Department of English Spring 2017 Fraduate Course Offerings

Graduate Course Offerings

Revised 9-9-16

Available electronically on English Home Page at:

http://english.ua.edu

EN 500-001	Anatomy of a Bestseller	R	2:00 – 4:30 PM	Yoon
CRN #13210				

What makes a novel a bestseller? Is it memorable characters? A scintillating subject matter? Daring descriptions? A masterful plot? In order to answer these questions this seminar will work to assemble the 'bag of tricks' many authors use in creating narratives that resonate with both the reader and the market. Of particular interest will be the distinctions between audiences (national vs. international) and registers (high vs. low). For example, what is the difference between 'literary' and 'mass-paperback' bestsellers? Are all bestsellers just hard-boiled detective novels? What makes a bestseller 'high-brow'? Readings will range from classic narrative theorists like Vladimir Propp and Roland Barthes, to spy thrillers by Ian Fleming and to National Book Critics Circle and Man Booker Prize selections. As our compelling case in point, this seminar will feature Umberto Eco's international bestseller, The Name of the Rose, dissecting it with our readings on narrative theory in order to sketch the anatomy of a bestseller. **Note: This is a Digital Humanities seminar, which means we will use digital technologies (WordPress, annotation and visualization software, etc.) to critically think.

EN 500-002 (AMS-592)	History of Sexuality in America	R	9:00 AM – 12:00	Howard
CRN #13426			PM	

This seminar examines the ways in which sexual attitudes, desires, acts, identities, and communities have been shaped and reshaped over time. We range chronologically from preconquest Native American cultures through the age of AIDS, focusing on nineteenth and twentieth century ideas about gender identity, sexual orientation, familial structures, and political movements, with a particular emphasis on queer theory and history. The class questions traditional conceptions of history, the historical profession, and historical methodology, in an attempt to understand the varied ideologies and theoretical foundations that shape historical projects, as well as the political agendas they serve. For us, history will be understood not as static, finite, and ultimately knowable, but rather as shifting, contingent, and open to scrutiny.

EN 500-003	Critical Theory—Research	R	3:30 – 6:00 PM	Zupancic
CRN #20235	Methodology			
(FR 511-001 & RL 557-001)				

This Gradaute course serves as a general introduction to trends in critical theory. It offers a combination of research methodologies, theory and practice; an application of various approaches; a verification of acceptability of research perspectives and procedures. Students are to examine various schools of criticism and theory and apply them to their own text analysis. Critical thinking is being developed through extensive readings in *The Norton Anthology of Theory and Criticism* (second edition). Weekly in-class discussions based on readings prepare students for the final project (oral and written), based on the application of various theories and critical approaches to a chosen text.

EN 523-001	History of the English Language	TR	11:00 AM – 12:15 PM	Davies
CRN# 18170				

This course is an introduction to the external history of the English language along with the study of the accompanying internal changes in structure. It considers questions such as the following: Why does Southern English have to propose "y'all" for a plural "you"? And while we're at it, what happened to "thou"? What's the deal with the subjunctive? How did Scandinavian pronouns (they, their, them) creep into English? Why can't we ask "Have you not heard?" without sounding weird? Who decided that we can't say "Ain't nothin' like 'em nowhere" in standardized English? Since 1066 was called "the Norman Conquest," why aren't we speaking French instead of English? What's going on with, like, quotatives, "and he was like....! "? Why can't everybody open their book? How is English being affected by globalization and the internet?

EN 525-001	Variation in American English	TR	2:00 - 3:15 PM	Davies
CRN# 14748	(Dialectology)			

This course deals with the study of the experience of the English language in America, with particular emphasis on its development and dialects. We'll explore differences in accent, vocabulary, grammar, and patterns of language use among people from across the United States. We'll look at how dialect differences developed, reflect on how language is a part of our identity, and consider the consequences of linguistic stereotyping, both positive and negative.

EN 534	Practicum in Teaching College	TR	12:30 – 1:30 PM	Various
	English 102			Instructors

This is offered Spring semester ONLY. Required of all graduate assistants teaching EN 102 for the first time. Training in reaching EN 102 course goals and writing outcomes. Further instruction in teaching formal argumentation and advanced research techniques.

- 534 001 / CRN# 12883 Robinson 534 101 / CRN# 20236
- 534 002 / CRN# 15039 Niiler 534 102 / CRN# 20237
- 534 003 / CRN# 16064 Kidd 534 103 / CRN# 20238
- 534 004 / CRN# 18171 Loper 534 104 / CRN# 20239

Must simultaneously register for Thursday session with same lecture instructor.

EN 535-001	Literary Criticism	т	2:00 – 4:30 PM	Wittman
CRN# 20240				

This course offers an introduction to the history of translation practices through a study of critical essays from Jerome and John Dryden to Walter Benjamin and Vladimir Nabokov and through comparative analysis of English-language translations. Class time will be divided between analysis of theoretical writing and evaluative discussion of competing English-language translations. This course will demonstrate that the history of English-language literature is a history of translation, that it owes its development to the efforts of translators, many of them invisible. One of the purposes of the course is to make students aware of the central issues in the burgeoning field of translation studies, including the social and economic factors that come into play whenever we ferry texts between languages, cultures, and eras. The methods and procedures that we study will lead to discussion about gender, poetics, ideology, class, and

nationhood. We will devote particular attention to the changing valences of the key concept of equivalence. Over the course of the semester we will explore the practice and consequences of literary translation, learning about the role translations play in the interpretation and consecration of literature. What gets translated? Who translates it? How do they translate? Students complete the course with a traditional paper or else with a translation.

EN 601-001	Graduate Fiction Workshop	М	2:00 – 4:30 PM	Wells
CRN# 14827				

Enrollment is limited to students in the MFA program. Focus will be on discussion of original student writing; other reading and writing may be assigned.

EN 601-002	Novel Workshop	Т	2:00 – 4:30 PM	Rawlings
CRN# 20241				

This class is intended for students enrolled in the MFA Program in Creative Writing and is the first course in a two-semester graduate workshop concentrating on the study of the long form, and the research, preparation, and writing of a novel.

EN 603-01	Graduate Poetry Workshop	R	2:00 – 4:30 PM	Brouwer
CRN# 10983				

This is a workshop course, and the majority of our time will be spent discussing the poems you write. However, on the theory that lively reading can aid and abet lively writing, we will also read and discuss poetry and criticism by others. This course is open to MFA students. Other interested graduate students must submit a sample of 5-7 pages of poetry to the Director of the MFA Program well before pre-registration to be considered for admission.

EN 605-320	Non Fiction Workshop	М	5:00 – 7:30 PM	Felt
CRN# 18172				

In this workshop, your goal will be to understand how you make decisions while writing nonfiction. Where is your ego appearing on the page? How are you contorting your writing around a piece of missing information? And what's truly the best approach to the story? You'll learn to understand the positive and negative accommodations you're making for yourself, develop the discipline it takes to keep writing through earthquakes (or even parties), and have a record to return to when memory fails. To get there, you'll read exemplary nonfiction texts, write and submit a substantial amount of nonfiction, reflect upon your process, and offer feedback to your peers.

EN 608-001	The Elegy: Negotiating, Loss,	R	9:45 AM – 12:15 PM	Wilson
CRN# 18173	Faith(lessness) & Desire			

"It does many things. It distracts the poet, at least momentarily, from a state of exquisite grief," Mary Jo Bang says of the ancient form that gave her fifth collection, written in the wake of her son's death, its name. In this course, we will read Bang's 2007 collection alongside historical and contemporary works—both first books and mid-career "reboots"—from Lucille Clifton, Natalie Diaz, Tarfia Faizullah, Ross Gay, Rachel Eliza Griffiths, Galway Kinnell, Sharon Olds, Ocean Vuong, Phillip B. Williams, C.D. Wright, and others, dating to Rainer Maria Rilke's "Duino Elegies" and "Book

of Hours." We'll revisit essays on the form by poets and critics alike, including those of Jahan Ramazani, Max Cavitch, Andrea Mellard, Fred Moten, Jasbir Puar, and Carl Phillips. We will examine poets' ways of interrogating the divine, questioning belief itself, and finding something (or someone) to live for amid staggering loss as we write through our own personal valences on suffering.

EN 608-002	Fabulist Fiction	w	2:00 – 4:30 PM	Wells
CRN# 18174				

This course is devoted to the study of fabulist fiction, fiction unfettered by empirical reality, fiction in which human beings suddenly sprout wings or begin to shrink, fiction in which apes deliver disquisitions on what it is to be human, fiction set in historical theme parks built according to verisimilitude tips acquired from ghosts, fiction of the supernatural, paranormal, romantic, surreal, metaphysical, the oneiric, unlikely, implausible, the uncanny, the marvelous, fiction in which magic, myth, and dream construct a cosmos at a tilt.

EN 608-003	Left in the Darkness	Т	9:45 AM – 12:15 PM	Staples
CRN# 13114				

LEFT IN THE SHADOWS: "Darkness is your candle," writes Rumi. In this course, we will wander where darkness leads, asking questions such as: How do writers query darkness as a cultural trope with political implications? What does it mean to write from a "position of darkness"? What is an "aesthetics of opacity"? What forms, styles, and practices might a "shadow poetics" imply? Prompts inviting collage, excision, erasure and other strategies will help writers explore these questions across genres. Texts may include: Forest Primeval, Vivee Francis; Lighting the Shadow, Rachel Eliza Griffiths; Themes of My Kin, Janet Holmes; A Bestiary, Lily Huong; Vanishing Point, David Markson; Night Sky with Exit Wounds, Ocean Vuong, Disobedience; Alice Notley; Dark Museum, María Negroni; excerpts from Dante's Inferno, Rimbaud's Season in Hell; "Shadow Feminisms" from The Queer Art of Failure, Judith Halberstam; and Necropastoral, Joyelle McSweeney.

EN 608-004	Teaching Creative Writing	w	4:30 – 6 PM	Behn
CRN# 10963		F	2:00 - 2:50 PM	

Meeting times are both Wednesday 4:30 - 6:00 pm and Friday 2:00 - 2:50 pm. This course is the pedagogical component of the Creative Writing Club (CWC), a Tuscaloosa-wide after school program for high school students. We draw motivated high school writers from a dozen schools in Tuscaloosa and invite them to Morgan Hall on Wednesdays after school to work with us. The CWC will begin its twelfth season this spring. We have had grant support from the Tuscaloosa Arts Council and the Alabama State Council on the Arts. For a sense of what we've done in the past, visit uacreativewritingclub.wordpress.com. We will meet twice each week—once with just the graduate students to organize the club, discuss pedagogy, and design lessons; and once with the high school kids to conduct.

EN 609-001	Pedagogy	R	4:30 – 5:30 PM	Estes
CRN# 17465				

This class is required for first time instructors of EN 200.

EN 609-321	Academic Job Market	w	6:00 – 6:50 PM	Wells
CRN# 20242				

This course is devoted to educating you about and preparing you for the academic job market. Letters of application, CVs, dossiers, writing samples, teaching philosophies, interviews, these are the things that will be discussed, practiced, and demystified (somewhat) by this course.

EN 610-001	Theory & Methods of TESOL	Т	2:00 – 4:30 PM	Liu
CRN# 15038				

This course offers an overview of the theoretical bases and practical applications of approaches to Teaching English to Speakers of Other Languages (TESOL). We will cover topics, such as the linguistic, psychological, and social aspects of second language learning, learner motivation, integrated skills teaching, successful teaching principles and strategies, choosing materials, assessment, culture in the classroom, and technology as a classroom resource.

EN 612-001	Topics in Applied Linguistics:	М	2:00 – 4:30 PM	Liu
CRN# 15040	Teaching Grammar & Vocabulary			

Vocabulary and grammar are arguably the two most important parts in language learning. Using contemporary linguistic theories and approaches, such as cognitive/corpus linguistics and construction/pattern grammar, this course explores effective and creative ways of teaching vocabulary and grammar. Via readings and discussions, the class will gain a sound understanding of the new theories and will use them to critically examine lexico-grammatical descriptions and teaching practices in existing language textbooks and reference materials. In addition, students will, individually and collectively (in groups), develop lexico-grammatical teaching activities, exercises, assessment instruments, and lesson plans and share them in class.

EN 617-001	Teaching Academic Language Skills to	w	2:00 – 4:30 PM	Worden
CRN# 14766	Non-Native English Speakers			

This course is a theoretical and pedagogical introduction to the teaching of English academic language skills to adult learners of English with a particular focus on teaching writing in the American university context. We will examine the theories and disciplines that have significantly informed second language writing research and pedagogy. Additionally, we will examine some of the emerging issues in the field of second language writing including such topics as translingual practice, identity and politics second language writing, multilingual creativity, and the increasingly multilingual student population at US universities. We will build on this theoretical foundation to develop skills in a variety of pedagogical practices including needs analysis, course design, assignment design, lesson planning, writing assessment, responding to student writing, and error correction.

EN 639-001	Special Topics in Rhetoric & Composition	w	2:00 – 4:30 PM	Robinson
CRN# 16670				

This special topics graduate course in African American Rhetoric will be taught in traditional seminar format and will explore texts from the African American tradition that are unequivocally rhetorical in that they seek to influence American culture, ideologies, laws, policies, individuals, and society, with African American life and culture in view and are situated within particular

social movements: Abolition, Suffrage, Black Arts, Civil Rights, Women's Rights, and Black Lives Matter. Along with the traditional focus on works of non-fiction within rhetorical studies, we will also explore creative and imaginative texts that are educative, didactic, argumentative, and/or persuasive in nature. Some works explored will come from an African American rhetorical tradition, including but not limited to Gilyard, Nunley, and Royster. Others will focus more on literacy and language practices and will include scholars such as Smitherman, Richardson, and Young. The purpose of the seminar is to heighten student awareness of the variations in African American rhetorical practices and the unique style of African Americans within those traditions.

EN 639-002	Practicum for Teachers of Professional,	w	9:30 AM – 12:00 PM	Tekobbe
CRN# 20243	Technical & Digital Writing			

This course is a teaching practicum for graduate students seeking to be teachers of record of undergraduate Technical Writing, Professional Writing, or Digital Media Composing. This course will explore theories and pedagogies of technical writing, with an emphasis on teacher preparation in the form of syllabi, classroom activities, and student assessment. Students of this course will lead discussion, perform original research, develop course documents, and collaborate with peers.

EN 640-001	Intimacy & Interracial Contact in the	Т	9:45 AM – 12:15 PM	Smith
CRN# 16694	Early Americas			

This seminar offers an introduction to the study of early Atlantic literature, that body of texts written in or about those regions bordering the Atlantic Ocean in the 15th - 19th centuries, which would include the Americas, the Caribbean, Africa and Europe. Because the majority of that literature was produced as a consequence of cross-cultural interactions among Native Americans, black Africans, and Europeans, we will examine the extent to which the texts affirm or challenge certain myths of contact regarding the ways in which cultures met, fought, loved, and in other ways negotiated to forge early American landscapes. Specifically, we will read the literature for moments of intimacy and sentimental expression. We will ask ourselves how and why love mattered in the early Americas. And how did bonds of affection – and disaffection – fuel cultural production of the time. The class complements the theme of the English Department's spring symposium "Black/White Intimacies: Reimagining History, the South, and the Western Hemisphere" to be held April 21 and 22. Assignments include a final seminar paper (or its equivalent) and participation in the department symposium. Readings include Cooper's Last of the Mohicans, the poetry of Anne Bradstreet and Phillis Wheatley, Behn's Oroonoko, Shakespeare's The Tempest, and The Female American. Note: The texts and geographical scope of this seminar mirror the current push in early American studies to think about the literature of the early Americas as product of a wider trans-Atlantic circulation of bodies, social ideas, and economies. Students will be introduced to theoretical frameworks and a range of texts, traditionally labeled as either early

EN 647-001	Seminar in Southern Literature	М	10:00 AM – 12:30 PM	Crank
CRN# 20244	Seminar in Southern Literature	IVI	10:00 AIVI – 12:30 PIVI	Crank

One quick look around the campus of UA should confirm that the image of the plantation continues to be a compelling framing device for authentic southern expression. Scholars like

Michael Bibler and Patricia Yaeger suggest that an emphasis on plantation culture extends beyond southern architecture, bric-a-brac, or aesthetics and engages with multiple discourses that describe gender and sexuality in the South. This course examines how the plantation framed (and continues to frame through the American cultural imagination) southern sexuality from the mid-19th century well into the 21st. We will be especially interested in the intersection of plantation sexuality and queerness, including sites of queer expression for tomboys, transgression, interracial taboos, effeminacy, and gender/class performance.

EN 654-001	Visual & Digital Rhetoric	Т	3:30 – 6:00 PM	Buck
CRN# 20245				

This seminar focuses on understanding rhetoric in visual and digital texts. This course explores contemporary rhetorical theory connected to visual and digital communication and considers the traditional rhetorical canon (invention, arrangement, style, memory, and delivery) for the digital age. The course readings will explore approaches for analyzing visual and digital texts as well as employing visual and digital methods in rhetoric and composition scholarship.

EN 662-001	Medievalism in the Ante & Postbellum American South	w	9:30 AM – 12:00 PM	Cook
CRN# 20246	(Aka. Middle English Lit Ex Chaucer)			

References to the Middle Ages in ante- and postbellum southern American fiction are legion. A few representative examples are the topos of the plantation owner's putative gentility as an Anglo-Norman inheritance; fictional reprisals of Virginia's 1845 staging of a faux-medieval tournament including jousting matches; Mark Twain's diatribe against Sir Walter Scott and the pernicious influence of Scott's medievalist novel Ivanhoe on the South; and the "gentle Confederate novels" of Thomas Nelson Page and Thomas Dixon, whose romances prefigure national reconciliation by marrying Northerners and Southerners who share the racial commonality of "Anglo-Saxon blood." In this course we will consider how invocations of the Middle Ages have shaped regionalized representations of the Civil War, chivalry, romance, race, gender, Southern "aristocracy," the feudal antecedents of plantation life, and the economies of the Old and New South. Course texts will include Chaucer's Wife of Bath's Tale, Walter Scott's Ivanhoe, Charles Chestnutt's The House Behind the Cedars, and Allen Tate's The Fathers. Other possible course texts include John Pendleton Kennedy's Swallow Barn, Mark Twain's A Connecticut Yankee in King Arthur's Court, Thomas Nelson Page's Red Rock, and Margaret Mitchell's Gone With the Wind.

EN 667-001	Shakespeare in Performance	М	2:00 – 4:30 PM	Dowd
CRN# 20247	Practicum			

This course asks students to think about how scholars, directors, and actors interact with, transform, and reimagine early modern playtexts when they bring them to the stage or screen. Toward that end, we will work with Professor Steve Burch of the Theater department and (in February) with actors from the American Shakespeare Center, in hopes of developing our skill at reading a playtext as a performance script. Texts and performances to be discussed will likely include Shakespeare's Two Gentlemen of Verona, Romeo and Juliet, and The Merry Wives of Windsor, among others.

EN 674-001	Fictions of Enlightenment	R	2:00 – 4:30 PM	Weiss
CRN# 20248				

If we look back to the eighteenth century, to the period in which the novel originated, we can see that the history of the genre is closely tied to key philosophical developments of the Enlightenment. In this period, novels and philosophical texts participated in identical explorations of subjective experience, asked similar questions about human nature and human morality, used the same empirical methods to establish the truth of things, and expressed a matching fascination with human possibility. The relationship, however, was complex, and although many novels and philosophical texts pursued similar goals, the ability of the novel to offer imagined lives and to test possible experiences made it a more flexible and emotionally relevant form of investigation. This course will look at the way eighteenth-century fictions used the resources of the novel to pursue their philosophical goals in the areas of epistemology, human nature, sensibility, education, and gender. Students are not expected to have prior coursework in either philosophy or the eighteenth-century novel.

EN 690-001	Modernism, Archive, & 20 th -Century	w	9:30 AM – 12:00 PM	McNaughton
CRN# 20249	Irish Literature			

This graduate seminar brings together archival studies and twentieth-century literature. We take stock of the growing body of digital archives relevant to modernism and Irish studies. And we familiarize ourselves with theories of modern textual criticism and discuss critical implications of genetic and sociological approaches to editing and research practices. The course initially grounds our discussion with case studies of writers such as James Joyce, Marianne Moore, and Samuel Beckett—writers, that is, whose drafts and versions ask illuminating aesthetic and interpretative questions, writers in some cases whose partial archives have only recently been made available digitally. The second half of the course prepares us to do some hands-on research at Emory University's Rose Manuscript, Archives, and Rare Book Library, where, as part of our course, we will spend a number of days conducting original research. Emory is noted for its robust archival collection of writings by contemporary Irish writers the likes of Seamus Heaney, Ciaran Carson, and many others. In preparation for this research trip, we will study a lengthy module of later Irish poetry, in concert with your interests and my guidance. On top of some shorter assignments, everyone will write a well-developed and original research paper.