# Graduate Courses in English

## 2023-24

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<td>Martinez, Juan (Tuesday 2:00-5:00)</td>
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<td>Introduction to Graduate Study</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 “horricific” 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 Aliveness
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, Oroooooko (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 Eovua (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.

Poetry includes readings by Wheatley, Coleridge, Robinson, Wordsworth, Clare, Smith, Barbauld, Keats, Hemans, Shelley, Yeasley.


Required Texts (please note, this list is tentative for now):
Tommy Pico, Nature Poe, Tin House 2017
ISBN 1941040632
Maureen McLane, My N: the serial: A Poem-in-Episodes, FSG 2016
ISBN 0374537054
Erica Hunt, Veronica: A Suite in X Parts, selva oscura 2019
ISBN 0990945332
Daniel Borzutzky, The Performance of Becoming Human, Brooklyn Arts 2016
ISBN 0990945332

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
This seminar examines the late twentieth- and twenty-first century emergence and saturation of contemporary culture by personalized electronic and computational technologies, primarily in the Anglophone West. The increasing cultural prominence of portable devices such as the Sony Walkman and the newly domestic character of “personal” computing -- from the Apple Macintosh to laptops to smartphones and networked applications -- through Michel Foucault’s late career idea of “techniques of the self.” For Foucault, such practices “permit individuals to effect by their own means, or with the help of others, a certain number of operations on their own bodies and souls, thoughts, conduct, and way of being, so as to transform themselves in order to attain a certain state of happiness, purity, wisdom, perfection, or immortality.”

While Foucault had a much longer historical perspective in mind, we will consider the novel prominence of technologies of the self and selfhood within the context of neoliberalism where the task of entrepreneurial self-management comes to define the ideology of personhood. Central to our inquiry, then, will be not only the literal technologies of the historical present but also the ways in which media technologies as well as aesthetics newly conjugate subject and environment in terms of a felt pressure to manage that relation. Notions of ambience and the ambient will be central to our investigations as well as the role of technological aesthetics in providing not only beauty or entertainment but rather moment-to-moment tactics of mood management. Topics may include ambient music, ASMR, self-care, and habit. Aesthetic texts may include works by Brian Eno, Tan Lin, Claudia Rankine, and Tsai Ming-Ling. Scholarly texts may include work by Nikolas Rose, Alan Liu, Lauren Berlant, Paul Preciado, Scott Richmond, Paul Roquet, Melissa Gregg, Mack Hagood, and others. Students will also be required to attend the symposium on Lauren Berlant to be held in late October.

Required Print Texts:
Lauren Berlant, *On the Inconvenience of Other People*
Heike Geissler, *Seasonal Associate*
Tan Lin, *Insomnia and the Aunt*
Claudia Rankine, *Don’t Let Me Be Lonely*
Course Reader

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.
English 422
Studies in Medieval Literature
The Canterbury Tales
Susie Phillips

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 461, sec 21
Studies in Contemporary Literature
Contemporary Experiments in Racial Form
Michelle Huang

This seminar surveys literary experiments in contemporary Ethnic American poetry and narrative that expand notions of what constitutes "ethnic literature," a category historically denigrated as insufficiently imaginative or aesthetically minded. In addition to highlighting the richness and complexity of these literary traditions, our goal in this course is to track evolving referents for racial formation in a "postracial" era defined by the gap between ostensible cultural tolerance and the persistence of structural inequality. Responding to the contradictions of racial representation, scholars of African American, Latinx, Asian American, and Native American literatures have redoubled critical engagement with form, genre, and aesthetics to expand our understanding of race's imbrications with embodiment, aesthetic judgment, cultural belonging, and the constitution of histories and futures.

With particular emphasis on familiarizing students with foundational texts of Ethnic American Literature, the class will pressure critical terms and paradigms such as representation, racial formation, genre & form, voice & lyric, and history. Participants will develop skills of close reading for racial formation as a formal feature of textual composition as well as gain proficiency with central and emergent debates within Ethnic American literary studies regarding the relationship between politics and aesthetics.

Some conceptual questions for consideration include the
following: how do experimental texts by writers of color destabilize conventional modes of understanding ethnic and racial representation? What tensions and resonances arise when critical race and ethnic studies meet theories of the avant-garde? And to what extent do these literary experiments suggest that race itself can be understood as a cultural form or generic object?

**Readings:** all will be available at Norris Bookstore; other course readings will be available on Canvas

**Primary Texts will likely include:**
Mat Johnson’s *Pym*; 
Chang-rae Lee’s *Native Speaker*; 
Salvador Plascencia’s *People of Paper*; 
Karen Tei Yamashita’s *Tropic of Orange*; 
Ling Ma’s *Severance*; 
Carmen Maria Machado’s *Her Body and Other Parties*; 
Gloria Anzaldúa’s *Borderlands / La Frontera*; 
Junot Díaz’s *The Brief Wondrous Life of Oscar Wao*; 
Tommy Pico’s *Nature Poem*; 
Natalie Diaz’s *Postcolonial Love Poem*; 
Theresa Hak Yung Ch'a’s *Dictee*; 
Maxine Hong Kingston’s *Woman Warrior*; 
Myung Mi Kim’s *Commons*; 
Craig Santos Perez’s *Habitat Threshold*; 
Claudia Rankine’s *Citizen*; 
Sesshu Foster’s *Atomik Aztex*; 
Colson Whitehead’s *The Intuitionist*; 
Cathy Park Hong’s *Dance Dance Revolution* among others

**Assigned scholarship will likely include:**
works by Gloria Anzaldúa, Kandice Chuh, Ralph Rodriguez, Ramón Saldivar, Stephen Sohn, Min Hyoung Song, Dorothy Wang and others.

**English 481/GSS 490**
**Studies Literary Theory and Criticism**

*Queer Theory and Queer Cinema*

Nick Davis

“Queer theory” and “New Queer Cinema” were two neologisms born of the same early-1990s moment in Anglophone academia and public film culture. Both saw themselves as extending but also complicating the intellectual, aesthetic, and ideological parameters of prior formations like “gay and lesbian studies” or “LGBT film.” These new and spreading discourses stoked each other’s productive advances, as scholars developed new axioms by reference to the movies, and filmmakers rooted styles and images in changing notions of gender performativity and counter-historiography. Still, queer theory and queer cinema faced similar skepticisms: did their ornate language and conceptual novelty endow dissident sexualities with newfound political and cultural stature, or did they treat too far from popular accessibility and ongoing public emergencies? Was the lack of fixed definitions, communal appeals, uniting goals, or shared aesthetic practices a boon or a harm in sustaining a long-term movement of art, action, or thought? And how many thinkers, writers, artists, scholars, and activists were erased or marginalized by a “queer turn” that purported to elevate them?

This class honors but also decenters this peak period in the reclaiming of “queer.” We will recover scholarly and cinematic trends that laid fertile grounds for that work and will also track subsequent trajectories and debates around “queer” in the way we perform readings, perceive bodies, record histories, spin narratives, form alliances, enter archives, and orient ourselves in space and time. Diversities of race, gender identity, nation, class, and political project will inflect our understandings of “queer” and even challenge the presumed primacy of sexuality as its key referent. Meanwhile, participants will develop skills of close-reading films and engage nimbly with the overarching claims but also the nuances, anomalies, and paradoxes in the scholarship we read.

**Evaluation Methods:**
Practice exercises in short academic genres (the conference proposal, the abstract, the peer review of a journal article) as well as a final paper or project

**Readings are likely to include:**

All readings and screenings will be available on Canvas, with the possible exception of films that can be streamed on major public sites

**English 505**
**Professionalization Workshop (PhD only)**
Katy Breen

The aim of this course is to offer PhD students an open and supportive community for discussing professionalization issues of all kinds. It is not required, and it does not satisfy any graduation requirements. It is also intentionally designed to be low stress. Grading will be P/NP, there will be little-to-no homework, and students will need to attend only 50% of class sessions to pass the course. Some class meetings will focus on pre-selected topics such as “Putting Together a Qualifying Exam/Prospectus/Dissertation Committee,” “Strategizing Conference Presentations and Publications,” “Navigating Difficult Relationships,” and “Planning Ahead for Post-Graduation Employment.” Others will be on topics of students’ choosing, or open Q&As (with questions submitted anonymously if that makes students more comfortable). I promise to be as straightforward and transparent as possible.
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 17thC and rising 18thC 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

This course examines the interface of ecology and literary form in literatures of the global south within the larger contexts of post-1945 global literary production. These literatures are rarely examined from either ecocritical or stylistic/narratological perspectives. Yet legacies of and globalization continue to alter local environments, and contemporary literary artists have used unique formal techniques to capture these changes and activate political consciousness toward ecological conservation. As we discuss what constitutes the “contemporary” in literature today from thematic and stylistic perspectives, we will particularly examine the legacies of modernism and post-modernism in literatures of the present that thematize ecologies of the global south and the impact of climate crisis on non-Western societies.

The class will also discuss the perils and thrills of studying texts and themes that might be considered too contemporary and non-canonical. What are the best methodologies of studying and teaching these texts, most of which are comparatively not well known? We will study and comment on the various techniques of individual contemporary texts (or sets of such texts) use to represent contemporary ethical and political concerns, including their allusion to older texts. We will also discuss the invocation of ecological metaphors in the various texts of postcolonial theory (e.g., the comparison of the preservation of indigenous languages and cultures with conservation of biodiversity). The course’s primary premise is that formalist analysis of texts (ala Robert Langbaum) is where all good criticism begins, not where it ends. While avoiding the shortfalls of purely functionalist/instrumentalist approaches to literature that drive much of criticism of non-Western literatures about the environment by attending to the literary techniques that artists use, we will discuss the interventionist imperatives in contemporary writing and criticism about the environment and climate crisis.

Evaluation Method: Active participation in class; regular self-assessment; peer critiques, a 15-page paper or a 10-week undergraduate syllabus. [Students are welcome to propose alternative writing/professionalization assignments].

Texts: Students are encouraged to read for the ecocritical potential in texts, both literary and theoretical including those that are not primarily about ecology or transspecies formations (e.g., György Lukács’s The Meaning of Contemporary Realism, Ngugi’s Decolonising the Mind, Frantz Fanon’s The Wretched of the Earth, or Paulo Freire Pedagogy of the Oppressed).


Wenzel, Jennifer. The Disposition of Nature: Environmental Crisis and World Literature (Fordham, 2019).
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 co-taught course introduces students to the texts, theories, and methods of Indigenous archives, while creating space to consider what it means to do interdisciplinary, publicly- and community-engaged archival scholarship. Our readings will focus on Native American & Indigenous Studies methods, while investigating the various public humanities pathways available to scholars trained in archival methods. These may include community projects, public history, digital scholarship, curation, language and cultural revitalization, and legal battles for land, federal recognition, and the repatriation of cultural patrimony. We will pair readings of Indigenous texts, material culture objects, and archives created across several centuries with readings in archival theories and methods, as well as regular hands-on work in archives and with archival materials, designed to help students develop their own archival practice.

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

Readings in NAIS methods; Indigenous archival theory; and public humanities to include:
Dian Million, Felt Theory: An Indigenous Feminist Approach to Affect & History
Jennifer O’Neal, The Right to Know: Decolonizing Native American Archives
Tiya Miles, House on Diamond Hill: A Cherokee Plantation Story
Deborah Miranda, Bad Indians
All additional texts will be available on Canvas.

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 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.