Green*

MR 1:00-2:15

(GER Art/Lit, Brit/Irish)

**Course Description:** We are all somewhat familiar with the political, social, and religious unrest in Northern Ireland. This course will examine violence and reconciliation in Northern Ireland from both sociological and
We will pay special attention to both the socio-historical roots of “The Troubles” and the moral context of discourses of retribution and forgiveness, and we will consider how different kinds of texts: philosophical, novelistic, autobiographical, and filmic, work to convey meanings about “the Troubles.” As we are both interested in how Northern Ireland represents global conflicts, we will continuously refer to other, worldwide events echoed or highlighted by “the Troubles.”

We will begin by considering the history of Northern Ireland, and then by briefly comparing the Civil Rights struggle in a U.S. context with the Civil Rights struggle in Northern Ireland. While activists in Northern Ireland drew from the nonviolent strategies and philosophies of Dr. King and others, the context of Northern Ireland provided different interpretations and outcomes. By considering how “race” in a U.S. context is figured and refigured against how “sectarianism” in Northern Ireland is also figured and refigured, we hope to highlight how oppression functions in different contexts.

Our first comparison will be between the two “Bloody Sundays,” the 1965 attack by Selma, Alabama state police on unarmed Civil Rights marchers and the January 1972 clash in Derry (Londonderry) between British paratroopers and Catholic civilians that is commonly referred to as “Bloody Sunday.” By considering these two historical moments that are in some ways worlds apart—we hope to consider the parallels between struggles for justice in different contexts. In other words, as Dr. King wrote in “A Letter from a Birmingham Jail,” “Injustice anywhere is a threat to justice everywhere.”

This course will conclude with a two-week visit to Northern Ireland. We will meet with people who have been engaged in struggles for peace and reconciliation. We will visit and learn about Corrymeela, an ecumenical community committed to the work of reconciliation by providing a “safe and shared space” where people can meet as Protestants and Catholics, British and Irish, rich and poor, and through open dialogue and interaction grow in trust with one another. During the second week, students will travel to Derry and Belfast to visit historically important neighborhoods, attend guest lectures, and meet activists involved in cross-cultural community organizations.

**THIS COURSE IS BY APPLICATION ONLY!!!**

Please see Dr. Green for an application!!!! (BE 106)

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### Eng 2915 Literary Forms and Styles: Recurring Romantic Themes in British Literature

**Frank Morris**

R 6:15-8:55 (Brit/Irish, GER Art/Lit)

The course will examine expressions of the Romantic impulse that occur repeatedly in English literature. These include: the courtly erotic visions of medieval romances and lyrics, the intense explorations of the meaning and mystery of physical nature that are characteristic of Romanticism at all times, and the philosophical perceptions of 19th and 20th century writers who viewed Romanticism as a way of knowing. Selected readings from: W.B. Yeats, D.H. Lawrence, Virginia Woolf, Samuel Thomas Coleridge, William Wordsworth, Jane Austen, Thomas Mallory, Phillip Sydney, John Donne, and William Shakespeare.

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### ENG 2755 American Authors: Modern American Novel

**Patrick Samway, S.J.**

Tuesday: 6:15-8:55 P.M. (American, GER Art/Lit)

Aim: This course is designed to initiate and develop an understanding and appreciation of major 20th-century novels and to stimulate a critical awareness in evaluating the texts assigned. Great emphasis will be on an appreciation of the originality and genius of the novels we discuss; this cannot be stressed enough. The novels that will be assigned include the following:

- **As I Lay Dying**, William Faulkner
- **Winesburg, Ohio**, Sherwood Anderson
- **Farewell to Arms**, Ernest Hemingway
- **Breath, Eyes, Memory**, Edwidge Danticat
- **The Optimist’s Daughter**, Eudora Welty
- **The Things They Carried**, Tim O’Brien
- **A Lesson Before Dying**, Ernest Gaines

To this end, this course will consist of lectures, readings,
discussions, conferences, quizzes, and a mid-term and a final exam. All quizzes will be announced in advance. Each student will give at least one presentation, as listed in the syllabus. I expect students giving presentations to write in advance a 2 ½ page, double-spaced paper, about the subject matter for that class. The student will read the paper at the beginning of class. A short critique of the paper by the class will follow. Normal academic regulations and procedures at Saint Joseph’s University will be followed. Students are expected to attend class: two absences, including those authorized for University-sponsored events, will be allowed. Each absence after two will result in a loss of half a grade point. In case of absence, and when possible, the student is requested to notify Father Samway in advance. Since writing is an essential activity in evaluating works of fiction, two essays, approximately 7-8 pages in length, will be assigned. The style format to be followed is that of the Modern Language Association (M.L.A. Handbook for Writers of Research Papers [sixth edition]). For students who submit a rough draft of this paper at least ten days in advance, have an interview with Father Samway about this paper, and who rework this draft into a finished paper, special consideration will be given (the paper will receive, at least, a half-grade to a full-grade higher).

The course will have weekly quizzes on the readings, optional student presentations, a term paper with a research or creative option, a mid-term and a final. Teaching methods will include lecture, discussion, and multi-media presentation.

ENG 2551-151 “Loose Baggy Monsters”: The World of the Victorian Novel
Dr. Sorensen

This course treats three major Victorian novels and their social and cultural context: Charles Dickens’s Bleak House (1852-53), George Eliot’s Middlemarch (1871-72), and Anthony Trollope’s The Way We Live Now (1875).

Through close readings, students will be encouraged to fathom the ways in which these novels shape and are shaped by their times. Employing Henry James’s metaphor of the Victorian novel as a “loose baggy monster,” we will chart links between their form, style, and context and the dominant controversies of mid-Victorian England as reflected in the writings of John Stuart Mill, Thomas Carlyle, Matthew Arnold, Charles Darwin, Harriet Martineau, and many others.

Class discussion will be organized around seminars and student response papers. Texts will include:

- Trollope, The Way We Live Now (Oxford UP)
- Eliot, Middlemarch (Oxford UP)
- Dickens, Bleak House (Oxford UP)
- Buckler (ed.), Prose of the Victorian Period

Students enrolled in this course will be encouraged to begin reading these novels over the Christmas break, so as to allow sufficient time for discussion.

ENG 2451 Modern Drama
Dr. Laura Pattillo
TWF 1:00-1:50
(GER Art/Lit, Drama course or genre course in Lit. track)

Starring: Ibsen, Strindberg, Chekhov, Pirandello, Glaspell, O’Neill, Williams, Miller, Ionesco and others!

Modern Drama is your ticket to an overview of modern drama from its beginnings in the late nineteenth century to its move toward more postmodern forms and themes in the late twentieth and early twenty-first centuries. We will read plays written between 1879 and 1959 for most of the course. Near the end of the semester, we will touch upon several key post-1960 playwrights who represent the directions drama has taken in recent decades. In this course we will read, discuss, watch and write about drama. We will screen excerpts from filmed versions of some of the plays, and we will discuss the importance of production and the performative nature of dramatic literature extensively in this class.

Modern Drama as reviewed by a former student on Facebook: “I'm not kissing up here, but that was a really great class in terms of learning a little bit of everything. It's a good introduction to major playwrights and a way to find out who you want to read/see more of!”

Save the Date...

English Department Faculty Softball Game!!

Friday, April 9, 2010
4:00 p.m.
Saint Mary’s Lawn