

# Fall 2024 Graduate Courses

## **752R: Readings in Southern Literature** – Barbara Ladd

Tuesdays, 10:00AM – 12:45PM

### Description:

Readings in Southern Literature. Advanced study of the 20th century literature of the American South with attention to literary history, southern modernism and beyond, and the global reception of southern literature. We will read, as a group, a selection of texts during the first half of the semester; during the second half of the semester, students will undertake an independent reading and research project, under the guidance of the professor, i.e. through individual meetings (tutorials). This project is a more intensive study of one of the authors we have read (perhaps through reading a second or third work by that author) or an issue or question arising from the material we've read. It will culminate in an introduction to important material on the subject with an annotated bibliography or, if a student is ready to undertake an original argument, a seminar paper.

Texts: tba from among the following: Ellen Glasgow, selections from *The Shadowy Third*, and *Other Stories*; James Weldon Johnson, *Autobiography of an Ex-Colored Man* (the Norton edition, edited by Jacqueline Goldsby); Langston Hughes, *The Weary Blues* (the book in its entirety); William Faulkner, *Absalom, Absalom!*; Carson McCullers, *The Heart is a Lonely Hunter* or *The Ballad of the Sad Café and Other Stories*; Ralph Ellison, *Invisible Man*; Flannery O'Connor, *Wise Blood*; Eudora Welty, *The Optimist's Daughter*; Toni Morrison, *Song of Solomon*; Cormac McCarthy, *Suttree* or *Blood Meridian*.

## **ENG 789-1: Theorizing Black & African Diasporas** – Michelle Wright

Mondays, 1:00PM – 3:45PM

### Description:

As our knowledge and recognition of Black identities swells across the globe, the vexing question of exactly how we define "Black" seems to grow larger and more complex. How and why do we understand indigenous African populations as "Black", when it is an identity invented by white European and U.S. men? How do we historicize a collective such as Black Germans, when each generation often boasts its own individual history and nations of origin? How do we define "African American" when some collectives focus on their enslaved ancestry, others their more recent immigration from other parts of the Americas, Europe and/or Africa? In this course we will tackle the issue of definition and representation by looking at how scholars from across the diaspora both frame and pursue these questions. Reading list may include but is not limited

to: Katherine McKittrick, Samantha Pinto, Rinaldo Walcott, Barnor Hesse, Fatima El-Tayeb, Peggy Piesche, Isidore Okpewho, Jafari Allen, Brent Edwards, Simon Gikandi, Ruth Simms Hamilton, Angelica Pesarini, and Jean Muteba Rahier.

**ENG 789 -2/CPLT 750: Literary Theories** – Geoffrey Bennington

Thursdays, 1:00PM – 4:00PM  
[Cross-listed with ENG 789-2] [3 seats ENG;]

Description:

The course explores some of the ways in which an influential way of thinking about language has affected ways of thinking about literature. After investigating the main tenets of structuralist theory, as derived from Saussure's *Cours de linguistique générale*, we shall go on to see how the internal logic of structuralism led to the rather different positions often referred to as 'post-structuralism' and/or 'post-modernism', and to a questioning of the position of theory itself.

**ENG 789-3/CPLT 751R** – Angelika Bammer

Wednesdays, 1:00PM – 4:00P  
[Cross-listed with ENG 789-3] [3 seats ENG;]

Description:

What constitutes the scholarly in scholarly writing is constantly being revisited as methods of inquiry and technologies of representation continue to morph and change. One abiding concern—the focus of both critique and creative experimentation—has been to locate the boundary between the “scholarly” and the “personal.” Along the way of this debate, many exciting and generative new work has emerged. This seminar will examine some of them and provide space for seminar participants to explore the range of the possible for their own emerging work.

**ENG 789 – 4/AAS 585R: Topics in African American Studies: Decolonial Pedagogy and Practice** - Tiphonie Yanique

Wednesdays, 2:30PM – 5:30PM  
[2 seats ENG] [Cross-listed with AAS 585R]

Description:

This is a graduate seminar drawing on methodologies from various disciplines to identify and demonstrate decolonial pedagogical practices. Seminar students will be from Emory University and Clark-Atlanta University, and will meet at various times on both campuses. A central text

for this course is the decolonial symposium hosted by Emory University and co-hosted by Clark-Atlanta University during the same semester, where students will dynamically engage with seminar fellows in art, literature, anthropology, philosophy and Black spiritual work. Students in this seminar will study seminal texts as well as new decolonial materials presented to them in the form of lectures, working papers, workshops and art exhibits; and as such, students will be expected to meet outside of the listed seminar schedule. Course work will include creating lesson plans, executing lesson plans by teaching to Emory undergraduates, and refining lesson plans for possible publication. Students will write and be able to articulate a robust and dynamic pedagogy statement with theoretical foundation and practical application. Admittance to this course is by application only.

**ENG 790: Digital Humanities and American Literary Archives** – Lauren Klein & Sarah Salter

Thursdays, 10:00AM – 12:45PM

Description:

How can we reimagine early American cultural archives through computational text analysis and other digital humanities methods? What new cultural or theoretical knowledge can these methods reveal? What are their limits? This course, paired with an advanced undergraduate QTM seminar, will explore these and related questions in theory and practice. We will read literary and cultural scholarship about both data and archives and then work as a class to produce computational analyses of the digitized materials of the National Archives. Throughout, we will consider the ethics, practices, and challenges of encountering print culture through digital mediation. This work will inform a series on the 250th anniversary of the United States being produced by Alabama Public Television.

**ENG 791: Composition Pedagogy** – Aaron Colton

Tuesday, 1:00PM – 3:45PM

Description:

This course will equip you with the knowledge and skills necessary for designing and instructing a seminar that introduces first-year students at Emory to the practices of university-level writing. You will learn how those practices may be presented and scaffolded so that students can approach academic inquiry and composition in a tangible and enthusiastic manner. In doing so, you will also compare methods of responding to and evaluating student writing, design low- and high-stakes assignments, and explore elements of multimodal composition. Before turning to these more practical pedagogical matters, we will first develop a theoretical foundation of concepts drawn from rhetoric and composition, critical theory, and pedagogical debates about the status of “argument” and “standard academic English,” among other subjects. The course will also provide ample opportunities for students to consider contemporary challenges in writing

pedagogy (such as artificial intelligence) and how their research as literary scholars offers insights into writing pedagogy and the experiences of undergraduate writers.

**ENG 796R: Survey of English: Histories, Theories, Methods – Deepika Bahri**

Tuesdays, 1:00PM – 3:45PM

**Description:**

This seminar is designed to introduce first-year graduate students to key theoretical and methodological issues that shape the discipline of English. It will expose students to the historical trajectory of debates central to literary studies today (the value of literature, the particular province of aesthetics, theories of taste, art and material culture) through thinkers such as Plato, Aristotle, Hume, Kant, Adorno, Derrida etc. Through readings and discussions, students will be introduced to a disciplinary framework designed to help them frame their interests in light of recurrent and ongoing debates and new directions in literary studies. In general, we are preparing to answer the following questions: what is our object of study? How should we study it and why? Moreover, this course will serve as an introduction to the discipline of English studies through hands-on assignments designed to help you plan your course through the doctoral program