# Graduate Courses in English

## Course Title

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<td><strong>Eng 403</strong> Writers' Studies in Literature (MFA+MA only)</td>
<td><strong>Martinez, Juan</strong></td>
<td><strong>Phillips, Susie</strong></td>
<td><strong>Shanahan, Charif</strong></td>
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<tr>
<td>Fall - <em>A Whole Mood</em></td>
<td>Monday 2:00-5:00</td>
<td>Tuesday 2:00-5:00</td>
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<td>Spring - TBD</td>
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<tr>
<td><strong>Eng 410</strong> Introduction to Graduate Study</td>
<td><strong>Mann, Justin</strong></td>
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<td><strong>Shannon, Laurie</strong></td>
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<tr>
<td><em>Literary Studies Now</em></td>
<td>Wednesday 2:00-5:00</td>
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<tr>
<td><strong>Eng 422</strong> Studies in Medieval Literature</td>
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<td><em>Chaucer (1)</em></td>
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<td><strong>Eng 431</strong> Studies in 16th-Century Literature</td>
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<td><em>Political Thought in Shakespearean Contexts (2)</em></td>
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<td><strong>Eng 441</strong> Studies in 18th-Century Literature</td>
<td><strong>Thompson, Helen</strong></td>
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<td><em>Realism/Antirealism (3)</em></td>
<td>Tuesday 2:00-5:00</td>
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<tr>
<td><strong>Eng 451</strong> Studies in Romantic Literature</td>
<td><strong>Wolff, Tristram</strong></td>
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<td><em>Lyric Environments (4)</em></td>
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<td><strong>Eng 461</strong> Studies in Contemporary Literature</td>
<td><strong>Gottlieb, Susannah</strong></td>
<td><strong>Froula, Christine</strong></td>
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<tr>
<td><em>Fall - Hannah Arendt: Poetry, Politics and Thought (5)</em></td>
<td>Wednesday 2:00-5:00</td>
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<td><em>Winter - Global Modernisms (5)</em></td>
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<td><em>Spring - Ecologies of the Global South (6)</em></td>
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<td><strong>Eng 461 sec 20</strong> Studies in Contemporary Literature</td>
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<td><em>Contemporary Experiments in Racial Form (6)</em></td>
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<td><strong>Eng 471</strong> Studies in American Literature</td>
<td><strong>Davis, Nick</strong></td>
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<td><strong>Wisecup, Kelly</strong></td>
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<td><em>Indigenous Archives and Public Humanities (7)</em></td>
<td>TBA (M 2:00-5:00)</td>
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<td>Thursday 2:00-5:00</td>
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<tr>
<td><strong>Eng 481</strong> Studies in Literary Theory &amp; Criticism</td>
<td><strong>Trethewey, Natasha</strong></td>
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<td><em>Queer Theory and Queer Cinema (6)</em></td>
<td>Wednesday 2:00-5:00</td>
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<tr>
<td><strong>Eng 496</strong> MFA Poetry Workshop (MA and PhD by application)</td>
<td><strong>Martinez, Juan</strong></td>
<td><strong>Martinez, Juan</strong></td>
<td><strong>Schulman, Sarah</strong></td>
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<td><em>Fall - Refresh, Refresh</em></td>
<td>Wednesday 2:00-5:00</td>
<td>Thursday 10:00-1:00</td>
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<td><em>Winter - TBA</em></td>
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<td><strong>Eng 497</strong> MFA Fiction Workshop (MA and PhD by application)</td>
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<td><em>Fall - Refresh, Refresh</em></td>
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<td><em>Winter - TBA</em></td>
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<td><strong>Eng 498</strong> MFA Creative Nonfiction Workshop (MA and PhD by application)</td>
<td><strong>Hernández, Daisy</strong></td>
<td><strong>Mwangi, Evan</strong></td>
<td><strong>Selby, Shauna</strong></td>
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<td><em>Winter - TBA</em></td>
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<td>Friday 10:00-1:00</td>
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<tr>
<td><strong>Eng 500</strong> Writing for Publication (PhDs in candidacy only)</td>
<td><strong>Lenaghan, Elizabeth</strong></td>
<td><strong>Selby, Shauna</strong></td>
<td><strong>TBD by students</strong></td>
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<td><strong>Eng 570</strong> Seminar in Teaching College Composition</td>
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<td><em>(available to any interested student)</em></td>
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<td><strong>Eng 571</strong> Teaching Creative Writing (1st-year MFA+MA only)</td>
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<td><strong>Eng 572</strong> MFA Manuscript Development Workshop (3rd-year MFA+MA only)</td>
<td><strong>Trethewey, Natasha</strong></td>
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Doctoral Breadth Requirement for Coursework

This is a key to the numbers used in this document to designate which of the seven Breadth Requirement categories each graduate seminar fulfills. Please consult the Guide to Graduate Study for any further information on these categories:

1. Literature from 1200-1500
2. Literature from 1500-1680
3. Literature from 1680-1800
4. Literature from 1800-1900
5. Literature from 1900-1989
6. Literature from 1990-Present
7. Longue durée

Though a course might potentially fit into multiple categories, no class can be used to count towards more than one when fulfilling this requirement. The categories here should not be taken as absolutes, and you should always consult with a member of the graduate faculty and the Director of Graduate Study to determine if a class might count toward a category not listed here. The categories for each class are in parentheses after the title on the cover-page.

English 403 (MFA+MA only)
Writers’ Studies in Literature
A Whole Mood
Juan Martinez

We can safely assume a familiarity with most aspects of craft. We know how point of view works, for example, or how revision can dramatically alter our sense of a short story or an essay or a poem--I mean, we know, sort of, and to a point, and beyond that point we all do our best. The purpose of this course is to bolster our understanding of emotional potential of our work, and to push those elements further by focusing on affect, on figuring out the various ways in which a kind of intentionality in navigating tone--when we draft and revise--can allow our writing to flourish. While we’ll focus on “comic” and “horric” approaches, the understanding is that most of what we do is never fully working in just one mode, and we’ll figure out the advantages of manipulating and modulating tone. // We’ll work through a considerable deal of material together, and we’ll help each other find ways to explore the possibilities of that material. But I’ll also ask each of you to bring in a short published piece that you love that we’ll all read; it should be a piece—a short story or a poem or an essay—that you feel best exploits a particular affect (something “funny” or “scary” or “sad”), and we’ll all read novels and story collections where this intent is front and center, including Mona Awad’s Bunny, Gretchen Felker-Martin’s Manhunt, Stephen Graham Jone’s Mapping the Interior, Elizabeth McKenzie’s The Dog of the North, Andrew Sean Greer’s Less is Lost, and Brian Evenson’s Songs for the Unraveling of the World.

English 410
Introduction to Graduate Study
Literary Studies Now
Justin Mann

This course will prepare students for a successful career in graduate studies. Surveying both foundational and cutting-edge methods and theories in literary studies, this course asks students to grapple with the key questions and debates at play in the field(s) and discipline. The course begins with an inquiry into the history of the institution, the field(s) of literary studies, broadly conceived, and the questions of center and periphery that remain central to our work. We will then shift to an investigation of contemporary keywords guiding literary studies in the present.

Foregrounding the disorienting effects of the literary, the course begins by examining the history of the discipline and its institutions, including shifting definitions of our objects of study; the histories of exclusion and inclusion that accompany these shifts; and, issues of canonicity, especially as they relate to empire building both within and outside the academy. Then, we will explore the methods of literary critique, thinking about what is at stake in the objects we study and the ways we choose to read them. Finally, we will engage with challenges to the traditional organizing principles of our field, including its archives, geographies, periodization, theoretical interventions, and political stakes. In addition to our seminar session, we will have sessions that address the professional stakes of postgraduate life, including workshops in pedagogy, publishing, and navigating graduate studies.

Teaching Method(s): Seminar

Evaluation Method(s): Weekly assignments, presentation, papers

Texts include:
Judith Butler, The Psychic Life of Power
Toni Morrison, Playing in the Dark,
Autumn Womack, The Matter of Black Living
Erica R. Edwards, “The Other Side of Terror”
Kevin Quashie, Black Aliiveness
Yogita Goyal, Runaway Genres
Ramzi Fawaz, Queer Forms
Steven Swarbrick, The Environmental Unconscious
Course Reader
English 441
Studies in 18th-Century Literature
Realism/Antirealism
Helen Thompson

This seminar will reexamine two commonplaces in the history of the British novel: that early prose narrative was driven by the rise of empiricism and observational science; and that Restoration and eighteenth-century prose forms led straight to the representational mode known as realism. We begin the seminar by querying accounts of the rise of the New Science based on its strict privileging of sensory data and refusal of imperceptible or “occult” causes. Along with alternative accounts of embodied artisanal knowledge and micromatter, we will also ponder environmental determinism (which antedates the concept of biological race) and the structuring mandates of mercantile capitalism, extraction, and exploitation. The seminar will confront the constitutive repression of the history of the slave trade in the long eighteenth-century archive, which will enable us critically to appraise dominant conceptions of the eighteenth-century “real” and attune us to speculative and/or recuperative interventions in that reality's textual consolidation through the present day. We will read prose narratives to ponder the strategies through which they claim to represent the real, with special attention to empirical perception and its limits. Are these texts' representational, formal, and political claims based solely on phenomenal experience, plenitude of naturalistic detail, or verisimilitude? Can we locate other, even anti-realist modes through which eighteenth-century prose forms transmit meaning?

Primary texts include (list subject to revision):
Robert Hooke, Micrographia (1665);
Thomas Sprat, History of the Royal Society (1667);
Nicole Aljoe, Early Caribbean Digital Archive;
[anonymous], The London Jilt (1683);
[anonymous], Aristotle’s Masterpiece (1684);
 Aphra Behn, Oroonoko (1688);
William Dampier, A New Voyage Round the World (1697);
Daniel Defoe, Robinson Crusoe (1721) and defense of the Royal African Company monopoly;
Eliza Haywood, The Adventures of Eovaaai (1736);
[anonymous], The Woman of Colour (1808);
Jane Austen, Mansfield Park (1814)

Scholars and theorists include (list subject to revision):
Nicole Aljoe; Srinivas Aravamudan; Franz Fanon; Simon Gikandi; Lynn Festa; Saidiya Hartman; Fredric Jameson; Bruno Latour; Georg Lukács; Michael McKeon; Edward Said; Steven Shapin and Simon Schaffer; Pamela H. Smith; Hortense Spillers; Ian Watt; Roxann Wheeler.

English 451
Studies in Romantic Literature
Lyric Environments
Tristram Wolff

This course serves as an introduction to the “greater romantic lyric,” as well as an abbreviated survey of lyric theory. While tracking the sequence and dialogue of a handful of key critical paradigms from the last half century (and more), we will investigate how lyric poetry situates its reader in a universe of discourse through rhetorical address, affective cues, and social disposition. The “environments” in question do connote familiar romantic scholarship on “nature poetry,” and the relations of language to nature; but we’ll be thinking about “nature” here bearing in mind that for the romantics and their newer interlocutors, natural “environments” implicate social space and psychic geographies as well. Relevant critical work will be drawn from romantic studies, phenomenology, critical race theory, feminist standpoint theory, affect studies, critical geography, and linguistic anthropology. Alongside the romantics, we’ll read a handful of works by living poets that distinctively (and sometimes self-consciously) reconfigure conventions for lyric space and scenes of address laid down in the romantic era. Teaching Method: Brief lectures, seminar discussion.


Required Texts (please note, this list is tentative for now):

English 461
Studies in Contemporary Literature
Hannah Arendt: Poetry, Politics, and Thought
Susannah Gottlieb

This course takes its point of departure from a careful reading of The Origins of Totalitarianism, Arendt's massive study of Nazi totalitarianism and its origins in anti-Semitism and European
imperialism. For the first three weeks of the class, we will read the three sections of the Origins along with a selection of Arendt’s contemporaneous writings on issues at the heart of her study: wide-scale statelessness and forced migration; racism and imperial expansion; totalitarian propaganda and the “holes of oblivion.” Arendt recognized that the Origins posed a question that remained unanswered in that work: faced with the manufacture of living corpses, what preserves our humanity and redeems our actions? Arendt’s next major work, The Human Condition, thus moves toward an analysis of the conditions and modes of human activity: from the biological life process, to the world-creating capacity of homo faber, to the urgency and fragility of human action. As we read The Human Condition, which seeks to answer the question posed by the Origins by accounting for what European philosophy has generally failed to analyze with sufficient clarity—namely, the dimensions of the “active life”—we examine Arendt’s attempt in the same period to review and, in her own way, deconstruct the concepts of thinking around which the ideal of a “contemplative life” concretized. This prepares us for a reading in the final weeks of the seminar of Eichmann in Jerusalem, where Arendt re-conceptualizes evil as a certain implementation of systematic thoughtlessness. As we examine these three major works, each of which is a reflection on the relation between language and politics, we will continually attend to the varying ways in which Arendt sought to understand where poetry stands in relation to human “conditionality,” and we will use her often-neglected suggestions in this regard to develop an Arendtian poetics.

Required Texts:
Arendt - The Origins of Totalitarianism (any edition), The Human Condition (any edition), Eichmann in Jerusalem (any edition)
Additional texts available on Canvas

English 496 (MA and PHD by application)
Poetry MFA Workshop
Natasha Trethewey
Course Description TBD

English 497 (MA and PHD by application)
Fiction MFA Workshop
Refresh, Refresh
Juan Martinez

The goal of this workshop is twofold: (1) to help ourselves and our peers with work we’re currently engaged in and (2) to refresh our practice. It’s easy to fall into a rut, to think we’re only capable of working in certain modes, and it’s not true. We can do a lot more. We’ll work through a series of exercises to generate material drawn from two seemingly disparate sources: the fantastical and our own lives. We will, of course, also discuss and help each other work through the material we’re submitting; be prepared to read and annotate closely. But we’ll also come out with fresh stories as well as new approaches to our creative output, and we’ll find constructive and supportive ways to sustain ourselves and our literary community. Writing can be hard, it can be stressful, but it doesn’t have to be—-not all the time, at least—and there is real joy involved. Let’s get back to that joy.
From the fifteenth-century glossators to twenty-first century critics, readers of the *Canterbury Tales* have sought to interpret and contain Chaucer’s constantly shifting, experimental poem. The text poses numerous interpretative puzzles—the myriad objects of the poem’s irony, the cultural politics of its author, the “identities” of its characters, and the demographics and ideologies of its intended audiences, to name a few—puzzles that have been “solved” in strikingly different ways at different historical moments. This course takes as its subject the *Canterbury Tales* and its reception history, exploring of both the poem’s multiple interpretative contexts and the hermeneutic conundrums it poses to them. As we read the *Tales*, we will consider the narratives (and narrative conventions) that Chaucer translates and transforms and the contemporary voices with whom he is in dialogue—both in the fourteenth century and the twenty-first. We will investigate the ways in which the tales circulated both individually and as a collection (which tales were the most popular? how and by whom were they published? with which other texts did they travel?) and analyze the various paratexts that accompanied them (glosses, prologues, illustrations, and “spurious” links and tales).

Alongside this early publication context, we will explore current conversations in Chaucer criticism and the scholarly history and contemporary publics debates to which it responds. Analyzing the *Tales* through a wide array of methodological lenses, we will use Chaucer’s experimental poem as methodological and interpretative testing ground, placing its multivalent narratives in dialogue with feminist and queer theory, critical race studies, disability studies, animal studies, and the Global Middle Ages, in addition to new and old materialities and historicisms. Seminar members are encouraged to treat the course as an interpretative lab, bringing their own methodological interests and questions to bear on the *Tales* in both seminar discussion and their final projects.
English 431
Studies in 16th-Century Literature
Political Thought in Shakespearean Contexts
Laurie Shannon

A Tudor idiom frames the now commonplace phrase, “the body politic.” What mythographies, theologies, theories, and ideologies built this conception of socio-political organization? While social contract theory would soon reach new predominance (i.e. with Thomas Hobbes in the 17th C and rising 18th C claims about the foundational role of consent to government), what models preceded it? What claims and values justified the apparent organism of a faith or reliance on the human body as an allegory for political authority? How do these approaches manage qualities like gender, age, or illness that might trouble the allegory?

This seminar will consider some key texts in early English political thought, beginning with the Tudor court case from which the phrase “the body politic” is mainly cited, and proceeding then to materials from the unsettling events of the English Reformation that address the question of obedience to the secular power (i.e. Thomas More's Utopia, William Tyndale's Obedience of a Christian Man, Thomas Cranmer's homilies from the first decade of the English church) and to anatomical and medical materials (like Thomas Elyot's Castel of Helthe and Helkiah Crooke's Microcosmographia). From this groundwork, we will move on consider early modern English debates about royal authority, including the ideological disarray triggered by the historical facts of a female monarch and of rebellion as treason (i.e. John Knox's First Blast of the Trumpet against the Monstrous Regiment of Women, selected speeches given by Elizabeth I, James I's The Law of Free Monarchy, and John Milton's Tenure of Kings and Magistrates). To explore these dynamics in the context of theater (then the largest assemblages of people into "bodies"), the seminar will delve into several Shakespeare plays (from among Henry IV 1 & 2, Richard II, Richard III, A Midsummer Night's Dream, King Lear, and most particularly Measure for Measure) to assess the proposition that Shakespeare — among his other forms of attention — was also a political theorist.

English 461
Studies in Contemporary Literature
Ecologies of the Global South
Evan Mwangi

Course Description TBD

English 471
Studies in American Literature
Indigenous Archives and Public Humanities
Kelly Wisecup

Co-taught with Rose Miron, Director of the D'Arcy McNickle Center for American Indian and Indigenous Studies (Newberry Library) CNAIR

This interdisciplinary, co-taught course introduces students to the texts, theories, and methods of Indigenous archives, while considering and practicing what it means to do interdisciplinary, publicly- and community-engaged humanities scholarship. We begin with these questions: how do writers, communities, scholars, and others use Indigenous archival materials? What are the genres, practices, and ethics necessary to work in and create scholarship from archives that contain Indigenous materials?

We are especially excited to model collaboration in the classroom and the archives and to introduce students to collaborative public humanities research. We welcome students working in a range of disciplines and with broad interests in archival theory and practice and in the public humanities (prior knowledge of Indigenous studies is helpful but not required; we will provide that training). Students will obtain hands-on experience with archival methods and have the opportunity to design their own archival final projects, and we welcome students interested in integrating archival research and practice into performance, fiction/nonfiction/poetry, historical research, and more.

The course readings and conversations foreground Native American & Indigenous Studies methods for archival research in literary studies, American studies, and history (among other fields). We will pair readings of NAIS scholarship with Indigenous texts, material culture objects, and archives created across several centuries, in order to understand the history of Indigenous archival creation, their critiques, uses, and representations in a range of media. We will also investigate the various public humanities pathways and projects possible for scholars trained in archival methods, with opportunities for students to gain skills in archivally-based projects. These may include digital projects, museums, film, walking tours, workshops, podcasts, and community programming.

The course will include regular hands-on work in archives and with archival materials located in Chicago, designed to help students develop their own archival practice. By the end of the course, students should be able to apply NAIS methods and perspectives
to a primary text and its contexts; should be able to utilize public humanities best practices and critical perspectives in a range of contexts; and should be able to identify and implement core elements of community engaged research.

**Teaching/Evaluation Method(s):** Discussion; collaborative project; public humanities scholarship with local archives

**Texts include:**
- Cutcha Risling Baldy, *We Are Dancing for You: Native Feminisms and the Revitalization of Women’s Coming-of-Age Ceremonies* (9780295743448)
- Deborah Miranda, *Bad Indians: A Tribal Memoir* (9781597142014)
- LeAnne Howe, *Miko Kings* (9781879960787)

Texts will be available on Canvas and the University bookstore. If you’d like to purchase the book from a Native-owned or independent bookstore, see Louise Erdrich’s store Birchbark Books, which will ship books (be sure to order well in advance): https://birchbarkbooks.com/ or for Evanston/Chicago independent bookstores, check out Bookends & Beginnings (Evanston); Women and Children First (Andersonville); and Unabridged (Lakeview).

**English 498 (MA and PHD by application)**
**Nonfiction MFA Workshop**
Daisy Hernández

Course Description TBD

**English 520 (PhDs in candidacy only)**
**Writing for Publication**
Evan Mwangi

Course Description

**English 570**
**Seminar in Teaching College Composition**
Elizabeth Lenaghan

This seminar is designed to serve two purposes. First, it offers an introduction to current theories, practices, and controversies in the teaching of writing in American colleges and universities, placing these matters in the context of various definitions of literacy in American culture. And second, it prepares graduate students to teach writing intensive courses, including English 105 (Expository Writing) and first-year writing seminars, here at Northwestern. Graduate students who expect to teach Expository Writing should take 570; other graduate students interested in the teaching of writing are welcome to enroll.

The time of our meetings will be determined closer to Spring quarter based around student schedules.

**English 571**
**Teaching Creative Writing**
Shauna Seliy

Students will study the history and models of teaching for Creative Writing programs. Students will design creative writing courses, set clear, achievable learning objectives, draft syllabi, generate exercises, and select reading material for introductory courses in poetry, fiction, and creative nonfiction.