

Spring 2024 Graduate Courses

ENG 711: Studies in Shakespeare: Early Shakespeare – Patricia Cahill

Thursdays, 10:00AM – 12:45PM

Course Description:

This seminar offers an introduction to eight plays from the first half of Shakespeare's career, focusing on comedies and histories. In addition to studying the linguistic and performance complexities of these remarkable texts, we will engage with three interrelated strands of scholarship in the field: premodern critical race studies, animal studies, and disability studies.

ENG 752: Faulkner – Barbara Ladd

Tuesdays/Thursdays, 10:00AM – 11:15AM

Course Description:

Faulkner was an artist (his mother painted), a poet (influenced by French and British poets of the late 19th century, among others), a writer of short stories, a novelist, a screenwriter, an essayist, and one of the most widely translated and influential writers of the 20th century, a Nobel Laureate. In this course, we will undertake a study of his work, with attention to his modernism and aesthetic experiments, the social and literary worlds that shaped his work, his global significance, and his continuing interest for readers and writers in the 21st century.

ENG 789-1: Novel Theory – Emma Davenport

Tuesdays, 1:00PM – 3:45PM

Course Description:

Through readings of literature, literary and cultural theory, and criticism, this course explores novel theory: its history and trajectory, its major figures and concepts, its long-running and recent debates. Our literary readings will be drawn from Britain during the Victorian era (1837– 1901), when the novel became the ascendant popular literary form and proliferated among a wide variety of sub-genres. Our theory and criticism will encompass the nineteenth century through the present, focusing on foundational twentieth-century approaches to the genre.

Throughout our study, we will evaluate how novels themselves shape their own theories and how, in doing so, they actively create a world they are sometimes thought passively to represent.

The aims of this course extend beyond familiarizing you with theories of the novel and with Victorian fiction: this course will equip you with a set of theoretical models, interpretive methods, and practical skills that you will be able to adapt to other historical eras and literary forms. You will be able to carry this analytical toolkit to your future coursework, research, and teaching, enabling you and your students to examine texts with a sensitive, discerning, and creative eye.

Assessments will include a class presentation, a midterm conference-length paper, and a choice of final project (a seminar-length paper; a syllabus with assignments; or a digital / public humanities project).

ENG 789-2: Asian Am Lit Transpacific Femininities – Erica Kanesaka

Mondays, 1:00PM – 3:45PM

Course Description:

Transpacific femininities places gender and sexuality at the center of Asian American literature and culture and the geopolitics of the Pacific Rim. Since at least the nineteenth century, femininity has played a critical role in the material and discursive mediation of transpacific relations: from the circulation of feminized Asian commodities and the migration of sex workers, care workers, and other female laborers to the idea of the Orient as the feminine counterpart to the masculinized West.

In this seminar, we will test the parameters of transpacific femininities as an approach for contending with complex networks of relations within and between multiple competing nations and empires. Rather than read literature and culture as representations that grant us access into the "authentic" experiences of marginalized women, we will consider modes of interdisciplinary analysis that activate texts and objects as agents in domestic race relations and international politics.

Through fiction, poetry, and popular culture, we will explore topics that include: the possibilities and limitations of transnational feminist and women of color solidarity; assemblage theory and virtual embodiment; aesthetics and commodity culture; the sexual politics of imperialism, militarism, surveillance, and globalization; and activism through technology, performance, memorialization, and care.

ENG 789-5: Black Women in the Archive – Marina Magloire

Thursdays, 1:00PM – 3:45PM

Course Description:

The scholarly narrative around Black women in the archive has often been one of absence, erasure, and silence. Far less attention has been paid to the methodology of writing about and engaging with Black women's presence in the archive. This course uses the archival works of Black women whose collections are currently held by the Rose Library to encourage a robust scholarly engagement with existent archives of Black women's cultural production. We will focus on the archives of many canonical Black artists and thinkers of the twentieth century, including Lucille Clifton, Alice Walker, Louise Thompson Patterson, Bricktop, and Camille Billops. We will also explore lesser-known figures, like organizer Doris Derby and fortune-teller Mamie Wade Avant. Using these archives, we will discuss the politics of remembrance through assignments that ask students to account for both the lacunae and the abundance within Black women's material afterlives. The course will also engage with published works by authors represented in the archive and with Black feminist archival theory by scholars, librarians, and memory workers. Students will

present their independent archival research to the class at the end of the semester and may choose between the format of a conference paper, a work of creative nonfiction, or an annotated bibliography for their written final project.

ENG 798: Seminar in Pedagogy and Professionalization – Patricia Cahill

Tuesdays, 10:00AM – 12:45PM

Course Description:

The seminar will provide you with multiple opportunities both to reflect on your own training and professionalization and to prepare for teaching a literature course in your fifth year. Drawing on LGS resources, you will spend time identifying your transferable skills beyond the professoriate; assessing your professional goals; and committing to taking concrete steps that support them. On the pedagogy front, you will focus on course design; inclusive teaching; active, student-centered learning tools and techniques; and assessment, including un-grading. You will also prepare workshop syllabi and teaching statements.