

DEPARTMENT OF ENGLISH
Washington State University

Graduate Studies Bulletin June 1, 2022	Graduate Course Offerings Fall 2022 * Spring 2023
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The following 500-level courses will be offered by the Department of English in 2022-2023

Fall 2021	Spring 2022
501: Teaching of Composition (Nicolas)	515: The Rhetoric of Health and Medicine (Nicolas)
509: Classical Rhetoric (Wilde)	531: Administering a Writing Program (Olson)
512: Introduction to Graduate Studies (Hegglund)	544: Syntax (Thomas)
521: Nineteenth-Century Speculative Fiction (Whitson)	584: Sixteenth-Century English Literature (Hamlin)
534: Theories and Methods of the Teaching of Technical and Professional Writing (Staggers)	591: Anti-Oppressive Pedagogies (Boyd)
543: Phonology (Thomas)	595: Anthropocene Narratives (Hegglund)
573: Postwork Imaginaries and Contemporary American Culture (Thoma)	

Note:

- MA students in their first and second semester must register for one credit of ENGL 598 and one credit of ENGL 600 (PDC).
- MA students in their second year must register for one credit of ENGL 600 (PDC) 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 (PDC).
- 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.

Fall 2022

501 Seminar in Teaching of Writing: Methodology and Composition (3). Description not available. Contact instructor for more information. **M. Nicolas**

509 Classical Rhetoric (3). Classical Rhetoric asks students to “[s]tudy...Greek and Roman rhetorical theories and their influences,” as stated in the Washington State University course catalog. Signifying its importance, this class is required for English graduate students specializing in rhetoric and composition, as many of the concepts articulated in the ancient Greco-Roman tradition are considered foundational to the field. While we will study canonical texts to gain a deeper understanding of this rhetorical legacy, we will also interrogate the logics and structures that contribute to its continued propagation. Recognizing that knowledge is a social construct informed by systems of power, we will take up Jacqueline Jones Royster’s challenge to “articulate the limitations of historical and current practices and the scholarship produced by such practices; to sustain perspectives that assume, rather than minimize, a fuller terrain where other views participate kaleidoscopically in the knowledge-making process; and to establish a more generous accreditation system capable of accounting for a more richly endowed rhetorical landscape and for more dynamic possibilities for understanding that landscape” (“Contemporary Challenges...” 149). To this end, we will also learn about feminist, comparative, and cultural approaches to rhetoric and their relationship with (and sometimes in opposition to) the Greco-Roman tradition. **P. Wilde**

512 Introduction to Graduate Studies (1). English 512 is a practical introduction to the materials and methods of graduate study in English. It includes the following topics:

- Introduction to research methods, ethics, and issues
- Reference management tools (Mendeley, Zotero, Endnote) and their uses
- Reading scholarly articles (arguments, contexts, theories)
- Writing seminar papers: finding your voice, making a persuasive argument, literature reviews, and so on
- Writing for the profession: calls for papers, conference proposals, brief biographies, and other materials
- Job market preparation: how to assess your goals, read a job ad, create a *curriculum vitae* (cv), and write a cover letter for academic and broader forms of employment
- Conversations with and presentations by faculty and fellow graduate students

Students are expected to complete the following: compose a CV and a conference paper proposal; attend at least one colloquium beyond this class; attend and participate in the class. **J. Hegglund**

- 521 Nineteenth-Century Speculative Fiction (3).** Darko Suvin claims that science fiction is fundamentally concerned with “cognitive estrangement,” or the presence of some element in the story that transforms how its readers understand their world. In fact, much of the developments in science, economics, and politics in the nineteenth century were also concerned with the new worlds revealed by an increasingly industrialized society. Charles Darwin shocked the world by postulating that natural selection determined the habits of human beings, not any divine plan. Voyages to other parts of the planet were revealing new frontiers and new spaces for capitalism and colonialism to exploit. Machines and unskilled labor were replacing artisans with mechanized and standardized commodities. And the hopes and fears inspired by these new worlds reappeared as dreams and nightmares in speculative fiction: Darwin’s theories became the strange human-like animal hybrids of H.G. Wells’s *The Island of Dr. Moreau*, while imperialism inspired the “lost race” novels of H. Rider Haggard and made possible the utopian dreams of William Morris and Charlotte Perkins Gilman. This course will show how science fiction articulated the hopes and fears Victorians associated with the future. Such anxieties are a symptom of our inability to imagine the future (or the past) in its alterity. Against liberal promises of perpetual progress in which the notion of eventual inclusion tells the oppressed to stave off revolution and reassure the ruling class, science fiction enacts dramas surrounding the true danger and possibility of a future that is entirely unpredictable. In addition to the authors mentioned above, this course will show how women and authors of color used science fiction to challenge the oppressions of their day and imagine futures that asserted their freedom and power. **R. Whitson**
- 534 Theories and Methods of the Teaching of Technical and Professional Writing (3).** This course provides an historical and theoretical introduction to professional and technical writing as a discipline with an emphasis on pedagogy. We inspect the rise of professional writing against the backdrop of rhetoric and composition as a scholarly field with a focus on key issues such as usability-design-users, genre analysis and rhetorical situation, networks-organizations-documentation, rhetorical ethics, and workplace ethnography. **J. Stagers**
- 543 Phonology (3).** Description not available. Contact instructor for more information. **M. Thomas**
- 573 Postwork Imaginaries and Contemporary American Culture (3).** Despite national mythologies and ideologies explicitly rooted in a Calvinist (Protestant) work ethic, post-work imaginaries have been increasingly manifest in American narrative culture in the late twentieth and early twenty-first centuries, a period in which neoliberal logics that valorize individual work and entrepreneurial spirit have become common sense or reached an ontological phase of near axiomatic proportions. In the very recent context of the COVID-19 pandemic, economists have called the record-breaking pattern of US workers who have quit their jobs the “Great Resignation,” and now employers fear that workers who have been working remotely will refuse to return to the physical workplace. A shift in the balance of power towards labor is emergent and anti-work politics are discernible on various levels. This seminar will examine works that grapple with, depict, and chart post-

work imaginaries, including critical or theoretical texts, such as Kathi Weeks's *The Problem with Work*, Beth Blum's *The Self-Help Compulsion*, and Heather Berg's *Porn Work*, and literary and cultural narratives, such as Chang-Rae Lee's *On Such a Full Sea*, Michelle Zauner's *Crying in H-Mart*, and *Hustlers* (Scafaria, 2019). While assigned readings will be contemporary, seminar members will have the opportunity to glance back toward earlier periods and other cultural influences of their choosing to consider such works as Samuel Smiles' *Self-Help, with illustrations of character and conduct* (1859), for a short "lit review" paper that will be part of an effort to identify an archive and create a collective genealogy that recognizes cultural struggle over the meaning and value of work. A final research paper (12-15 pages) will allow students to explore a topic related to the seminar focus. **P. Thoma**

Spring 2023

- 515 The Rhetoric of Health and Medicine (3).** The Rhetoric of Health and Medicine (Rhm) is an emerging sub-field in rhetorical studies. The project of (Rhm) is to understand, examine, critique, and analyze, how language shapes all aspects of health and medicine from public health messaging to research paradigms, to medical education, to the ways we think and talk about the body. As such, Rhm is interdisciplinary, drawing on work from such areas as sociology, psychology, medicine, humanities, anthropology, feminism, critical race theory, and disability studies. In that spirit, in this course, we will read widely across many examples of Rhm in pursuit of three questions: How does language construct “health” and “medicine” in Western Culture? How have bodies been constructed/(dis)embodied throughout the history of medicine? What are the consequences, implications, and impacts of these constructions? **M. Nicolas**
- 531 Administering a Writing Program (3).** This seminar will emphasize both theory and praxis of writing program administration in multiple types of writing programs in a variety of diverse institutional environments: first-year composition, professional writing, writing centers, WAC/WID programs, etc. Understanding that WPA work and the role of the WPA is distinctly situated depending upon the institutional context and circumstances, the course will address a broad range of WPA work: program design and development; curricular design and development; training and professional development; assessment and evaluation; program-related textual production; and research. Course themes will include the following: the ethical implications of defining and doing writing program administration; developing inter-institutional relationships to advocate for writing instruction; rhetorical strategies for developing and documenting writing program administration; the institutional politics of characterizing writing (“talking back” to the student deficient approach); and other issues suggested by students and course readings. **W. Olson**
- 544 Syntax (3).** Description not available. Contact instructor for more information. **M. Thomas**
- 584 Sixteenth-Century English Literature (3).** Description not available. Contact instructor for more information. **W. Hamlin**

- 591 Anti-Oppressive Pedagogies (3).** How do we translate theory into practice? This course, broadly conceived to apply to teaching different forms of texts and genres, will survey various anti-oppressive pedagogies (Kumashiro, 2007) and apply them to a host of texts in order to model myriad approaches to teaching. We will develop ways to teach from the perspectives offered in fields such as feminism and critical race studies, and we will simultaneously analyze these approaches for their benefits and their limitations in the classroom. In addition, we will review and practice relevant pedagogical strategies, such as leading effective discussion or engaging students through learning experiences. Finally, we will consider issues related to the social contexts of pedagogy, such as being inclusive of the needs of diverse students and discerning how social justice relates to the study of pedagogy. Students will develop, through course assignments, a series of documents to accompany their teaching portfolios, including a teaching philosophy and pedagogical demonstration. **A. Boyd**
- 595 Anthropocene Narratives (3).** Since its widespread adoption by the scientific community in the early 2000s, the word “Anthropocene” has become a touchstone for writers, filmmakers, intellectuals, and scholars. Describing the irreversible human alteration of the material systems and ecologies of Earth—from the heights of the atmosphere to the depths of the lithosphere, and everything in between—the Anthropocene offers a new conceptual framing for the world-historical moment in which we live, foregrounding environmental and ecological crisis along with political, economic, and social inequities. Encompassing more than just ecological disaster, resource scarcity, and climate change (though it does deal directly with these circumstances), the idea of the Anthropocene juxtaposes the rhythms and habits of late-capitalist, everyday existence with the deep-historical temporalities of geological change and the spatial finitude of planet Earth. As a result, literatures and cultures of the Anthropocene epoch (including prose fiction, art, film, television, music, video games, comics, social media, and other forms) engage in complex ways with changing understandings of time, space, nature, humanity, materiality, life, and death. In particular, we will focus on how the conditions of the Anthropocene transform narrative, at the levels of medium, structure, and content. Because conventional narrative ideas are premised on ideas such as linearity, progress, spatially coherent storyworlds, and consistent human characters, we will be especially concerned with narratives (and theories of narrative) that twist, warp, or otherwise transform Anthropocene storytelling at the most fundamental levels. Written course work will consist of a few short position papers, along with a longer essay (or equivalent research project). **J. Heggland**

Non-seminar courses

590 Research in English Studies (See the *Graduate Manual* for a full description.)

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. English 590 may be taken for 1 credit per semester up to a total of 3 credits altogether. One credit of English 590 is required for the Ph.D. program.

In Option One, the student would prepare least a one-page (typed and double-spaced) bibliography on key primary and secondary works in a specific research field along with a project description or rationale for choosing the works. In Option Two, the student's work might include not only readings but also a practical exploration of other methods of research, including but not limited to learning statistical methods, working with digital technologies, or gaining experience with editorial work.

For both options, students typically meet with their research mentors once a week and at the outset draw up a memorandum of understanding that delimits the relative proportions of readings, discussion, and, if appropriate, practice, along with a clearly delineated set of standards for assessing quality and progress. The student's research goals should be the focus of all work undertaken for the project. Under no circumstances may the instructor allow the needs of a larger project (for data collection, coding, and so forth) to supersede the benefit to the student.

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. M.A. students may take English 590 but might not find the time to do so in their program of study.

Students are encouraged to seek out faculty members to learn their research areas and availability for an English 590.

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: Workshops for teaching with Canvas, along with workshops on issues of equity, diversity, and inclusion in the composition classroom.

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. This course occurs in conjunction with English 600 (PDC) on Wednesdays.

Third or Fourth Semester: For 2022-23, you will have one of two options:

Practical Elements of Teaching in Social Justice Contexts – Focused on the practical elements of teaching, this one-credit course will cover pedagogical strategies such as leading discussions, responding to students, and designing effective classroom experiences, communities, and materials. Guests from the department, university, and the public (as appropriate) will be invited to discuss topics and share their related expertise at various weekly meetings. All conversations will be situated in contexts related to equity, diversity, and inclusion so as to build more socially just classrooms and help students navigate dilemmas of practice as they arise. This course will therefore align with our department's and WSU's goals as a whole to cultivate more EDI values and practices. *Offered in Spring 2023 by Ashley Boyd.*

Mentored Teaching – Students may 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)

The English 600 designation includes the following selections:

1. PDC (Required) (1 credit) All new Teaching Assistants and returning graduate students who are currently teaching English 101 or 105 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 or 105 (Professional Development Colloquium, or PDC). The meeting normally takes place on Wednesdays from 12:10 – 1:00 p.m.

2. Preparation for Proficiency Testing (1 credit). (Optional) This course is designed to prepare students to meet the Foreign Language Requirement and is entirely online. It consists of independent study of a language (typically French or Spanish) combined with five or so Zoom or Skype meetings with the instructor. At the end, the student takes the Foreign Language Proficiency exam (see *Graduate Manual*). May be repeated.

3. Independent Study (Optional) (1 credit). Although normally independent study with a faculty member is included under English 590, graduate students may choose to

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.

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.