

ENGL 50233: Studies in Creative Writing

[Special Topic]

Research & Revision: Publishing & Craft

Dr. Matthew Pitt

W 1:00-3:40 pm

This course will be both project and process-intensive in nature. On the latter front, we will discuss how generative creative writing research calls for a blend of strategy and spontaneity; why it can prove beneficial to approach a first draft with a plan to make a mess, and invite creative collisions; and how development in revision must heavily rely both on authors committing to initial imaginative impulses, as well as being receptive to altering, contesting, or even abandoning outright the blueprints that launched their journeys. Your instructor will tell the story of his forthcoming novel (set for launch early in our semester), exploring its origins and evolution over the course of many years and drafts. Simultaneously, we will discuss in-depth facets of the publication and production process, from submitting to editing to design. During the term, other authors will visit class or converse with students via Zoom, delineating the varied creative and publication paths of their latest works (covering several genres). Students, in turn, will research, draft, and revise multiple original pieces. The seminar will offer an editing practicum component, and require students to curate markets suitable for their writing: both creative endeavors, as well as professional articles assigned or written “on spec”.

ENGL 70603: Digital Approaches to Textual Problems

Dr. Hanna Jorgensen

TR 11:00 am – 12:20 pm

Digital humanists both use digital methods to study literature and culture, as well as take digital culture as an object of study itself. In this course, then, you will learn digital humanities tools and methods, view examples of digital humanities projects, and read scholarship from the field. How can computation help us see literature in new ways, and what can the humanities bring to the study of digital culture and computation?

We will be learning digital humanities by doing digital humanities. No coding experience necessary, though previous coding and statistical knowledge is welcome. Common methods in text analysis and cultural analytics will be covered, including instruction in basic programming. Along the way, with our critical readings we will question what DH is and what it can offer literary studies.

ENGL 80463: Postcolonial Literature

[Special Topic]

Black and Brown Britain: Rethinking Enlightenment, Empire, and (Post) Colonialism

Dr. Mona Narain

R 12:30-3:10 pm

There Ain't No Black in the Union Jack, Paul Gilroy (1987)

"Despite all our desperate, eternal attempts to separate, contain and mend, categories always leak" Trinh T. Minh-ha *Woman, Native, Other: Writing Postcoloniality and Feminism*

The presence of various Black and Asian people on the island of Britain can be traced back to the time it was ruled by the Romans from 43 CE-410 CE. This population increased substantially in the last 400 years, a product of Britain's Empire beyond the islands. Paul Gilroy memorably indicts the erasure of Britain's diversity in its modern national flag, the Union Jack, and the construction of "Britain" as exclusively native white. Yet, as Trinh T Minh-ha reminds us, all categories such as nation, native, history, literature, or culture are inevitably porous. Focusing on these crucial elided literary and cultural histories of Britain's historical diversity, this seminar decenters and provincializes traditional European definitions of Britain, British Literature, and nation-limited definitions of black and brown. How does reading about fictional black and brown characters, the Othellos, Oroonokos, or Haroon Amirs side by side with real-life Ignatius Sancho, Dean Mahomet, David Olusoga or Salman Rushdie, the many unnamed yet real "blackamoors," "ayahs," or "lascars" help us color the Enlightenment and rethink the very systems of knowledge we use to understand ourselves, the here and now?

The seminar re-oriens and extends the traditional (post)colonial study of Empire's impact on its colonies and peripheries. Instead, it utilizes twenty-first century (post) colonial approaches to re-conceptualize Britain, Empire, and Enlightenment, literature and literary periodization, via the lens of successive global circulations of black and brown. We will use various postcolonial methodologies such as the concept of traveling *brown-ness*, (Minai, Qadir, Chen) to inform our analysis. We will read texts of different genres and from different time periods, early modern to contemporary, with selected (post) colonial theoretical readings.

Seminar assignments will include weekly class preparation and participation, short responses, a class presentation, and a final seminar project.

Graduate Course Outcomes

English Studies Outcomes: National/Transnational/Comparative Approaches; Theory

Rhetoric and Composition Outcomes: Theory

Professionalization Outcomes: Students should be able to conduct research independently; students should understand how to write for publication.

ENGL 80523: Race and Gender in American Literature

[Special Topic]

Speculative Fiction

Dr. Heejoo Park

M 1:00-3:40 pm

In this course, we will explore a range of critical methods (genre theory/race and ethnic studies/postcolonial theory/disability studies/posthumanist theory, among others) in relation to speculative fiction written by North American writers (United States and Canada) in the 20th and 21st centuries. This course is designed to serve students from diverse historical and disciplinary backgrounds, exploring the intersections of comparative race studies and speculative fiction studies. For this course, we will be defining speculative fiction in a broad sense, as Marek Oziwicz proposes, to include “fantasy claiming myth and the fairy tale, or science fiction claiming horror and utopia.” What are the power dynamics involved in the act of speculation, which extrapolates into possible futures, imagines alternate histories, and conjures up entirely different worlds? How do markers of identity – race, ethnicity, class, gender, sexuality, and disability – factor in creating parameters of inclusion and exclusion in these spatial and temporal imaginations? How might speculative fiction reinforce or challenge what it means to be human / nonhuman / more than human? As this course moves along thematically to explore elements of speculative fiction such as time travel, outbreaks, and encounters with nonhuman others (aliens, monsters, clones, ghosts, among others), we will consider relevant sociohistorical contexts as well as an array of methodologies.

ENGL 80533: Literature of the Latinx Diaspora

[Special Topic]

Sovereignty, Colonization, Syncretism

Dr. David Colón

T 3:30-6:10 pm

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 Latinx Studies specialists (who often work with texts exclusively post-1945). The majority of assigned texts will be by U.S. Latinx authors, with some others by either Indigenous forebears of Latinx peoples who lived before the U.S. existed, Spanish colonists, or Latin Americans conceptualizing issues that bear directly on U.S. Latinx experience and communities. The primary purpose of this course will be to become conversant in the long history of the cultures of Latinx 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, 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 Santeria (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 Latinx 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).

Graduate Course 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.

ENG 80723: Seminar in Composition

[Special Topic]

Academic Surveillance: Infrastructures of Accountability and Refusal in Critical Composition/University Studies

Dr. Gavin P. Johnson

T 12:30–3:10 pm

Surveillance happens because of its perceived absence as well as its unquestioned presence. Enabled by ever-expanding ubiquitous computing technologies, surveillance is often rendered

invisible by discourses of personal responsibility, safety, and morality. Within westernized higher education, these discourses fuse into the concept of *accountability*, and academic technologies such as learning management systems (LMS), anti-plagiarism software, AI and AI detection, citation trackers, and, even, grades surveil students, faculty, and other bodies, especially Othered bodies, toward normalization and control.

In this seminar, we will examine academic surveillance and rhetorics of accountability as deployed, discussed, and felt in Composition Studies as well as the emerging interdisciplinary project of Critical University Studies. Students signing up for this seminar should be prepared to read widely and deeply across disciplines (including but not limited to surveillance studies, feminist studies, queer and trans studies, Black studies, Indigenous studies, disability/crip studies, higher education studies, and critical digital pedagogy) to think critically about how discourses within and beyond rhetoric and composition *must* be addressed in order to create a holistic understanding of academic surveillance. Our goal will be to not only identify and critique examples of academic surveillance but work in coalition to refuse surveillance in our classrooms in order to imagine a university otherwise.

Course projects may include: A curated research archive, a conference-style presentation, co-teaching, a collaborative annotated bibliography, weekly annotations, and assessment dialogues.
