
The Graduate Program Bulletin

For Study in the

Department of English
University at Albany, SUNY

Master of Arts * Doctor of Philosophy

Effective Fall 2006

Graduate Fellowships and Assistantships



GRADUATE STUDIES IN ENGLISH

Doctor of Philosophy Master of Arts

Department Chair: Mike Hill

Director of Graduate Studies: Interim Director, Fall 2006: Branka Arsić
Resuming Director, Spring 2007: Richard Barney

Master of Arts Advisor: Lana Cable

Financial Assistance:

Teaching assistantships are available for doctoral students at stipends starting at \$11,000 with a 12-credit tuition scholarship. A few Presidential fellowships of \$17,000 with a 12-credit tuition scholarship are available on a competitive basis. Some financial aid is available for Master's students. Persons wishing to be considered for all forms of financial assistance should have completed applications to the Office of Graduate Admissions by **January 15**.

Application Forms: Office of Graduate Admissions
University at Albany, SUNY
Albany, New York 12222
(518) 442-3980 **Or:**

Get Online Forms at the Graduate Admissions website: <http://www.albany.edu/graduate/>

For more information write to: Director of Graduate Studies
Department of English, HU 333
University at Albany, SUNY
Albany, NY 12222 **Or:**

Visit our website: http://www.albany.edu/english/grad_study.htm

PLEASE NOTE:

Students are admitted to the Ph.D. program for the Fall semester only. Applicants wishing to be considered for all forms of financial assistance should have completed applications to the Office of Graduate Admissions by **January 15**. Applicants who do not wish to be considered for financial assistance, but who want to be assured consideration for the Fall semester, should have their completed applications received by the Office of Graduate Admissions no later than **April 1**.

For the M.A. program, students wishing to start in the Fall semester should submit complete applications by **June 15**; those who wish start in the Spring semester should submit complete applications by **November 1st**. Applicants wishing to be considered for all forms of financial assistance should submit completed applications by **January 15**.

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Note: This revision of the Guidelines reflects a program revision approved by the Albany College of Graduate Studies in December 2005. It was produced and approved by the Graduate Advisory Committee: Richard Barney (Director of Graduate Studies), Lana Cable (M.A. Adviser), Branka Arsić, Donald Byrd, Helen Elam, and Jennifer Greiman; Kelly Secovnie and Dave Parry, graduate student representatives. Kelly Williams was the Graduate Secretary.

PART I: THE DOCTOR OF PHILOSOPHY DEGREE IN ENGLISH

Section 1: Overview

The Doctor of Philosophy in English is a professional degree designed primarily for those planning on or already engaged in careers as teachers and writers in four-year colleges and universities. The requirements for the Doctor of Philosophy in English can be completed in four years of full-time academic work (or the equivalent over a longer period) beyond the baccalaureate degree. For those entering with a Master's degree or its equivalent, the requirements for the Doctor of Philosophy degree can be completed in three years of full-time academic work (or the equivalent over a longer period). A longer period may, however, prove necessary for some students. Two semesters of full-time work in residence are required.

Requirements for Admission

In addition to meeting the general University requirements for admission to doctoral study, an applicant should present an undergraduate preparation in the liberal arts with a major in English. Applicants with preparation in other fields, however, may be considered. All applicants must submit the results of the Graduate Record Examination General Test, 15-20 pages of critical writing and, where it is appropriate to the applicant's interests, 15-20 pages of creative writing.

Students are admitted to the Ph.D. program for the Fall semester only. Applicants wishing to be considered for all forms of financial assistance should have completed applications to the Office of Graduate Admissions by **January 15**. Applicants who do not wish to be considered for financial assistance, but who want to be assured consideration for the Fall semester, should have their completed applications received by the Office of Graduate Admissions no later than **April 1**.

Program of Study

The program of study, planned with the Director of Graduate Studies in English, is directed toward the student's interests and specific career objectives. It consists of the following:

1. **Advanced Standing:** A student may apply for up to 30 hours of previous graduate credit in English, of which **no more** than 8 may come from previous writing workshops, toward the 72-credit hour requirement in the Doctor of Philosophy program. Courses presented for advanced standing are subject to all the requirements and restrictions described in the University's *Graduate Bulletin*.

2. **Coursework:** All students must accumulate a minimum of 72 credits, distributed as follows: required courses (16 credits), courses in an area of concentration (at least 16 credits); and elective courses (at least 8 credits outside of chosen concentration). At least 60 of the 72 hours must be taken in English; up to 12 hours may be taken in a “supporting field” (see below).

Required Courses. Four courses (16 credits) are required of all students:

- ENG 710 Textual Studies I: Survey;
- ENG 720 Textual Studies II;
- ENG 770 Teaching Writing and Literature; and
- ENG 771 Practicum in Teaching Writing and Literature.

Courses in a Concentration. At least four courses (16 credits) must be taken in one of the following areas of concentration:

Literature, Modernity, and the Contemporary

This concentration provides a dual framework for considering the history of literature: the study of texts’ singular or innovative relation to the past—a measure of their modernity—as well as the exploration of their complex, sometimes contentious, relation to other discourses of the same historical moment—a measure of their contemporaneity. This double perspective can apply to Europe even before the advent of the so-called “early modern” period during the Renaissance, charting a history of various modernities or modernisms, but it can also serve as the occasion to investigate the limits of considering any literature “modern” or “contemporaneous.” This concentration includes a broad range of courses investigating problems of periodization or genre, questions about aesthetics or creativity, and issues concerning literary form, the history of authorship and readership, and the teaching of literature.

Writing Practices: Poetics, Rhetorics, Technologies

This concentration combines the disciplined practice of writing with a rigorous course of study in the formal, institutional, and material frameworks for understanding that practice. The area provides coursework in creative writing, including poetry, fiction, nonfiction prose, drama, and hypertext, as well as in various kinds of persuasive and argumentative writing. It also examines these writing practices in the context of poetics, rhetoric, technology, and performance as frameworks that are both productive and analytic. The study of poetics and rhetoric therefore provides the basis for shaping a writer’s own aesthetic or persuasive discourses as well as for reading and analyzing them. The technological or material framework serves both to comprehend the history of text production (whether illustrated manuscript, printed page, filmic cell, or digital image) and to test the limits of “written” communication through bodily performance or new media. These poetic, rhetorical, technological, and performative elements also pose diverse intellectual and disciplinary perspectives for studying the teaching of writing in its various forms.

Cultural, Transcultural, and Global Studies

This concentration engages the multiple, changeable, and sometimes volatile elements of a broad range of cultural texts, particularly by employing a variety of interpretive strategies that have emerged in English studies. Work in this area recognizes that the study of culture in English is transnational, particularly given the intellectual pressures of colonialism, postcolonialism, and Anglophone literatures. In accounting for the shifting historical realities of global culture, this concentration also promotes the study of the effects of globalization, cross-cultural exchange, class relations, and the formation of cultural identity on discourse broadly conceived. Courses in this concentration include topics such as class, gender, race, and sexuality; the public sphere, popular culture, and pedagogy as cultural practice; trans-Atlantic, comparative, and diaspora studies.

Theoretical Constructs

Reading and writing in the discipline of English now demand a measure of reflexive awareness of the conditions that make the interpretation of texts possible, as reflected in various perspectives that include poesis, semiosis, ideology, mimesis, and performativity. Courses in this concentration inquire into the history and dynamics of the aesthetic categories that shape interpretation, consider the relation of experience (literary, aesthetic, social, pedagogical, or other) to conceptual explanation, and examine the relation of such concepts to history. They invite students to consider the differences and interfaces among interpretive frameworks and strategies, to inquire about the tensions and dislocations in texts, or to probe the social relations that inform reading, writing, and teaching. Some courses focus broadly and comparatively; others address particular problems, traditions, and theories, or investigate emerging approaches.

Elective Courses: At least two courses (8 credits) must be taken outside the area of concentration

Coursework in Supporting Field(s): Students may take up to 12 of their (minimum) 72 credits in a related field or fields. Under this option, students must seek approval from the Director of Graduate Studies to take courses in other departments that support but also extend their work in English. Expertise developed in a supporting field must be incorporated into doctoral examination areas.

3. Foreign Language Requirement: Students can fulfill the foreign language requirement in one of two ways:

1. Demonstrate reading-level competence in two foreign languages by 1) earning a C or better for two years (or the equivalent) of undergraduate-level study; 2) earning a B or better in a graduate-level foreign language reading course (or the equivalent); or 3) satisfactorily passing a reading examination administered by the Department of Languages, Literatures, and Cultures.
2. Demonstrate fluency in one foreign language by 1) earning a C or better for four years (or the equivalent) of undergraduate-level study; 2) earning a B or better in a graduate-level foreign language course that requires substantial written assignments (e.g., essays, reports, or exams)

submitted in the language being studied; or 3) satisfactorily passing a fluency-level examination administered by the Department of Languages, Literatures, and Cultures.

Note: foreign students whose native language is not English can meet the requirement by demonstrating reading-level competence in one language other than English or their native tongue.

4. Qualifying Examination: After the student completes formal coursework, including both the Practicum in English Studies and the English Internship, he or she must pass a written and oral examination on a specific area of study. Designed in consultation with an examination committee approved by the Director of Graduate Studies in English, and directed toward the critical, scholarly, or creative project the student plans to pursue in the dissertation, the examination has three parts: Part I situates the project methodologically, focusing on how the student will explore his or her chosen subject matter; Part II situates it topically, in terms of a recognized field or content area of English Studies; while Part III focuses on the intersection of Parts I and II, and is based in particular on a draft prospectus of the dissertation the student aims to undertake. See [Part I, Section 3](#).

5. Admission to Candidacy: Students are nominated by the department for doctoral candidacy as soon as all program requirements except the dissertation are satisfactorily completed. A student must be admitted to candidacy at least one regular session before submitting a dissertation.

6. Dissertation: Students are allowed considerable latitude with regard to the dissertation's form and focus. Dissertations may take such forms as critical argument, fiction, poetry, reports of empirical research, or drama; they may also feature some mixture of these. They may focus on the imaginary, the theoretical, the historical, the interpretive, the pedagogical, or the linguistic.

The dissertation will ordinarily grow out of the student's coursework and even more directly out of the qualifying examination, and is designed so that the student can complete it within the academic year following that examination. See [Part I, Section 4](#).

7. Continuous Required Registration: University regulations require that all doctoral students register for at least 3 graduate credits each fall and spring session until they complete their examinations. Thereafter doctoral students need only register for 1 dissertation credit until they receive their degree.

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Section 2: Graduate Assistantships: Awards, Renewals, and Assignments

The Graduate Advisory Committee of the Department of English has established the following policy on the awarding, renewal, and assignment of assistantships in the Department.

1. All assistantships in the Department of English are awarded on a competitive basis by the Department Chair in consultation with the Director of Graduate Studies and the Graduate Admissions Committee. Initial awards are based on an open ranking of the application folders of all students who indicate that they wish to be considered for an assistantship. First priority is given to students admitted to the Ph.D. program, but the Department has also funded a limited number of M.A. students. Application folders normally include transcripts of all previous undergraduate- and graduate-level work, GRE scores, letters of reference, the applicant's statement of purpose, and writing samples.

2. Students entering the Ph.D. program with an M.A. degree are eligible for up to 3 years of assistantship support; students entering without the M.A. are eligible for up to 4 years of support. Any assistantship support students receive from the English Department toward their work in its M.A. program must be counted toward their total allotment should they subsequently enter the Ph.D. program.

3. Students accepting assistantships agree to the following two conditions:

(a) They will not engage in activities within or outside of the University for financial remuneration during the term of that assistantship (i.e., the regular academic fall and spring semesters), except where such activity is undertaken to fulfill part of the Ph.D. program (e.g., ENG 810, the Internship).

(b) They will remain continuously engaged in full-time study during the regular academic Fall and Spring semesters. During the first year of a Department assistantship, this means that a Ph.D. student must register for at least 12 graduate-course credit hours as advised each semester. During the second and third years of an assistantship (assuming its renewal), the student must register for at least 10 graduate credit hours as advised each semester. M.A. students must register for 12 graduate-course credits as advised each semester of their first year on an assistantship, and 9 graduate credit hours in any subsequent semesters.

If a student violates either of these conditions, the Department may immediately revoke the assistantship award.

4. All multi-year assistantship awards must be renewed annually. Students wishing to be considered for renewal must make their request in writing to the Director of Graduate Studies no later than 4:00 p.m. on Friday of the first full week of classes in the Spring semester. In order to be renewed, a student must meet the following requirements:

(a) The student must have made satisfactory progress toward completion of all degree requirements, including coursework. Course grades of I, C, and U are not considered satisfactory.

(b) The student must have performed satisfactorily in her/his assigned position as determined by his/her immediate supervisor in consultation with the Director of Graduate Studies.

5. During their first year, doctoral students with assistantships work at least one semester in the Writing Center, which plays a vital role in the English Department's pedagogical mission and provides a crucial introduction to teaching at Albany. The Writing Center is a university-wide institution serving all the academic units and programs on campus at both the undergraduate and graduate levels. The Center serves both students and faculty, who come to the Center for assistance with writing projects that include undergraduate essays, doctoral dissertations, and book manuscripts. Working as tutors in the Center, graduate assistants gain a broad sense of the intellectual and practical issues at stake in the writing process from a variety of disciplinary fields and levels of ability. They also acquire substantial expertise in helping writers whose second language is English, since a large number of those who draw on the Center are international students and faculty. The experience of working at the Center therefore gives graduate assistants a sophisticated framework for formulating and extending their approach to the process of teaching writing when they later conduct courses of their own.

Graduate assistants are assigned a 20-hour week of working for the Center, which includes tutoring, attending scheduled meetings, participating in Center committees, and conducting research or service projects sponsored by the Center.

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Section 3: Guidelines for the Ph.D. Qualifying Examination

Students are eligible to sit for the Ph.D. qualifying examination once they have completed all formal coursework, including the Practicum in Teaching Writing and Literature (ENG 771). However, the Department strongly recommends that students begin to make the preparations described below **at least** three semesters before that time.

Forming the Examination Committee

At least two semesters before entering the last semester of full-time coursework, doctoral students should consult with the Director of Graduate Studies to plan the qualifying examination and dissertation. The Director will work with students to frame their fields of specialization, and recommend to them faculty who might serve as members of the examination committee.

In its final form, this committee must include a chair and two other full-time faculty. The Department follows University policy on dissertation committee membership (as stated in the *Graduate Bulletin*) as a guideline for examination committee membership. Thus, the committee must consist of a minimum of three members, two of whom must be from the student's school/college, and at least one of whom must be from the student's major department. Students are encouraged, however, to include at least one committee member external to the department. Ordinarily, only those with an earned doctorate or those who hold a full professorship are eligible to participate formally in the qualifying examination process. Ordinarily, each committee must have a State University of New York at Albany full-time faculty member as chair. Individual exceptions to this requirement must be approved by the University's Office of Graduate Studies. In addition, the Department recommends but does not require that the chair of the committee be a tenured faculty member.

After the initial consultation with the Director of Graduate Studies, and in keeping with these membership requirements, the student must identify three appropriate examiners, and then work with them to determine specific examination areas. When the prospective committee members and the student reach agreement on these areas, they notify the Director of Graduate Studies in writing. The Director then formally constitutes the three examiners as the examination committee and, in consultation with the student, designates one of them to serve as chair.

Defining Examination Areas

Once the committee has been constituted, its chair convenes a formal meeting of the examiners and the student to define the critical, scholarly, or creative project that the student plans to pursue in the dissertation. With that project as a guide, the student then works with the chair and the other committee members to construct a brief rationale and a reading list equivalent to approximately thirty-five book-length texts for each of the three parts of the examination as follows:

Part I situates the project methodologically and conceptually, focusing on how the student plans to explore the subject matter examined in Part II. So, for example, for a dissertation project that involved a psychoanalytic study of Faulkner's novels, the Part I examination would likely focus on the relevant psychoanalytic theories and how they have influenced textual interpretation. For a project that involved the history of a particular college writing program, the examination would likely focus on historiography and its competing conceptual frameworks. For a collection of short stories dealing with the instability of the self, the examination would likely focus on narrative theory and practice, particularly as those apply to short fiction.

Part II situates the project topically in terms of a recognized field or content area of English Studies. For the psychoanalytic study of Faulkner's novels, for example, the field would likely be twentieth-century American literature (with an emphasis on the novel) or perhaps, depending on the project's focus, the literature of the American South. For the history of a particular college writing program, the field would likely be the history of writing instruction in U.S. higher education or, again depending on the project's emphasis, something like the history of higher education for women in the U.S. For the project that involved a collection of short stories dealing with the instability of the self, the field would probably involve representations of the self in whatever literatures were most germane to the student's proposed undertaking.

Part III of the examination, finally, deals directly with the critical, scholarly, or creative project that the student plans to pursue in the dissertation. This project should define itself in terms of the intersection of the two areas covered in the first two parts of the qualifying examination. One week before the final (oral) examination session, the student will be required to submit a 10-12 page draft of the dissertation prospectus following the format described in [Section 4](#), "Guidelines for the Ph.D. Dissertation." The reading list for this portion of the examination should include both a projected works cited for the prospectus draft and such other titles as the student and committee agree are most germane to the dissertation project. (At the committee's discretion, some overlap among the three reading lists is acceptable.)

When the committee has approved the rationales and the reading lists, the chair submits a copy to the Director of Graduate Studies, and then schedules the dates for the examination.

Taking the Examination

The examination may be scheduled at any time during the regular academic year that is agreeable to a student and her/his committee. Once it is underway, however, it must be completed within one month.

Part I consists of a take-home written examination: on the scheduled day and time, the student will be given one or more questions by the committee chair, and will then have 72 hours to write an approximately 5000-word response, drawing upon whatever texts, notes, or other materials he or she finds useful. **Part II** takes an identical form: on a second scheduled day and time, the student will again be given one or more questions by the committee chair, and then have 72 hours to write a 5000-word response, drawing upon whatever texts, notes, or other materials he or she finds useful.

Once the student has completed Parts I and II, all examiners evaluate them. If a majority of the examiners gives both parts a passing grade, the student moves on to Part III. If, however, a majority rates Part I, Part II, or both, as failing, the student will not be allowed to sit for Part III, and will have one opportunity to retake the failed part or parts within a period stipulated by the committee.

Part III takes the form of a ninety-minute oral session based on a 10- to 12-page draft of the dissertation prospectus that the student submits one week before the oral session. This portion of the examination must be conducted in university offices, classrooms, or meeting rooms.

If a majority of the examiners also gives this part a passing grade, the student will be deemed to have passed the Qualifying Examination. (If the examination committee determines that the student's performance on the examination overall has been outstanding, they may recognize that accomplishment by recording it as a Pass With Distinction.) If, however, a majority of the examiners rates the student's performance in the oral session a failure, the student will have one opportunity to retake it within a period stipulated by the committee.

In either case, the chair of the examination committee must make a written report of the examination results to the Director of Graduate Studies and submit copies of the examination materials (i.e., questions and answers for Parts I and II, the draft prospectus for Part III) for the student's file.

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Section 4: Guidelines for the Ph.D. Dissertation

Students preparing to work on their dissertations should begin by carefully reviewing the relevant University regulations published in the *Graduate Bulletin* in print or on-line at <http://www.albany.edu/grad/index.html>. In particular, students should note that they must be admitted to candidacy (i.e., have satisfied all program requirements except the dissertation) at least one regular session in advance of submitting their dissertations; and that they must maintain continuous registration each semester by registering for one hour of English 899, Doctoral Dissertation.

Forming the Dissertation Committee

The student begins this process by consulting with the Director of Graduate Studies to identify a faculty member who is both qualified and willing to direct the proposed project and chair the dissertation committee, usually by calling upon those who have served on the qualifying examination committee. Then the student and prospective chair, consulting as necessary with the Director of Graduate Studies, seek other prospective members for the committee.

The Department follows University policy on dissertation committee membership outlined in the *Graduate Bulletin*. Thus, the dissertation committee must consist of a minimum of three members, two of whom must be from the student's school/college, and at least one of whom must be from the student's major department. Students are encouraged, however, to include at least one committee member from outside of English. Ordinarily, only those with an earned a doctorate or those who hold a full professorship are eligible to participate formally in dissertation advisement and the approval of a dissertation. And, also ordinarily, each dissertation committee must have a State University of New York at Albany full-time faculty member as chair. Individual exceptions to either of these requirements must be approved by the Office of Graduate Admissions. In addition, the Department recommends but does not require that the chair of the committee be a tenured faculty member.

Working with the committee chair and members, the student revises the draft prospectus submitted for Part III of the doctoral qualifying examination. The revised prospectus will usually include a clear and well-reasoned statement of the student's methodology or aesthetics; will situate the project in what the committee deems to be the appropriate critical, scholarly, and/or aesthetic contexts; and will briefly describe the proposed chapters. Once the committee chair and all committee members approve the proposal, the chair should forward it to the Director of Graduate Studies with a memorandum confirming the group's willingness to be designated as the student's dissertation committee.

On the basis of the memorandum and the approved prospectus, the Director of Graduate Studies will formally constitute the committee, naming the chair of the committee and notifying all of its members of their appointment. The committee must be thus constituted at least five months prior to the student's date of graduation: by December 1 for May graduations; March 1 for August graduations; July 1 for December graduations.

If the committee subsequently loses its chair or any of its members, the student, assisted by the Director of Graduate Studies, will secure replacements, who must be approved by the Director of Graduate Studies. Should the committee reach an impasse about any important issue, the committee chair should apply to the Director of Graduate Studies for assistance. If the Director of Graduate Studies is a member of the dissertation committee, the matter should be referred to the Chair of the Department.

Writing the Dissertation

Once the committee has been formally constituted, the student begins work on a draft of the dissertation. The committee chair is charged with being accessible to the student, and with establishing and maintaining the protocols governing the student-committee relationship: setting deadlines for the submission and return of drafts, coordinating the committee members' responses, compiling all relevant correspondence, calling meetings of the group, and so on. The student is charged with keeping the director informed of his/her progress.

A student may not submit a previously published work as a dissertation. While the dissertation may include elements of a student's previously published work, the bulk of it should consist of work undertaken during the student's tenure in the graduate program in English. In all instances, the dissertation committee is the final arbiter of whether and how any of the student's published material can be included in the dissertation.

The student will be responsible for securing the rights to any published work that appears in the dissertation.

Formal Submission, Final Approval, and Public Presentation of the Dissertation

When the student and committee chair believe the final version of the dissertation is complete, the student submits it to the committee; a majority of the committee, including the chair, must approve the dissertation for it to pass. Once approval is confirmed, the committee chair will arrange for a **dissertation colloquium** as a last step in the degree program. The chair will set up a colloquium lasting up to two hours, inviting faculty, staff, and students from the English Department, members of other departments in the College of Arts and Sciences, and the university and community at large to attend. Before the colloquium, in consultation with the degree candidate, the dissertation committee will choose an additional faculty member from inside or outside the English Department to read the dissertation and participate in the colloquium discussion.

The colloquium will have the following format: the candidate will first make a 15- to 20-minute presentation outlining the dissertation project's general thesis or aims, while also highlighting in detail at least one specific example of how those aims were accomplished. Next, the dissertation committee, in conjunction with the additional faculty member, will conduct a rigorous discussion with the candidate for up to one hour, covering issues such as the project's underlying concepts, its critical, historical, or theoretical premises, its aesthetic aims or generic framework, and its prospects for being turned into a publishable manuscript. As a third stage of the colloquium, the discussion will then open out to include the others attending the event who

have questions and comments regarding the project or the candidate's presentation. This will be a conversation lasting at least 15 minutes that includes the degree candidate, the committee members, and the other attendees.

After the colloquium, the committee members will return to the Ph.D. candidate their copies of the dissertation draft, providing the student with marginal notes or stylistic suggestions for a final revision of the dissertation manuscript before submission to the university. These changes should be considered relatively minor in preparing the manuscript for its final version.

In cases where fulfilling this requirement poses an extreme hardship (e.g., an international student having difficulty obtaining a visa from U.S. Immigration in order to be on campus), the student can apply to the Graduate Advisory Committee to make alternative arrangements for completion of the degree.

The committee must submit the final copy of the dissertation and a properly signed transmittal form to the Department for a final review by the Department Chair and/or the Director of Graduate Studies. Dissertations for degrees to be conferred in May must be thus submitted to the English Department's Director of Graduate Studies by April 15; those for degrees to be conferred in August by July 15; and those for degrees to be conferred in December by November 15.

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PART II: THE MASTER OF ARTS IN ENGLISH

Section 1: Overview

The Master's Program in English accommodates the varied interests of students pursuing graduate study in English, including literary and cultural studies, electronic media and film, writing and pedagogy. It is closely linked with the Ph.D. Program, making it ideal for those interested in more advanced graduate work. For those whose primary objective is secondary school teaching, the Master's program provides the chance to specialize in literary and writing studies and to take coursework in the area of pedagogy. Students interested in writing—creative or critical, aesthetic or practical, print-based or digital—will find a number of courses, including workshops and seminars, devoted to the practice, theory, and teaching of writing. This makes the Master's in English a good option for students seeking professional advancement in any field involving writing and communication, research, the arts, or administration.

Requirements for Admission

Applications to the M.A. program should be submitted by the appropriate deadline, so that students may begin coursework in the first semester after they are admitted to the program. Students wishing to start in the Fall semester should submit complete applications by **June 15**; those who wish start in the Spring semester should submit complete applications by **November 1st**. Applicants wishing to be considered for all forms of financial assistance should have completed applications to the Office of Graduate Studies by **January 15**. While the Department gives priority for assistantship funding to Ph.D. students, it has offered such support to a limited number of M.A. students. Decisions are based on an open ranking of the application folders of all students who indicate that they wish to be considered for an assistantship. These folders normally include transcripts of all previous undergraduate- and graduate-level work, GRE scores, letters of reference, the applicant's statement of purpose, and writing samples.

Program of Study

The program of study, planned with the English Department's M.A. Adviser, is directed toward the student's interests and specific career objectives. It consists of the following:

1. **Advanced Standing:** A student may apply for up to 8 hours of previous graduate credit in English toward the 32-credit hour requirement in the Master of Arts Program. The precise credit value of previous graduate coursework will be determined during the student's initial interview with the M.A. Adviser. Courses presented for advanced standing are subject to all the requirements and restrictions described in the University's *Graduate Bulletin*.

2. **Coursework:** All students must earn a minimum of 32 credits, distributed as follows:

In English: At least 24 of the minimum 32 credits must be taken in English. **All** students must take one course:

ENG 500, Textual Practices I (4 credits).

In addition, students must take the following courses in English:

- One course numbered 600 or above (4 credits) in addition to ENG 698 or 699 (see below); and
- ENG 698, Master's Research Tutorial and Examination
or:
ENG 699 (4 credits), Master's Thesis.

In Supporting Field(s): Students may take up to 8 of their 32 credits in a related field or fields. Under this option, students must seek approval from the M.A. Adviser to take courses in other departments that support but also extend their work in English. Expertise developed in a supporting field will ordinarily be incorporated into the M.A. examination or thesis.

3. **Master's Research Tutorial and Examination OR Master's Thesis:** All students must complete **either** ENG 698, Master's Research Tutorial and Examination **or** ENG 699, Master's Thesis, and must do so within twelve months of completing all other coursework for the degree. Both courses involve an independent research project that has been approved by the M.A. Adviser and that is directed by a committee consisting of at least two full-time UAlbany faculty members, one of whom must be a member of the Department of English. The project will ordinarily grow out of, but must not be identical to, coursework the student has completed for the degree.

ENG 698 culminates in what is usually a three-hour written examination arranged by the committee. See [Part II, Section 2](#).

ENG 699 culminates in a thesis that may take the traditional form of a critical or a creative project, but may also challenge such distinctions by pursuing projects of comparable scope in such experimental forms of academic inquiry as electronic writing or mixed media. See [Part II, Section 3](#).

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Section 2: Guidelines for the M.A. Research Tutorial and Examination (ENG 698)

The Master's Research Tutorial and Examination consists of an independent research project, culminating in a written examination prepared by the student's tutorial committee (and usually completed in a single three-hour session). The topic of the research tutorial should represent an approach to English studies that grows out of the student's experience in the Master's program. As such, it is typically very much influenced by, but cannot be identical with, the content of coursework completed for the degree.

Students planning to take the research tutorial and examination should begin to formulate a research project as early as possible in their course of study, and should choose their individual courses accordingly. They may also find it useful to compile and revise annotated bibliographies as a way to help define their area of study. Students who complete their coursework without having formulated a tutorial project will likely find themselves at a distinct disadvantage.

Students may not register for ENG 698, Master's Research Tutorial and Examination, until both their faculty committee **and** the English Department's M.A. Adviser have formally approved their research tutorial prospectus. It is therefore imperative that students submit the prospectus during semester **before** they expect to take the examination.

Forming the Tutorial Committee

The student begins this process by consulting with the M.A. Adviser to identify faculty members who might direct the research. Ultimately, the tutorial committee must consist of at least two full-time faculty members, one of whom will serve as the director, the other(s) as second reader(s). The director must be a full-time member of the English Department.

The student should present prospective committee members with a draft of a 500- to 1000-word research prospectus, along with a draft of a bibliography of at least 20 to 30 book-length titles (or their equivalent) that includes both literary and theoretical/critical texts, and which will constitute the basic subject matter of the tutorial and the examination. Working with the committee, the student then revises both the draft prospectus and the bibliography as necessary and, when the committee has approved both, submits them to the M.A. Adviser with a memorandum from the committee members. When the M.A. Adviser approves the prospectus, he or she formally constitutes the committee, names one member as director and notifies all others of their appointment, then allows the student to enroll for ENG 698, Master's Research Tutorial and Examination (4 credits).

The Tutorial Process

Once the committee has been constituted, the student begins work on the reading list. The student is expected to work independently, but also to communicate regularly with committee members to discuss progress and problems and to determine the direction of further work. The director is charged with supervising this process: being accessible to the student, establishing and maintaining the protocols governing the student-committee relationship, compiling all relevant correspondence, calling any meetings of the group, setting the examination date, and so on. The student is charged with keeping the director informed of his or her progress, but should also remember that faculty members have classes during the school year and may have research plans for the summer. Deadlines and turnaround times for preparatory materials therefore need to be both very explicit and agreed upon well in advance, as does the date for the examination itself.

Taking the Examination

At the end of the semester (or no later than twelve months after completing coursework for the degree), the student arranges with the committee to take what will usually be a written examination to be completed in a single three-hour session. Should the committee judge an examination to be unsatisfactory, the student is allowed one chance to take another examination on the same tutorial reading list.

In either case, the director of the examination committee must make a written report of the examination results to the M.A. Adviser, and submit copies of the examination materials (i.e., questions and answers) for the student's file.

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Section 3: Guidelines for the M.A. Thesis (ENG 699)

The Master's Thesis is an independent research project that may take the traditional form of a critical or a creative project, but students may also challenge such distinctions by pursuing experimental forms of academic inquiry in such non-traditional formats as electronic writing or mixed media. While length will vary with the nature of the project, critical projects should ordinarily run about 15,000 to 20,000 words; creative projects 15,000 to 25,000; and mixed media projects an equivalent length as determined by the committee. The thesis project ordinarily grows out of students' experience in the M.A. program. As such, it is typically very much influenced by, but cannot be identical with, the content of coursework completed for the degree; the final product must consist of substantially new research and writing.

Students planning to write an M.A. thesis should begin to formulate a project as early as possible in their course of study, and should choose individual courses accordingly. Students who complete their coursework without having formulated such a project will likely find themselves at a distinct disadvantage. In addition, students pursuing the thesis option need to review carefully the relevant University regulations published in the *Graduate Bulletin* (in print or at <http://www.albany.edu/grad/index.html>).

Students may not register for ENG 699, Master's Thesis, until both their faculty committee **and** the English Department's M.A. Adviser have formally approved their research tutorial prospectus. It is therefore imperative that students submit the prospectus the semester **before** they expect to write the thesis.

Forming the Thesis Committee

The student begins this process by consulting with the M.A. Adviser to identify faculty members who might direct the research. Ultimately, the thesis committee must consist of at least two full-time faculty members, one of whom will serve as the director, the other(s) as second reader(s). The director must be a full-time member of the English Department.

The student should present prospective committee members with a draft of a 750- to 1500-word prospectus that describes the project and that includes, when appropriate, a bibliography. Working with the committee, the student then revises the draft prospectus as necessary and, when the committee has approved it, submits it to the M.A. Adviser with a memorandum from the committee members. When the M.A. Adviser approves the prospectus, he or she formally constitutes the committee, names one member as director and notifies all others of their appointment, then allows the student to enroll for ENG 699, Master's Thesis (4 credits).

Writing the Thesis

Once the committee has been constituted, the student begins work on a draft of the thesis. The director is charged with being accessible to the student, and for establishing and maintaining the protocols governing the student-committee relationship: setting deadlines for the submission and return of drafts, coordinating the committee members' responses, compiling all relevant correspondence, calling any meetings of the group, and so on. The student is charged with keeping the director informed of his or her progress, but should also remember that faculty members have classes during the school year and may have research plans for the summer. Deadlines and turnaround times therefore need to be both very explicit and agreed upon well in advance.

Once the thesis has been completed and approved by the thesis committee, it should be prepared in accordance with the guidelines established by the University Library and the Office of Graduate Studies, and submitted to the M.A. Adviser for final approval.

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PART III: A ONE-YEAR REQUIRED CURRICULUM CYCLE

The offering of required courses for the M.A. and Ph.D. programs follows roughly the following semester schedule. There may be occasional departures from this plan when staffing considerations necessitate them.

Fall Semester

ENG 500	Textual Practices I
ENG 710	Textual Studies I: Survey
ENG 771	Practicum in English Studies

Spring Semester

ENG 500	Textual Practices I
ENG 720	Textual Studies II
ENG 770	Teaching Writing and Literature

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PART IV: GRADUATE COURSES IN ENGLISHAENG 500 Textual Practices I (4)

Introduces students to a range of theoretical issues, interpretive strategies, and transdisciplinary interchanges that have transformed the study and teaching of English.

AENG 515 Workshop in Poetry (4)

Intensive practice in writing poetry. Emphasis on development of poetic technique and individual styles. Students' work is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of student work a discussion of writings by pertinent authors. May be repeated for credit. Prerequisite: consent of instructor. S/U grading only.

AENG 516 Workshop in Fiction (4)

Intensive practice in writing fiction. Emphasis on development of fictional technique and individual styles. Students' work is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of student work a discussion of writings by pertinent authors. May be repeated for credit. Prerequisite: consent of instructor. S/U grading only.

AENG 517 Workshop in Non-fictional Prose (4)

Intensive practice in writing non-fiction prose. The course accommodates a variety of genres, and emphasizes development of individual styles in accordance with students' needs. Students' writing is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of student work a discussion of writings by pertinent authors. May be repeated for credit. Prerequisite: consent of instructor. S/U grading only.

AENG 521 Composition Theory (4)

An introduction to composition theory, the field whose primary concern is writing: what it is, how it is taught and learned, and how it has come to be an object of study.

AENG 522 The History of Rhetoric (4)

A discussion of central figures and lines of thought within the Western rhetorical tradition from the GrecoRoman to the modern era. Emphasis on relations between rhetorical theory and the teaching of reading and writing.

AENG 541 History of Literary Theory (4)

A study of theories about the nature and function of literature, with some attention to the social-historical framework, from classical culture to the end of the nineteenth century.

AENG 542 Literary Criticism and Theory Since 1950 (4)

This course explores in depth the debates and issues that have shaped the context for contemporary literary study, focusing in particular on the challenges to reading practices posed by poststructuralism, current concerns over culture and history, and the implications of criticism in the University. May be repeated for credit when content varies.

AENG 551 History and Structure of the English Language (4)

The origin, development, and structure of the English language, with detailed consideration of selected aspects of English philology.

AENG 552 Approaches to English Grammar (4)

Traditional and modern methods of syntactic analysis developed and compared. Philosophical, linguistic, and practical problems associated with linguistic description. Texts will normally include a high school grammar and a current (e.g., transformational) treatment of English syntax.

AENG 555 Old English (4)

Studies in the language of England before 1066 A.D. Students will learn to pronounce and translate prose and verse selections that illustrate the origins of English language, literature, and society.

AENG 580 Models of History in Literary Criticism (4)

This course explores the connections between the literary text and the social and political contexts within which the text is imagined and produced, with particular attention to the assumptions that govern the definition of both text and context. What challenges have contemporary critical theories (for instance, Marxist, feminist, post-structuralist) posed to our understanding of history? What does it mean to propose that a literary text has an historical effect? May be repeated for credit when content varies.

AENG 581 Studies in a Literary Period (4)

A study of a given period in terms of the texts it comprises and the contexts within which they have been traditionally understood. May be repeated for credit when content varies.

AENG 582 Studies in an Author (4)

Focus on a given author and his/her canon. Approach may shift between conventional

ways of understanding authorship and a critique of these conventions. May be repeated for credit when content varies.

AENG 600 Theories and Practice of Creativity (4)

What theories of creativity, exceptional or ordinary, have been held in the past? How do they inform or contrast with modern educational theories and theories of poetry, music, and the like? Are these discussions simply ideologically and historically significant, rather than teaching us truths? While focusing on theories of creativity, this course additionally interrogates theory in light of the experience and practice of course participants. May be repeated for credit when content varies.

AENG 601 SEMINAR: Writing and Revision: Theory and Practice (4)

The course examines examples of revision by authors, critics, and translators, both of their own work and of the works of their predecessors, as well as the revisions that and class participants perform on their own writings. We will attempt to understand what motivates the revisionary process and what we as writers we can learn from an examination of it.

AENG 611* Advanced Workshop in Composition: Summer Institute (5)

Conducted as a summer institute for area teachers of writing, elementary through college. Offered under the auspices of the Capital District Writing Project, a member organization of the National Writing Project. The theory, research, and pedagogy of composition. Small group critiques of the writing of teacher/participants. Prerequisites: baccalaureate degree and permission of the instructor.

AENG 612* Advanced Workshop in Composition (2)

A short version of English 611. Offered in cooperation with district offices or college administrations at designated school sites in the Capital District. Not open for credit to students who have completed 611. Prerequisites: baccalaureate degree and permission of the instructor.

AENG 613* Advanced Workshop in Composition: Special Topics (1-5)

An umbrella course designed to cover special events or series of sessions during which instruction in composition takes place--extended workshops, symposia, colloquia, research consortia, etc. Prerequisites: baccalaureate degree and permission of instructor.

***No more than a total of 4 credits from English 611, 612, and 613 may be applied toward doctoral requirements.**

AENG 615 Poetics and Literary Practice (4)

An introduction to the forms, genres and conventions of poetry and prose, intended to develop an awareness among practicing writers and critics of the traditions of their craft. The course will include extensive reading in appropriate literary texts. May be repeated for credit when content varies.

AENG 616 Revisionary Poetics and Literary Practice (4)

A study of the ways in which our notions of extuality, both within and beyond western cultures, have been challenged and refigured by, for instance, aleatory and performative practices, post-narrative conventions, and the ethnographic study of oral traditions. The course will include extensive reading in appropriate literary texts.

AENG 641 SEMINAR: Critical Methods: Testing the Limits (4)

This course tests the potential and limits of various critical methods (for instance, historical, formal, feminist, psychoanalytic) in the context of texts from different periods and genres, focusing on the issue of the kind of evidence required to apply a particular methodology. The course will include extensive reading in appropriate literary texts.

AENG 642 SEMINAR: Current Trends in Critical Theory (4)

This course investigates a particular contemporary initiative in literary theory, attempting both to understand it in its own terms and to contextualize it. May be repeated for credit when content varies.

AENG 651 Theories of Language (4)

Theories of language addressed within an historical context or with a close focus on the 20th century traditions that inform current debates in linguistics, philosophy and literary theory. What has language been thought to be? What relations have obtained between language theory, metaphysics, and social-historical conditions? The course will include extensive reading in appropriate literary texts.

AENG 652 The Evolution of Literary English, 1000-1600 (4)

This course examines the various elements that went into the evolution of early modern English (Anglo-Saxon, Norman French, early middle English) as evidenced in literature, and interrogates this evolution in the light of such questions as, who, at any given historical moment, could read or write, and how were "works" composed, performed, or distributed.

AENG 680 SEMINAR: Problems of Periodization and Canonicity (4)

This course puts into question the concepts of literary periods and canons, and investigates the assumptions governing the identification of literary periods and the selection of texts to represent periods and constitute canons. Why, for example, is 1789-1820 more familiar as a "period" than 1810-1840? What assumptions produce the distinction between major and minor authors? Particular attention will be given to questions arising from the study of women and minority writers. May be repeated for credit when content varies.

AENG 681 SEMINAR: Texts/Authors and Their Critics (4)

A study of texts, authors, or groups of authors in their historical contexts, and in relation to the critical traditions that have been built around, upon, or in ignorance of them. Why have certain writings, or aspects of writings, been regarded as more important than others (for instance, Shakespeare in general, Hamlet in particular, certain readings of the play over others)? May be repeated for credit when content varies.

AENG 685 Special Topics (4)

Topics, which may be treated in seminars, include but are not limited to the study of genre, movement, region, and specific intersections between the "literary" and the "historical." May be repeated for credit when content varies.

AENG 693 General Reading in English (1-12 L.E.U.)

Individual work in preparation for the qualifying examination for the M.A. in English. Students registering for AENG 693 indicate the portion of their total semester load devoted to it by listing an appropriate number of 'load equivalent units' instead of credit. May be repeated. Prerequisite: consent of the Director of Graduate Studies in English.

AENG 694 Directed Readings in English (2-4)

A course of reading designed primarily by the student under the direct supervision of a member of the faculty to explore a significant problem of interest. Prerequisite: open only to students in the M.A. program with consent of the Director of Graduate Studies in English. No more than a total of 4 credits of Directed Readings may be applied toward the M.A. requirements. S/U Grading Only.

AENG 698 Master's Research Tutorial (4)

Independent study in a topic developed by the student in conjunction with a faculty committee consisting of a minimum of two members. The tutorial culminates in an examination based upon a reading list approved by the committee.

AENG 699 Master's Thesis (4)

Research and writing the Master's thesis in conjunction with a faculty committee consisting of a minimum of two members. S/U Grading Only.

AENG 700 The History of English Studies, 1880 to the Present (4)

This course explores the history of English as a subject of study in universities and colleges, its relation to other disciplines, its evolution in the 20th century, and its place in the current relationship between the humanities and sciences. Particular attention is given to the connections between graduate school education and public school policies and practices, to the history of writing instruction within the discipline, and to the role played by social and political issues in the evolution of the discipline.

AENG 701 Gender, Race and Class in English Studies (4)

This course examines how issues of gender, race and class affect the current study of English in its various manifestations: pedagogy, creative writing, critical theory, composition theory; and how they affect the relation of English departments to debates in the public sphere. Particular attention will be given to the representation of these issues in the Albany program and to their relation to the concerns students have as writers, critics and teachers. May be repeated for credit when content varies.

AENG 705 Special Topics (4)

Topics include but are not limited to courses in "Theory and Practice of Literary Translation," "Sociology of Literary Genres," and "Inscribing Domesticity. May be repeated for credit when content varies.

AENG 710 Textual Studies I: Survey (4)

This course provides a broad survey of the critical, theoretical, and rhetorical perspectives that can be used in the study of literature and culture. It includes a representative historical overview of critical methodologies that have emerged in the past several decades of the profession, as well as the study of current modes of critical discourse and interpretation.

AENG 720 Textual Studies II (4)

This course provides an advanced, intensive study of a set of theoretical or critical issues related to the study of literature and culture, narrowing the broader, introductory focus provided in ENG 710. Course topics may be particular subjects addressed by a range of various critical perspectives; or they can be a set of related issues contained within a particular tradition of critical theory or poetics. Particular attention will be paid to putting concepts or methodologies to work in considering specific literary or cultural examples. May be repeated for credit when content varies.

AENG 715 Special Topics (4)

Topics include but are not limited to courses in "Playwriting," "Feminist Narrative Strategies." May be repeated for credit when content varies.

AENG 721 Research in Composition (4)

Advanced exploration of the theories of writing and current research and research methodology, including teacher inquiry and scholarly and empirical research.

AENG 725 Special Topics (4)

Topics include but are not limited to courses in "Computers and Composition" and "Writing as Technology." May be repeated for credit when content varies.

AENG 745 Special Topics (4)

Topics include but are not limited to "Literary Suicides," "Literary Character," "Critique of Commodity Culture," "Lesbian and Gay Cultural Theory," and "Feminist Criticism." May be repeated for credit when content varies.

AENG 755 Special Topics (4)

Topics include but are not limited to courses in "Language Theory and Victorian Fiction." May be repeated for credit when content varies.

AENG 770 Teaching Writing and Literature (4)

This course examines the theory and practice of pedagogy in the context of the first time that doctoral students teach their own courses. The theoretical topics may include current issues in the teaching of writing and literature, with attention to how teachers select texts, how teachers think students learn, and how institutional contexts shape teaching and learning. Students will consider the implications of these issues for the practical needs of designing syllabi, paper assignments, and course projects.

AENG 771 Practicum in Teaching Writing and Literature (4)

This course serves as a pedagogical venue for learning about the practical dynamics of teaching, in which students work as a group and one-on-one with a faculty member in planning and administering a particular undergraduate course. Prerequisite: ENG 770.

AENG 772 Pedagogy and Alternative Pedagogy (4)

This course examines past models of teaching theory and practice, explores which models are currently in use in a given institutional context, and considers alternatives to these models in a pedagogically experimental context. Particular attention will be given to the social and political frameworks informing various teaching models.

AENG 775 Special Topics (4)

Topics include but are not limited to "Critical Pedagogy" and "Teaching Myth." May be repeated for credit when content varies.

AENG 810 English Internship (4)

Designed for projects in appropriate professional contexts, including team-teaching with faculty, teaching English in nontraditional settings, serving in administrative capacities, or working with publications housed in the department. S/U Grading Only.

AENG 893 General Readings in English (1-12 L.E.U.)

Individual work in preparation for the qualifying examinations for the doctorate in English. Students registering for AENG 893 indicate the portion of their total semester load devoted to it by listing an appropriate number of 'load equivalent units' instead of credits. May be repeated. Prerequisite: consent of the Director of Graduate Studies in English.

AENG 894 Directed Readings in English (2-4)

A course of reading designed primarily by the student under the direct supervision of a member of the faculty to explore a significant problem of interest. Prerequisite: open

only to doctoral students in English with the consent of the Director of Graduate Studies in English. No more than a total of 4 credits of Directed Readings at the 800-level may be applied toward doctoral requirements. S/U Grading Only.

AENG 899 Doctoral Dissertation (3-12 L.E.U.)

Required of all candidates completing the Ph.D.

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PART V: ENGLISH DEPARTMENT FACULTY

Branka Arsić, Assistant Professor (Ph.D., University of Belgrade); Modern and Contemporary Philosophy, Feminist Theory, Psychoanalysis, Visual Culture and Mass Media

Judith Barlow, Professor (Ph.D., Pennsylvania); President's Award for Excellence in Teaching; President's Award for Excellence in Academic Service: American Drama, Women Playwrights, Expository Writing

Richard Barney, Associate Professor and Director of Graduate Studies (Ph.D., University of Virginia); Early Modern British Philosophy and Literature, Cultural Studies, Critical Theory

Thomas Bass, Professor (Ph.D., University of California at Santa Cruz); Journalistic Writing, Literature and History

Bret Benjamin, Assistant Professor (Ph.D., University of Texas, Austin); Ethnic and Third World Literatures; Literary Narratives of Third World Development and Globalization; Cultural Studies Approaches to Science and Technology; British Literature; Theoretical Approaches to Post-Colonial and Development Studies

Jeffrey Berman, Professor (Ph.D., Cornell); Chancellor's Award for Excellence in Teaching, President's Award for Excellence in Teaching and Advising: 19th- and 20th- Century British Literature, the Novel, Psychoanalytic Literary Criticism

Ronald A. Bosco, Distinguished Service Professor (Ph.D., Maryland); Early American Life and Letters, New England Transcendentalism, Pedagogy, Textual Editing

Donald Byrd, Professor (Ph.D., Kansas); Modern/Postmodern Art and Theory, Poetics, Writing of Poetry, Hypermeida, and American Literature

Lana Cable, Associate Professor and M.A. Advisor (Ph.D., Johns Hopkins); 16th- and 17th-Century British Literature, Augustan Satire, Milton

Thomas Cohen, Professor (Ph.D., Yale); Comparative Literature, Theory and Film Studies

Randall Craig, Professor (Ph.D., Wisconsin); British Fiction and Narrative Theory

Lydia Davis, Associate Professor and Writer-in-Residence (B.A., Barnard College); Fiction Writing

Teresa Ebert, Associate Professor (Ph.D., Minnesota); Critical Theory, Feminist Theory, Postmodern Literary & Cultural Studies

Helen Regueiro Elam, Associate Professor (Ph.D., Brown); Chancellor's Award for Excellence in Teaching: Literary Theory, 19th- and 20th-Century Poetry

Donald Faulkner, Associate Professor and Associate Director of the New York State Writers Institute (M. Phil., Yale); Philosophy and Modern Studies

Jennifer Greiman, Assistant Professor (Ph.D., University of California at Berkeley); 18th- and 19th-Century American and Transatlantic Literature; Public Sphere Theory; Representations of Race; Popular Theater; and the Literature of Reform

Glyne Griffith, Associate Professor (Ph.D., University of West Indies); Caribbean Literature and Culture, Postcolonial Studies, African-American Literature and Culture, Critical Theory

Mike Hill, Associate Professor (Ph.D., SUNY at Stony Brook); 18th-Century History of the Novel, Theories of the Public Sphere, Theories of Race and Whiteness, Marxist Theory

Judith Johnson, Professor (B.A., Barnard); Poetry Writing, Poetic Theory, Fiction Writing, Myth and Popular Culture, Women's Studies, Performance Art

Pierre Joris, Professor (Ph.D., Binghamton University, SUNY); Contemporary Poetry and Poetics, Critical Theory, Translation Studies

Eric Keenaghan, Assistant Professor and Honors Program Director (Ph.D., Temple University); Literatures of the Americas, Modernist Studies, Queer and Gender Theory

William Kennedy, Professor and Director of the New York State Writers Institute (B.A., Siena); Creative Writing

Ineke Murakami (Ph.D., University of Notre Dame); Renaissance literature, drama studies, materialist philosophy and theory

Stephen North, Professor (D.A., University at Albany, SUNY); Chancellor's Award for Excellence in Teaching; President's Award for Excellence in Teaching; Composition Studies, Development of Writing, Textual Rhetoric, Literacy

Marjorie Pryse, Professor (Ph.D., University of California, Santa Cruz); American Literature and Feminist Theory

Martha Rozett, Professor (Ph.D., Michigan); President's Award for Excellence in Academic Service: Renaissance Literature, Shakespeare Studies

Helene Scheck, Assistant Professor (Ph.D., Binghamton University, SUNY); Medieval Literature

Edward Schwarzschild, Assistant Professor (Ph.D. Washington University); Fiction Writing, American Literature, Film Studies

Charles Shepherdson, Professor (Ph.D., Vanderbilt University); Romantic and Modern Lyric Poetry, Literary Theory, Psychoanalysis, Contemporary Continental Philosophy, 19th-

Century Intellectual History

Lisa Thompson, Assistant Professor (Ph.D., Stanford University); Cultural Studies, African-American Literature, Contemporary U.S. Drama, Women's Studies, Creative Writing

Lynne Tillman, Associate Professor and Writer-in-Residence (B.A., Hunter College); Fiction Writing

Laura Wilder, Assistant Professor (Ph.D., University of Texas); Rhetorical Theory and Analysis, Writing in the Disciplines, Composition Studies Research Methodologies, Reading and Writing Processes, Literary Studies as a Disciplinary Discourse Community

David Wills, Professor (Doctorate du Troisieme Cycle, Paris IV Sorbonne); Literary Theory, Film and Film Theory, 20th-Century French Literature, Comparative Literature

Carolyn Yalkut, Associate Professor (Ph.D., University of Denver); Creative Writing, Journalism, Contemporary American Literature

For further information about the faculty: <http://www.albany.edu/english/faculty.html>

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