



2018-2019

DEPARTMENT OF
ENGLISH



GLENDON



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2275 BAYVIEW AVE, TORONTO, ONTARIO M4N 3M6

**Glendon's English
Department is committed to the
pursuit of excellence in teaching
and research within a bilingual
small-size university with a
strong sense of community.**

DEPARTMENT OF ENGLISH

Office: C220 York Hall
Telephone: (416) 487-6713
Fax: (416) 487 6850
E-mail: english@glendon.yorku.ca

Chair: Igor Djordjevic
C 216 York Hall / (416) 736-2100 ext. 88161

Administrative Assistant: Patricia Muñoz
C 217 York Hall / (416) 736-2100 ext. 88175

Faculty Secretary: Meg Kay
C220 York Hall / (416) 736-2100 ext. 88160

This cover features what some assume to be the only known likeness of William Shakespeare painted during his lifetime. The "Sanders portrait" turned up in Montreal in 2001 in the property of one of the distant, Canadian, relatives of the painter, John Sanders.

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ABOUT OUR PROGRAM

Our program stands as a hub in the middle of the liberal arts studied at Glendon. It is a pathway to and an intersection with a variety of other programs and disciplines, and its flexibility is designed to accommodate your evolving interests. Our program is an important contributor to the group of “General Education” courses required from any BA at Glendon and York, and its faculty’s specialization in the many aspects of English studies define us as a site of interdisciplinary scholarship and learning.

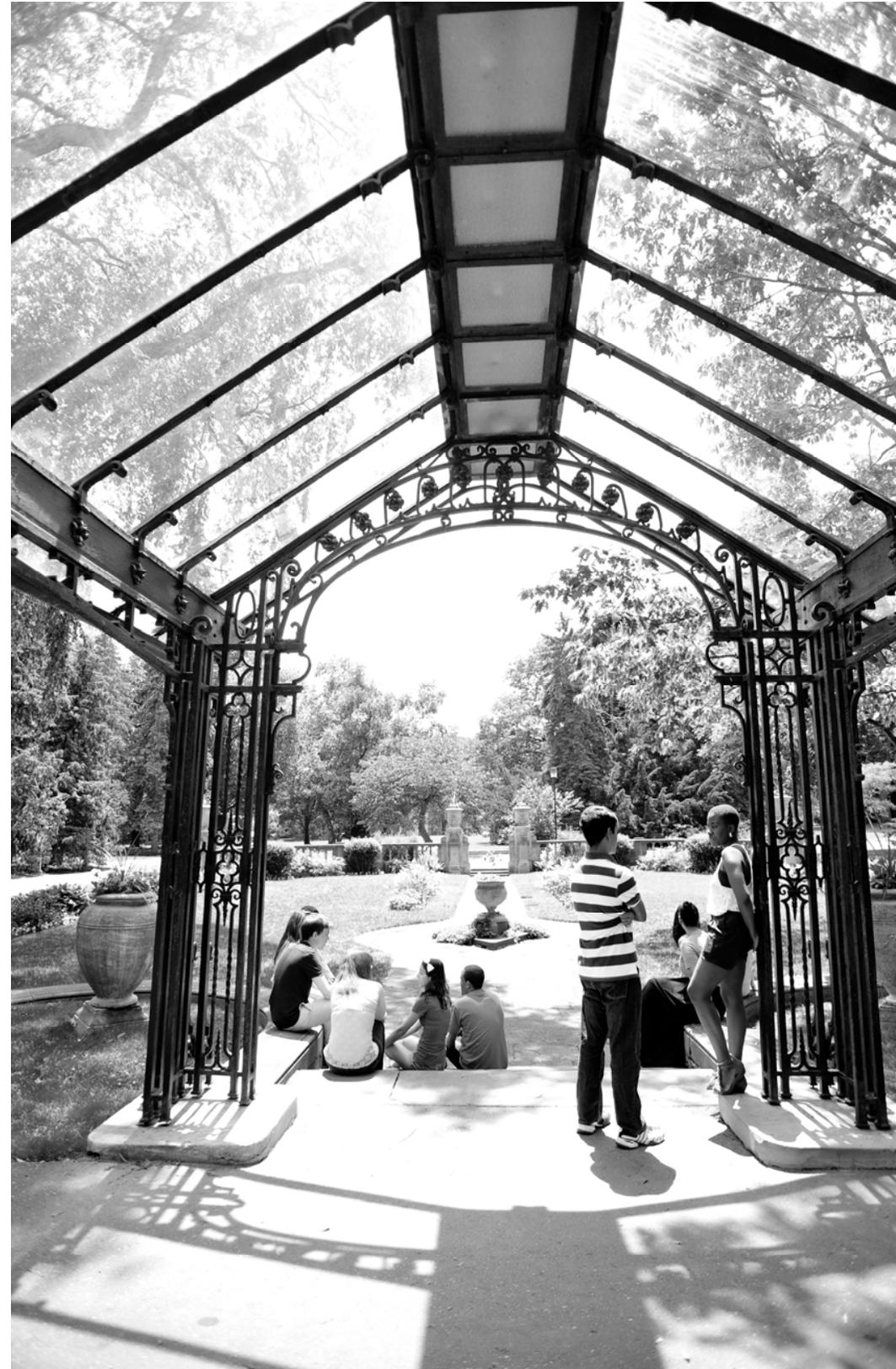
Whether you join us to learn about the long history of literature in English from its medieval origins to its evolution into a modern global phenomenon or are drawn to study in depth a historical period, or Canada’s own rich literary tradition, our program will match your interest and your needs.

Are you more interested in drama? Our program provides courses covering the history of Western drama from its classical roots in ancient Greece to the present, as well as courses in post-colonial theatre from across the English-speaking world, opening up possibilities for an additional major or minor in Drama Studies.

Are you more interested in a teaching career and want English as a “teachable”? Whether English is your major or a minor, the program is designed specifically to meet the requirements for entrance into a teaching program. For those interested in teaching English globally, the Certificate of the [Discipline of Teaching English as an International Language Certificate](#) (Cert D-TEIL) offered by the Department can be easily “bundled” into your major without increasing the number of courses you would take normally, and increase your chances for employment after graduation.

Or, are you coming to us to improve your writing and editing skills, or develop your creative writing? A variety of courses offered by our program open up pathways to possible double majors with Communications or Linguistics, or to a minor in creative writing.

Whatever your interests may be, and at whatever time in the course of your studies you may develop your desire for a greater focus—on a historical period, a national literature, a certificate in teaching, or an additional major or minor—our program is flexible enough to meet your needs. By majoring in English at Glendon you will acquire crucial transferable skills in critical thinking, effective communication, data-mining, data-synthesis and presentation, that will open up productive career paths into a variety of professions ranging from teaching and editorial work, through marketing and advertising, to journalism, the law, and government service.



OUR PROFESSORS

DAVIDSON, MARY CATHERINE

BA (UBC) M.A. Ph.D. (University of Toronto). Associate Professor. Professor Davidson teaches linguistics and language studies courses in medieval and modern English and specializes in the history of the English language. Her book *Medievalism, Multilingualism and Chaucer* (Palgrave-Macmillan, 2010) analyzes multilingualism and language contact in Chaucer's England and modern perceptions of medieval English. Her articles on Medieval and Modern English have appeared in *Neophilologus*, *Modern Philology*, *Studies in Medievalism*, *Early Modern Literary Studies*, and the collection *Opening Windows on Texts and Discourses of the Past*. She is co-editor of the collection *The Languages of Nation* (Multilingual Matters, 2012) and her current book project focuses on globalization, multilingualism and Anglophone language attitudes in Hollywood film.

DJORDJEVIC, IGOR

BA (State University of New York at Binghamton), MA, PhD (University of Toronto). Associate Professor. His areas of teaching are early modern literature including Shakespeare, and the literature of the Restoration and Eighteenth century. As a historian of reading, he is particularly interested in the preservation and transmission of historical memory and the formation of cultural memory; he specializes in Renaissance historical writing that includes chronicles, poems, plays, and various other textual forms. He has authored two books, *Holinshed's Nation: Ideals, Memory, and Practical Policy in the Chronicles* (Ashgate, 2010), and *King John (Mis)Remembered: the Dunmow Chronicle, the Lord Admiral's Men, and the Creation of Cultural Memory* (Ashgate, 2015), as well as several chapters and journal articles on Shakespeare, early modern, and eighteenth-century literature.

FREW, LEE (CLA 2018-2019)

BAH MA (Queen's) PhD (York University). Assistant Lecturer. Professor Frew teaches courses in Canadian and Postcolonial literatures. His areas of interest include early nineteenth-century Canadian nationalisms, transatlantic environmental writing, WWI literature, and Aboriginal literatures. He has published articles on Margaret Atwood's MaddAddam trilogy and Dionne Brand's *What We All Long For*. His forthcoming book is a critical edition of the works of Ernest Thompson Seton, a co-founder of the wild animal story genre and key figure in both Canadian and American environmental history.

MACAULAY, MARCIA

BA, PhD (UBC). Associate Professor of English. Courses taught: Introduction to Linguistics, Sociolinguistics, Discourse Analysis, Pragmatics, Varieties of English, Narrative Theory. Major publications: *Processing Varieties in English: An Examination of Oral and Written Speech Across Genres* (1990) as well as articles on Stylistics, Pragmatics and gender and language. She is the co-creator and co-organizer of NAWPRA (North American Workshop on Pragmatics) and the co-editor of *Pragmatics and Context* (2012).

MARTIN, IAN

BA, MA (University of Toronto). Associate Professor of English. Coordinator of York Certificate programme in the Discipline of Teaching English as an International Language (Cert D-TEIL). Courses most frequently taught: ESL (all levels), Teaching English as an International Language, Studies in Canadian English, and English as a World Language. Major publications: *An Invitation to Explore ESP* (RELC Press, Singapore, 1992); *Aajiqatigiingniq* Vols 1-3 (Department of Education, Nunavut, 2000). Research interests: international English, intercultural aspects of language learning, motivation, language teacher development, language ecology, indigenous language revitalization.

MORGAN, BRIAN

BA (York University), MA, PhD (OISE/University of Toronto). Associate Professor. His research interests include language and identity, language teacher education, and critical (multi) literacies, particularly in relation to EAP, ESL and EFL issues and settings. He is a co-editor (with Alastair Pennycook and Ryuko Kubota) of the *Critical Language and Literacy* book series published by Multilingual Matters. His first book, *The ESL Classroom* (1998), is published by University of Toronto Press.

RUSSELL, DANIELLE

BA, MA, PhD (York University). Associate Professor. Her areas of interest are 20th Century American Literature; Victorian Literature and Children's Literature. Her book, *Between the Angle and the Curve: Mapping Gender, Race, Space, and Identity in Cather and Morrison* (2009), explores the intersection of identity and setting in the fiction of Cather and Morrison. Her publications include chapters on Cather's *The Song of the Lark*; Alice Walker's *The Color Purple*; the critical legacy of *The Madwoman in the Attic*; L. M. Montgomery's *Anne of Green Gables*; Neil Gaiman's *Coraline* and *MirrorMask*; and the Lemoyne Snicket Series.

COURSE LISTINGS

1900 3.00 (F)	Reconciling Literature: Understanding Texts & Contexts	L. Frew
1901 3.00 (W)	Reading with Purpose: An Introduction to contemporary Critical Approaches to Literature	L. Frew
1902 3.00 (F)	Beyond Google: Research Methods in English Studies	S. Coysh
1903 3.00 (w)	English in the world; the world in English	I. Martin
2632 6.00	Western Drama: Ancient to Modern	J. Petropoulos
2633 6.00	The Literary Tradition of English	R. Woodall
2643 6.00	Poetry and Poetics	TBA
2900 3.00 (W)	Sex, Swords, and Sandals: Classical Foundations of English Literature	I. Djordjevic
2902 3.00 (W)	Idea, Opinion, Argument: Rhetoric for Academic Settings	TBA
3210 6.00	Chaucer and Medieval Literature	M.C. Davidson
3220 6.00	English Renaissance Literature	TBA
3365 6.00	Transatlantic Modernisms	L. Frew
3472 6.00	Fractured Identities: American Literature from the Civil War to WW II	D. Russell
3473 6.00	Navigating Nationhood: American literature since WWII	D. Russell
3620 6.00	Reading Shakespeare	TBA
3622 6.00	Postcolonial Drama in English	TBA
3635 6.00	Modern and Contemporary Drama	TBA
3940 3.00 (F)	From Contact to Confederation: Canadian Literatures before WWI	L. Frew

3942 6.00	Postnational Perspectives: Contemporary Canadian Literature	L. Frew
4232 3.00 (W)	Canadian Writers' 'Take' on the World	TBA
4245 3.00 (F)	Adaptation Studies: Literature and Film	M.C. Davidson
4250 6.00	Studies in Genres: Comedy	TBA
4330 3.00 (F)	The Funny Men of the 18th Century: Swift, Fielding, and Sterne	I. Djordjevic
4620 6.00	Contemporary Women Playwrights	TBA
4662 3.00 (W)	Early Modern Women Writers	TBA

COURSE DESCRIPTIONS

FALL & WINTER 2018-19

GL/EN 1900 3.0 RECONCILING LITERATURE: UNDERSTANDING TEXTS & CONTEXTS

Category: Foundation Set

General Education Credit: HUMA

Cross-list: CDNS

Instructor: L. Frew

Calendar Description

This course responds to the Truth and Reconciliation Commission's Calls to Action by examining literature representing Canadian Indigenous peoples. While building student capacity for intercultural understanding, this course introduces literary elements and techniques, and the methods of textual analysis.

Expanded Course Description

This course responds to the Truth and Reconciliation Commission's Calls to Action by examining literary texts representing the experiences of Canadian Indigenous peoples: namely, those related to the residential school system, Crown treaty obligations, and Indigenous peoples' historical and contemporary contributions to Canada. A wide range of texts will be studied, including orature, autobiographical works, exploration and travel writing, scientific discourse, political speeches, journalism, legal testimony, historical writing, graphic novels, literary prose and verse, and drama. Students will develop their critical reasoning skills by learning how such works operate to convey complex ideas within a fraught Canadian colonial context.

This course is open to students in first and second year.

GL/EN 1901 3.0 READING WITH PURPOSE: CONTEMPORARY CRITICAL APPROACHES TO LITERATURE

Category: Foundation Set

General Education Credit: HUMA

Instructor: L. Frew

Calendar Description

This course introduces students to the interpretive methods and theoretical concepts used in contemporary literary criticism. By studying both primary texts and numerous critical responses, the goal is for students to develop their own critical thinking and writing about literature.

Expanded Course Description

This course introduces students to the interpretive methods and theoretical concepts used in contemporary literary criticism. In addition to a selected core of literary texts, a number of corresponding critical approaches will be studied, including psychoanalytic, Marxist, cultural, feminist, gender, and reader-response criticism; the schools of New Criticism and New Historicism; as well as deconstruction. By learning the various ways in which literary critics and scholars find meaning in literature, students will develop their own critical thinking and writing skills.

This course is open to students in first and second year.

GL/EN 1902 3.0 BEYOND GOOGLE: RESEARCH METHODS IN ENGLISH STUDIES

Category: Foundation Set

General Education Credit: MODR

Instructor: S. Coysh

Calendar Description

This course introduces the research methods appropriate for English literary studies shared by other disciplines in the humanities. Going beyond basic search

engine queries, the students master discipline-specific research databases and resources, apply critical source-evaluation, and learn to use referencing styles.

Expanded Course Description

“Just Google it” seems to be the most common answer to any question we pose these days. But how do we know when the popular search engines we so often use in other spheres can provide the information needed in a scholarly context? How should one consider the ready availability of information when trying to find the best sources for a research question? The course will follow a blended learning format with students attending in-person lectures, participating in practical tutorials, and interacting with online module content and activities. Three out of the twelve weeks in the course will be offered fully online. Students will be introduced to specific concepts and, through practical components, directed to suit their research in the course to literary texts of their choice, including ones studied in other courses. Dedicated assignment preparation time will be performed during class meetings in the computer-lab where the students will be able to get individualized assistance and guidance from the instructor.

This course is open to students in first and second year.

GL/EN 1903 3.0 ENGLISH IN THE WORLD; THE WORLD IN ENGLISH

Category: Foundation Set

General Education Credit: SOSC

Cross-list: LIN/ILST

Instructor: I. Martin

Calendar Description

This course introduces students to the historical development and current state of English as a world language, particularly in the context of cultural, economic and political globalization. Course themes explore the world of English through literatures, popular culture, and new media, drawing attention to their implications for English Language Teaching.

Expanded Course Description

This course introduces students to the development and current state of English as a world language, particularly in the context of cultural, economic and political globalization. Readings discuss the original spread of English to countries such as the USA, Canada, Australia, New Zealand, followed by the period of colonial expansion and exploitation in Africa and Asia, and its current status as a global lingua franca serving a wide variety of administrative, commercial, and educational purposes across national and regional borders. Indeed, the global prominence of English in the world is reflected in the fact that so-called “non-native” speakers of the language, and of the many varieties of World Englishes, now represent the vast majority of its speakers, raising questions about the desirability or possibility of imposing linguistic standards of use.

Course texts examine both positive and negative aspects of English in the world. As a lingua franca, English facilitates international communication and collaboration in many fields and endeavors. Yet, English is also a form of social capital, unevenly distributed in many countries where wealth determines access to instruction and improved life chances. In some countries, English is also viewed as a potential threat to local cultural and religious beliefs as well as minority and indigenous languages.

Students will explore the complexities of English through a variety of texts: post-colonial literatures, popular cultural forms such as global rap and hip hop; English-Hindi mixing in Bollywood movies; the language of email, Twitter, and Business Process Outsourcing (i.e., call-centre English); as well as public advertising in multilingual landscapes such as Toronto. Course materials and themes also draw attention to the implications for English Language Teaching.

This course is open to students in first and second year.

GL/EN 2632 6.0 WESTERN DRAMA: ANCIENT TO MODERN

Category: Foundation Set, 1, 2

General Education Credit: HUMA

Cross-list: DRST

Instructor: J. Petropoulos

Calendar Description

The course provides a text-based study of major theatrical achievements from early Greece to the late nineteenth century. This study situates the plays within cultural and historical contexts while focusing on practices of theatrical staging.

Expanded Course Description

The course provides a text-based study of major theatrical achievements from ancient Greece to the late nineteenth century. This study situates the plays within cultural and historical contexts while also focusing on practices of theatrical staging. Additionally, our textual study will include some consideration of questions of gender, ethnicity and race as part of our larger discussion of the cultural context in which the plays were written. While the course is mostly text-based, students are expected to work on staging assignments in order to better understand questions of theatrical staging and how they impact our reading of the texts.

This course is open to students in their second and third year.

GL/EN 2633 6.0 THE LITERARY TRADITION OF ENGLISH

Category: Foundation Set

General Education Credit: HUMA

Instructor: R. Woodall

Calendar Description

This course provides an introduction to the literary tradition of the English language from the medieval period to the 21st century. Historical and cultural backgrounds to major periods and authors are considered, and important works are selected for close study.

Expanded Course Description

The course introduces students to the history of English literature from its earliest appearance in Old English, through the medieval, early modern and following periods to the twenty-first-century. Each era covered in the course is studied primarily through the close reading of representative texts. Throughout the course an outline of the historical and cultural background, along with a brief overview of language history, offers a context for these works.

The aim of the course is to give students experience in reading texts from earlier periods, knowledge of the frameworks of English literary history, and some basic tools for discussing historical writings in context. For students planning to major in

English (for whom this is a required course), it provides a background and guide for further study. It is also intended as a self-contained introduction for students with a general curiosity about literature.

This course is open to students in their second and third year.

GL/EN 2643 6.0 POETRY AND POETICS

Category: 5

Instructor: TBA

Calendar Description

An introduction to the elements and types of poetry and to the special uses of language that occur in poetry.

Expanded Course Description

Poetry and Poetics is a historic survey of poetry, and poetic technique. Tracing a course from the dawn of speech in Africa to the rise of literacy in Mesopotamia thousands of years ago, Poetry and Poetics looks at the origins of language, meaning and metaphor, and how the first poets shaped the beliefs and cultures of their time. Then the great epics: *Gilgamesh*, *The Odyssey*, *The Iliad* and *Beowulf* will be studied, as well as individual poems, tracing along the sweep of history from Greek sagas to contemporary masterpieces.

This course is open to students in their first, second and third year.

GL/EN 2900 3.0 SEX, SWORDS, AND SANDALS: CLASSICAL FOUNDATIONS OF ENGLISH LITERATURE

Category: Foundation Set, 1

General Education Credit: HUMA

Instructor: I. Djordjevic

Calendar Description

This course studies classical Greco-Roman texts and mythology, which have influenced the development of English literature, through a variety of theoretical approaches, including Freudian psychoanalytical readings and Jungian archetypal criticism.

Expanded Course Description

This course explores classical Greek and Roman texts whose literary forms and mythology proved to be the foundations of English and European literature and culture for two millennia. A broad selection of Greek and Roman literary works will enable a study of the birth of literary forms such as the epic, lyric, pastoral eclogue, ode, tragedy, and even the first “novel.” Beginning with the socio-cultural contexts that gave rise to these texts, the course will identify the transhistorical importance of these works and their ideas for the evolution of the Western “canon,” from the Renaissance to influential “modern” readings by Sigmund Freud, Carl Jung, and Joseph Campbell. The literary telling of classical myths that situates humans in relation to the pantheon of Greco-Roman gods may have begun as a quest to define our cosmic place, but two thousand years later, influential modern readings saw in it the key to the mystery of our very selfhood. The timeless theme of the hero journey remains the core of our own popular culture’s myths made in Hollywood, to whose blockbusters like *Star Wars* and many others we will make frequent comparisons.

This course is open to students in their first, second and third year.

GL/EN 2902 3.0 IDEA, OPINION, ARGUMENT: RHETORIC FOR ACADEMIC SETTINGS

<u>Category:</u>	Foundation Set
<u>General Education Credit:</u>	MODR
<u>Cross-list:</u>	COMS
<u>Instructor:</u>	TBA

Calendar Description

This course introduces students to the theory and practice of effective persuasion in academic discourse. Focusing on written forms of persuasion from various fields, students will gain argumentative expertise by understanding the history and written techniques of rhetorical communication.

Expanded Course Description

What is an argument, and what makes it persuasive in the modern academy? We encounter claims and counter-claims all the time, and we are exposed to ideas, facts and their interpretation from an ever-increasing number of sources. But how often do we ask ourselves why—or more importantly, how—we are convinced by one claim and not by another? This course addresses questions by examining the long

history of the art of persuasion—rhetoric—as the foundation for a satisfactory answer. The course will show how rhetorical writing heuristics are an important foundation for academic discourse, and how these tools help shape compelling academic writing. Investigating attitudes about persuasion through the ages, students will also gain perspective on why argument itself is so important in the creation and expression of academic knowledge. Further, this course will also emphasize the practical construction of written ideas and forms to hone students’ academic understanding. Students will gain the expertise they need to express themselves more appropriately, effectively and successfully. The course will follow a traditional learning format, with the course being equally split into lectures and in-class group or individual analysis, along with discussion of various persuasive texts. Because effective persuasive writing is closely tied with close reading and analytic practices, the course will incorporate documents from many fields. A special focus, however, will be on key argumentative structures from various disciplines in the Arts and Social Sciences.

This course is open to students in their first, second and third year.

GL/EN 3210 6.0 CHAUCER AND MEDIEVAL LITERATURE

<u>Category:</u>	1
<u>Instructor:</u>	MC Davidson

Calendar Description

A study of Chaucer’s works. Attention is paid not only to Chaucer’s own writings but also to works illustrating the historical and literary context in which he wrote.

Expanded Course Description

Chaucer is usually categorized as a writer of the late medieval period. At the same time the Italian writers, whose work he often drew on, are generally placed in the context of the earliest phase of the Renaissance. We will look at Chaucer’s writings in relation to the many and varied literary traditions he drew on. As we discuss his characteristic transformations of this material, we will try to articulate how his poetry expresses the development of modernity in Western culture.

The focus of the course will be a careful reading of Chaucer’s poetry, in particular the following: *The Book of the Duchess*, *The House of Fame*, *The Parliament of Fowls*, *Troilus and Criseyde*, and *The Canterbury Tales*.

This course is open to students in their second, third and fourth year.

GL/EN 3220 6.0 ENGLISH RENAISSANCE LITERATURE**Category:** 1**Instructor:** TBA**Calendar Description***This course studies English poetry and prose 1500-1660.***Expanded Course Description**

The course focuses on the non-dramatic literature of the English Renaissance, 1500-1660. The study of a broad selection of authors and works from the period will introduce the main cultural, political, and ideological trends of the Tudor, Jacobean, and Caroline eras. We will trace the gradual transformation of an essentially medieval society into an early modern one and note the adoption of European Renaissance trends and concepts that culminated in the Elizabethan culture of courtship. We will also focus on the writings of the first half of the seventeenth century, a time of political, religious, and cultural upheaval and change, that sees the passing of the remaining medieval aspects of Renaissance culture and the dawn of the modern era brought about by the English Civil War, colonial expansion, and the scientific revolution. In addition, we will study the English authors' experimentation with a variety of literary genres such as chivalric romance, pastoral poetry, the sonnet, narrative and lyric verse, and various types of prose narratives. The study of the literary works will combine contemporary sixteenth- and seventeenth-century poetic and rhetorical theory with twentieth- and twenty-first century critical approaches.

This course is open to students in their second, third and fourth year.

GL/EN 3365 6.0 TRANSATLANTIC MODERNISMS**Category:** 3**Instructor:** L. Frew**Calendar Description**

This course surveys a diverse body of literary works from the late nineteenth and early twentieth centuries that fall under the rubric of "modernism." Taking a transnational approach, the course examines the production and dissemination of works by British, American, Irish, and Canadian authors, poets, and playwrights whose competing engagements with modernity have had enormous influence on subsequent generations of writers around the world.

Expanded Course Description

This course surveys a diverse body of literary works from the late nineteenth and early twentieth centuries that fall under the rubric of "modernism." Taking a transnational approach, the course examines the production and dissemination of works by British, American, Irish, and Canadian authors, poets, and playwrights whose competing engagements with modernity have had enormous influence on subsequent generations of writers around the world. The course also considers literary development within an interdisciplinary context, drawing on the history of visual art, advertising, music, architecture, psychoanalysis, and philosophy to explore the emergence of modern forms of expression. The bearing that concepts such as race, class and gender had on modernist writers is scrutinized alongside topics that include: the manifesto, the salon, literary magazines, the Harlem Renaissance, the Depression, and the World Wars.

This course is open to students in their second, third and fourth year.

GL/EN 3472 6.0 FRACTURED IDENTITIES: AMERICAN LITERATURE FROM THE CIVIL WAR TO WORLD WAR II**Category:** 2, 3**Instructor:** D. Russell**Calendar Description**

This course surveys the diverse scope of American literature from the end of the Civil War to the brink of Second World War, considering a wide range of issues such as the effects of modernization and urbanization on racial, ethnic, and gender relations; the question of national identity/identities; class structures; and the struggle to achieve literary and social diversity.

Expanded Course Description

This course surveys the diverse scope of American literature from the end of the Civil War to the brink of the Second World War. Designed to introduce students to a wide variety of both canonical and lesser-known writers of short stories, poems, and novels, this course looks at the ways in which both literary production and culture in the United States has changed from the Realism of the late nineteenth-century through to Modernism. Discussions will consider a wide range of issues such as the effects of modernization and urbanization on racial, ethnic, and gender relations; the question of national identity/identities; class structures; and the struggle to achieve literary and social diversity. This course traces the cultural

histories of the United States in order to help students understand its contested values and rich literary traditions.

This course is open to students in their second, third and fourth year.

GL/EN 3473 6.0 NAVIGATING NATIONHOOD: AMERICAN LITERATURE SINCE WORLD WAR II

Category: 3

Instructor: D. Russell

Calendar Description

This course examines American fiction from the Second World War to the present. Discussions will consider such themes such as family, home, cultural hybridity; the search for identity; the consequences of war; forms of social oppression; and the increasing technological saturation of American life.

Expanded Course Description

This course examines American fiction from the Second World War to the present. Our focus will be on questions of gender, race, and sexuality, which have emerged as key social topics both in contemporary American life and a wider globalizing world. For this reason, we examine writers of short stories, poems, and novels from a cross-section of racialized and gendered backgrounds. Discussions will consider such themes such as family, home, cultural hybridity, and the search for identity. We will also study writers who address the more negative aspects of contemporary American society by looking at the consequences of war; forms of social oppression; and the increasing technological saturation of American life.

This course is open to students in their second, third and fourth year.

GL/EN 3620 6.0 READING SHAKESPEARE

Category: 1

Cross-list: DRST

Instructor: TBA

Calendar Description

A study of a representative selection of Shakespeare's play texts, with particular attention to how we produce their meanings.

Expanded Course Description

Students coming out of high school into university feel that they "know" what Shakespeare is. In other words, they have already accepted "Shakespeare" as a cultural artifact, one used for different purposes in our society. But how did we get to this point? How did Shakespeare evolve from being a *who* to being a *what*? This course studies how theatrical and interpretive meanings are made through various ways of reading Shakespearean scripts, and trace the evolution of Shakespeare as a playwright and thinker in his own time, in specific circumstances that influenced the production and reception of his works, down to our time. . We will study the textual and performative aspects of approximately a dozen plays in addition to a selection of Shakespeare's non-dramatic verse, and explore the various contexts that inform our understanding of his oeuvre in his own time as well as our own, by considering factors such as his socio-political and cultural background, the nature of early modern theatre, Renaissance poetics and rhetorical theory, and numerous modern and postmodern theories and interpretive performances. We will also think about Shakespeare as a continuously generated product of cultural encounters by examining his engagement with literary sources, as well as the reception, interpretation, and editorial history of his plays.

This course is open to students in their second, third and fourth year.

GL/EN 3622 6.0 POSTCOLONIAL DRAMA IN ENGLISH**Category:** 3, 4**Cross-list:** DRST**Instructor:** TBA**Calendar Description**

This course examines contemporary English-speaking postcolonial drama issuing from one or a combination of the following regions: South and West Africa, Southeast Asia, India, Australia, New Zealand, the Caribbean and Canada.

This course is open to students in their second, third and fourth year.

GL/EN 3635 6.0 MODERN AND CONTEMPORARY DRAMA**Category:** 3**Cross-list:** DRST**Instructor:** TBA**Calendar Description**

This study of modern and contemporary drama in Europe and North America relates the practice of theatrical production to the literary features of plays within their historical and cultural contexts.

Expanded Course Description

We will examine key trends in the development of modern theatre such as realism, expressionism, and epic theatre. In addition to examining the impact of these stylistic trends on contemporary drama, we will also examine the development in the late twentieth century of identity-based drama devoted to questions of gender, race and sexuality.

This course is open to students in their second, third and fourth year.

GL/EN 3940 3.0 FROM CONTACT TO CONFEDERATION: CANADIAN LITERATURES BEFORE WORLD WAR I**Category:** 2, 4**Cross-list:** CDNS**Instructor:** L. Frew**Calendar Description**

This course surveys literary production in Canada from the beginnings of European colonization to the First World War. Particular attention is paid to the contributions of Indigenous, regional, and women writers to the literary tradition in English Canada; translated Francophone works are also examined to provide a comparative study of the literary tradition of Quebec. By covering a variety of texts from across the country, the course aims to provide students with a firm grounding in the historical development of literary cultures in Canada.

Expanded Course Description

This course surveys literary production in Canada from the beginnings of European colonization to the First World War. The focus is on the major genres of the period and their historical and cultural contexts: exploration and settlement narratives, the romance, the long poem, Confederation poetry, and social realism. Particular attention is paid as well to the contributions of Indigenous, regional, and women writers to the literary tradition in English Canada, and translated Francophone works are also examined to provide a comparative study of the literary tradition of Quebec. By covering a variety of texts from across the country, the course aims to provide students with a firm grounding in the historical development of literary cultures in Canada.

This course is open to students in their second, third and fourth year.

GL/EN 3942 6.0 POSTNATIONAL PERSPECTIVES: CONTEMPORARY CANADIAN LITERATURES**Category:** 3, 4**Cross-list:** CDNS**Instructor:** L. Frew**Calendar Description**

This course examines recent Canadian fiction, poetry, and drama, from the late twentieth century to the present. While course themes vary from year to year,

issues of globalization, cultural diversity, and national reconciliation are closely examined. Translated Francophone works are also included to provide a comparative study of the literary tradition of Quebec. By covering a variety of texts from across the country, the course aims to establish current trends in literary production in Canada.

Expanded Course Description

This course examines recent Canadian fiction, poetry, and drama, from the late twentieth century to the present. By connecting contemporary literary texts with postwar and contemporary critical theory, this course aims to chart the development of post-canonical, cosmopolitan literary cultures in Canada. While course themes vary from year to year, issues of globalization, cultural diversity, and national reconciliation are closely examined. Translated Francophone works are also included to provide a comparative study of the literary tradition of Quebec. By covering a variety of texts from across the country, the course explores current trends in literary production in Canada

This course is open to students in their second, third and fourth year.

GL/EN 4232 3.0 CANADIAN WRITERS' "TAKE" ON THE WORLD

Category: 3, 4

Instructor: TBA

Calendar Description

This course will study texts in which Canadian writers, born in or outside of the country, explore other parts of the modern world in novels, stories and poems.

Expanded Course Description

This course will explore how Canadian authors write about other parts of the world in plays, stories, and novels. We will examine the interrelationship between Canada and the United States to other parts of the world, including Africa, the Caribbean, South America, India, and the Middle East. We examine such issues as colonialism, post-colonialism, the African diaspora, and American neo-imperialism. We also consider how Canadian identities cut across borders, making them multiple and hybrid, due to the impact of cross-cultural affiliations from cultural diasporas and migrations. Our readings also take into account the effect of wars between nations as part of our discussion of cross-cultural encounters and experiences.

This course is open to students in their third and fourth year.

GL/EN 4245 3.0 ADAPTATION STUDIES: LITERATURE AND FILM

Category: 3, 5

Instructor: MC DAVIDSON

Calendar Description

This course grounds students in interdisciplinary methods for examining the relationship between literature, film and other forms of media in popular culture. Literary texts and their media adaptations may vary with each offering of the course.

Expanded Course Description

This course adopts Adaptation Studies as a pedagogically engaged discipline which offers students new critical insights into the textual and cultural relationships between canonical literature, popular fiction and a variety of modes including film, television, performance and digital media. Not only an examination of how old and new media can adapt literary texts, this course constitutes an introduction to diverse critical practices in the field of Adaptation Studies which range from feminism and media theory to cultural theory and studies in globalization.

This course is open to students in their third and fourth year.

GL/EN 4250 6.0 STUDIES IN GENRES: COMEDY

Category: varies, depending on course focus (consult the Chair of the Department)

Instructor: TBA

Calendar Description

An intensive study of a particular variety of literature such as Satire, Romance, Tragedy, or Comedy, concentrating on the definition and discussion of theme and form.

Expanded Course Description

The course subtitle and focus may vary from year to year. Please visit the English Program website and consult the mini-calendar for the long description of the course in any year of offer.

This course is open to students in their third and fourth year.

GL/EN 4330 3.0 THE FUNNY MEN OF THE 18TH CENTURY: SWIFT, FIELDING, AND STERNE

Category: 2, 5

Instructor: I.Djordjevic

Calendar Description

This course studies the comedic and satirical narratives by three of the greatest humourists of the eighteenth century (Jonathan Swift, Henry Fielding, Laurence Sterne), in their socio-historical contexts and with regard to various theoretical approaches to satire, humour, and laughter.

Expanded Course Description

This course studies three of the most successful prose satirists and humourists whose works targeted as well as entertained audiences in the eighteenth century: Jonathan Swift, Henry Fielding, and Laurence Sterne. The course elucidates the socio-cultural contexts of the texts' production and original reception, and explores them through Neo-Classical, modern, and postmodern theories of genre and reader-response. We will begin with Swift's early experimentation with prose forms for mostly political purposes. Next comes Fielding's tongue-in-cheek Neo-Classical poetic theory that adapts "epic" and "comedy" in combination with the gendered prose form of "romance" into an early iteration of the novel for purposes of literary parody as well as social commentary. Sterne's intertextual works provide the period's greatest experiments with form for a variety of purposes, including distinctly "Shandean" hilarity, and anticipate many postmodern critical concerns. By the end of the course, the students will have gained an understanding of an extraordinarily fertile period in the development of English narrative and social satire.

This course is open to students in their third and fourth year.

GL/EN 4620 6.0 CONTEMPORARY WOMEN PLAYWRIGHTS

Category: 3, 5

Cross-list: CDNS/DRST/GWST

Instructor: TBA

Calendar Description

This course studies selected plays by contemporary American, British and Canadian women playwrights. Primary methodology is close reading. Attention will also be paid to how theatrical and cultural contexts and material circumstances are embedded in the representations of gender.

Expanded Course Description

This course studies a selection of plays created by contemporary women writers. What becomes quickly evident is that there is no such thing as a 'woman's play.' What does exist, are many different kinds of plays by women. There is wide variety in their concerns and their craft. Style ranges from the performance piece to the traditional script, from the realistic to the symbolic and experimental.

Their concerns are also refreshingly diverse. Their plays are as distinctive and various as the women who write them. What unites them is that now, in an unselfconscious way, women are at the centre of the stage—women characters, women's dilemmas, their subjectivity and perspective. This course gives dramatic testimony to the breadth and diversity of current women's writing for the stage.

The tentative reading list includes plays by Canadians Sharon Pollock, Judith Thompson, Hannah Moscovitch, Djanet Sears, Marie Clements and Kate Hennig. Other titles will be selected from recent works by Caryl Churchill, Lucy Prebble, Paula Vogel, Margaret Edson, Lynn Nottage and others.

This course is open to students in their third and fourth year.

GL/EN 4662 3.0 EARLY MODERN WOMEN WRITERS

Category: 1

General Education Credit: HUMA

Cross-list: GWST

Instructor: TBA

Calendar Description

This course introduces students to the writings of early modern women (1500-1700). Texts are considered in terms of their relationship to each other, to contemporary male texts, and to the historical context.

Expanded Course Description

This course introduces students to the writings of early modern women writers. For centuries, many of these women's voices were silent and silenced, but over the last three decades early modern women's texts are steadily being reintroduced and made accessible in a proliferation of anthologies, on-line data bases, etc. Even with their renewed popularity, many of these writers are not included in most literary courses for a variety of reasons. In this course, we explore some of the reasons which have led to their exclusion from most literature courses, their historical silencing, and their contemporary re-emergence. Early modern women writers write in a wide range of genres and on a variety of subjects and themes. While some of these genres are familiar to most of us — drama, the sonnet, the lyric, memoir or life-writing, travel writing, prose fiction, etc. — others are not. In this course, we study both the familiar and such less familiar genres as the "controversy about women," religious writings, letters, education for women, translations and applied art.

This course is open to students in their third and fourth year.



INDIVIDUAL STUDIES/HONOURS THESIS GUIDELINES

EN 4000 6.00: HONOURS THESIS

Members of the department

Students may prepare a thesis on a particular subject. They must have the agreement of a member of the department to direct the thesis and of a second reader to aid in evaluation. The names of the faculty members and the title of the thesis should be registered with the Academic Services.

For further information please consult the Chair of the Department.

EN 4100 3.00/6.00: DIRECTED READING

Members of the department

Students will do independent reading and/or research, together with written assignments, under the guidance of a member of the English Department.

Permission of the Department is required.



CERTIFICATE IN THE DISCIPLINE OF TEACHING ENGLISH AS A SECOND LANGUAGE (D-TEIL)

Have you thought about travelling overseas after graduation? Does the idea of living abroad to learn about other cultures and languages appeal to you?

The Certificate in the Discipline of Teaching English as an International Language (D-TEIL) has been designed to help you enter into the international field of English language teaching, and to increase your opportunities of working overseas in a growing professional field.

In this program, you will be introduced to general principles of linguistics applicable to language teaching; the latest notions of language learning; concepts of language in society and bilingualism; the history and impact of English as a global language, including both observation and a teaching practicum.

The Certificate consists of 24 credits – all of which also count as English (EN) credits and as Linguistics and Language Studies (LIN) credits: 21 obligatory credits, plus 3 credits to be chosen from a list of “language and society” themed courses. The Certificate typically takes three years to complete.

Students should take EN 1601 as soon as possible, since it is a pre-requisite to upper-year courses. Be advised that the fourth-year courses are only offered in odd-numbered years (2017, 2019, etc.). Please note that this certificate is intended for those interested in teaching English abroad to adults. It is not intended for those wishing to teach ESL in Canada.

ADMISSION REQUIREMENTS

Candidates must:

Be enrolled at Glendon or another faculty of York University OR have completed a university degree at an accredited institution.

Please note:

Not every course is offered every year. Please refer to the current offerings of this mini-calendar.

The course EN 4696 6.0 is only open to Certificate Students, and only to those who have achieved a grade of at least C+ in each of the Certificate courses taken prior to entering EN 4696.

Please note that all **non-hispanophone** Certificate students must have completed or be enrolled in a 6.0 credits Introductory Spanish course (or equivalent) in order to participate in EN 4696 and its international practicum.

THE REQUIRED TEACHING PRACTICUM

A teaching practicum, normally fulfilled in an international setting, is an integral component of the course EN 4696 6.0. This practicum is part of an academic exchange agreement between York University and the E.A. Varona Pedagogical University in Havana, Cuba, and involves all students enrolled in the EN 4696 6.0 course for 3 weeks, at the end of April and the first week of May.

Students requiring financial support may apply for a York International Mobility Award (YIMA), which covers a substantial portion of the costs of Toronto Havana air fare. In addition, the class will be expected to participate in fundraising activities. Any student, for whom this requirement presents an impediment, should contact the Certificate Coordinator as early as possible.

HOW TO APPLY

Students currently registered at York University (Glendon or other faculties) should contact:

Academic Services
C102 York Hall
Glendon Campus
Telephone: (416) 487-6715

Non-York University students should contact:

Student Recruitment & Applicant Relations
B108 York Hall
Glendon Campus
2275 Bayview Avenue
Toronto, Ontario M4N 3M6

Telephone: (416) 487-6710
E-mail: liaison@glendon.yorku.ca
Website: www.glendon.yorku.ca

For more information about the program, contact:

Professor Ian Martin
Coordinator, D-TEIL Certificate
English Department, C216 York Hall Glendon Campus
2275 Bayview Avenue
Toronto, Ontario M4N 3M6

Telephone: (416) 487-6713
E-mail: imartin@glendon.yorku.ca

PROGRAM REQUIREMENTS

This certificate consists of 24 credits to be taken from the following:

21 obligatory credits:

- LIN/EN/SOSC 1601 6.0 The Structure of English (!!)
- LIN/EN 2611 3.0 Phonetics (!!)
- EN/LIN 3606 3.0 Learning ESL
- EN/ ILST/ LIN 4695 3.0 English as a World Language
- EN/LIN 4696 6.0 Teaching English as an International Language (*)
- (*) SP 1000 6.0 Introductory Spanish (or equivalent) is a pre- or co-requisite to EN/LIN 4696, for all non-hispanophone students.

3 credits to be chosen from any one of these courses:

- LIN/EN/SOCI/SOSC 2634 3.0 Language & Society (!!)
- LIN/EN 3604 3.0 Varieties of English (!!)
- LIN/EN/SOCI 3650 6.0 Sociolinguistics (!!)
- LIN/EN/FRAN 3655 6.0 Language Use in a Bilingual Setting (!!)

Note:

Students typically take the courses over a three-year period, in the order given.

A minimum grade of C+ is required in each of the Cert D-TEIL courses.

(!!) courses offered by the Linguistics & Language Studies Program.



DEPARTMENTAL SCHOLARSHIPS & AWARDS

The English Department awards the following annually:

JANET WARNER AND ERIC RUMP TRAVEL AWARD

This award has been established to honour the memory of our Glendon colleagues, Blake scholar and novelist, Janet Warner, and specialist in 18th-century drama, Eric Rump, both great travellers, who felt travel was enriching.

The purpose of the award is to aid a Glendon student who wishes to travel somewhere outside of Toronto with an academic aim in mind. This could include such things as travels to libraries or archives for research purposes, or other travels which could, at least in part, be justified on academic grounds. The money is available for bus/train or air fare, for accommodation expenses, or other related expenses such as photocopies and duplication fees for research projects.

This award will be presented annually to an undergraduate student at Glendon for travel within Canada or internationally for research purposes. Recipients must have completed at least 18 credits in English, have a minimum GPA of 7.50 (B+), be a Canadian citizen, permanent resident or protected person and a resident of Ontario who demonstrates financial need.

ENGLISH DEPARTMENT BOOK PRIZE

This prize recognizes the high achievement of a student majoring in English. This prize is given at the June convocation ceremony.

ENGLISH DEPARTMENT IAN MARTIN D-TEIL BOOK PRIZE

This prize recognizes the high achievement of a student majoring in English taking the D-TEIL certificate, who has the highest GPA in D-TEIL courses. This prize is given at the June convocation ceremony.

ENGLISH DEPARTMENT MIMI CHOI BOOK PRIZE

Named in memory of Mimi Choi, a PhD Student in the Graduate English Program of Liberal Arts & Professional Studies and a tutorial assistant at Glendon, who passed away suddenly in 2017, this book prize is awarded for the best essay at the 1000-level.

The recipient will be selected by a committee comprised of the 1000-level Course Directors and Chair of the Glendon English Department.

ENGLISH DEPARTMENT BP NICHOL BOOK PRIZE

This prize recognizes the high achievement of a student in the Creative Writing course. This prize is given at the June convocation ceremony.

ACADEMIC ADVISING & RESOURCES

Glendon's Academic Services provides a range of registration and support services to students. This office is responsible for maintaining the integrity of student academic records and offers information on University and College rules and regulations, courses and registration, grade reporting and degree audit, graduation and transcripts, and academic advising. You will be able to obtain information on all academic matters from initial registration through to graduation.

ACADEMIC SERVICES

Room C102 York Hall
2275 Bayview Avenue
Toronto, Ontario
M4N 3M6
Canada

Telephone: (416) 487-6715

Fax: (416) 487-6813

Email: acadservices@glendon.yorku.ca

Website: www.glendon.yorku.ca/servicesacademiques

QUICK LINKS:

Undergraduate Calendar: <http://calendars.registrar.yorku.ca/>

Lecture Schedule: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm>

Policies, Procedures and Regulations (incl. Academic Honesty):
<http://www.yorku.ca/secretariat/policies/index-policies.html>

