

# SIMON FRASER UNIVERSITY

S.86-87

## MEMORANDUM

To..... Senate

From..... Office of the Dean of Graduate Studies

Subject..... Graduate Curriculum Changes - Department of English  
Date..... November 12, 1986

Action undertaken by the Senate Graduate Studies Committee, at its Meeting of November 10, 1986, gives rise to the following motion:

### MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.86-87, the proposed changes in the Department of English:

M.A. Program

Delete: Course Selection

Students who have good honors degrees as undergraduates with course-work distributed over the main areas of English Literature and language will be allowed a fairly free choice in their graduate courses. Those with major gaps in their undergraduate training will be required to take either some of the graduate courses in those areas, or undergraduate courses in those areas, in addition to their normal requirements of graduate courses.

If such make-up requires one full semester or more of undergraduate study, the students may enrol on a qualifying basis only. On the satisfactory completion of such work, the student may request clear admission to the Graduate Program.

### Programs

The department's M.A. programs are intended to serve graduate students in several ways. It is hoped that they will develop critical acumen and mature habits of reasoning about literary problems and texts, familiarize themselves with as broad a spectrum of literary types and periods as is reasonable within the program chosen, and acquire special knowledge and competence of expression in the field/fields to which the thesis or group of essays relates. Within these general aims, the students may elect one of two options within the department, depending on what kind of emphasis in training and experience is desired. Each program is designed to be complete in itself, or lead to further graduate study.

Add: Programs

The M.A. program in English is designed to develop scholars with a critical and comprehensive awareness of English Studies. While offering students the opportunity of specializing in one of the various areas of strength in the department, the program requires them to ground their interest in a wide and flexible

understanding of literary history and the possibilities of study.

Admission into the program requires a good background in literatures in English. A student whose preparation shows deficiency will be required to make it up before admission.

The program may be completed in two ways: In Option A students take four courses, write a thesis of about 100 pages and defend it in an oral examination, while in Option B they take six courses (thirty semester hours) and submit two extended essays for an oral examination. Students in either option may have one course as an individually supervised study to pursue a special interest or satisfy a need.

Option B allows students who do not need to pursue research beyond this program to broaden their understanding of literature and scholarship. While this in no way closes the avenue to a profession in research, it offers to people in other professions the opportunity of cultivating a serious interest in literature.

Students may enrol for one or two courses per semester. It is expected that students also working as teaching assistants will complete the program in six semesters of study. For further details about departmental requirements consult the departmental handbook.

- Delete: A. Thesis Program  
B. General Program

Delete: Students wishing to write a thesis must submit a prospectus and a bibliography of about 5-10 pages in all; they are advised to do so before the completion of their course work and in no case later than the semester following completion of their course work. The student's proposal will be considered in oral examination by the supervisory committee together with a member of the Graduate Program Committee. The purpose of this exam is to determine the feasibility of the thesis topic and to ascertain the student's command of the subject. Students must have the approval of this committee before proceeding further with the thesis. Students on the five-course program will not be subject to this examination, but nevertheless shall be required to defend the papers they have submitted in lieu of a thesis, in conformity with 10.1 of the General Regulations.

Add: Students who choose the thesis option must submit a proposal and be examined on it by the Supervisory Committee no later than one semester following the completion of course work. Students may proceed with their thesis only after the approval of the Supervisory Committee and the Graduate Program Committee.

Students in the non-thesis option will be exempt from this procedure but shall defend their extended essays in conformity with 10.1 of the General Regulations.

## Ph.D. Program

Delete: For admission requirements refer to the General Regulations section. In addition, the English Department requires that the applicant must have earned an M.A. degree or its equivalent, with high standing in English or Comparative Literature. It should be noted that the program is strictly limited to a quota of 15 candidates at any one time; and further, that the Department must be satisfied that it is fully competent, with respect both to available faculty and to available source material, to service the principal academic interests of each candidate in the program. Consequently, all candidates will be expected to describe their study plans in detail, and if possible, make themselves available for personal interview with a representative of the department.

Add: The Ph.D. program in English assumes in the student a background in English or Comparative Literature equivalent to our M.A.; this is the condition of admission to the program. The student is required to do a minimum amount of coursework to fill any gaps or satisfy any needs. The major emphasis of the program is on personal supervision in one primary and one secondary area and the production of a doctoral thesis. The program is designed to encourage innovative studies. All applicants are expected to describe their study plans in detail.

Delete: Program of Study

The program requires concentration in one major area of literature and three minor areas, provides continuous personal instruction and supervision, demands no course credits as such, and involves completion of a thoroughly researched doctoral thesis. When the student has been accepted, the department's Graduate Program Committee assigns a temporary faculty advisor to assist in relating the student's academic interests to the resources of the university.

Within one month of the student's first registration in the program, the same Committee assigns a Senior Supervisor. Together the Senior Supervisor and the student will begin the course of studies designed to prepare the student in the chosen areas for the examinations detailed below, and for the definition of a thesis topic. Before the end of the second semester, the department's Graduate Program Committee assigns a Supervisory Committee consisting of at least two of the department's faculty members in addition to the Senior Supervisor. The student's progress is appraised at the end of each semester.

At least one of the student's four areas should include the study of a substantial number of works written before 1800. Any of the traditional specializations (such as Medieval Literature, the Renaissance, and the Novel) and less traditional studies, including various interdisciplinary combinations are generally acceptable if within the University's current competence. If writings in French or a foreign language are a necessary part of any of the designated areas of study, the student must achieve competence in that language to the satisfaction of the Supervisory Committee. Otherwise, the program has no requirements for a second language.

The student will normally receive instruction individually but may voluntarily take regular courses and may sometimes be required by the Supervisory Committee, subject to the approval of the department's Graduate Program Committee, to take one or more courses scheduled by the Department of English or by other departments. The student must take individual instruction from at least three faculty members in addition to the senior supervisor.

Add: Course Work

Students must complete two courses by the end of their fourth semester. Their choice of courses will be directed by their Senior Supervisor in consultation with the Graduate Program Committee.

Primary Field of Study

The primary field is an area encompassing the projected thesis. It may be defined generically, historically, or methodologically, or by a combination of these. It should be broad enough to provide an adequate context for the projected thesis and focussed enough to be useful as a context for a research project.

The definition of the field, the rationale for its organization, and the literature to be included in it must be prepared by students in co-operation with their Supervisory Committee and submitted to the Graduate Program Committee for approval.

Students should finish this study and be examined in it by the end of their sixth semester.

Secondary Field of Study

The secondary field may have some indirect connection with the thesis or be a quite independent area that the student wishes to study in depth. This field may be narrower in scope than the primary area and may be covered by the work of a single author of major importance. A proposal and a reading list must be drawn up by the student in consultation with a supervisor chosen for this area and submitted to the Graduate Program Committee for approval. Work in this area should be completed by the student's third semester.

Requirements for the secondary field of study may be satisfied by taking two additional graduate courses.

Supervision

A student will be accepted in the Ph.D. program only if a faculty member is willing to supervise her/his studies. Upon the student's admission, the faculty member will be assigned by the GPC as her/his Senior Supervisor. Before the end of the student's second semester, the Graduate Program Committee will set up the student's Supervisory Committee, consisting of the Senior Supervisor, and two other faculty members with competence in the student's primary field.

The Senior Supervisor is responsible for directing the student's choice of courses, helping the student to organize her/his fields of study, suggesting faculty members who might supervise the secondary field, monitoring the student's progress, and conducting the supervision and examination of the primary field.

Delete: Examinations

Before the end of the sixth semester the student must take four written examinations, at least one of these by the end of the third semester. The major and at least one minor area must be examined formally. One of the three minor field examinations must be written as an essay on a topic chosen in consultation with the examiners and the Senior Supervisor; a second minor field may be examined with an essay, by agreement of the examiners and the Supervisor. Works of literature and scholarship on which the examination is centered must be specified by the Senior Supervisor six months in advance of any examination, unless the student waives this requirement. Within two weeks from the date on which each formal or essay examination is passed, the student is examined orally in the area covered by the examination. In cases where the mark has been deferred until the oral examination, the latter will be chaired by the Graduate Program Chairman or his/her deputy. Should the student fail any part of either the written or the oral examination, the Graduate Program Committee may give permission for re-examination on that part no later than one semester after the failure.

Add: Examinations

The examination in the secondary field should be taken before the end of the student's third semester. The examination will be conducted by the supervisor for the field and another examiner proposed by the supervisor and approved by the Graduate Program Committee. The examination may take one of two forms: (a) a paper on an assigned topic to be completed within ten weeks of the assignment, or (b) a paper on a topic proposed by the student and accepted by the supervisor. Both examiners will read the paper and submit a report to the Graduate Program Committee.

The examination in the primary field should be taken before the end of the student's sixth semester. It will be conducted by the Senior Supervisor and another examiner proposed by her/him and approved by the Graduate Program Committee. It will be in the form of questions set by the examiners and answered by the student within a limited period of time, normally a week. Variations to this may be permitted by the Graduate Program Committee if the examiners are persuaded that they need a special format.

Oral Examinations

After each examination (including essays) the student must meet with the examiners and Senior Supervisor to discuss the exam within two weeks after the exam has been marked. Depending on the results of the written exam, the oral may be a relatively brief, informal discussion, or a more formal examination, particularly when the mark has been deferred until the oral (failed written exams will not normally be followed by an oral). In cases where the mark has been deferred, the oral exam will be chaired by the Graduate Program Chair or her/his deputy.

Delete: Ph.D. Thesis

Before the end of the semester following that in which the oral examination has been passed, the student presents a prospectus for the thesis, defining and demonstrating the relationship between it and existing scholarship. The presentation is attended by the Supervisory Committee, by a member of the Department's Graduate program Committee, and, if practicable, by the External Examiner.

Add: Thesis

Prior to undertaking the thesis, students must submit a prospectus and a bibliography of about 5-10 pages in all. The proposal will be considered in an oral examination by the Supervisory Committee together with a member of the Graduate Program Committee. The purpose of this exam is to determine the feasibility of the thesis topic and to ascertain the student's command of the subject. Students must have the approval of this committee before proceeding further with their thesis.

Delete: Engl 801-5, 802-5, 803-5, 804-5, 805-5, 806-5, 807-5, 808-5, 809-5, 810-5, 811-5, 812-5, 813-5, 814-5 and 815-5.

Add: Engl 801-5, 802-5, 803-5, 804-5, 805-5, 806-5, 810-0 and 811-0"

Rationale for these changes is attached.



B.P. Clayman  
Dean of Graduate Studies.

mm/

attach.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.. Dr. Michael Roberts, Chairman.....  
.. Faculty of Arts Grad. Studies Committee.  
Subject..... Curriculum Revision.....

From..... Chin Banerjee, Chairman.....  
..... English Dept. Graduate Program Committee.....  
Date..... October 23, 1986.....

The enclosed proposals are the product of a lengthy review of our graduate program. It has been increasingly felt by members of our department that our graduate program, though basically sound, was in need of revision. The main problem with the program was felt to be a lack of sufficient structure. While the original concept of a small program emphasizing personal supervision and maintaining a good deal of flexibility was good, in practice there were problems with the supervisory process and the time taken by students to complete their studies. On the one hand low enrolment made it difficult to offer a sufficient number of courses, which in turn further promoted the centrifugal tendency. On the other hand students in the M.A. program needed an option which emphasized course work rather than research.

Within the Ph.D. program too, it seemed desirable to introduce course work. The design of our program was largely responsible for the fact that our students were taking far too long before they could even begin research on their dissertation. Also, it was becoming obvious that some students would benefit from course work.

The curriculum needed revision for two reasons: firstly because changes in the discipline over the last twenty years required a modification of the traditional linear organization we had followed, and secondly because in practice the existing curriculum had led to what often appeared to be random, discrete, and over-specialized courses.

**OFFICE OF THE DEAN**

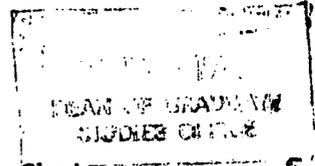
OCT 23 1986

**FACULTY OF ARTS**

CB:bk  
Att.

# SIMON FRASER UNIVERSITY

## MEMORANDUM



To..... Dr. B. Clayman, Dean

..... Graduate Studies

Subject..... Curriculum Revision

From..... Dr. M. Roberts, Chair

..... Faculty of Arts

..... Graduate Studies Committee

Date..... October 27, 1986

The Faculty of Arts Graduate Studies Committee at its meeting of October 15, 1986 recommended changes to the graduate program in the Department of English as outlined in the attached.

Would you please place this item on the agenda of the next meeting of Senate Graduate Studies Committee.

Thank you.

/sjc

  
M. Roberts

cc: M. McGinn



The following excerpt shall not change:

#### M.A. PROGRAM

##### Admission (Boldface)

In addition to the requirements listed in the *General Regulations* Section, the department requires evidence of ability in academic writing, in the form of at least two substantial literary essays which are scholarly in format and approach. The papers submitted may be undergraduate essays previously prepared, or ones specially written for this purpose.

REPLACE THE FOLLOWING:

##### Course Selection (Boldface)

Students who have good honors degrees as undergraduates with course-work distributed over the main areas of English literature and language will be allowed a fairly free choice in their graduate courses. Those with major gaps in their undergraduate training will be required to take either some of the graduate courses in those areas, or undergraduate courses in those areas, in addition to their normal requirements of graduate courses.

If such make-up requires one full semester or more of undergraduate study, the students may enrol on a qualifying basis only. On the satisfactory completion of such work, the student may request clear admission to the Graduate Program.

##### Programs (Boldface)

The department's M.A. programs are intended to serve graduate students in several ways. It is hoped that they will develop critical acumen and mature habits of reasoning about literary problems and texts, familiarize themselves with as broad a spectrum of literary types and periods as is reasonable within the program chosen, and acquire special knowledge and competence of expression in the field/fields to which the thesis or group of essays relates. Within these general aims, the student may elect one of two options within the department, depending on what kind of emphasis in training and experience is desired. Each program is designed to be complete in itself, or lead to further graduate study.

WITH:

##### Programs (Boldface)

The M.A. program in English is designed to develop scholars with a critical and comprehensive awareness of English Studies. While offering students the opportunity of specializing in one of the various areas of strength in the department, the program requires them to ground their interest in a wide and flexible understanding of literary history and the possibilities of study.

Admission into the program requires a good background in literatures in English. A student whose preparation shows deficiency will be required to make it up before admission.

continued:

Programs (continued)

The program may be completed in two ways: In Option A students take four courses, write a thesis of about 100 pages, and defend it in an oral examination, while in Option B they take six courses and submit two extended essays for an oral examination. Students in either option may have one course as an individually supervised study to pursue a special interest or satisfy a need.

Option B allows students who do not need to pursue research beyond this program to broaden their understanding of literature and scholarship. While this in no way closes the avenue to a profession in research, it offers to people in other professions the opportunity of cultivating a serious interest in literature.

Students may enrol for one or two courses per semester. It is expected that students also working as teaching assistants will complete the program in six semesters of study. For further details about departmental requirements consult departmental handbook.

The following section shall not change:

The department recognizes the special needs of persons already working who may wish to improve their qualifications. Some graduate courses will regularly be offered at night, and part-time students are permitted (though university regulations require that all M.A. students must complete their work within five calendar years of their first enrolment).

RATIONALE:

These changes explain our program with greater clarity in fewer words.

There are three changes of some significance:

- i. The length of the thesis is specified as about 100 pages which is clearer than the calendar entry and meant to indicate to both student and supervisor the limit of expectation from the theses.
- ii. The non-thesis option increases course requirement from 5 to 6 while simplifying the extended essays. At present our practice regarding these options is a bit confused and leads to unnecessary stress on the student. The course-work option is particularly important at present because many students do not need to pursue research beyond M.A. but want to extend their knowledge of literature for pleasure and enrichment. Given the limited possibility within the profession at the present time, we should encourage this.
- iii. At present we do not indicate to students any departmental expectations regarding the duration of the program. This sometimes leads to drift and a less than desirable rate of progress. Six active semesters seem to us a reasonable period for the program.

## DELETE THE FOLLOWING:

## A. Thesis Program

A minimum of 20 semester hours of graduate seminars is required in addition to a thesis. By permission of the Chairman of the Graduate Program Committee, one directed reading course may be substituted for a seminar. Reading courses should be used only to follow special interests not available through formal course work during the student's residence. The emphasis of this program falls upon the preparation for and execution of a high quality M.A. thesis amounting to a study in depth. The thesis is an introduction to advanced criticism and research in the humanities; it need not be an exhaustive treatment of the subject. The normal length of a thesis will be 60-120 pages.

## B. General Program

Twenty-five semester hours of graduate seminars are required. By permission of the Chairman of the Graduate Program Committee, one directed reading course may be substituted for a seminar. Reading courses should be used only to follow special interests not available through formal course work during the student's residence. In addition, the student must submit two extended essays, of normally 25-40 pages each. Extended essays are defined as scholarly papers that meet the same standards of excellence as a thesis, they will be examined in the same way as a thesis, prepared in the same format, bound, and placed in the Library. The aim of this program is to develop a breadth of knowledge and competence over several areas of study.

## RATIONALE:

Information contained in this section has been incorporated in the preceding "Program" section. Advisory details have been moved to the departmental handbook.

The following section shall not change:

## Interdisciplinary Studies (Boldface)

In addition to the M.A. program described here, the university offers degree programs to exceptionally able applicants whose proposed course of studies cannot be carried out in any existing program. Students interested in pursuing an M.A. may wish to submit a proposal for Special Arrangements through the Office of the Dean of Graduate Studies (see Section 1.3.4. under *Special Arrangements* ).

Continued:

The following section shall not change:

Examinations (Boldface)

While the *General Regulations* set the minimum Cumulative Grade Point Average necessary for continuance at 3.0, the English Department regards any course grade below B to be unsatisfactory and expects its students to achieve an average above the minimum. Any student whose progress is deemed unsatisfactory may be asked to withdraw under section 8.3 of the *General Regulations*.

REPLACE THE FOLLOWING:

Students wishing to write a thesis must submit a prospectus and a bibliography of about 5-10 pages in all; they are advised to do so before the completion of their course work and in no case later than the semester following completion of course work. The student's proposal will be considered in oral examination by the supervisory committee together with a member of the Graduate Program Committee. The purpose of this exam is to determine the feasibility of the thesis topic and to ascertain the student's command of the subject. Students must have the approval of this committee before proceeding further with the thesis. Students on the five-course program will not be subject to this examination, but nevertheless shall be required to defend the papers they have submitted in lieu of a thesis, in conformity with 10.1 of the *General Regulations*.

WITH:

Students who choose the thesis option must submit a proposal and be examined on it by the Supervisory Committee no later than one semester following the completion of course work. Students may proceed with their thesis only after the approval of the Supervisory Committee and the Graduate Program Committee.

Students in the non-thesis option will be exempt from this procedure but shall defend their extended essays in conformity with 10.1 of the *General Regulations*.

RATIONALE:

Restatement with intent to simplification and compatibility with change of non-thesis requirement to six courses.

The following section shall not change:

Language Requirement (Boldface)

All students registered in the M.A. program will be required to demonstrate a reading ability in one language other than English that is acceptable to the student's supervisory committee. Ability will be determined by a time-limited examination consisting of the translation of a passage of literature or criticism in the particular language. A dictionary will be permitted. It is possible to waive this requirement only with the permission of the Graduate Program Committee.

The Department of Languages, Literatures, and Linguistics offers courses to help graduate students meet language requirements.

For further information and regulations, refer to the *General Regulations* section (1.).

Proposed changes to the Ph.D. Program in English

PH.D. PROGRAM (Boldface, large type)

REPLACE THE FOLLOWING:

For admission requirements refer to the General Regulations section. In addition, the English Department requires that the applicant must have earned an M.A. degree or its equivalent, with high standing in English or Comparative Literature. It should be noted that the program is strictly limited to a quota of 15 candidates at any one time; and further, that the Department must be satisfied that it is fully competent, with respect both to available faculty and to available source material, to serve the principal academic interests of each candidate in the program. Consequently, all candidates will be expected to describe their study plans in detail, and if possible, make themselves available for personal interview with a representative of the department.

WITH:

The Ph.D. program in English assumes in the student a background in English or Comparative Literature equivalent to our M.A.; this is the condition of admission to the program. The student is required to do a minimum amount of coursework to fill any gaps or satisfy any needs. The major emphasis of the program is on personal supervision in one primary and one secondary area and the production of a doctoral thesis. The program is designed to encourage innovative studies. All applicants are expected to describe their study plans in detail.

The program should be completed in 9-12 semesters though the university provides an outside limit of eight years.

RATIONALE:

(1) The concept of 'high standing' has proved difficult to work with and is being changed to 'equivalent to our M.A.,' which is more pertinent as a base for Ph.D. in our department. (2) It is unnecessary to state how many students will be admitted since the size of the program is necessarily limited by the resources of the department. The relation between departmental resources and admission is recorded under Supervision. (3) A suggested term for the program is being introduced to make it more compatible with practice across the university.

REPLACE THE FOLLOWING:

Program of Study (Boldface)

The program requires concentration in one major area of literature and three minor areas, provides continuous personal instruction and supervision, demands no course credits as such, and involves completion of a thoroughly researched doctoral thesis. When the student has been accepted, the department's Graduate Program Committee assigns a temporary faculty advisor to assist in relating the student's academic interests to the resources of the university.

continued:

Within one month of the student's first registration in the program, the same Committee assigns a Senior Supervisor. Together the Senior Supervisor and the student will begin the course of studies designed to prepare the student in the chosen areas for the examinations detailed below, and for the definition of a thesis topic. Before the end of the second semester, the department's Graduate Program Committee assigns a Supervisory Committee consisting of at least two of the department's faculty members in addition to the Senior Supervisor. The student's progress is appraised at the end of each semester.

At least one of the student's four areas should include the study of a substantial number of works written before 1800. Any of the traditional specializations (such as Medieval Literature, the Renaissance, and the Novel) and less traditional studies, including various interdisciplinary combinations are generally acceptable if within the University's current competence. If writings in French or a foreign language are a necessary part of any of the designated areas of study, the student must achieve competence in that language to the satisfaction of the Supervisory Committee. Otherwise, the program has no requirements for a second language.

The student will normally receive instruction individually but may voluntarily take regular courses and may sometimes be required by the Supervisory Committee, subject to the approval of the department's Graduate Program Committee, to take one or more courses scheduled by the Department of English or by other departments. The student must take individual instruction from at least three faculty members in addition to the senior supervisor.

**WITH:****Course Work (Boldface)**

Students must complete two courses by the end of their fourth semester. Their choice of courses will be directed by their Senior Supervisor in consultation with the Graduate Program Committee.

**Primary Field of Study (Boldface)**

The primary field is an area encompassing the projected thesis. It may be defined generically, historically, or methodologically, or by a combination of these. It should be broad enough to provide an adequate context for the projected thesis and focussed enough to be useful as a context for a research project.

continued:

The definition of the field, the rationale for its organization, and the literature to be included in it must be prepared by students in cooperation with their Supervisory Committee and submitted to the Graduate Program Committee for approval.

Students should finish this study and be examined in it by the end of their sixth semester.

#### Secondary Field of Study (Boldface)

The secondary field may have some indirect connection with the thesis or be a quite independent area that the student wishes to study in depth. This field may be narrower in scope than the primary area and may be covered by the work of a single author of major importance. A proposal and a reading list must be drawn up by the student in consultation with a supervisor chosen for this area and submitted to the Graduate Program Committee for approval. Work in this area should be completed by the student's third semester.

Requirements for the secondary field of study may be satisfied by taking two additional graduate courses.

#### Supervision (Boldface)

A student will be accepted in the Ph.D. program only if a faculty member is willing to supervise her/his studies. Upon the student's admission, the faculty member will be assigned by the GPC as her/his Senior Supervisor. Before the end of the student's second semester, the Graduate Program Committee will set up the student's Supervisory Committee, consisting of the Senior Supervisor, and two other faculty members with competence in the student's primary field.

The Senior Supervisor is responsible for directing the student's choice of courses, helping the student to organize her/his fields of study, suggesting faculty members who might supervise the secondary field, monitoring the student's progress, and conducting the supervision and examination of the primary field.

#### RATIONALE:

The change introduces course work. The exclusive emphasis on supervised research in our program has often slowed down the student's progress unnecessarily. This change should facilitate progress while maintaining the research component of the student's preparation.

The reference to "works written before 1800" in paragraph 2 of the existing entry above is unnecessary since we are making equivalence to our M.A. a condition of admission.

The language requirement is stated separately.

The following section shall not change:

**Interdisciplinary Studies (Boldface)**

The Ph.D. program in English is designed not simply to tolerate, but also to foster studies in areas outside traditionally designated fields. Normally, such studies may be carried on within the Departments when availability of staff and resources permit. When this is not possible, or when the applicant specifically seeks an interdisciplinary degree that includes study in more than one department, such a course of study may be worked out through special arrangements with the Dean of Graduate Studies. (See *General Regulations*).

REPLACE THE FOLLOWING:

**Examinations (Boldface)**

Before the end of the sixth semester the student must take four written examinations, at least one of these by the end of the third semester. The major and at least one minor area must be examined formally. One of the three minor field examinations must be written as an essay on a topic chosen in consultation with the examiners and the Senior Supervisor; a second minor field may be examined with an essay, by agreement of the examiners and the Supervisor. Works of literature and scholarship on which the examination is centered must be specified by the Senior Supervisor six months in advance of any examination, unless the student waives this requirement. Within two weeks from the date on which each formal or essay examination is passed, the student is examined orally in the area covered by the examination. In cases where the mark has been deferred until the oral examination, the latter will be chaired by the Graduate Program Chairman or his/her deputy. Should the student fail any part of either the written or the oral examination, the Graduate Program Committee may give permission for re-examination on that part no later than one semester after the failure.

WITH:

**Examinations (Boldface)**

The examination in the secondary field should be taken before the end of the student's third semester. The examination will be conducted by the supervisor for the field and another examiner proposed by the supervisor and approved by the Graduate Program Committee. The examination may take one of two forms: (a) a paper on an assigned topic to be completed within ten weeks of the assignment, or (b) a paper on a topic proposed by the student and accepted by the supervisor. Both examiners will read the paper and submit a report to the Graduate Program Committee.

The examination in the primary field should be taken before the end of the student's sixth semester. It will be conducted by the Senior Supervisor and another examiner proposed by her/him and approved by the Graduate Program Committee. It will be in the form of questions set by the examiners and answered by the student within a limited period of time, normally a week. Variations to this may be permitted by the Graduate Program Committee if the examiners are persuaded that they need a special format.

continued:

**Oral Examinations (Boldface)**

After each examination (including essays) the student must meet with the examiners and Senior Supervisor to discuss the exam within two weeks after the exam has been marked. Depending on the results of the written exam, the oral may be a relatively brief, informal discussion, or a more formal examination, particularly when the mark has been deferred until the oral (failed written exams will not normally be followed by an oral). In cases where the mark has been deferred, the oral exam will be chaired by the Graduate Program Chair or her/his deputy.

**RATIONALE:**

The procedures for the examinations have been restated to make them compatible with the change from four research areas to two.

The following section shall not change:

**Language Requirement (Boldface)**

All students registered in the Ph.D. program will be required to demonstrate a reading ability in one language other than English that is acceptable to the student's Supervisory Committee. Ability will be determined by a time-limited examination consisting of the translation of a passage of literature or criticism in the particular language. A dictionary will be permitted. It is possible to waive this requirement only with the permission of the Graduate Program Committee.

The Department of Languages, Literatures and Linguistics offers courses to help graduate students meet language requirements.

For further information and regulations, refer to the *General Regulations* Section (1.).

**REPLACE THE FOLLOWING:****Ph.D. Thesis (Boldface)**

Before the end of the semester following that in which the oral examination has been passed, the student presents a prospectus for the thesis, defining and demonstrating the relationship between it and existing scholarship. The presentation is attended by the Supervisory Committee, by a member of the Department's Graduate Program Committee, and, if practicable, by the External Examiner.

**WITH:****Thesis (Boldface)**

Prior to undertaking the thesis, students must submit a prospectus and a bibliography of about 5-10 pages in all. The proposal will be considered in a oral examination by the Supervisory Committee together with a member of

continued:

the Graduate Program Committee. The purpose of this exam is to determine the feasibility of the thesis topic and to ascertain the student's command of the subject. Students must have the approval of this committee before proceeding further with their thesis.

RATIONALE:

A clearer restatement of the department's practice. It is not desirable to involve the External Examiner in the preparation for the thesis.

The following shall not change:

The completed thesis will be defended in oral examination. Judgment will be made by an Examining Committee.

For the composition of the Examining Committee and other details governing the program as a whole, see the *General Regulations* section 1.9.4 and *passim*.

Proposed changes to Graduate course offerings in English:

REPLACE THE FOLLOWING:

ENGLISH GRADUATE COURSES (ENGL) (Large Type Boldface)

- ENGL 801-5 Studies in Old English
- ENGL 802-5 Studies in Middle English
- ENGL 803-5 Studies in Tudor Literature
- ENGL 804-5 Studies in Shakespeare
- ENGL 805-5 Studies in Seventeenth Century Literature
- ENGL 806-5 Studies in Eighteenth Century Literature
- ENGL 807-5 Studies in Nineteenth Century Literature
- ENGL 808-5 Studies in Twentieth Century Literature
- ENGL 809-5 Studies in Canadian Literature
- ENGL 810-5 Studies in Literature of the United States
- ENGL 811-5 Studies in Language
- ENGL 812-5 Bibliography
- ENGL 813-5 Special Studies
- ENGL 814-5 Studies in Literary Theory
- ENGL 815-5 Studies in Rhetoric, Composition, and Literacy

WITH:

- ENGL 801-5 THE THEORY OF LITERARY CRITICISM. Explores some of the basic theoretical problems involved in the reading and interpretation of literature. May treat, among others, epistemological, inter-textual, social, historical, semiotic, gender, and psychological issues.
- ENGL 802-5 THEORIES OF LANGUAGE AND WRITING. The study of the discursive and/or non-discursive (poetic) uses of language. May include theories and practice of rhetoric and composition.
- ENGL 803-5 LITERARY MOVEMENTS AND HISTORICAL PERIODS. Medievalism, The Renaissance, Metaphysical Poetry, Neo-classicism, Romanticism, Transcendentalism, Pre-Raphaelitism, Modernism and Post-Modernism are examples of possible topics.
- ENGL 804-5 STUDIES IN CANADIAN LITERATURE. In addition to particular movements and periods in literatures in Canada, may explore relations between Canadian, Quebec, American, British, or Commonwealth literatures.
- ENGL 805-5 THE STUDY OF GENRE. History and theory of the novel, epic, lyric poetry, comedy, tragedy, satire, the grotesque and autobiography are among the possible areas of study for this course.
- ENGL 806-5 APPROACHES TO INDIVIDUAL AUTHORS. May deal with one or more authors from a particular theoretical perspective.

Continued:

Each of these courses will bring a broadly defined concept or approach to bear on a limited number of texts.

These courses will be offered in a cycle, two each in Fall and Spring and one in Summer.

ENGLISH 810 GRADUATE RESEARCH SEMINAR PART I.  
Introduction to the tools, process and methods of research.  
Required. Satisfactory/Unsatisfactory.

ENGLISH 811 GRADUATE RESEARCH SEMINAR PART II  
Conclusion of 810. Required. Satisfactory/Unsatisfactory.

RATIONALE:

The changes reorganize the curriculum to reflect changes in the discipline which no longer permit the traditional linear organization. Literary history is, therefore, reduced to one possible mode of ordering. Also the courses are designed to be offered in a cycle to give the students an assurance that any course they need will be available at a predictable time.

ENGLISH 810 and 811 introduce a basic course in research methods whose need has become clearer with time.

The following section shall not change:

ENGL 841-5 Directed Readings A  
ENGL 842-5 Directed Readings B  
ENGL 843-5 Directed Readings C  
ENGL 898 M.A. Thesis  
ENGL 899 Ph.D. Thesis

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.....Chin Bannerjee.....  
.....Department of English.....  
Subject....Revisions to Graduate Curriculum....

From.....Sharon Thomas, Head.....  
.....Collections Management.....  
Date.....October 17, 1986.....

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The proposed revisions to the Graduate Program do not commit the Library to any expenditures in excess of those required for normal maintenance of the already established curriculum.

*Sharon Thomas*

ST/dab

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To..... Michael Roberts, Associate Dean.....  
..... Faculty of Arts.....  
Competence of faculty to teach the  
Subject courses proposed.....

From... Chin Banerjee, Chair.....  
..... Graduate Program Committee, English..  
Date..... October 16, 1986.....

Professors Zaslove, Delany, Banerjee, Coe, Curtis, Dunham, Miki, Djwa, Mezei, Steig, Black, Buitenhuis, De Roo and Messenger have taught and published extensively in the areas they are scheduled to teach. There are also several others members of the faculty with established competence to teach in these areas.

CB:bk

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: English Course Number: 801

Title: Theory of Literary Criticism

Description: Theoretical problems involved in the reading and interpretation of literature

Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8 When will the course first be offered: 1987

How often will the course be offered: At least once in a six semester cycle

JUSTIFICATION:

Part of a total reorganization of the curriculum. See attached explanation.

RESOURCES:

Which Faculty member will normally teach the course: J. Zaslove, P. Delany, C. Banerjee

What are the budgetary implications of mounting the course: no change

Are there sufficient Library resources (append details): yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: Chimney Date: Oct 17/86

Faculty Graduate Studies Committee: Michael Roberts Date: 27 Oct 86

Faculty: Sam Adams Date: 28 Oct 86

Senate Graduate Studies Committee: BPC Date: 13 Nov/86

Senate: \_\_\_\_\_ Date: \_\_\_\_\_

English 801: Theory of Literary Criticism  
The Canon, the Author, and the Text

Instructor: Chin Banerjee

Recent literary theory has de-stabilized the traditional, "self-evident" foundations of literary criticism and research. How and why are canons formed? Who or what is an author? What are the boundaries of a text? Such basic and disturbing questions have to be confronted and resolved by every serious student of "literature" today. This course will study the most important arguments for "de-centering" and "de-construction," and examine their implications for the study and future of "literature."

Required Texts:

- Michel Foucault: Madness and Civilization  
The Order of Things  
The Archeology of Knowledge  
Power/Knowledge
- Roland Barthes: Mythologies  
S/Z
- Jacques Derrida: Of Grammatology  
Writing and Difference
- Harold Bloom: Anxiety of Influence  
Map of Misreading
- Paul de Man: Allegories of Reading
- Geoffrey Hartman: Deconstruction and Criticism  
Criticism in the Wilderness
- Stanley Fish: Is there a text in this class?
- Elaine Showalter: The New Feminist Criticism

Recommended Texts:

- Terry Eagleton: Literary Theory
- Frank Lentricchia: After the New Criticism

On Reserve:

Selected works of Heidegger, Nietzsche and Lacan

Course Requirement:

Three seminar presentations and a paper of 25-30 pages.

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: English Course Number: 802

Title: Theories of Language and Writing

Description: Study of discursive and/or non-discursive (poetic) uses of language.  
May include theories and practice of rhetoric and composition.

Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8 When will the course first be offered: 1988

How often will the course be offered: Once in a 6-semester cycle

JUSTIFICATION:

Part of a total reorganization of the curriculum. See attached explanation.

RESOURCES:

Which Faculty member will normally teach the course: Rick Coe

What are the budgetary implications of mounting the course: no change

Are there sufficient Library resources (append details): yes

- Appended:
- a) Outline of the Course
  - b) An indication of the competence of the Faculty member to give the course.
  - c) Library resources

Approved: Departmental Graduate Studies Committee: *Chimney B* Date: Oct 17/86

Faculty Graduate Studies Committee: *Michael Robers* Date: 27 Oct 86

Faculty: *Erin Alderman* Date: 28 Oct 86

Senate Graduate Studies Committee: *BPClay* Date: 13 Nov/86

Senate: \_\_\_\_\_ Date: \_\_\_\_\_

English 802: Theories of Language and Writing

Instructor: Richard M. Coe

Although rhetoric is an important historical and intellectual antecedent of many other disciplines (including, in the 19th century, of English departments), most of those who today study and teach literature and literacy, reading and writing, speech, communications, linguistics and so forth know little about the discipline of rhetoric. This seminar will, therefore, not presume prior study of rhetoric (though it will presume graduate-level intellectual abilities). Each student will also be free to choose her or his own emphasis, applying rhetorical theory to literature, composition, linguistics (pragmatics), communications, or the history/sociology of literacy.

Rhetoric is the discipline that studies (and the craft that uses) the forms of verbal suasion. As such, it is the study of form, the study of powerful language (as well as of language and power) of form and style as shapers of substance. Born as a discipline in Classical Greece, it became the core discipline of Classical education ("higher education" in that era usually meant studying with a rhetor); it was also probably the first "communications theory."

In order to provide a context for the study of modern rhetoric, this seminar will begin with a brief survey of the history of rhetoric. We will focus on key concepts that are relevant to modern practitioners of all disciplines concerned with the power of words. The special status of literature among verbal media will be explained rhetorically (and elegantly). Literacy will be examined in historical and social - as well as rhetorical and literary - contexts. We will use rhetorical theory to gain insights into literacy and verbal communication in general, literature and composition in particular.

REQUIRED TEXTS:

Burke, K.	<u>A Rhetoric of Motives</u>	California
Richards, I.A.	<u>The Philosophy of Rhetoric</u>	Oxford

RECOMMENDED TEXTS:

Barthes, R.	<u>Mythologies</u>	Hill & Wang
Burke, K.	<u>Language as Symbolic Action</u>	California
Tate & Corbett	<u>A Writing Teacher's Sourcebook</u>	NCTE

These and other texts will be on reserve in the library.

COURSE REQUIREMENTS:

Seminar participation:	15%
Oral seminar report:	20%
Seminar paper (approx. 5000 words)	65%

NOTE: Seminars will be held in the first week of classes.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: English Course Number: 803Title: Literary Movements and Historical PeriodsDescription: Medievalism, Renaissance, Metaphysical Poetry.Neo-Classicism, Romanticism, Transcendentalism, Post-Modernism . . .Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_ENROLLMENT AND SCHEDULING:Estimated Enrollment: 8 When will the course first be offered: 1987How often will the course be offered: At least once in a 6-semester cycleJUSTIFICATION:Part of a total reorganization of the curriculum. See attached explanation.RESOURCES:Which Faculty member will normally teach the course: J. Curtis, R. Dunham, R. MikiWhat are the budgetary implications of mounting the course: no changeAre there sufficient Library resources (append details): yes

- Appended: a) Outline of the Course  
 b) An indication of the competence of the Faculty member to give the course.  
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Oct 17/86Faculty Graduate Studies Committee: Michael Roberts Date: 27 Oct 86Faculty: [Signature] Date: 28 Oct 86Senate Graduate Studies Committee: [Signature] Date: 13 Nov/86

Senate:

English 803: Literary Movements and Historical Periods  
From Sensibility to Romanticism: The Early Wordsworth

Instructor: Jared Curtis

Through a close examination of the texts of Wordsworth's early poems, 1785-1807, we will study the shifts and continuities in taste, styles, and modes of consciousness from the late 18th- to the early 19th-century, from "sensibility to romanticism."

Required Texts:

W. Wordsworth            Complete Poems, Vol. 1            Penguin

On Reserve:

Volumes in the Cornell Wordsworth series through 1807.

We will also be looking at 18th-century poetry, representative poems in the gothic, ballad, and loco-descriptive modes, for example. Secondary sources will include works by Basil Willey, John Jordan, Stephen Parrish, Mary Jacobus, Paul Sheats, Lucy Newlyn, Jonathan Wordsworth and others. Equal emphasis will fall in textual, historical and interpretative criticism.

Requirements:

Several short presentations and a seminar paper.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: English Course Number: 804

Title: Issues in Canadian Literature

Description: Movements and periods in literature in Canada; relations between Canadian, Quebec, American, British & Commonwealth Literatures.

Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8 When will the course first be offered: 1988

How often will the course be offered: At least once in a 6-semester cycle

JUSTIFICATION:

Part of a total reorganization of the curriculum. See attached explanation.

RESOURCES:

Which Faculty member will normally teach the course: Sandra Djwa, Kathy Mezei

What are the budgetary implications of mounting the course: no change

Are there sufficient Library resources (append details): yes

- Appended:
- a) Outline of the Course
  - b) An indication of the competence of the Faculty member to give the course.
  - c) Library resources

Approved: Departmental Graduate Studies Committee: Chimney Date: Oct 17/86

Faculty Graduate Studies Committee: Michael & Robert Date: 27 Oct 86

Faculty: Sam Alderson Date: 28 Oct 86

Senate Graduate Studies Committee: BPC Date: 13 Nov/86

English 804: Issues in Canadian Literature

Instructor: Kathy Mezei

One of the most controversial issues in Canadian Literature recently is the role and function of thematic criticism. What is thematic criticism, its origins and developments? Who are its proponents and opponents? Is thematic criticism giving way to more formalist modes such as structuralism and semiotics? What has been its influence on the canonization of Canadian literature?

This course will examine the significance and evolution of thematic criticism through a discussion of selected primary texts, novels and poetry, and key critical texts.

Readings:

Criticism:

Northrop Frye	The Bush Garden
D.G. Jones	Butterfly on Rock
Margaret Atwood	Survival
Laurie Ricou	Horizontal World/Vertical Man
Gaile McGregor	The Wacousta Syndrome
Frank Davey	Surviving the Paraphrase

Articles from Journals: Line, Tessera, Essays on Canadian Writing, Open Letter.

Novels and Poetry:

Margaret Atwood	Oxford Book of Canadian Verse
Dennis Lee	The New Canadian Poems
Margaret Laurence	The Stone Angel
Howard O'Hagan	Tay John
Robert Kroetsch	Badlands
Margaret Atwood	Surfacing

Requirements:

one oral presentation (20%)  
one 20 page paper (60%)  
class participation (20%)

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: English Course Number: 805  
 Title: The Study of Genre  
 Description: History and theory of literary genres: Tragedy, Comedy, Satire, Romance, Novel, Grottesque, Autobiography etc.  
 Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8 When will the course first be offered: 1987  
 How often will the course be offered: At least once in a 6-semester cycle.

JUSTIFICATION:

Part of a total reorganization of the curriculum. See attached explanation.

RESOURCES:

Which Faculty member will normally teach the course: M. Steig, S. Black  
 What are the budgetary implications of mounting the course: no change.

Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course  
 b) An indication of the competence of the Faculty member to give the course.  
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Oct 17/86  
 Faculty Graduate Studies Committee: Michael Roberts Date: 27 Oct 86  
 Faculty: [Signature] Date: 28 Oct 86  
 Senate Graduate Studies Committee: BQ Clay Date: 13 Nov/86  
 Senate: \_\_\_\_\_ Date: \_\_\_\_\_

English 805: The Study of Genre

Instructor: Michael Steig

In this course we will explore the grotesque in literature, with examples from visual art, as a genre or mode which has in recent years often been given a privileged status (but which certain Victorians were especially interested in as well). We will read several texts that are sometimes called "grotesque", or "comic-grotesque," as well as some theoretical and historical studies of the grotesque. One object will be to try to discover whether there has been any consistency in discussions of the grotesque, why it has been given so much attention in the mid to late 20th century, and whether, ultimately, we can agree upon the concept's usefulness, or on any objective definition. We will have to consider the relation of the grotesque to caricature, the gothic, horror, and the comic.

The question might be put another way: does "the grotesque" exist, or have critics created it -- or is it even possible to make that distinction. And what conditions have been necessary for its being given a privileged status, as under some conditions "grotesque" has been (and sometimes still is) a term of opprobrium. For example, is there something about perceptions of the "real world" that makes the grotesque more acceptable, more relevant, in certain contexts? As a study of a problematic genre, the course has implications for other genre study: why do certain genres become privileged in certain contexts, and what motivates critical debates about the definition of particular genres. Are tragedy or comedy any more stable as genres than the grotesque? Is the perception that they are important any less tied to contexts than the recent (or the Victorian) interest in the grotesque?

Readings:

1. Histories and Theories: Thomas Wright, Ruskin, Freud (on The Uncanny); Wolfgang Kayser, France Barasch, Lee Jennings, Geoffrey Harpham, Philip Thomson, Mark Spilka, Michael Steig. (I will require the purchase of Thomson's book -- in the Methuen Critical Idiom series -- and Kayser, The Grotesque in Art and Literature. Other theoretical readings will be made available through library reserve books.

Requirements:

Several short presentations and a paper of about 25 pages.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: English Course Number: 806

Title: Approaches to Individual Authors

Description: Study of one or more authors from a particular theoretical perspective.

Credit Hours: 5 Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8 When will the course first be offered: 1987

How often will the course be offered: At least once in a 6-semester cycle.

JUSTIFICATION:

Part of a total reorganization of the curriculum. See attached explanation.

RESOURCES:

Which Faculty member will normally teach the course: R. Miki ~~P. Buitenhuis~~, A. Messenger

What are the budgetary implications of mounting the course: no change H. De Roo

Are there sufficient Library resources (append details): yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: Chimney Date: Oct 17/86  
 Faculty Graduate Studies Committee: Michael C Roberts Date: 27 Oct 86  
 Faculty: Sue Adams Date: 28 Oct 86  
 Senate Graduate Studies Committee: BPC Date: 13 Nov 86  
 Senate:

English 806: Approaches to Individual Authors

William Carlos Williams' Paterson and the Contemporary  
Canadian Long Poem

Instructor: Roy Miki

In this course we will examine the line of contemporary Canadian poetry which extends the theory and practice of the American writer William Carlos Williams. We will be especially concerned with the extended poetic form, the "long poem," as it has been loosely termed. Discussions of Williams' Paterson will lead us into a study of postwar Canadian poetry, with a major focus on Robert Kroetsch's Field Notes and bpNichol's The Martyrology. Many Canadian writers have pointed to the "Williams line" as a pervasive influence in their work. As Kroetsch writes: "Reading William Carlos Williams again, Kora in Hell, Spring and All. Pointing me to where I'm at." Other Canadian poets have made similar statements, prominent among them, Raymond Souster, bpNichol, Daphne Marlatt, and George Bowering.

We will start the course by considering Williams' early book, Kora in Hell, as a modernist text that prefigures the poetic concerns of Paterson, the major focus of our first 4-5 weeks. Then we will apply what we've learned from Paterson to Field Notes and The Martyrology (especially Books Three and Four).

Given the limits of any graduate course, the texts and poets singled out are necessarily a selection from a list far beyond the confines of seminar requirements. Nevertheless, various absent texts and poets will enter our discussions as necessary for clarification. Two supplementary texts that will receive more than passing attention are George Bowering's Rocky Mountain Foot and Daphne Marlatt's Steveston.

REQUIRED TEXTS:

Williams, William Carlos	<u>Kora in Hell</u> <u>Paterson</u>	City Lights New Directions
Kroetsch, Robert	Essays. Open Letter (Spring 1983) <u>Field Notes</u>	General
Nichol, bp	<u>As Elected</u> <u>The Martyrology, Books Three &amp; Four</u>	Talonbooks Coach House

SUPPLEMENTARY TEXTS (On Reserve)

Bowering, George	<u>Rocky Mountain Foot</u>	M & S
Kroetsch, Robert	<u>Advice to Friends</u>	General
Nichol, bp	<u>The Martyrology, Books One &amp; Two</u> <u>The Martyrology, Book Five</u>	Coach House Coach House
Marlatt, Daphne	<u>Steveston</u>	Talonbooks Longspoon

SECONDARY MATERIAL

To be announced in class

COURSE REQUIREMENTS

Some one-page writing assignments  
Final Essay

Note: Because the major texts on the course are "long poems" that are demanding on the reader, we will need to meet twice a week for 2-4 hours each session. The extra time will also allow us to listen to tapes of the poets studied.

English 806: Approaches to Individual Authors  
Beowulf

Instructor: H. De Roo

A study of the greatest and most complex vision of heroic aspiration in Old English literature. In this course we translate Beowulf, and consider historically the major critical issues and approaches.

Required texts: Fr. Klaeber, Beowulf and The Fight at Finnsburg, 3rd ed. with 1st and 2nd supps. (Lexington, Mass.: Heath, 1950.

Howell D. Chickering, ed. and trans., Beowulf: A Dual-Language Edition (Garden City NY; Anchor/Doubleday, 1977.

Secondary Reading:

William Witherle Lawrence, Beowulf and Epic Tradition (Cambridge: Harvard UP, 1928).

J. R. R. Tolkien, Beowulf: The Monsters and the Critics, Sir Israel Gollancz Memorial Lecture, British Academy, 1936. PBA 22.

Arthur Gilchrist Brodeur, The Art of Beowulf (Berkeley and Los Angeles: U of Cal., 1959).

Edward B. Irving, Jr., A Reading of Beowulf (New Haven and London: Yale UP, 1968.

Margaret Goldsmith, The Mode and Meaning of Beowulf (London: Athlone, 1970.

Andreas Haarder, Beowulf: The Appeal of a Poem (Viborg: Akademisk Forlag, 1975.

John D. Niles, Beowulf: The Poem and its Tradition (Cambridge and London: Harvard UP, 1983.

Selected articles will be assigned at the appropriate times.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: English Course Number: 810Title: Graduate Research Seminar Part IDescription: Introduction to the tools, methods and process of researchCredit Hours: 0 S/U Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_ENROLLMENT AND SCHEDULING:Estimated Enrollment: 8 When will the course first be offered: 1987How often will the course be offered: once every three semestersJUSTIFICATION:

Incoming students are not sufficiently prepared for research. This course will introduce them to some tools and materials they will need and acquaint them with the strengths of the department.

RESOURCES:Which Faculty member will normally teach the course: J. Curtis, H. De RooWhat are the budgetary implications of mounting the course: no changeAre there sufficient Library resources (append details): yes

- Appended: a) Outline of the Course  
 b) An indication of the competence of the Faculty member to give the course.  
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Oct 17/86Faculty Graduate Studies Committee: Michael Roberts Date: 27 Oct 86Faculty: [Signature] Date: 28 Oct 86Senate Graduate Studies Committee: BPC [Signature] Date: 13 Nov/86

Senate: \_\_\_\_\_ Date: \_\_\_\_\_

English 810: Graduate Research Seminar, Part I

This course will introduce the students to the tools, methods, and process of research. It will have two components: (1) presentations by faculty or invited speakers on a set of topics dealing with basic research tools and methods, and (2) presentations by faculty on their research in progress.

All incoming students will be required to take this course in their first semester.

The course will carry an S/U grade.

Ph.D. students who have taken this course for their M.A. will be exempted.

Sample Description:

Lectures on how to research and write graduate papers; how to prepare thesis abstracts and bibliographies.

Seminars on texts and editing; varieties and availability of bibliographical tools.

Seminars by faculty on their work: Jared Curtis on editing the early poems of Wordsworth; Alan Rudrum on editing Vaughan.

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: English Course Number: 811

Title: Graduate Research Seminar: Part II

Description: Practical application of the tools, methods and process or research

Credit Hours: 0 S/U Vector: \_\_\_\_\_ Prerequisite(s) if any: \_\_\_\_\_

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8 When will the course first be offered: 1987

How often will the course be offered: once every three semesters

JUSTIFICATION:

The course will enable the student to discuss his/her work before proceeding to oral defence of thesis/extended essay.

RESOURCES:

Which Faculty member will normally teach the course: J. Curtis, H. De Roo

What are the budgetary implications of mounting the course: no change

Are there sufficient Library resources (append details): yes

- Appended: a) Outline of the Course  
b) An indication of the competence of the Faculty member to give the course.  
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: Oct 17/86

Faculty Graduate Studies Committee: [Signature] Date: 27 Nov 86

Faculty: [Signature] Date: 28 Oct 86

Senate Graduate Studies Committee: [Signature] Date: 13 Nov/86

Senate: \_\_\_\_\_ Date: \_\_\_\_\_

English 811: Graduate Research Seminar, Part II

This course will enable the student to present and discuss his/her research in progress. All students will be required to take this before graduation. The course will carry an S/U grade.

Description:

The student will give a seminar on his/her area of research emphasizing the methods used and the problems encountered.