

Fall 2019 Graduate Courses

CPLT 751-5 "The Problem of Life & the Philosophy of Life"-Elizabeth Goodstein

Tuesdays 1-4PM (Max 5) (Cross-listed with ENG 789-7 & PHIL 789-4)

Content: Philosophical inquiries into the meaning of life are nothing new. But in modernity the category of life became a problem in new ways, and in the interim, the technoscientific developments that have transformed everyday life have altered our relations to life itself. In an era of artificial intelligence and synthetic biology, questions about life center less on its definition, interpretation, and proper conduct than on its malleability, manipulability, reproducibility, and indeed technological producibility. This course will inquire into the philosophical but also historical and cultural significance of this transformation in the meaning of life in the Anthropocene through a genealogy that begins with Aristotle's epoch-making *de Anima*. Our principal focus will be the so-called "philosophies of life" that emerged in the latter part of the nineteenth century and the question of their proximity to and distance from contemporary modes of thinking life. We will also consider philosophical, historical, and cultural readings of both the problem of life and the philosophy of life.

Texts: Reading may include Adorno, Agamben, Arendt, Bachelard, Bergson, Canguilhem, Dilthey, Esposito, Foucault, Freud, Hayles, Heidegger, James, Klages, Lukacs, Nietzsche, Plessner, Rose, Simmel, and Thacker

Work: Presentations and substantial original paper.

English 752: Readings in 19th and 20th Century Southern Literature-Barbara Ladd

Thursdays 10-1

Content: In this readings course, we will study a few of the most important texts in southern (i.e. American) literature of the 19th and 20th centuries. We will devote some time to literary historiography, critical regionalism, and other matters currently at issue in the field of literary study. For example, we will explore debates around race and *Adventures of Huckleberry Finn*. In addition to the reading we will all complete, the professor will provide a short list of additional work from which individuals will select two or three texts to supplement group readings. Please note that this is a readings course designed to broaden and deepen your knowledge of American literature; it is not a seminar.

Texts: We will all read the following: *Edgar Allan Poe, The Portable Edgar Allan Poe* (Penguin Classics; ed. Gerald Kennedy); Mark Twain, *Adventures of Huckleberry Finn* (U of California Press, 2010; this is the 125th anniversary edition and is the edition required); Charles Chesnutt, selected stories and *The Marrow of Tradition* or *The House Behind the Cedars*; William Faulkner, *Absalom, Absalom!*; Ellen Glasgow, *The Collected Short Stories of Ellen Glasgow* (provided by professor); Katherine Anne Porter, *The Collected Stories of Katherine Anne Porter*. Selected scholarship and criticism.

Work: weekly reflection papers on reading (500-750 words); a written review of an important book-length work of scholarship or criticism from a list provided by the professor; an annotated bibliography of material foundational to continued study and/or teaching of a particular text (or a paper if you are ready to propose an original argument in the field). Most of your written work will be presented to the class for discussion.

WGS 752: Queer Theory-Michael Moon

Mondays 1-4 (Cross-listed with ENG 789-4)

Content: Ten years after Eve Kosofsky Sedgwick's death, this course will explore the legacy of her work and that of some of her recent interlocutors, exploring a wide array of foci ranging from affect theory and illness narrative to reparative practices, the organization of knowledge (as in Melissa Adler, *Cruising the Library*), and anality and artmaking. A guiding research question for the course will be how Sedgwick's work and work that engages with it can provide intellectual and political resources for what a forthcoming collection of essays on her work (Reading Sedgwick, ed. Lauren Berlant) calls "the bleak contemporary moment."

English 789: Creating an Exhibit: Theories and Practice-Shelia Cavanagh

Wednesdays 1-4

Content: Increasing numbers of faculty and graduate students participate in the research and curation of museum and library exhibitions as part of their scholarly output and in service of public scholarship. This course will consider both theory and practice associated with such ventures prepare for a "History of Emory" exhibit. Students will create, discover, and mine relevant archives, will meet with library and museum staff to discuss philosophical and methodological aspects of such endeavors, and will be given the opportunity to create segments of this project. Archival assignments will be designed in part to prepare students for their dissertation research and attention will be paid to the kind of intellectual and practical skills that such endeavors can develop in the scholarly and teaching careers of both graduate students and post-doctoral professionals.

English 789: Queering Blackness-Michelle Wright

Tuesdays 1-4

Content: With the flourishing* of Black queer and trans theory, afro-futurism, Black speculative fiction and Black feminist thought, the boundaries of Black representation are evanescent at an ever-faster pace. The goal of this class will be to investigate these figurations, many of which challenge traditional models of Blackness. Our goal is to hash out how these new arguments, creative expressions, cultural explorations, histories, and theories may or may not indicate new strategies, outlooks and methodologies to analyze and represent Blackness beyond heteropatriarchal logics of belonging, racism as emasculation, and "great man" history. Our reading may include but will not be restricted to: Sara Ahmed, Octavia Butler, Fatima El-Tayeb, Rod Ferguson, Nalo Hopkinson, Jackie Kay, Kara Keeling, José Esteban Muñoz, Jennifer Nash, Peggy Piesche, Samantha Pinto, and C. Riley Snorton.

Requirements: Attendance, active participation, one 25-minute presentation and one 20-25pp. final paper.

*flourishing, of course, being a relevant term

PSP 789-001 - Freud for the Liberal Arts-Robert Paul

Tuesdays 1-4 (Cross-listed with CMBC 700, CPLT 752, ENG 789, PHIL 789, REL 700R)

Content:Freud created the theory and technique of psychoanalysis on the basis of his clinical treatment of the so-called "transference neuroses", that is, hysteria, phobia, and obsessional neurosis. It was not long, however, before this highly educated and well-read man turned his psychoanalytic gaze onto a wide range of human phenomena besides the neuroses. Among the topics to which he turned his attention were such fields as art, literature, anthropology, social critique, biography, everyday life, jokes, humor, creativity, and many more. Rather than dealing with Freud's well-known writings on clinical topics, his case studies, or his essays on aspects of psychology more generally, this course will instead focus on reading (some of) the very extensive and varied corpus of Freud's contributions to what used to be called "applied psychoanalysis" but which may more accurately be described as "psychoanalysis and the liberal arts".

Required Texts: Readings will be available online via PEP Web.

English 791: Composition Practicum-David Fisher

Mondays 1-4

Content: This course provides an opportunity for you to design (and practice teaching) engaging writing courses that help students achieve the learning outcomes for Emory's first-year writing program. You will participate in a number of activities central to post-secondary instruction in composition, including assignment and syllabus development, scoring guide/rubric development, and lesson planning. You will respond to sample student papers and conduct lessons and activities that integrate the texts you have selected. You will also examine and reflect on the classroom practices and course materials of an experienced first-year writing teacher as you prepare to teach segment of that person's class. These activities are informed by praxis-oriented readings selected to broaden your knowledge of writing instruction in the first-year course and across the curriculum.

By the end of this course, you should be able to

- Develop process-oriented strategies for teaching students to write in various genres about complex ideas and reading materials.
- Integrate rhetorical lexicon and practice into your course.
- Develop assignments and lessons that enable multilingual speakers to leverage their existing language abilities and experiences and to gain confidence and facility with composing in English.
- Practice traits of a reflective instructor by evaluating and improving upon what you learn from planning and delivering lessons.
- Use writing to help students practice various critical thinking activities (e.g., analysis, synthesis, evaluation).
- Involve students in meaningful collaboration (e.g., peer review).
- Respond helpfully to student writing and develop grading tools (e.g., rubrics/scoring guides).
- Participate constructively in programmatic assessment activities.
- Develop short proposals for internally funded pedagogical grants

English 796: Survey of English: Histories, Theories, Methods-Deepika Bahri

Mondays 10-1

Content: This seminar is designed to introduce first-year graduate students to key theoretical and methodological issues that shape the discipline of English. The seminar 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?

English 798: Dissertation Colloquium-Paul Kelleher

Wednesdays 1-4

This colloquium is for those at the writing stage of their dissertation work, including those who are just beginning their dissertations and those who have progressed further. Some sessions early in the semester will be aimed particularly at students early in the process. However, the bulk of the sessions will be structured in a workshop format in which students distribute drafts, make presentations, and engage in dialogue with their peers. All participants will be expected to read the work of their peers with care and to provide commentary.