



*Department  
of English*



*Winter Session  
2014*

*January 6 - January 24*



## The English Major Club

Do you want to meet more students in the department? Do you wish you had friends to go to for help on assignments? Do you enjoy just having fun?

The brand new English Club is looking for members. It is a club for majors, minors, and anyone who simply enjoys anything written. If you've been looking for someone to help proof your assignments, talk about books, check out Buffalo's literary scene, and simply relax and have fun with, then the English Club is for you.!

E-mail [ub.englishstudentassociation@gmail.com](mailto:ub.englishstudentassociation@gmail.com) for more information.

Visit us on the web at: <http://ubenglishstudentassociation.wordpress.com/>

Look for us on Facebook under **UB English SA**.



**Visit the English Department website at:**  
**<http://www.english.buffalo.edu>**

**Look for us on Facebook:**  
**University at Buffalo Department of English**



### **Visit Career Services to look at potential career paths and to help plan your future!**

UB Career Services is the place on campus to help you explore how your English major connects to various career paths. Meeting with a career counselor allows you to explore your interests and career options while helping you take the necessary steps to reach your goal. You can also make a same-day appointment for a resume critique, cover letter assistance, or quick question on your job or internship search.

Call 645-2231 or stop by 259 Capen Hall to make an appointment.



### **Did you know...**

Employers in many diverse fields - including business, law, government, research, education, publishing, human services, public relations, culture/entertainment, and journalism - LOVE to hire English majors because of their

- ability to read and write effectively and articulately
- excellent verbal communication and listening skills
- capacity to think critically and creatively
- comprehensive knowledge of grammar and vocabulary
- ability to weigh values and present persuasive arguments



PLUS, knowledge about literature allows for intelligent conversation at work, dinner, meetings and functions. Go English Majors!





This January, embrace winter in Buffalo and earn UB credit for it! Explore UB's new winter session opportunities, talk with your advisor about how winter session can help you improve your skills, stay on track to graduate and pursue special educational enrichment opportunities.

Winter Session offers courses that connect students and faculty in an intimate, intensive, creative atmosphere. The three week period, beginning in January, 2014, will be highly flexible, allowing course formats which support traditional courses as well as immersion-style courses and study abroad opportunities. Students are encouraged to use these study opportunities to improve skills, take courses to stay on track to graduate and to pursue special enrichment opportunities.

The English Department is offering the following courses this Winter Session. Please note the varied credit hours for each course...

|   |                   |              |                |
|---|-------------------|--------------|----------------|
| ENG 256 Film                              | M - F 9:00-11:45  | Fraser       | 3 Credit Hours |
| ENG 281 Fractured Fairy Tales             | M - F 12:00-1:50  | Bhattacharya | 2 Credit Hours |
| ENG 281 Why Do We Have College?           | M - F 10:00-10:55 | Frangipane   | 1 Credit Hour  |
| ENG 395 Screening and Staging Shakespeare | M - F 12:30-3:15  | Hoffman      | 3 Credit Hours |

Registration for winter session campus-based and on-line courses begins on **October 1, 2013**.

For information on enrolling in classes, Study Abroad info, tuition/fees/financial aid, drop/add/resign dates etc... please go to: **[ubthiswinter.buffalo.edu](http://ubthiswinter.buffalo.edu)**





## **256 Film**

**Alison Fraser**

**M - F 9:00 - 11:45**

**Reg. No. 10024, 3 Credit hours**

### **Chick Flicks and Classic Lit**

This course will examine the relationship between classic literature and popular cinema, and the depiction of women in each, by focusing on “chick flick” film adaptations that put a modern twist on canonical favorites. Each week will pair a work of literature and its film “update”: *The Taming of the Shrew* (1593) and *10 Things I Hate About You* (1999); *Emma* (1815) and *Clueless* (1995); *The Scarlet Letter* (1850) and *Easy A* (2010). Our guiding question for the class is: How can studying film “updates” allow us to better understand what it is that literature does, and how literature speaks to modern society? Within this question, we will engage questions of gender, femininity, and social expectations of women. We will look at representations of women in relation to image (clothes, makeup, and plastic surgery), popularity (cliques, bullying, rumors, gossip), and vices (sex, drugs, and alcohol)—and how female characters attempt to reclaim agency, then and now.

## **281 Special Topics: Fractured Fairy Tales**

**Shayani Bhattacharya**

**M - F 12:00 - 1:50**

**Reg. No. 10026, 2 Credit Hours**

### **And they lived happily ever after....**

Whether there be ogres, monsters, princes, witches, talking frogs, evil stepmothers or magic beans; almost every fairy tale has one thing in common – the happily ever after. But if fairy tales are the stuff of childhood why do they crop up in the adult world through films like the steam punk gore rendition of *Hansel and Gretel: Witch Hunters* or procedural TV shows like *Grimm* and *Beauty and the Beast*, or ads for Chanel No.5 and Adidas? In this class we will examine the frame narratives of “classic” fairy tales of the Grimms brothers in the hands of twentieth century stalwarts like Angela Carter and Donald Barthelme to reflect on modern renditions of the “ever after” myth. Carter’s collection of shorts (*The Bloody Chamber and Other Stories*) and Barthelme’s novella (*Snow White*) provide perfect opportunities to revisit childhood favourites by looking at them through different critical lenses (gender, race, class) and experimental narrative devices (multiple points of view, pastiche, unreliable narrative voice). Using J.R.R. Tolkien and the scholarship of Maria Tatar and Bruno Bettelheim the class will attempt to investigate the validity of fairytales in an era of reworkings and adaptations. The readings will be supplemented by videos and films ranging from *Disney* and Betty Boop shorts to European mash-ups like *Valerie and Her Week of Wonders*. The course will conclude with a collective reading of the Johnny Depp starrer pastiche narrative *Into the Woods*.





## **281 Special Topics: Why Do We Have College?**

**Nicholas Frangipane**

**M - F 10:00 - 10:55**

**Reg. No. 10025, 1 Credit Hour**

### **Why Do We Have College?**

When President Obama visited UB in August he laid out a new plan to distribute federal aid to universities based on their ability to get their graduates jobs. This is one of many signs that we currently view college education as a sort of job training. However, this is just the latest of a number of roles assigned to the university throughout the twentieth century. In this course, we will read many articles and two novels (*Brideshead Revisited* and *This Side of Paradise*) that try to answer this deceptively simple question: why do we have college?

## **395 Screening and Staging Shakespeare**

**Nicholas Hoffman**

**M - F 12:30 - 3:15**

**Reg. No. 10027, 3 Credit Hours**

**This course fulfills an  
Early Literature  
Requirement**

This course explores the intersection of literature, film and stagecraft by examining four movies that showcase the staging of Shakespearean plays. This course requires no prior academic experience in film, literature, or theater, though it will be of interest to students in all three disciplines. The course will use films to investigate the historical, aesthetic, narrative, and emotional contexts of Shakespearean theatrical entertainment. Beginning with the material conditions of the theater in Shakespeare's time (*Shakespeare in Love*), the course will move on to consider the changing state of show business, celebrity, and fame in the mid-1990's (along with forms of theatrical/cinematic villainy) in Al Pacino's curious docu-drama *Looking for Richard*. Then the course will turn to an actor/director known for his work with the Bard: Kenneth Branagh. Why, in anticipation of his lavish, spectacular film version of *Hamlet* (1996), did Branagh write and direct a film about a small-town Christmastime staging of *Hamlet*, as portrayed in the film *A Midwinter's Tale*? The course will close with *Me and Orson Welles*, which weaves a semi-fictional story around Welles' famous 1937 production of *Julius Caesar*, and consider the following question: how have artists at different times reconsidered, repurposed, and re-used Shakespeare's plays to address the most pressing issues of their own times?

Each class session will be comprised of three parts: (1) slow-reading and blocking of select scenes, (2) viewing of the films, and (3) class discussion. The outcome of this course is to expose the importance of the interpretive choices made by actors, directors, screenwriters (and anyone creatively involved with these works), and provide students with the tools they need to critically recognize, understand and theorize these choices.



## ***English Honors Program***

The English department offers an honors program for serious students who enjoy doing intensive work and would like the challenge and excitement of exchanging ideas and research with fellow students and instructors in a seminar setting. Planning and writing a thesis is another opportunity the honors program offers.

### **Minimum Requirements for Department Acceptance:**

For entry to the English Honors Program, students must have a 3.5 GPA within English or faculty recommendation for Honors; if the latter, students must have achieved a 3.5 GPA before graduation in order to graduate with honors.

### **Department Requirements for Graduation with Honors**

1. One English Department honors seminar (3 credits).
2. One Senior Thesis - independent work culminating in a thesis of 30-35 pages. This might be a research essay or a form of creative work. A creative thesis must include two introductory pages placing the work in a conceptual context. The honors student may choose to take either one or two semesters to complete the honors thesis (3-6 credits).



**In all your work, strive for:**

**Clarity**  
**Accuracy**  
**Generosity**  
**Rigor**

**Clarity:** Write lucidly, articulately, well. Your essays should have clear aims and ask substantive questions. Constantly try to improve your style and enlarge your powers of expression. Remember – you aim to communicate, so give your reader room to follow. Aspire to nuance, but avoid complexity for complexity's sake.

**Accuracy:** In your language, in your research, in your citational practices, in your transcriptions and note-keeping. Inaccuracy proliferates from the point of your first mistake. Constantly check and revise your work to eliminate errors.

**Generosity:** You participate in a community of scholars. Nurture that community by sharing your thoughts, sharing your passions, and sharing your sources. Speak to each other. Intellectual work is for the common good. We are humanists, after all.

**Rigor:** Learn your field, read deeply and widely, never cut corners. Aim to serve the principles that first brought you to academia, and never try to mimic somebody else.



## The Creative Writing Certificate

The Department of English is pleased to announce the launch of a new Creative Writing Certificate Program for undergraduates.

Creative Writing students have a wealth of writing related opportunities to draw on in the English Department: *NAME*, the recently revived student-run poetry and fiction magazine, as well as the vibrant Poetics Plus reading series and the Exhibit X Fiction Series, which bring nationally regarded poets and fiction writers to Buffalo to meet with students.

For more information about the new Creative Writing Certificate Program, please contact Christina Milletti, at [Milletti@buffalo.edu](mailto:Milletti@buffalo.edu) or join the Facebook page at: [www.facebook.com/UBCWF](http://www.facebook.com/UBCWF)

## Journalism Certificate Program

Today's media recruiters want candidates with more than solid reporting and story-writing skills. They want applicants with specialized knowledge in complicated subject areas – plus the ability to delve into those areas and provide meaningful contexts for news events, for readers and viewers.

The journalism certificate program at UB provides students with an educational foundation in writing and reporting for publication, emphasizing hands-on workshops and internships designed to transition students into the professional world. Classes concentrate on journalistic skills including feature writing, news reporting, and opinion writing.

In addition, the program fosters an understanding of U.S. and global media, journalism ethics and integrity standards associated with the journalism profession. It's an interdisciplinary course of study comprised of coursework offered by the Departments of English, Communication, and Media Study.

The certificate should be viewed as an accompaniment to a student's major course of studies. Concentrating on subjects such as business, law, history or political science for the core of undergraduate studies will give students a foundation to draw on in pursuing a journalism career.

**The journalism certificate is not a baccalaureate degree program.** It is designed to help students master the tools of journalism while offering the freedom to concentrate on core knowledge areas – putting students on the right track to succeed in the professional media world and must be earned concurrently with their undergraduate degree.

The Journalism Certificate provides students with a formal educational foundation in writing and reporting for publication as well as an understanding of the U.S. and global media. In addition, the program fosters an understanding of journalism ethics and integrity standards associated with the journalism profession. The courses are taught by UB faculty and professional reporters and editors working for local media. Having professional reporters and editors in the classroom provides students with practical educational experiences including writing, editing, research, interviewing skills development, and understanding the expectations of editors.

For more information, please contact Jody Kleinberg-Biehl at [jkbiehl@buffalo.edu](mailto:jkbiehl@buffalo.edu).





