

TCU DEPARTMENT OF ENGLISH

GRADUATE PROGRAM

2019-20 Graduate Courses

Updated 9/23/19; Details subject to change

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Fall 2019 Descriptions

ENGL 60113 Introduction to Graduate Studies & the Profession of English

Mona Narain, Tuesdays 1:00-3:40

English Studies is a broad term that encompasses the diverse work done in contemporary English Departments, which often include literary studies, rhetoric and composition studies, creative writing, digital humanities, literacy studies, and many other areas within our discipline.

This seminar is an introduction to English Studies as a profession. The central goal of this course is to introduce you to the larger context of the profession, positioning you to use your graduate education to make a contribution within the many and varied discussions and debates ongoing in the fields associated with English. We will explore the history of English Studies to understand development and change in methods and theories in relation to the various institutional and intellectual contexts from which they emerged. Through this exploration, we will see the entwined paths of various kinds of work within contemporary English (and related) Departments.

We will also look close to home at the TCU English Department: to see how the graduate faculty and their research projects represent fields and subfields, and how your research interests might fit into and mature within this department.

Finally, we will consider the specific skills and strategies for study and research that will support your scholarly development.

OUTCOMES — **English Studies:** Foundations Course. **Rhetoric and Composition:** Foundations Course.

Professionalization: Conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations.

ENGL 60513 Teaching College Composition

Carrie Leverenz, Thursdays 1:00-3:40

Teaching College Composition (TCC) introduces new Graduate Instructors (GI) to theory, research, and pedagogy that supports the teaching of college-level writing. The course is designed to help graduate instructors become informed, reflective practitioners through both traditional scholarly work (reading, discussion, research, writing) and more practice-oriented activities (teaching observations, pedagogy presentations). The course also encourages the development of a teaching community through the creation of shared resources and the building of networks of support.

Learning outcomes include:

- 1) Comprehend theory and research relevant to the effective teaching of writing
- 3) Practice critical self-reflection as a teacher
- 4) Identify effective pedagogical strategies for teaching writing
- 5) Demonstrate skill in course design and lesson planning

TEXTS

First-year Composition: From Theory to Practice. Deborah Coxwell-Teague and Ronald F. Lunsford, Eds.
Naming What We Know: Threshold Concepts of Writing Studies. Linda Adler-Kassner and Elizabeth Wardle.
Rehearsing New Roles: How College Students Develop as Writers. Lee Ann Carroll.
Responding to Student Writers. Nancy Sommers
Rewriting: How to Do Things with Texts. Joseph Harris
 Additional reading as assigned.

ASSIGNMENTS

- 1) Teaching Journal
- 2) Teaching Observations and Reflection
- 3) Pedagogical Strategy Presentation and Handout
- 4) Teaching Philosophy
- 5) Annotated Syllabus for Spring 2020 (or themed course proposal)
- 6) Final Project
- 7) Teaching Circle Discussion Leading

OUTCOMES — **English Studies:** Foundations Course. **Rhetoric and Composition:** Foundations Course.
Professionalization: Conduct research independently.

ENGL 60733 Language and Theory

Joddy Murray, Tuesdays 4:00-6:40

Conceptions of language drive many practices in English studies, but especially in Rhetoric & Composition. How language is theorized affects teaching practices, writing practices, curricular practices, disciplinary practices, and professional practices. On one hand, some theorists claim that language operates on a coding/decoding model, allowing a one-to-one correspondence between the signs we use and the meanings we convey. On the other hand, other theorists claim language operates somewhere between meaning and the signs we use—in fact, the ambiguity language creates as it attempts to objectify thought is exactly its most generative and powerful quality. Language is also socially constructed, so it carries with it inequities and silenced cultural identities. For example, in *Raciolinguistics: How Language Shapes Our Ideas About Race*, the editors make the point in their introduction that “fluid raciolinguistic practices and performances of People of Color” is a “response to historic and pervasive White supremacist ideologies of race and language” (8).

But it is not enough for you to read about various theories on language; you will also do theory. Whether it is a small contribution to a well known, existing interpretation of language, or whether it is a whole new theory about the relationship between thought and language, you will learn to construct and make visible your own views on language while in this course.

Readings include works from Berthoff, Smitherman, Volosinov, Vygotsky, Bakhtin, Cassirer, Langer,

Heidegger, Horkheimer/Adorno, Derrida, Foucault, de Certeau, Kristeva, and Alim/Rickford/Ball.

OUTCOMES — **English Studies:** Theory. **Rhetoric and Composition:** Theory. **Professionalization:** Write for publication.

ENGL 80453 Seminar in British Literature of the Victorian Period: British Races and Racism 1820-1910

Linda Hughes, Wednesdays 1:00-3:40

Though Britain's dominant metropolitan culture self-identified as Anglo-Saxon and white, writers of color flourished in England and in British colonies, offering important (and understudied) counterdiscourses to the British literary canon. Adopting a comparative/critical race approach, this course is structured dialectically in its focus on three regions of British rule in the nineteenth-century: the Caribbean, England [where Jews were classified as "oriental" or "black"], and India. In each unit, we open briefly with overtly racist expression by canonical authors versus white liberal response before turning to writers of color who offer alternative perspectives on and counter stories of social justice and represent subjectivities that register the experience of persons of color within imperial Britain. Along the way we will be reading theories of race and racism and secondary works on the assigned writers.

Setting nineteenth-century writers of color in dialogue with each other and with white writers, our discussions will analyze how race-based experiences and ideologies shape the sayable and writing techniques in nineteenth-century literary works. Following each unit's discussion, students will write a brief (3-4 pp.) synthesis paper on their takeaways from the literary readings, accompanying theoretical or secondary works, and class discussions.

To expand the inclusiveness of racial and ethnic identities in the course and the social justice issues that multiracial writers bring to the fore, each student will also read an additional work from a list of candidates for book reports. Some are by canonical authors and represent racist or in some cases more inclusive response (e.g., Anthony Trollope, *The West Indies and the Spanish Main* (1859), Charles Dickens, *Oliver Twist* (1837-9), Wilkie Collins, *The Moonstone* (1868)). Many others are by writers of color, e.g., *Poems by a Slave in the Island of Cuba, Recently Liberated; With the History of the Early Life of the Negro Poet*, by Juan Francisco Manzano (English translation 1840), Grace Aguilar, *Women of Israel* (1845), Krupabai Sathianadhan, *Kamala: The Story of a Hindu Life* (1894). Each student will present an in-class book report on the selected text within the framework of critical race theory.

Required books for purchase: Mary Prince, *The History of Mary Prince* (Penguin); Robert Wedderburn [mixed-race Jamaican and radical London émigré.] *The Horrors of Slavery* (Markus Wiener Publishers); Mary Seacole [mixed-race Jamaican "doctress"], *The Wonderful Adventures of Mrs. Seacole* (Penguin); Amy Levy, *Reuben Sachs* (Broadview); Israel Zangwill, *Children of the Ghetto* (Wayne State UP). (Additional full-text PDFs and online editions will also be assigned.) Required assignments: 3 synthesis papers (10% each); book report (oral presentation + handout, 20%); semester project (10-20 pp. + bibliography, 35%); participation (15%). A detailed syllabus is available on request.

OUTCOMES — **English Studies:** Historical Engagement, National/Transnational/Comparative Approaches. **Rhetoric and Composition:** Textual/Scholarly Production. **Professionalization:** Conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations; write for publication.

Comparative Race and Ethnic Studies (CRES) outcomes: 1. Students will learn to critically and comparatively analyze the constructions of race and ethnicity and their effects on global society at the graduate level. 2. Students will learn and use the major theoretical and methodological frameworks of race and ethnic studies, such as critical race theory, for conducting scholarship in their respective disciplines.

ENGL 80523 Race and Gender in American Literature: The Strange Career of Racial Liberalism

Joseph Darda, Mondays 5:30-8:10

In August 2010, before addressing the nation from the Oval Office to declare an end to the Iraq War, President Barack Obama redecorated. His team installed a new oval rug emblazoned with the words of Martin Luther King, himself paraphrasing the abolitionist minister Theodore Parker: "The arc of the moral universe is long, but it bends toward justice." Obama recited the words in speeches throughout his time in office, beginning with his first speech as president-elect in 2008. Since King first used the phrase in 1958, it has stood as a motto of racial liberalism, promising the gradual realization of an antiracist America somewhere in the future. (This departed from King's original Messianic meaning; he didn't expect to find justice on Earth.) When Donald Trump moved into the Oval Office in 2017, he threw out the rug.

With racial liberalism facing a second, and perhaps terminal, crisis under Trump, this seminar returns to the postwar period to reconsider the culture of Cold War racial liberalism, from World War II to the end of the Vietnam War. This first iteration of reformist antiracism originated from the black press, where soldiers serving in a segregated army campaigned for a "double victory" over fascism abroad and fascism at home, and, in a different vein, from the Carnegie Corporation, which commissioned Swedish sociologist Gunnar Myrdal to write the 1944 tome *An American Dilemma: The Negro Problem and Modern Democracy*. "What America is constantly reaching for is democracy at home and abroad," Myrdal declared. "The main trend in its history is the realization of the American Creed." This fall, we will investigate how writers contributed to and traced the limits of the racial paradigm that delivered some civil rights victories and made others impossible. We will ask what the narrative arc of the postwar "race novel" might reveal about the moral arc of Myrdal's American creed.

Through the writing of Ralph Ellison, Grace Halsell, Chester Himes, John Okada, Ann Petry, Lillian Smith, and José Antonio Villarreal, this seminar examines the emergence of the liberal faith in racial progress as well as alternative stories of race in America and alternative horizons for antiracist struggles. We will situate our readings and conversations in relation to the long civil rights era and the Cold War to consider how racial liberalism and race radicalism grew out of and responded to the rise of Soviet communism and the decolonization of Asia and Africa. In 1955, historian C. Vann Woodward published *The Strange Career of Jim Crow*, which King hailed as "the historical bible of the civil rights movement." This seminar turns to the strange career of the racial regime that came next.

OUTCOMES — English Studies: Historical Engagement, National/Transnational/Comparative Approaches. **Rhetoric and Composition:** Rhetoric & Culture. **Professionalization:** conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations; write for publication; develop courses in their field of specialization; demonstrate competency in using technology.

ENGL 80583 Seminar in Contemporary African-American Literature

Brandon Manning, Mondays 1:00-3:40

This course examines contemporary theoretical traditions that engage the ontology of black social death. As such, this course will engage a theoretical tradition that deeply informs the socio-political site of the Black Lives Matter Movement. Social death, fungibility, Afro-Pessimism, Wake work, Necro-politics are all ways of thinking about the inescapable ontological condition of blackness as outside the pale of modernity and humanity. We will draw on these discourses as we look to burgeoning interdisciplinary scholarship that highlight the capaciousness of contemporary black life. We will think through the relationship of black phenomenology and ontology, and black subjectivity and objectivity while reading contemporary African American literature like Paul Beatty's *The Sellout*. We will seek the answers to such questions: What are the limitations of our focus on black death? How can we center quotidian expressions of blackness to think outside ontological framings of dispossession and death?

OUTCOMES — English Studies: Historical Engagement, Theory. **Professionalization:** Conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work.

ENGL 80723 Seminar in Composition: #BlackGirlMagic: @The Intersections of Literacies, Public Pedagogies, and Black Feminisms

Carmen Kynard, Tuesdays and Thursdays 11:00-12:20

First coined as "Black Girls are Magic" by Cashawn Thompson, the slogan #BlackGirlMagic proliferated a few months after Alicia Garza, Patrisse Cullors, and Opal Tometi created #BlackLivesMatter. In this course, we will treat #BlackGirlMagic as a very specific temporal relationship to Black feminisms, public pedagogies related to digital Blackness, Black freedom movements, and 21st century (re)iterations of white supremacist and imperialist narratives. We will challenge and move beyond the simplistic frames that have positioned (and thereby dismissed) #BlackGirlMagic (BGM) as merely a kind of beauty and representational politics that must ultimately fail for only imagining "magical interventions" against racialized/sexualized violence. Instead, we will closely examine contemporary political and aesthetic conversations in Black feminisms that have made BGM possible/legible. The course has three themes:

THEME I: We begin with a theory clapback from Black feminist scholars like Tiffany King, Brittney Cooper, and Zakiyyah Jackson who argue against the de-racializing/anti-Black-femme impulses that reject intersectionality and Black feminisms for assemblage theory and posthumanism. We will take up ongoing challenges to traditionalist notions of feminism via Black queer feminist activism, Black women's critiques of the academy, and Hip Hop Feminisms in texts like *Unapologetic*, *How We Get Free*, and *Making All Black Lives Matter*.

THEME II: We traverse the spectrum of Black Girlhood Studies as a new category of analysis for the meanings of reading, writing, and schooling. We will look at activism and policy campaigns that challenge Black girls' criminalization via schooling and policing regimes like the work of Kimberlé Crenshaw's #SayHerName and Monique Morris's *Pushout: The Criminalization of Black Girls in Schools*. We will study research on Black girl literacies and Black feminist pedagogies from scholars like Ruth Nicole Brown and the Black Girls Literacies Collective, treating these as an archive of activist research in relation to race, gender, sexuality, and justice.

THEME III: We tap the magic in Black Girl Magic by examining ongoing digital justice projects, comics, YA literature, and urban street fiction that center Black girls. We will look at Black feminist digital vernaculars--- from projects like Kimberly Bryant's "Black Girls Code," Yaba Blay's "Professional Black Girl" series, Pauline Alexis Gumbs's "Eternal Summer," to the plethora of AfroNaturalistas reimagining beauty standards. We will look at these works as spaces that innovate on the most available technologies in order to push alternative sites of knowledge, cultural rhetorics, authoring, and textual production. We will also study Black girl image-making in texts like *Braveheart* by Eve Ewing, *Shuri* by Nnedi Okorafor, and *Bingo Love* by Tee Franklin as well as YAL and urban street fiction.

We will treat our class as a kind of maker-space where we strategically position what Alexander Weheliye calls "racializing assemblages" alongside Black feminism's "disavowed" yet stand-alone sustained reinvigoration of African American cultural theory. Since the "sexualized ungendering of the Black subject" (Weheliye 108) has played a pivotal role in the making of modernity, we will reject any notion that our keen focus on Black women is unrelatable or irrelevant to any western geography and thereby ask new questions of whitestream classrooms, literacies, digital/cultural theories, and rhetorical histories.

OUTCOMES — **English Studies:** Theory, Textual/Scholarly Production. **Rhetoric and Composition:** Pedagogy, Composition & Literacy. **Professionalization:** Become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations.

CRES 60003: Graduate Introduction to Comparative Race and Ethnic Studies

Mona Narain, Thursdays 4:00-6:40

This course aims to give students a broad, general understanding of the multifaceted field that has come to be known as Comparative Race and Ethnic Studies in the United States. In this course, Critical Race Theory serves as a central theoretical framework for students to understand the concepts of race and ethnicity,

their intersections with other concepts such as gender and sexuality, and their manifestations in society. The course traces the historical trajectory of the field from its founding to the current manifestations. Students will also learn about graduate studies in comparative race and ethnic studies as a professional field, how to start a professional portfolio of CRES work (to be showcased through the capstone CRES portfolio) and to plan their course of study for Graduate Certificate at TCU. *Prerequisites:* Admission to the CRES Graduate Certificate.

Course Goals:

- To introduce students to the history and central concepts of Race and Ethnic Studies within a national and global comparative context.
- To guide students to use critical race theoretical frameworks to analyze how race and ethnicity are conceived and used in students' respective disciplines.
- To train students to analyze intersections of race and ethnicity with other social concepts such as gender, nationality and sexuality.
- To give students possible theoretical and methodological tools to pursue a further course of study in Comparative Race and Ethnic Studies.

WGST 50103: Feminist Inquiry: Theory & Praxis

Sarah Robbins, Wednesdays 4:00-6:40

This interdisciplinary course considers key concepts in contemporary feminist theory as they are applied in praxis. Drawing on readings from a range of feminist scholarly traditions, students carry out inquiry projects grounded in key historical trends and social issues linked to the study of gender in varying cultural contexts.

Learning Outcomes:

- Students will assess how feminist theories contribute to inquiry across a variety of disciplines and to interdisciplinary knowledge production
- Students will examine how diverse feminist theoretical frameworks influence the praxis of feminist organizations, groups, networks, and activist projects
- Students will employ feminist research methods from a variety of disciplines
- Students will consider approaches to feminist praxis across diverse professional work environments and fields

Projects for all students:

- a) Report on your interview of a feminist, with your interpretive reflection
- b) Explication of a feminist performance text relevant to the your interests in feminist thought, gender as a category of analysis, and/or social power relations
- c) Feminist recovery story (doing a piece of feminist recovery research, most likely grounded in the current collaborative project sponsored by WGST@TCU to recover TCU-based histories)
- d) Small-group oral presentation on a feminist network (historical or contemporary), including reflections on collaborative strategies used by that network and on your own small group's working processes
- e) Ethnographic report [description and cultural analysis based on at least two site visits] on a site/organization/activity of feminist work connected to your long-term interests, with your analysis set in the context of course readings and key concepts.

Comparative Race and Ethnic Studies (CRES) outcomes: 1. Students will learn to critically and comparatively analyze the constructions of race and ethnicity and their effects on global society at the graduate level. 2. Students will learn and use the major theoretical and methodological frameworks of race and ethnic studies, such as critical race theory, for conducting scholarship in their respective disciplines.

Spring 2020 Descriptions

ENGL 60713: Modern Rhetoric

Ann George, Thursdays 2:00-4:40

Between 1931 when Kenneth Burke used the term “new rhetoric” in *Counter-Statement* and 1974 when Wayne Booth used it in *Modern Dogma and the Rhetoric of Assent*, a great many articles and books either had the term “new rhetoric” in their titles or claimed to set forth “a” or “the” “new” (or “New,” capital N) rhetoric. Surveying this ground in 1964, Richard Ohmann wrote, “rhetoricians have lately taken to using the phrase ‘new rhetoric’ as if it had a reference like that of the word ‘horse,’ rather than that of the word ‘hippogriff.’” Ohmann himself was dubious about the horse but went on to describe common characteristics of new rhetorics in the event that the new rhetoric might materialize. In the same year, Robert Gorrell likened “new rhetoric” to a whale (with blubber), a jellyfish, a weasel, and a camel with many humps. Five decades later, the nature of this beast—the “new rhetoric”—remains to be fathomed. Students in this course will examine just what kind of creature—real or imaginary—the “new rhetoric” might be. Where did the term come from? What (or whose) needs does it address—particularly, what’s going on in the academy, the culture, and the world at large that would prompt theorists to propose a “new rhetoric”? What are the goals of a “new” rhetoric? How does it try to achieve them? Who writes “new rhetoric”? What, if anything, is new about “new rhetoric”? And what difference does it make if we call it new or not?

As these questions imply, this course is not simply about reading canonical modern rhetorical theory as theory (although we will certainly do that). It is also about reading these texts as rhetorical acts—that is, (as Burke might say) as acts performed by a particular agent with his (alas) own motives and means and located in a particular historical scene. It is also, finally, about how we want to write this part of rhetorical history. Of necessity, then, we will need to reflect on questions of historiography.

Finally, the canon of New Rhetoric currently consists of white men: Lucie Olbrechts-Tyteca is often treated as an afterthought; I’ve included Susanne Langer and women rhetoricians from the interwar period, but none of these women are considered canonical (yet). Hence, we’ll need to continuously ask what’s here that we can use to address our current moment. What rhetorical praxis or theories might we build from these texts to address our field’s—and our culture’s—need for equity and inclusivity? Students in this course will write an original argument about a new rhetorical theory or theorist (MA students may choose to do a lit review), give an oral presentation contextualizing the theory, write 8 short reading responses, and create a tracking chart of the assigned theory.

Likely texts include:

Wayne Booth, *Modern Dogma and the Rhetoric of Assent* (1974)

Kenneth Burke, *A Grammar of Motives* (1945)

---. *Permanence and Change* (1935)

---. *A Rhetoric of Motives* (1950)

Ann George, Elizabeth Weiser, Janet Zepernick, ed. *Women and Rhetoric between the Wars*

Susanne Langer, *Philosophy in a New Key* (1942)

Chaim Perelman and Lucie Olbrechts-Tyteca, *The New Rhetoric* (1958; in English, 1969)

I. A. Richards, *The Philosophy of Rhetoric* (1936)

Assorted articles on rhetorical theory and history.

OUTCOMES — **English Studies:** Theory. **Rhetoric and Composition:** Theory, Rhetoric & Culture. **Professionalization:** conduct research independently; give effective scholarly presentations.

- Students can petition for this course to count toward the **WGST** certificate.

ENGL 60723: Research Practices in Composition and Rhetoric

Brad Lucas, Mondays 4:00-6:40

Focused on methods, epistemologies, and theories of research, this course surveys a spectrum of qualitative and quantitative field work, grounded in study design, research ethics, and ways of doing work that

complements textual analysis and criticism. We will take up, in particular, vital concerns with cross-cultural and indigenous knowledge making and the role of the academic researcher in educational institutions and their legacies of systemic oppression and exclusion. This seminar will cover the methods and theories of research practiced in Rhetoric and Composition, emerging as it has alongside literary analysis in particular and epistemology across the disciplines in general. Given the field's explorations and debates over methodology, the seminar could be productive for any graduate student in English, especially someone interested in interdisciplinary work or wanting to enrich their understanding of knowledge production in higher education. We will attend to textual analysis, institutional influences, epistemological issues, scholarly writing genres, research ethics, and methods ranging from quantitative-experimental studies to qualitative-ethnographic approaches.

Readings will be pretty extensive, and are likely to include (but not limited to) John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*; Linda Tuhawai Smith, *Decolonizing Methodologies*; Lee Nickoson and Mary P. Sheridan, *Writing Studies Research in Practice: Methods and Methodologies*; Shawn Wilson, *Research is Ceremony: Indigenous Research Methods*; Katrina M. Powell and Pamela Takayoshi, eds., *Practicing Research in Writing Studies: Reflexive and Ethically Responsible Research*; Leigh Patel, *Decolonizing Educational Research*; and numerous journal articles and chapters. Seminar participants will write weekly reading responses, short analytic essays of particular studies, a book presentation, a scholarly review essay, and a research study design.

OUTCOMES — **English Studies:** Research Methods/Methodology. **Rhetoric and Composition:** *Foundations Course*. **Professionalization:** conduct research independently; write for publication.

- Students can petition for this course to count toward the **CRES** and/or **WGST** certificate.

ENGL 60803: Literature Pedagogy

Ariane Balizet, Tuesdays 2:00-4:40 + Lab (ENGL 30113: British Literature Survey to 1800 on Tuesdays & Thursdays 11:00-12:20)

This required course is designed to acquaint you with the history, theory, and practice of teaching literature and to prepare you for teaching literature in the undergraduate classroom. As such, it asks you to read, think, explore, and theorize as well as to develop and practice professional teaching skills necessary to successful teaching of literature. You will read theories of teaching literature, explore approaches to teaching literature in academic books and journals, and will receive training in planning a course. Expert literature teachers will share their experience and advice with you, and you will teach a work of literature in a large literature classroom in the presence of a faculty member and fellow apprentice teachers who will offer peer review. You are also required to regularly attend the undergraduate laboratory class attached to Literature Pedagogy—ENGL 30113: British Literature to 1800.

OUTCOMES — **English Studies:** *Foundations Course*. **Rhetoric and Composition:** Theory, Rhetoric & Culture, Textual/Scholarly Production, Pedagogy, Composition & Literacy, Digital Humanities & Multimedia.

Professionalization: develop courses in their field of specialization.

NOTE: Open to all graduate students in English MA, English PhD, and Rhetoric and Composition PhD programs. Maximum enrollment is 6 students. As a Foundations requirement, the course has an enrollment priority for English PhD students beyond their first year of coursework, with subsequent enrollment decisions based on advancement toward coursework completion.

ENGL 70603: Digital Approaches to Textual Problems

Gabi Kirilloff, Tuesdays & Thursdays 12:30-1:50

Within the humanities, scholars are increasingly using "big data" to engage cultural and textual questions: whether crowdsourcing translation problems or predicting the next best-selling novel, data driven approaches afford exciting possibilities. Large data sets are also impacting our everyday lives; governments and corporations are increasingly relying on data to automate services.

In this class, we will explore the methods and theories that underlie the move toward “big data” in the humanities. You will learn how to create digital projects and how to advocate for and share these projects through your writing. You will also learn how to think critically about the gaps and biases that are often present in large data sets. No programming experience is necessary (just a sense of curiosity). By the end of the class, you will have gained a familiarity with the digital humanities and a working knowledge of the programming language R. R can be used to examine textual patterns, allowing us to ask questions about the similarities and differences among large groups of texts (e.g. can we tell authors apart solely by the words they use?) The skills taught in this class will be useful for both academic and alt-ac positions.

Often referred to as “distant reading,” this type of computational method has been both praised and criticized for its broad approach to culture. Using computers allows us to ask “big” questions (e.g., do novels get shorter over time) but ignores the complex reactions that we, as humans, have when reading. In this class, we will examine the debates surrounding “distant reading” and think critically about how we can use computers to better understand rhetoric, culture, literature, and conceptual issues (such as gender and sexuality).

All materials for the class will be provided online. We will mainly be working with *Text Analysis with R for Students of Literature* (Jockers) and digital humanities journal articles.

OUTCOMES — **English Studies:** Research Methods/Methodology. **Rhetoric and Composition:** Digital Humanities & Multimedia. **Professionalization:** write for publication; demonstrate competency in using technology.

- This course will be proposed for both **CRES** and **WGST** approval during the Fall 2019 semester.

ENGL 80413: Seminar in Shakespeare: Theo-Politics in Shakespeare

Daniel Juan Gil, Mondays 1:00-3:40

Recent years have seen an explosion of scholarship on early modern representations of sovereignty, identity and “bare life.” In this class we will build on such work and apply it to Shakespeare’s plays. We will elucidate the paradoxical way sovereign power imposes and also undermines identity positions defined around class, gender, sexuality, religion and emerging ideas about race. Our goal will be both historicist—to reconstruct distinctively early modern structures of thought and feeling—and political—to make early modern representations of sovereign power and identity useful for current political debates and struggles. Specifically, we will explore how Shakespeare represents sovereign power, how his characters are constructed in relation to sovereign power, and how the abiding reality of the body beneath the character informs audience experiences of his plays in the early modern theater and also in contemporary theater. We will also explore the continuing relevance of Shakespeare’s thinking about sovereignty, character and the body for current political struggles especially around identity categories such as gender and race/ethnicity. We will read *Julius Caesar*, *Measure for Measure*, *King Lear*, *Othello* and *the Tempest*. We will also read primary theoretical texts by Giorgio Agamben and Carl Schmitt and current scholarship on Shakespeare. In addition to class presentations and annotated bibliographies, students will engage in frequent writing that will build toward a full-length scholarly essay by the end of the semester.

OUTCOMES — **English Studies:** Genre, Historical Engagement. **Rhetoric and Composition:** Theory.

Professionalization: conduct research independently; appropriate journals, professional organizations, conferences, and other outlets for scholarly work.

- Students can petition for this course to count toward the **CRES** and/or **WGST** certificate.

ENGL 80463: Postcolonial Literature: Women Writers and Resistance in India and Ireland

Karen Steele, Mondays 4:00-6:40

Drawing on Barbara Harlow’s germinal theory of literature as an essential “arena of struggle,” we will be examining 19th-20th century “resistant” women writers from India and Ireland, two nations that were once part of the British Empire and often imaginatively figured as the crown jewel and the velvet lining in Queen Victoria’s opulent diadem. A recurrent concern will be tracing the fruitful collaborations and shared concerns of writers and activists who articulated a sense of resistance, initially to the colonial condition but increasingly intersectional (notably: race, gender, class, and caste). Our study will cover the rise of nationalism through the

independence struggle and wrenching partition of each state and conclude with an inquiry into contemporary writings that consider the legacy of empire. Our theoretical concerns will center on the relationship between gender, race, class, and colonialism.

OUTCOMES — **English Studies:** National/Transnational/Comparative Approaches, Theory. **Rhetoric and Composition:** Theory. **Professionalization:** conduct research independently; give effective scholarly presentations.

- This course is currently being vetted for both **CRES** and **WGST** approval.

ENGL 80513: Seminar in American Literature since 1900: Field of Dreams, Site of Conflicts, Landscape of Inquiry

Sarah Robbins, Wednesdays 4:00-6:40

This offering of ENGL 80513 will address longstanding questions about the formation and evolution of “American Literature” as an academic field of study. We’ll be analyzing complex social forces that have continually reshaped the discipline across a long twentieth century (while also dipping back into its beginnings in the nineteenth and forward into more recent developments in the twenty-first). We’ll identify connections between shifting goals for the field itself (such as making the canon more inclusive and responding to communal goals such as addressing social justice issues). We’ll examine why and how the objects and methods of study being employed have shifted and expanded (such as through new archive-building and digitization, along with associated methodological approaches like “distant reading”). We’ll also examine connections between “American Literature” as an ongoing cultural enterprise and related developments within the larger field of the humanities—including interventions through feminist epistemologies, the rise of cultural rhetoric, and arguments for globalizing American literature. Along the way, a central premise of the course will be to demonstrate how the work of scholarship should not be viewed as simply responding to publication and circulation of particular (high-art and/or popular) literary texts, but rather as interacting in a generative rhetorical relationship with those texts to promote both innovative literary production and new approaches for interpretation and reading practices.

Over the course of the semester, each student will develop an individualized inquiry project progressing toward a significant piece of writing. Working in groups, students will also prepare a substantive team presentation contributing to an informal symposium occasion.

This preliminary list reflects tentative plans for our readings:

- From the long nineteenth century—short texts (stories, poems) by N. Hawthorne, W. Whitman, H. B. Stowe, Frances Harper, E. Pauline Johnson;
- from the twentieth—W. E. B. DuBois (*Souls of Black Folk*); Susan Glaspell (*Alison’s House*), Maryse Condé (*I, Tituba, Black Witch of Salem*), Art Spiegelman (*MAUS*); and a range of African American poetry;
- from the twenty-first—Percival Everett (*Erasure: A Novel*) OR Colson Whitehead (*The Nickel Boys*); Louise Erdrich (*The Round House*); Moshin Hamid (*The Reluctant Fundamentalist*); and one YA Lit text chosen for small-group/pair reading [e.g., M. T. Anderson (*Feed*); Gene Luen Yang (*American Born Chinese*); Laurie Halse Anderson (*Speak/Shout*); Elizabeth Acevedo (*The Poet X*)].

Consistent with our premise that scholarly writing has played a creative part in the ongoing development of “American Literature,” we’ll also investigate the field-shaping influence of essays by such critics as F. O. Matthiessen, Paul Lauter, Aimé Césaire, Richard Rodriguez, David Shumway, Houston Baker, Jacqueline Royster, Scott Lyons, Toni Morrison, Jill Lepore, and Wai Chee Dimock.

Note: With support from the instructor, students can petition for this course to count toward the CRES and/or WGST certificate(s). The content of the student’s major project should be aligned with either or both set(s) of curricular expectations if that is an individual learning goal for the class. Course content for all will be addressing key elements from both CRES and WGST graduate certificate expectations.

OUTCOMES — **English Studies:** Historical Engagement, National/Transnational/Comparative Approaches. **Rhetoric and Composition:** Rhetoric & Culture, Textual/Scholarly Production. **Professionalization:** conduct research independently; write for publication.

- Students can petition for this course to count toward the **CRES** and/or **WGST** certificate.

ENGL 80533: Literature of Latina/o Diaspora: Sovereignty, Colonization, Syncretism

David Colón, Tuesdays & Thursdays 9:30-10:50

In this course we will study a diverse selection of literature across a vast range of historical periods and locations. This is intended to serve students from a variety of historical or disciplinary specializations while expanding the field for Latino/a/x Studies specialists (who often work with texts exclusively post-1945). The majority of assigned texts will be by U.S. Latino/a/x authors, with some others by either Indigenous forebears of Latino/a/x peoples who lived before the U.S. existed, Spanish colonists, or Latin Americans conceptualizing issues that bear directly on U.S. Latino/a/x experience and communities. The primary purpose of this course will be to become conversant in the long history of the cultures of Latino/a/x peoples and our ancestors. Our content will be transnational, and the theme of this seminar will be "Sovereignty, Colonization, Syncretism." Primary sources will range widely in genre and discipline: ethnography, theology, historiography, philosophy, fiction, poetry, and rhetoric. All works to be included in our reading list have been originally authored by Latinos/as/xs, Latin Americans, Spaniards, criollos ("creoles," i.e. Spaniards born in the Americas), or Indigenous peoples of present-day greater Latin America. Our reading list will include the following texts (some changes might be made before the semester begins):

- *The Popol Vuh* (Ximenez, trans. 1701 [orig. pre-1550])
- *Huei Tlamahuizoltica* (Laso de la Vega, 1649)
- *A Brief Account of the Destruction of the Indies* (de las Casas, 1552)
- *The Florida of the Inca* (de la Vega, 1605)
- *The Historic Account of . . . Junipero Serra* (Palou, 1787)
- *When Jesus Came, The Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Gutierrez, 1991)
- *Rhetoric of the Americas: 3114 BCE to 2012 CE* (Vaca and Villanueva, eds. 2010)
- *The Squatter and the Don* (Ruiz de Burton, 1885)
- *The Cosmic Race* (Vasconcelos, 1925)
- *Tropical Town, And Other Poems* (de la Selva, 1918)
- *Walking With the Night: The Afro-Cuban World of Santería* (Canizares, 1993)
- *Puerto Rico: The Four-Storeyed Country* (Gonzalez, 1980)
- *The Open Veins of Latin America* (Galeano, 1971)

These texts are connected to the cultures and regions of the U.S., Mexico, Guatemala, Nicaragua, Puerto Rico, Cuba, the Dominican Republic, and Uruguay. They all address the nexus of sovereignty, colonization, and syncretism that fundamentally informs U.S. discourse on Latino/a/x identity and cultural production. Students will complete multiple deliverable assignments, both spoken and written (specifics on assignment guidelines TBD). Spanish proficiency is not required by any means; all assigned texts are in English (either in the original or in translation).

OUTCOMES — English Studies: Historical Engagement, National/Transnational/Comparative Approaches. **Rhetoric and Composition:** Rhetoric & Culture. **Professionalization:** conduct research independently; give effective scholarly presentations.

- Students can petition for this course to count toward the **CRES** certificate.

ENGL 80713: Seminar in Literacy

Charlotte Hogg, Wednesdays 1:00-3:40

This course is designed as an introduction to the vast research area of literacy studies, typically considered a subfield within (or some might argue a co-field of) composition and rhetoric. Literacy studies is concerned with cultural, political, economic, and educational factors that impact and shape how people regard literacy in their lives, communities, and work. The course will begin and be sustained by considering shifting definitions of literacy—or, more accurately, literacies—within scholarship that ranges from histories to theories to literacy narratives and ethnographies. We will consider a myriad of ways literacies are developed, practiced, and valued within U.S. cultures. Along the way, we will engage in discussions of research methodologies within literacy studies, particularly as they influence and are influenced by changing definitions of literacy. Course

assignments will likely include shorter reading responses, a project that engages literacy in the community, a collaborative book review, and a final project and presentation.

Potential Course texts include:

- *Literacy: a Critical Sourcebook*, eds. Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose
- *Fashioning Lives: Black Queers and the Politics of Literacy*, Eric Darnell Pritchard
- *The Rise of Writing: Redefining Mass Literacy*, Deborah Brandt
- *Adult Literacy and American Identity: The Moonlight Schools and Americanization Programs*, Samantha NeCamp
- *Issues of Literacy in Composition Studies*
- Authors Alexandra Cavallaro, James Paul Gee, Annette Vee, and many more

OUTCOMES — **English Studies:** Textual/Scholarly Production. **Rhetoric and Composition:** Composition & Literacy. **Professionalization:** conduct research independently; give effective scholarly presentations.

- Students can petition for this course to count toward the **CRES** and/or **WGST** certificate.