

Spring 2025 Graduate Course Offerings

Time	Name	Course number	Course name
M 6-8:50	Dr. Richardson	6350	Topics in the History and Theory of Rhetoric: Rhetoric and Place
T/Th 3:30-4:50	Dr. Tigner*	5300	The Profession of English Studies
T 6-8:50	Dr. Stark	5310	Introduction to Critical Theory
W 2-4:50	Dr. Henderson	5337/5391	Literary Pedagogy
W 6-8:50	Dr. O'Reilly	5313	20 th Century British Literature
Th 6-8:50	Dr. May	6339	Topics in American Literature: The African American Novel
	Tigner	5390	Internship in English Studies

*Please note Dr. Tigner's 5300 class is scheduled for Tuesday and Thursday 3:30-4:50 pm. Students are required to attend class both days of the week. All other grad classes are once-per-week as usual.

ENGL 5300: The Profession of English Studies (Tigner)

This course introduces graduate students to the field of English Studies, including its methods, institutional structure, and theorization of language and literature. Approximately half of the class will focus on the history and institution of English Studies, research methods, and bibliographical and textual studies. The other half of the course will focus on skills necessary for successful graduate study, careers in academia and in public facing humanities.

ENGL 5310: Introduction to Critical Theory (Stark)

According to Max Horkheimer, whereas traditional theory attempts to explain and understand the world, critical theory strives to critique and change it. This course surveys currents in twentieth and twenty-first-century critical theory that, at the very least, changed the academic world. We will begin by discussing what critical theory is, how to read it, and why people are skeptical of it. Then, we will chart a rough chronology from New Criticism through structuralism, psychoanalysis, the Frankfurt School, feminism, poststructuralism, Marxism, new historicism, postcolonialism, queer theory, and cultural studies to contemporary debates regarding posthumanism, postcritique, and digital humanities. On the way, we will pair primary texts with theoretical work by the likes of Eve Kosofsky Sedgwick, Cleanth Brookes, Ferdinand de Saussure, Sigmund Freud, Franz Fanon, Theodor Adorno, Luce Irigaray, Donna Haraway, Michel Foucault, Roland Barthes, Jacques Derrida, Gilles Deleuze, Fredric Jameson, Stephen Greenblatt, Judith Butler, José Estaban Muñoz, Gayatri Chakravorty Spivak, Stuart Hall, Bruno Latour, Alan Liu, Rita Felski, and Paul

Preciado. Assignments will include regular reading notes, two short comparative essays, a 20-minute teaching demonstration, and a research paper. Ultimately, despite its abstract rap, we will understand theoretical work as a highly practical exercise that prepares us to grapple with the basic problems of academic inquiry. Simply put, without a grasp of the theory, without a sense of what people think in general, it's difficult to articulate the significance of what you have to say in particular.

ENG 5313: Twentieth-Century British Literature (O'Reilly)

Course Description: Students will read, discuss and write about a broad selection of twentieth-century British literature. Through close engagement with the required texts, class discussion and their own research and writing, students will gain an understanding of many of the important figures, works, themes and issues in British literature published during the twentieth century. Required texts will include novels, poetry, short story collections and literary theory. Authors studied will include Christopher Butler, Angela Carter, Jackie Kay, Hanif Kureishi, Katherine Mansfield, Ian McEwan, Dylan Thomas, Anna Wickham and Virginia Woolf. Required assignments will include response essays, an oral presentation, and a research paper.

ENGL 5391: Graduate Readings (which is really ENGL 5337: Literary Pedagogy, Henderson)

This course addresses the theory and practice of teaching literature in order to prepare students to become teachers or to improve their teaching. We will begin with an overview of influential figures and texts within the fields of Critical Pedagogy, the Scholarship of Teaching and Learning, and Higher Ed Pedagogy. We will move from there to explore the principles of developing courses and syllabuses, including methods like Backwards Design and Universal Design for Learning, as well as strategies for teaching literary texts and crafting assignments. We will explore approaches to teaching in multiple modalities such as those developed by practitioners of Digital Critical Pedagogy. The course will also involve discussion of some of the major issues impacting teaching within higher education including contingent labor, politics and polarization in the classroom, and the role of Generative AI in learning. Students in the course will produce a teaching portfolio that includes a syllabus, class exercise, assignment prompt, teaching philosophy, and more.

ENGL 6339: The African American Novel (May)

This course will be a broad survey of novels by African American authors written between 1912-2024. The dates covered will allow us to explore a range of Modern and Postmodern novels that were shaped by early Black autobiographies and narratives of enslavement, both of which emerged during the era of American Romanticism. By the end of the semester, we will explore the ways African American speculative novels are reshaping the perceived boundaries between literary and pop-cultural fiction. Thus, we will study the histories and contexts of the tradition and come to know the African American novel as fundamental to the American literary tradition.

Novels covered will include *The Autobiography of an Ex-Colored Man* (Johnson), *Their Eyes Were Watching God* (Hurston), *If Beale Street Could Talk* (Baldwin), and *James* (Everett), among others.

ENGL 6350: Topics in the History and Theory of Rhetoric: Rhetoric and Place (Richardson)

While Rhetoric has traditionally been considered a discursive art, rhetors have recently turned toward thinking about how material conditions and ambient situations persuade. Both a haunted house and a man cave are arguments. Rhetoric & Place will develop these notions through theoretical and practical investigations of ways in which what surrounds us also persuades us toward actions, beliefs, and relations that are sometimes alongside and sometimes at odds with our usual narrative approaches. Some of our work will consider material conditions by which we are persuaded. But by theorizing about what “place” means and through practical engagements with our environment, we will also look to the potentials of rhetoric as a kind of hospitality. This hospitality is, Kristen Sharp maintains, “embedded in common gestures and forms of sociability. It involves social performances that actualize the resources of the built environment and accomplish our ways of being together.” Course work will consist of readings, written responses, small and larger projects, and will culminate in a portfolio.