ENGL 601: Introduction to Graduate Studies
Christina Walter

The first semester of your graduate program is an important moment in the intellectual journey you have planned, whether you are pursuing an M.A. or a Ph.D. Beyond the content areas you have come to study, many of you are probably wondering: What does it mean to do research and participate in the scholarly community of English studies and my chosen field specifically? What are the protocols of professional academic writing? What are some of the major questions about diversity and inclusion within the profession? How does my individual program of study relate to major milestones in the graduate programs—and in the career (or careers) I have in mind? This course is designed to help you begin to answer these questions and to build community within your cohort, an invaluable set of colleagues on a similar path. Through a variety of readings in history, theory, and criticism—some chosen by you—as well as visits from faculty discussing their own work, we will spend the semester considering established and emerging methodological approaches to English, Comparative Literature, Cultural Studies, and Rhetoric & Composition. The goal is for you to come away with a toolkit for conceptualizing your field, synthesizing scholarly trends, and pursuing productive and energizing research questions with the confidence of your own academic voice.

ENGL 708A: Seminar in Rhetoric; Feminist Memory Studies
Jessica Enoch

In this graduate seminar, we’ll engage public memory studies from an intersectional feminist perspective. We’ll start by understanding public memory studies writ large as the scholarly analysis of commemorative projects: monuments, memorials, plays, museum exhibits, re-enactments, digital projects, memorabilia, etc. Our orientation to this study will be rhetorical, which means that we’ll engage commemorations guided by the premise that they not only make arguments about the past but also make claims on the present and future. As we take up our examinations, our intersectional feminist investments will center concerns of power, privilege and (in)justice, and we will foreground gender’s intertwined relationship with race, culture, sexuality, class, ability, and nation. Thus, questions like these will drive our reading, discussion, analysis, and research:

- How are women remembered on the public landscape and within the public imagination and how women do the remembering?
- How are understandings of gender and heteronormativity composed and revised through commemorations?
• How do varied memorial genres condition women’s and gendered commemoration and public discourse?
• How do intersectional concerns of power, privilege, and (in)justice animate commemoration?
• How do commemorations reflect gender’s intertwined relationship with race, sexuality, class, ability, and nation?
• How are women’s and gendered pasts are crafted in ways that speak to and shape the present?

Students in the course should be prepared not only to read a wide range of public memory-related scholarship, but also to expect conducting field research at public memory sites of their choice.

**ENGL 729C: Empire and Emotion in the Long Eighteenth Century**  
Laura Rosenthal

This course will explore the intersections of Restoration/eighteenth century literature, affect theory/histories of emotion, and the transition from nation to empire. This period has long been recognized as a turning point in the history of emotions, beginning with Thomas Hobbes’s description of human nature as “the war of all against all” and closing with sentimental journeys at home and abroad. In between, Scottish philosophers attached emotional profiles to presumed stages of civilization from “primitive” to commercial. Assessments of emotional capacity and refinement became a central way to distinguish not just individuals but groups designated as suspicious and/or undeserving of rights. In this course, we will explore literary and philosophical accounts of the relationship between feelings and personhood, the emotional strategies of literary works, the cultural mediation of affect, and the depiction of emotional capacities by race, gender, social class, and religion. The course will include three kinds of reading: literature from the period (mostly novels and plays), philosophy of emotion from the period, and recent efforts to theorize emotion and affect. We will consider potential connections between great changes in the emotional configuration of British literature, philosophical explorations of emotion, and the nation’s transition to a powerful empire built on trade—or “war capitalism”—with crucial economic foundations in the African slave trade. Authors studied may include: William Wycherley, Aphra Behn, Jonathan Swift, Eliza Haywood, Daniel Defoe, Thomas Hobbes, Olaudah Equiano, Ottobah Cugoano, Bernard Mandeville, William Godwin, Mary Wollstonecraft, Matthew Lewis.

**ENGL 749N: Black Performance: From Slavery to Hip Hop**  
Julius Fleming

**ENGL 758B: Queer, Trans, and Feminist Theory**  
David Simon
This course investigates recent developments in queer, trans, and feminist theory as they bear on literary and cultural criticism. Topics of discussion will likely include: the gendering of perception; social reproduction, intersectionality, and interpretive practice; theories of desire, pleasure, and the commodity form; methodological debates around matter and corporeality; queer and trans phenomenologies; and conflicting approaches to norms and normativity. Although we will explore a wide range of issues, we will be especially attuned to the relationship between feminist and LGBTQ political struggles and the kinds of scholarly work we do in the humanities. We will prioritize recent and emergent lines of thinking—though sometimes in conversation with foundational or influential texts. Our primary readings will be drawn from such theorists and scholars as Lauren Berlant, Talia Mae Betcher, Judith Butler, Christopher Chitty, Cathy Cohen, Petrus Liu, Amber Musser, Gayle Salamon, C. Riley Snorton, Samuel Solomon, and Hortense Spillers. In addition to works of theory and criticism, we will spend some time with literary texts and other aesthetic objects. Students will be encouraged to think through the relationship between the readings on the syllabus and scholarship in their own historical fields.

**ENGL 758C: Public Humanities**

**Amanda Bailey**

Beginning with the question of how we can make our research legible and relevant to myriad audiences, we will explore the public humanities as a field of study, set of methods, and ethical praxis driven by social justice imperatives within and beyond the university. We will read about the current state of the humanities, and graduate education specifically, and the evolving institutional commitments of literary studies as we explore what we mean by public and how new modes of knowledge-making contribute to the common good. At the heart of the course are student-led projects created in partnership with area arts collectives, archives, museums, social justice nonprofits, libraries, or theaters. Projects, which may include podcasts, digital archives, blogs, public syllabi, walking tours, community events, local activism, and/or installations, will be presented at a public symposium at the end of the semester. In addition to hosting guest speakers, our class discussion will be informed by blogs, podcasts, articles, and books such as *Doing Public Humanities*, ed. Susan Smulyan, Artega and Erickson's, *Public Scholarship in Literary Studies*, the Summer 2022 special issue of *Daedalus*, and Reitter and Wellmon’s *Permanent Crisis: The Humanities in a Disenchanted Age*.

**ENGL 888: Practicum in English Studies Section 0112**

**Sara Wilder**

Writing a dissertation is hard. You are writing in what, for most of us, is a new, mysterious-feeling, unwieldy genre, and without the support of a classroom community. It’s no
wonder that completing a dissertation can feel daunting and isolating. This workshop, then, aims to support dissertators in their writing and research process. Most importantly, it provides community that can not only support the dissertation-writing, but also can support you as a person balancing the demands and joys of writing, teaching, and your personal life.

This workshop has four major goals:

- Help you develop a strong daily writing practice
- Provide ongoing feedback for in-progress writing
- Help you understand dissertation genres, set and achieve writing goals, and respond to feedback
- Provide a community of other writers and support for prioritizing your wellbeing throughout the dissertation writing process

This workshop will meet every other week, during which time we will provide feedback on one another’s writing and discuss writing process, time-management strategies, and other related topics, based on participant goals. During each intervening week, we will hold optional writing sessions, in which we do a brief check-in and spend the rest of the time writing together.