

## Spring 2024 Graduate Courses

### English 504-01: Advanced Creative Writing

- For MA students, this course counts as an elective.

### English 506-51: The Teaching of Writing

**Professor Bruce Horner**

Online: no meeting times

- For MA students, this course counts as an elective.

### ENGL 542-50: Sword & Sorcery

**Professor Hristomir Stanev**

Online: no meeting times

This course will examine a broad range of Tudor, Elizabethan, and Jacobean dramatic and non-dramatic works, and trace the evolution of distinct and complex interlocked themes woven around concepts of chivalry, heroism, magic, faith, race, and gender relations. We will also discuss texts, in which the heroic interacts with the sacred, the erotic with the occult, the gendered with the ungendered, the alien with the exotic, the sinful with the fallen, the fantastic with the subversive, and the imperialist with the “Other.” We will read works in several genres: from lyric poems and prose and verse romances to dramatic plays, travelogues, and early picaresque and science fiction novels. The student learning outcomes will form significant awareness of the restless complexity and inner controversies of a literary period of discovery, schism, conflict, and new possibilities in thought, philosophy, devotion, and expression, channeled through the “swords” and “sorceries” of powerful yet troubled cultural and social imaginaries.

- For MA students, this course satisfies the Literature Pre-1700 requirement

### ENGL 551-01: Jewish ID Graphic Novels & Com

**Professor Ranen Sherman**

TTh 11:00-12:15

- 
- For MA students, this course satisfies the Literature Post-1900 requirement

### **ENGL 551-50: Writing from Life**

**Professor Sarah Strickley**

Online – no meeting times

Have you ever wondered if the stories you've grown up hearing about your family would make for a powerful written work? Have you ever considered bringing the story of your own life to the page? If so, this online creative writing workshop might be right for you. Students will learn the difference between an engaging anecdote and a compelling work of art by experimenting in a variety of forms: short stories, literary essays, and poems. Close readings of published work and regular writing exercises will draw forth the matters of craft at hand and workshop sessions with peers will help participants shape the raw materials of life into persuasive works of prose or poetry.

Undergraduates, graduates, and non-degree students are welcome to enroll in this unique online offering. Benefits include rolling deadlines designed to accommodate any schedule and the option of learning and writing from the comfort of your own home.

- For MA students, this course counts as an elective.

### **ENGL 564-01: Whitman & Dickinson**

**Professor V Joshua Adams**

TTh 11:00-12:15

Walt Whitman and Emily Dickinson are generally recognized by poets and critics as the two sources of a distinctively American poetry — sources on which contemporary poets continue to draw. This course will read their major poems in an effort to familiarize ourselves with their achievements, reassess some of the conventional wisdom that has accrued to their bodies of work (particularly regarding Whitman's politics and Dickinson's privacy), and to see how their poetry and personae have been received by subsequent writers around the world and in the U.S. (including Jorge Luis Borges, Jules Laforgue, Gabriel Garcia Lorca, Allen Ginsberg, Susan Howe, and Lucie Brock-Broido). Requirements will include several short writing assignments and a final research paper/project.

- For MA students, this course satisfies the Literature 1700-1900 requirement.

**ENGL 572-01: The Real & Fantastic in US Lit, 1865-1910****Professor Karen Chandler**

This course will explore a rich body of literature produced within what is often called the Age of Realism, a period in which artists and writers created ground-breaking work that rendered aspects of the world in recognizable but illuminating ways. In the United States, realist writers such as Mark Twain, Charles Chesnutt, Edith Wharton, and William Dean Howells demonstrated how literature could “get real” in exploring the drastic, large-scale changes in American society and their effects on human psychology. Also significant was the prominence of writing that did not fit into the category of realism, because it reckoned with more intangible experiences: dreams; the unknown; realms beyond what could be seen and heard; alternative worlds, including new versions of the past. In exploring literature about the real and the fantastic, this course will facilitate understanding of a complex era of literary production. The authors we will explore may include Twain, Chesnutt, Wharton, Howells, Ambrose Bierce, Charlotte Perkins Gilman, Sarah Orne Jewett, Zitkála-Šá, Stephen Crane, and W. E. B. Du Bois. In addition to reading assigned literature, students will be expected to maintain a reading journal, write two essays, conduct and share research on a relevant topic, and participate in discussions.

- For MA students, this course satisfies the Literature 1700-1900 requirement.

**ENGL 599-01: Literacy as Disruption and Possibility****Professor Bronwyn Williams**

TTh 2:30-3:45

The recent excitement – perhaps even uproar – over generative AI programs like ChatGPT is just the latest example of a long, long history of developments and debates about the ways in which we read and write. Socrates wasn’t in favor of literacy. Critics in the Renaissance worried that the printing press was going to allow too many ordinary people to read. And some people in the 19th Century feared that pencils with erasers would encourage students to make mistakes. Now, with digital media, we are in another age of change – and often controversy – about the impact of technologies on how we read, write, and think. In this course we will explore the ways in which the ways we read and write, and how the technologies we use to do so shape the texts we create, our conceptions of authorship, and the larger culture around us. We’ll think about the disruptions, and the possibilities of changes in technology and how we can respond to these in creative and critical ways. This means we will look back at the history of literacy and technology, to understand how we’ve gotten to this moment and what those forces looked like. And then we will look around us at the transformations in writing and communication happening at a pace that sometimes seems difficult to fully process or adapt to. We’ll think about how different kinds of texts – from books to video to sound – have evolved and how we can imagine and use them for our own ideas and explorations. We will also be considering the ways technologies of reading and writing have shaped

culture, power, privilege, and identity and how we can understand those influences on our lives and culture today. And we'll try to have some fun.

## **600-LEVEL COURSES (MA AND PHD STUDENTS)**

### **English 607-01: Creative Writing II (Poetry)**

**Professor Kristi Maxwell**

T 4:00-6:45

- For MA students, this course satisfies the Literature Post-1900 requirement
- For PhD students, this course satisfies a Literature requirement. PhD students can only take one Creative Writing course for their Literature requirements.

### **English 620-01: Research in Composition**

**Professor Mary P Sheridan**

M 1:00-3:45

- For PhD students, this course satisfies the Methods requirement
- For MA students, this course counts as an elective.
- PhD students needing to fulfill their Methods requirement will have priority seating in this course.

### **English 662-01: Printed Protest: Dissent in Nineteenth Century American Literature**

**Professor Frank Kelderman**

W 4:00-6:45

In the United States, the nineteenth century was a time of social upheaval, crisis, rebuilding, and reform. Against the crisis of Indian removal, colonial warfare, slavery, the US Civil War, and multiple economic crises, how did American writers raise their voice in protest?

This course examines a long and ingrained tradition of protest in American literature, which has defined the nineteenth century as one of the most dynamic, diverse, and fascinating areas of literary

---

study. For instance, William Apess and Helen Hunt Jackson raised awareness about Indigenous nationhood and settler colonialism. Henry David Thoreau and Matthew Hale Smith decried the effects industrialization and urbanization on social structures and the environment. Lydia Maria Child and Frances E.W. Harper wrote about the struggles of enslaved and formerly enslaved Black Americans. And Margaret Fuller and Angelina Weld Grimké addressed the place of American women in the public sphere.

How did this political and social foment shape nineteenth-century US literature? To what extent were different protest movements in alignment and at odds with one another? And how did authors get legitimized to speak out publicly—whether on their own behalf or to represent others? Through class discussion, response papers, a midterm paper, and a longer research essays, you will gain a deeper understanding of the cultural, political, and intellectual dimensions of nineteenth-century American literature. Through site visits to the Archives and Special Collections, the Filson Historical Society, and the Speed Art Museum, we will broaden the scope of this course beyond the printed word. Finally, we will focus much attention on graduate-level writing and research skills in the humanities.

- For MA students, this course satisfies the Literature 1700-1900 requirement.
- For PhD students, this course satisfies a Literature requirement.

### **English 675-01: Epistemic Justice in Technical and Professional Writing**

**Professor Megan Poole**

T 1:00-3:45

- This course counts as an elective for MA and PhD students.

### **English 677-01: Graduate Writing in the Disciplines**

**Professor Beth Boehm**

Th 4:00-6:45

What is this course about? This course is designed for graduate and professional students in any department. Students who speak English as a second, third, or fourth language are especially welcome. In this course, you will:

- Investigate best practices of research, writing, and publishing in your discipline.
- Reflect on your literacy and language background, habits, and goals

- Analyze scholarship in your discipline for particular linguistic and rhetorical patterns (e.g., how introductions are organized; how sources are critiqued)
- Apply what you've learned to a literature review project of your design
- Improve your ability to edit for grammar, word choice, and punctuation and to craft more incisive prose
- Participate in a community of peers who share work and compare experiences within and across disciplines, languages, and cultures

What texts will we read?

- Thomson, P., & Kamler, B. (2016). *Detox your writing: Strategies for doctoral researchers*. New York: Routledge. (An ebook is available through the UofL library, but note that you cannot annotate the pages, even if you download excerpts as PDFs.)
  - Other readings will be posted as PDFs
  - *Recommended but optional for those who want to improve their grammar, punctuation, word choice, mechanics, and/or editing skills:* Ferris, D. R. (2014). *Language power: Tutorials for writers*. Boston and New York: Bedford/St. Martins.
- 
- This course counts as an elective for MA and PhD students.

### **English 688-01: American Indian, Indigenous, and Cultural Rhetorics (Watson Seminar)**

**Professor Kimberly Wieser-Weryackwe (Visiting Watson Professor)**

M 4:00-6:45

Culture is the “spaces/places people share, how people organize themselves, and how they practice shared beliefs . . . to do cultural rhetorics scholarship under this idea of 'culture' allows scholars to [focus] on how a specific community makes meaning and negotiates systems of communication to disseminate knowledge. So, what cultural rhetorics scholars do is investigate meaning making as it is situated within a specific cultural community. . . . [t]o do cultural rhetorics work is to value the efforts and practices used to make and sustain something and use that understanding to build a theoretical and methodological framework that reflects the cultural community a researcher works with” (Andrea Riley Mukavetz, “Towards a Cultural Rhetorics Methodology,” 109-110).

This seminar will survey the scholarship on American Indian and Indigenous Rhetorics—as well as give an introduction to Cultural Rhetorics, the larger field of which it is a part—covering Earnest Stromberg’s *American Indian Rhetorics of Survivance*, Kimberly G. Wieser’s *Back to the Blanket*:



---

Recovered Rhetorics and Literacies in American Indian Studies, Lisa King et al's Survivance, Sovereignty, and Story, Thomas King's The Truth About Stories, Shawn Wilson's Research is Ceremony: Indigenous Research Methods as well as excerpts from other books and articles in the field provided by the instructor. If it is available by that time, we will also include Decolonial Possibilities: *Indigenously-Rooted Practices in Rhetoric and Writing*, edited by Lisa King and Andrea Riley-Mukavetz.

Students will contribute to a (1) digitally published annotated bibliography of articles and books on American Indian and Indigenous Rhetorics; (2) produce a material rhetorics object of their choice with guidance from the instructor; (3) do several short writing assignments; and (4) write a final paper. The content of all assignments will count toward a required word count for the semester. This seminar will be contract-graded with all written work expected to meet instructor satisfaction, with required revisions and resubmission to the instructor if necessary.

- For PhD students, this course satisfies the Rhetoric requirement.
- For MA students, this course counts as an elective.
- PhD students needing to fulfill their Rhetoric requirement will have priority seating in this course.

### **English 692-01: Interfaces: Technology and Psychoanalysis**

**Professor Mathew Biberman**

Th 4:00-6:45

- This course satisfies the Theory requirement for MA and PhD students.