ENGLISH DEPARTMENT
GRADUATE COURSE DESCRIPTIONS
SPRING 2020

ENGL 503-61 (27832)
Chaucer
Wright, S.                      R 6:00-8:40
Chaucer’s works represent a rich exchange between word and world, wherein the physical world and its socio-economic realities collide with the poetic imagination. Soaring eagles lecture on medieval physics and squawking birds debate a woman’s right to choose. In this course, we will examine these collisions, considering topics including movement, ecology, gender, economics, and authorship in Chaucer’s oeuvre. A study of vibrant assemblages, elemental philosophies, gendered bodies, and economic mobilities in texts including *The House of Fame*, *The Legend of Good Women*, and *The Canterbury Tales* will ultimately reveal a medieval world that is anything but traditional, as binary categories dissolve in the face of hybrid, hypermobile middles.

ENGL 537-61 (27834)
SPST: Feature Writing
Fried, J.                      W 6:00-8:40
The reality of today’s world is that every company is now in some way a media company: all companies have websites, in-house newsletters, and magazines, and someone must generate (and get paid to produce) the content. In this hands-on, workshop-style course, students will study and master some of the fundamental forms of magazine feature writing, including the feature, profile, Q&A, and how-to piece, among many others, with the goal of being able to pitch their own ideas to actual publications in the future. Students will be asked to read a variety of articles from various genres and types of magazines; study these standard forms, in terms of style, voice, and audience; and try their own hand at writing, editing, and revising their own pieces. In the process, students will practice the two fundamental skills of magazine journalism: reporting and interviewing, crucial skills to master whether one wants to write for *Vogue*, *The Chronicle of Higher Education*, or *Feed & Grain Magazine*. While I will evaluate work individually, we will spend a lot of time workshopping each other’s writing in class and in groups because the ability to collaborate is a necessity in today’s editorial environment. Outside local editors and guest speakers will be brought in on several occasions to discuss best practices and their own path as writers in the public sphere.

ENGL 550-61 (27837)
SPST: Fascism and Antifascism British Literature
Suh, J.                      T 6:00-8:40
In this course, we will explore cultural critiques of fascism in Britain, especially as it arose between the world wars. Some of the questions that will shape our exploration include: How does fascism gain a foothold in a strong liberal democracy such as Britain? What are the
connections between fascism, capitalism, and patriarchy? Did the British Empire hinder or help the growth of fascism at home and abroad? We will read literature in a range of genres including fiction, essay, and travel writing. Likely authors include Virginia Woolf, Nancy Mitford, Christopher Isherwood, George Orwell, and Kazuo Ishiguro among others.

**ENGL 558-61 (26861)**  
**SPST: Civil Rights Literature**  
Glass, K.  
M 6:00-8:40  
This course examines selected writings from the civil rights period in America. Students will have an opportunity to situate texts by Maya Angelou, James Baldwin, Nikki Giovanni, Dr. King, Huey P. Newton (and many others) in their sociopolitical contexts, while addressing broader questions of race, class, gender, orientation, and social justice. We’ll focus on richly diverse (and often diverging) texts by well-known civil rights leaders, but we'll also study works by lesser-known figures who helped drive the movement. In this literature course, we'll consider the "literary" as well as sociopolitical dimensions of the works on our list. In addition to examining primary and secondary texts, we’ll explore the oral tradition, which infuses the literature and social activism of the period.

**ENGL 566-01 (20642)**  
**Literary Theory**  
Suh, J.  
TR 4:30-5:45  
Over the course of the semester, we will familiarize ourselves with key terms and works of literary theory. We will also consistently and actively engage debates concerning the role of the intellectual, the place of literary studies in society, and the boundaries between literary studies and other disciplines. To these ends, questions for the course include the following: What does cultural production do? What should it do? What is literature, and how does it shape collective perception? What is the relationship between literature and human experience, individual or collective? What discoveries in other disciplines have contributed to the modern study of cultural production? Practical goals include increased facility with advanced theoretical analysis, mastery of selected critical theoretical terms in literary criticism, and the mastery of argumentative summaries in writing.

**ENGL 568-01 (26863)**  
**SPST: Social Media Literacies and Rhetoric**  
Knutson, A.  
MW 4:30-5:45  
Advances in writing technologies tend to make people nervous. From Plato’s critiques of writing itself in *The Phaedrus* to concerns about the printing press expressed by Johannes Trithemius and Conrad Gessner, rapid advancements in writing technologies have historically been met with anxiety and, at times, moral panic. This is true of social media as well. Many writers (as well as members of the general public) routinely express concerns about social media’s negative effects on its users, lamenting that it makes us lonely and ruins our language and our writing abilities. However, emergent research from writing studies subverts this narrative by suggesting that
social media reading and writing may actually cultivate sophisticated learning about language, literacy, writing, and rhetoric.

In this course, we will contrast the anxieties expressed about social media’s ills with some of its potentials for learning, argumentation, and communication. We will explore research on writing technologies more broadly before examining research on social media discourse and writing, language in online contexts, and activist rhetorics in online environments. Drawing on research on learning transfer, we will consider whether/how the learning individuals do in online contexts might influence their writing performance in other contexts (for better or for worse). For example, does writing on social media shape individuals’ academic writing? If so, does it influence it positively or negative? We may ask similar questions about social media’s influence on writing in a range of workplace, civic, and other extracurricular contexts. The course will culminate in a research project on a specific facet of social media literacy and/or rhetoric employing scholarly research and perhaps empirical observations of a specific social media environment.

This course is open to all students, and it satisfies an English writing course requirement for graduate students earning the concentration in Writing and Literature.

ENGL 700-01 (21758)
Thesis-English

ENGL 701-01 (21385)
Dissertation-FT

ENGL 703-01 (22064)
Expanded Research Paper

ENGL 710-01 (20643)
Readings

ENGL 712-01 (27584)
Internship