

DEPARTMENT OF ENGLISH
Washington State University

Graduate Studies Bulletin 5
March 25, 2017

Graduate Course Offerings
Fall 2017

The following 500-level courses will be offered by the Department of English during the fall semester of 2017.

Note:

MA students in their first and second semester must register for one credit of ENGL 598 and one credit of ENGL 600.

MA students in their second year must register for one credit of ENGL 598 during the semester they are shadowing a course and one credit of ENGL 600 both semesters.

All MA students must register for at least one credit of 700 or 702 every semester.

PhD students teaching ENGL 101 or other composition courses must register for one credit of ENGL 600.

PhD students must register for at least one credit of 800 every semester.

All MA and PhD students holding Teaching Assistantships must register for a total of 10 and no more than 12 credits. For more information, see details below for ENGL 598, 600, 700, 702, and 800.

501 Seminar in the Teaching of Writing: Methodology of Composition (3) Description not available. (W 15.10-18.00)

525 Law and Literature in 17th Century England (3) Deep into the rebellion that animates Shakespeare's *Henry VI, part 2*, Jack Cade reflects on the dangers of contracts, explaining "Some say the bee stings: / but I say, 'tis the bee's wax; for I did but seal / once to a thing, and I was never mine own man since." Cade's argument highlights the extent to which early modern law, far from being simply a matter of institutional *techne*, also engaged deep questions about subjectivity, class, and the appropriate exercise of power. Such questions are also of concern to contemporary critics, who have increasingly found in the field of "law and literature" new ways to engage the often troubled nexus between literature and social power.

In this course we will pursue this path, reading widely in both contemporary theory but also early modern literature. In each case our scope will be widely interdisciplinary and offer significant flexibility for individual interests for specialists in early literature, rhetoric, and contemporary theory. As per the sample syllabus, the course will be organized topically. It begins with an overview of the interdisciplinary field of "law and literature" and then examines foundational classical texts (Aristotle, Seneca, Quintilian, Cicero) **before moving into early modern works**. The latter section is organized through a series of case studies juxtaposing early modern literary texts with both period and contemporary materials. These studies cover a range of topics, including gender and sexuality (marriage, divorce, domestic homicide), processes of writing (slander, censorship), witchcraft, and treason. Assignments to include short response papers, book review, and a seminar-length paper, the latter of which will allow for considerable individual flexibility in approach and interests. **T. Butler (TH 14:50-17:20)**

543 Phonology (3): Description not available; please contact the instructor for information about this seminar. **Lynn Gordon (TUTH 12:00-13:15)**

548 Seminar in Critical and Cultural Theory: *Critical Theories, Literacies, and Pedagogies* (3) In this graduate seminar, we will interrogate influential theoretical texts that uphold each of the four pillars of Janks' model of critical literacy: domination, access, diversity and design. Works will include those by Marx, Foucault, Freire, and Gee as well as more contemporary texts from Critical Race Theory, Feminist Theory, and Critical Whiteness Studies. Our study will imagine varied processes of social reproduction and will posit how systems of power are constructed and upheld. We will apply these theories to enact critical literacy, reading both the 'word' and the 'world,' using analytic strategies to critique popular as well as traditional texts. Finally, we will explore how these intellectual practices inform pedagogies for enacting social change with regard to both teachers and students. **A. Boyd (TU 14:50-17:20)**

549 Seminar in 20th Century British Literature: "Color me English": History, Politics, and the Evolution of twentieth-Century British Literature (3)

Catalog Description: English 549 Seminar in 20th Century British Literature; 3 credits; May be repeated for credit; cumulative maximum 6 hours.

Course Description: At the turn of the twentieth century, Britain's position as the "global hegemon" appeared secure, the empire was a central character in British narratives, and early to nineteenth century authors who became canonical figures dominated the world of letters. A post-empire sensibility or as Yeats described it, a recognition that "the center can no longer hold," emerged with moral, social, and psychological anxieties that accompanied the World Wars. Literary conventions dramatically shifted with the rise of modernists such as Virginia Woolf, T. S. Eliot, and James Joyce, specifically with politically engaged writers such as Samuel Beckett, Harold Pinter, and John Osborne. But, it was the

arrival of the Empire Windrush, exiles, and émigrés that radically uprooted and reframed discourses about imperialism. Attentive to these historical, political, cultural, and social transformations that shaped and continue to influence British writing and literary criticism, this seminar will examine and assess concepts, terms, themes, issues, and stylistic innovations that characterize twentieth-century British literature. In this course, the category "British Literature" only serves as a tool to explore and understand how writers challenge and redefine notions of nativist, individual, and literary identities. Selected readings for the seminar illustrate that while literature has the capacity to entrench imperialism, it also has the capacity, as Caryl Phillips notes, "to wrench us out of our ideological burrows and force us to engage with a world that is clumsily transforming itself." The goals of this course include Identifying and employing methodologies and theoretical frameworks (historical, comparative, and global) to interpret, read, and teach literature; and conducting research to produce coherent and polished analytical arguments that could contribute toward scholarship in the intersecting fields of British, global, and postcolonial studies.

P. Narayanan (TUTH 10:35-11:50)

573 Seminar in American Literature (3) American Writers and Online Editions. English 573: American Writers and Online Editions focuses on the theoretical, analytical, and practical skills needed to explore and create online and print editions. We will focus on an in-depth study of such authors as Edith Wharton, Mark Twain, and Charles W. Chesnutt in the publication context of their works both during their own day and in their new incarnations as digital editions. In addition to reading one or more books by these authors, the class will read current critical interpretations and analyze the content, publication history, and other features of the texts. Students will learn both digital and traditional editorial markup and will perform some actual editing work to explore the underpinnings of digital editions. A major focus will be Edith Wharton, but we will investigate other editions and the best practices of creating them.

Those enrolled in the class will learn traditional editing through Williams and Abbott (below); they would then examine the editing practices of such well-established online projects as the Mark Twain and Walt Whitman editions and sites from modnets.org, the NINES project, the Willa Cather Archive, the Women Writers Project, the Colored Conventions Project, and so on. They will complete editing projects such as transcribing the manuscript of a short story, following it through its periodical publication, and then creating an edition with textual notes that describe the changes. Students will also write an essay or introduction that contextualizes the piece, describes editing challenges, characterizes its initial reception, and reviews current criticism. In addition to literary criticism on the novels, readings will include theories of digital humanities and of editing by Jerome McGann, Lisa Gitelman, Matthew K. Gold, Matthew Kirschenbaum, William Procter Williams and Craig S. Abbott, Anne Drucker, and Amy Earhart.

The class will also be introduced to some of the digital tools that enable scholars to design and mount an online edition of a text. Among the tools to be explored are the TEI (Text-Encoding Initiative), Scalar, and Neatline, etc. For one proposed assignment, students

either alone or in a group will identify an unknown or little-known author or text that they wish to recover as worthy of more attention. They can find these texts through reading 19th- and early 20th-century journals online (the Making of America Project, the Modernist Journals Project, Hathi Trust, etc.) or by investigating the print volumes of journals in the Holland/Terrell Library (*Atlantic*, *Harper's*, *Scribner's*, *The Century*, and so on).

All assignments are geared toward eventual presentation or publication: a 30-minute oral presentation; minor 5-minute presentations of critical material; and two papers or digital projects, one of conference length and one longer paper or a digital editing project.

D. Campbell (TUTH 14:50-17:20)

590 Research in English Studies (1-3) English 590 is a graded independent study designed to provide directed research in English studies for individuals (or small groups) in conjunction with one or more faculty members. Students are normally expected to prepare a bibliography on a specific research field; this should be done with the approval of both the English 590 supervisor and the student's advisor (often this will be the same person).

The student will then read selected works from the bibliography and produce detailed annotations along with an accompanying critical narrative about key issues or significant patterns reflected in the bibliography. Typically the student will meet with the 590 supervisor once a week or once every other week in order to discuss the readings. English 590 is graded and may be taken for 1 credit per semester up to a total of 3 credits altogether. Students will be graded on the following criteria: quality of the annotated bibliography, the critical narrative, and the discussion sessions. For each credit of English 590, students should present at least a one-page bibliography (typed and double-spaced) of key primary and secondary works in the chosen field.

All doctoral students must take at least 1 credit of English 590, but no more than 3 credits total are allowed. English 590 is not intended to be a substitute for a viable graduate seminar.

595 Topics in English: Writing for Publication (3) One of the great transitions of a graduate student is the move from student to professional. And nowhere is that transition more apparent than in moving from writing for a course (and a professor you kind of understand) to writing for a new set of peers (as in several thousand readers, most of whom have been active professionals for many years).

I began this career with all of the fears of publishing of any graduate student—e.g., “thousands of readers,” nothing to say that isn't “obvious,” not being a “talented” writer, etc.—yet managed to write quite a bit (national award winning books and articles). So let's talk about it. Let's work through the expectations of this profession and let's work through something you'd want to publish.

For this course, we'll put aside the how-to book. We will write, and we will talk about what you write (and I'll tell of rejections and acceptances).

And what's most important, you will workshop among yourselves (well, I'll be there, listening, putting my two cents in). In other words, we'll be less generic and actually write and workshop and talk and revise and take the leap into submitting something one essay. V. Villanueva (W 15:10-18:00)

597 Topics in Rhetoric and Composition: Public(s) Rhetoric(s), Pedagogies, Praxis in the 21st C. (3). This course explores the production and interpretation of public acts of rhetoric ("texts" aimed at persuading, engaging, moving adults in the U.S. and globally), and the implications of a new focus on "public rhetoric" for researchers and teachers of writing. Questions we will explore include:

- The public sphere in the 21st century: Does it exist? How do we define it?
- Who can/cannot participate in the public sphere? And who/what sets those rules?
- What counts as a public issue?
- How are power relations embedded in competing visions of the public sphere, by what means are power and knowledge authorized and circulated? How might rhetoricians intervene in public deliberations to dismantle unequal power relations?
- In an era where there is much talk about the role of the public intellectual, what is the relationship between academia and the public sphere? What should it be?
- How does dissent function in the public sphere?
- How does the Web2.x culture change the public sphere?
- How do we as teachers and rhetoricians enact participation in the public sphere?
- How do we teach our students to enact participation in the public sphere?
- How do we study publics?
- What is public rhetoric?

Readings: Articles, chapters, and digital texts addressing these themes: Meanings of Public, Public in Rhetoric and Composition, Tools for Tracing Publics, Teaching Public as Engagement, Public as Place/Non-place, Public as Embodied/Disembodied, ANT and Researching Publics, Defining Public Writing and Public Rhetoric, Public Rhetoric and Democracy.

Potential booklist:

- Flower, Linda. [2008] *Community Literacy and the Rhetoric of Public Engagement*
- Latour, Bruno and Peter Weibel . Eds. [2005] *Making Things Public: Atmospheres of Democracy*
- Latour, Bruno. (2005). *Reassembling the Social: An Introduction to Actor-Network Theory*
- Mayhew, Leon H. [1997] *The New Public: Professional Communication and the Means of Social Influence*
- Warner, Michael. [2005] *Publics and Counterpublics*

Major Assignments

1. In addition to weekly critical posts and responses (focused on a breaking public issue students select during the first week of the semester) to the assigned readings, students will complete one major written project (approx. 15 pg. final product), which may take any of these forms:
 - a. Traditional seminar paper
 - b. An annotated syllabus, major assignment, and 4-6-week daily sequence supporting the major assignment for an undergraduate class
 - c. Multimodal "tracing" (students revisit their weekly critical posts and create an argument that addresses a key theme from the course. Instructor pre-approval required. This piece should be polished and professional quality.)
 2. Students will submit a 2-4 page written proposal for the final project (at midterm) that describes the project.
 3. Annotated teaching philosophy.
- J. Stagers (TUTH 13:25-14:40)**

598 Teaching Apprenticeship (pass/fail) All graduate students holding Teaching Assistantships must sign up for a total of **three** credits of English 598; normally **one** credit is taken during each of the first three semesters. The responsibilities for English 598 are as follows:

First Semester: Directed Study in the Writing Center (English 102); arrangements will be made by the Director of the Writing Center. Students attend several tutor-training sessions at the Writing Center, and they participate in English 102 meetings (normally held every other week).

Second Semester: Weekly Colloquium on Freshman Composition, to be attended by all first-time Teaching Assistants (normally held on Mondays from 12:10 - 1:00 p.m.). Arrangements will be made by the Director of Composition.

Third or Fourth Semester: Mentored Teaching - students work as apprentice teachers with a faculty member of their choice who is currently teaching an undergraduate course. They attend classes, discuss pedagogical strategies, plan assignments, teach occasionally, etc. Precise arrangements are negotiated by the student and faculty member.

Exceptions to the 598 sequence must be approved by the Director of Graduate Studies.

600 Special Projects or Independent Study (pass/fail) Graduate students may enroll in an ungraded independent study with a faculty member of their choice. In order to do this they must submit an independent study proposal to the Director of Graduate Studies; the proposal should previously have been signed by the faculty member in question. Forms for this proposal are available from the Graduate Program Coordinator.

Otherwise, there is only one reason to sign up for English 600:

All new Teaching Assistants and returning graduate students who are currently teaching English 101 must sign up for **one** credit of English 600. This credit compensates their participation in a weekly staff meeting on the teaching of English 101. The meeting normally takes place on Wednesdays from 12:10 - 1:00 p.m.

- 700** Master's Research, Thesis and/or Examination (Variable credit) English 700 is for a **THESIS DEGREE** program **ONLY** and must consist of at least 4 hours on the M.A. program. Time, place, and instructor by arrangement.
- 702** Master's Special Problems, Directed Study, and/or Examination (Variable credit) English 702 is for a **NON-THESIS DEGREE** program **ONLY** and must consist of 4 hours on the M.A. program, 2 of which must be in the semester of written and final exams. Time, place, and instructor by arrangement.
- 800** Doctoral Research, Dissertation, and/or Examination (Variable credit) Time, place, and instructor by arrangement; at least 20 hours are required on the program.