

English Graduate Course Description Packet

Fall 2017

Updated 07-06-2017

ENGL 5003, Composition Pedagogy

Teachers: E. Domínguez Barajas and Jo V. Hsu

Texts Required:

Tate, Gary, Amy Rupiper Taggart, Kurt Schick, and Brooke Hessler, editors. *A Guide to Composition Pedagogies*, 2nd ed. Oxford UP, 2014.

Brookfield, Stephen D., and Stephen Preskill. *The Discussion Book*. Jossey-Bass, 2016.

Description:

This course is designed to introduce first-time composition instructors to the history, theory, and general consensus on good practices in the field of English Composition. By considering, responding, and building on the ideas encountered in the field's scholarship, along with very concrete instruction on day-to-day classroom practices, new instructors will not only understand but will also be prepared to propose innovations to the pedagogical foundations of English 1013 at the University of Arkansas.

Enrollment allowed only with permission of the instructors.

MA advisory code: Generalist Elective, 7

ENGL 5023, Graduate Fiction Workshop

Teacher: T. Jensen

Description: In this course, students will write and workshop fiction and will read contemporary fiction as models.

ENGL 5033, Poetry Workshop

Teacher: G. Davis

Texts Required:

Eduardo Corral, *Slow Lightning* (978-0300178937)

Julia Spicher Kasdorf, *Poetry in America* (978-0822961567)

Li-Young Lee, *Rose* (978-0918526533)

Ada Limón, *Bright Dead Things* (978-1571314710)

Matthew Olzmann, *Mezzanines* (978-1882295982)

Carl Phillips, *The Art of Daring: Risk, Restlessness, Imagination* (978-1555976811)
 Lyrae Van Clief-Stefanon, *Open Interval* (978-0822960362)

Description: The workshop is a training-ground for serious poets, in which their work will be discussed critically. Our promise as writers is inextricably linked with our integrity as readers—of relations, of ourselves, and, most certainly, of texts. To develop as poets, we must cultivate careful and dedicated reading practices, and learn to study prosody with an informed appreciation of its craft. As such, we will be reading books of poetry by contemporary writers. We will also explore places where poetry takes place outside of the classroom: namely, in performances like readings. Most importantly, you will write often and in an environment as welcoming as it is demanding.

Requirements: several new drafts of original poetry, in-class recitations, regular attendance, lively participation in workshops and class discussions of weekly reading assignments, and final portfolio of revised work—in short, full participation, both as a writer and critic, is expected of each member of the workshop.

ENGL 5043, Graduate Translation Workshop

Teacher: J. DuVal

Texts Required:

The texts will be the translation worksheet, consisting of student translations of fiction and/or poems with the corresponding originals along with literal translations of the poetry. From time to time I will bring very short samples of published translations for consideration.

Description: The purpose of this course is for literary translators to hone their skills. Requirements: Students must submit their translations regularly by e-mail to the rest of us in the class. They must also study the translations by other students before class and come to class prepared to discuss them. Class attendance and participation are obligatory.

ENGL 5173-001, Advanced Studies in Medieval Literature and Culture: Introduction to Old English

Teacher: J.B. Smith

Texts Required:

Peter Baker, *Introduction to Old English*, 3rd edition (Wiley-Blackwell, 2012). ISBN 978-0470659847

Description: In this course students will learn how to read and understand Old English, the language that was written and spoken in England from around 500 to 1100 AD. Its haunting and evocative literature recounts the deeds of heroes like Beowulf, the plights of exiles, surprisingly funny riddles, and encounters with saints and monsters. Influencing

writers as diverse as J. R. R. Tolkien and Jorge Luis Borges, Old English literature has remained a potent force in recent and contemporary literary culture.

As Old English is something like a foreign language for Modern English speakers, we will spend the first several weeks gradually learning the basics of the language and good translation practices. By the end of the course, we will be reading entire works in Old English, as well as studying Anglo-Saxon culture.

This course will be followed by another Old English class in the Spring, in which we will read further poetry in Old English.

Essays, exams, and other major requirements for undergraduates: Attendance, participation, quizzes, translations, a midterm, and a final.

Essays, exams, and other major requirements for graduate students at the 5000 level: The same as for undergraduates, although your midterm and final will be more difficult.

MA advisory code: A, 2, 5

ENGL 5173-002, Advanced Studies in Medieval Lit & Culture: Chaucer's *Canterbury Tales*

Teacher: M. Long

Texts Required:

Any one of the following three editions will be fine, but you *must* acquire a hard copy of one of them that you bring to each class. (They are relatively heavy.)

The Canterbury Tales, ed. Jill Mann, ISBN 978-0140422344

The Riverside Chaucer, 2nd or 3rd ed., ISBN 978-0395290316 or 978-0199552092

Description: For most of us, Chaucer is our first and best window into the medieval period, which brought us the Magna Carta and gingerbread, biological warfare and the stirrup, rhyme royale and the word for “fart,” government overreach and the Protestant Reformation. To say Chaucer’s *Canterbury Tales* serves as a prototype of our own contest-based reality shows may be accurate enough, but it also understates the fullness of his literary achievement. We will spend the semester reading the *Canterbury Tales* in Middle English and relevant analogues, sources, and scholarship in modern English. Prior knowledge of Chaucer or of Middle English is welcome but not required.

Essays, exams, and other major requirements for graduate students at the 5000 level: one midterm research paper, one seminar-length paper (12-15 pages), one book review and related presentation, regular short response papers

MA advisory code: A, 2, 5

ENGL 5203, Introduction to Graduate Studies**Teacher: S. Dempsey****Texts Required:**

Semenza, Gregory, *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities* ISBN 978-0230100336.

Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities* ISBN 978-0231168014.

Additional readings will be placed on Blackboard.

Description: This seminar will offer a wide-ranging introduction to graduate studies. We will explore how life in the academy works at all levels (classroom, department, university, the field of literary studies more generally) and how best to prepare yourself for a place in it (issues of professionalization, how to research and write academic papers, preparing for conferences, how to think about pedagogy, the job market, alternative career options after graduate school, etc.). Throughout the semester we will also strive toward building a foundation for what you should know in order to be a successful scholar within literary studies. Accordingly, each week in addition to readings and class time devoted to issues of professionalization we will turn our attention to the history of literary criticism and theory and survey a wide range of approaches to the study of literature.

Essays, exams, and other major requirements: Enthusiastic participation, one bibliography assignment, one book review, one oral presentation, one analysis paper, one “conference paper,” several short response papers.

ENGL 5243-001, Special Topics: Job Market(s) Workshop: Academic, Alt-Ac, Post-Ac**Teacher: L. Szwydky-Davis****Texts Required:**

Susan Basalla and Maggie Debelius, “So What Are You Going to Do with That?”: *Finding Careers Outside Academia* (2007) ISBN 978-0226038827

Katharine Brooks, *You Majored in What?: Mapping Your Path from Chaos to Career* (2010) ISBN 978-0452296008

Kathryn Hume, *Surviving Your Academic Job Hunt: Advice for Humanities PhDs* (2nd edition, 2010) ISBN 978-0230109469

Karen Kelsky, *The Professor is In: The Essential Guide for Turning Your PhD into a Job* (2015) ISBN 978-0553419429

Description: How do you put together solid application materials for an academic job? What are the professional options for liberal arts and humanities majors outside of the conventional paths of teaching and publishing? What is the Alt-Ac “track” and how might you get on it? What about Post-Ac options? How should you prepare for interviews for each of these types of jobs? How does medium (in-person, phone, or video) affect

interviews? This workshop will focus on preparing PhD and MFA students to develop professional profiles and effective job application materials for a range of careers. Readings will include three (3) book-length career guides, as well as online articles and blogs. We will cover strategies to make the most of academic time-to-degree in order to diversify career options. Students will learn how to discuss their skills and experiences to multiple, diverse audiences. (Although there are several web-based projects, only minimal technical competence is necessary to complete the assignments.) PhD and MFA students at all stages of their academic careers will find this preparation beneficial. MA students interested in pursuing PhDs should contact the professor to see if this course is suitable for your needs, or if another course is a better fit. Students who will be on the academic job market within the next 2 years will find this workshop invaluable. Assignments will be tailored as appropriate to meet the needs of individual students at their respective academic stages.

Requirements for students enrolled at the 5000-level: drafting and revising several job application documents including multiple cover letters and résumés/CVs for three different job categories (academic, alt-ac, and post-ac); teaching philosophy; active peer review feedback; two mock interviews; informational interview presentation; developing professional web and social media presences; 2 course blog posts

MA advisory code: Generalist Elective, 7

ENGL 5243-002, Special Topics: Irish Poetry

Teacher: M. Heffernan

Description: A generous examination of the work of poets from the Republic of Ireland and Northern Ireland whose careers extend from the mid-19th century to the early 21st. They will include such writers as William Butler Yeats, Eavan Boland, Seamus Heaney, Paul Muldoon, Carol Ann Duffy and John Montague. Our context will include an expanse of poems to be read within a wide breadth containing poems to be scrutinized as individual works of art.

ENGL 5243-003, Special Topics: Creative Nonfiction Workshop

Teacher: T. Jensen

Description: In this course, students will write and workshop creative nonfiction and will read contemporary nonfiction as models.

ENGL 5243-004, Special Topics: Magazine Production**Teacher: D. McCombs****Texts Required:**

None.

Description: In this course we will produce an issue of The Arkansas International, a literary journal launched in 2016 by the Program in Creative Writing and Translation at the University of Arkansas. Students will solicit work from writers they admire, read unsolicited submissions, accept and reject work, and edit and proof the final contents.

ENGL 5243-005, Special Topics: Andersen, Woolf, Chatwin: Lives in Literature**Teacher: P. Viswanathan****Texts Required:**Hans Christian Andersen, *The Complete Tales and Stories* (Haugaard Translation)*Hans Christian Andersen: The Life of a Storyteller*, Jackie Wullschlager

A Hans Christian Andersen novel, TBA

Orlando, Virginia Woolf*Mrs. Dalloway*, Virginia Woolf*A Room of One's Own*, Virginia Woolf*Virginia Woolf*, Hermione Lee*Utz*, Bruce Chatwin*The Songlines*, Bruce Chatwin*Bruce Chatwin*, Nicholas Shakespeare

Description: In this course, we will read three literary biographies-- stellar prose works in their own right--alongside works by each of the biographers' subjects: Hans Christian Andersen, Virginia Woolf and Bruce Chatwin. Each of these writers made a practice of self-documentation; each had a fluid sexual orientation and an ambiguous relationship to the dominant culture; each treated the slipperiness of identity and the ironic rewards of conformity in his or her fiction.

Essays, exams, and other major requirements: One short paper: a biographical consideration of a writer of the student's choice, including a close reading of at least one work by that writer, in light of the biographical elements you discuss. 6-12 pp.

ENGL 5283, Craft of Fiction II: Short Story**Teacher: E. Gilchrist****Texts Required:**J.D. Salinger, *Nine Stories*Tim O'Brien, *The Things They Carried*

Description: We will learn from reading masters of the forms and will also write short stories or novels.

ENGL 5293, Craft of Poetry II

Teacher: G. Davis

Texts Required:

Ross Gay, *Catalog of Unabashed Gratitude* (978-0822963318)
 Louise Glück, *The Wild Iris* (978-0880013345)
 Marie Howe, *What the Living Do* (978-0393318869)
 Earl G. Ingersoll (ed.), *Breaking the Alabaster Jar* (978-1929918829)
 Li-Young Lee, *Book of My Nights* (978-1929918089)
 Li-Young Lee, *The City in Which I Love You* (978-0918526830)
 Li-Young Lee, *Rose* (978-0918526533)
 Claudia Rankine, *Don't Let Me Be Lonely* (978-1555974077)
 Catie Rosemurgy, *The Stranger Manual* (978-1555975470)
 Tim Seibles, *Fast Animal* (978-0983294429)
 Solmaz Sharif, *Look* (978-1555977443)
 Richard Siken, *Crush* (978-0300107890)

Description: In this course, we will examine that elusive and yet all-important aspect of *voice*. Where does a writer's voice originate? Does poetry have a voice of its very own? What elements of prosody inform or dictate a writer's voice? How does a writer establish a voice that is unmistakably her own? Is there an ethics of voice when speaking on behalf of individuals or communities? With these and other pressing questions in mind, we will spend the semester crafting careful considerations about the dynamic ways in which a writer might fasten a voice to the page.

Requirements: two conference papers (7-10 pages), regular attendance, and lively participation in class discussions of weekly reading assignments.

ENGL 5463, Introduction to Linguistics

Teacher: T. Fukushima

Texts Required:

Fromkin, Rodman, and Hyams. *An Introduction to Language*, Wadsworth.

Recommended Readings:

Additional readings will be made available.

Description: this course aims to approach a scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include structures, variation, and historical development of various world languages as well as their relation to culture

and society.

Requirements:

Exercises (homework) 30%, term paper 30%, term paper presentation 10%, term paper summary 10%, final exam, 20%.

MA advisory codes: Generalist Elective, 7

ENGL 5513, Document Design for Technical Writers (ONLINE)

Teacher: A. Pope

Texts Required:

Ambrose, Gavin and Paul Harris. *Design Thinking for Visual Communication*. ISBN: 9781472572714

Lupton, Ellen. *Thinking with Type, 2nd Edition*. ISBN 1568989695

Kostelnick, C. and M. Hassett, *Shaping Information: The Rhetoric of Visual Conventions*. ISBN 978-0809325023.

Tufte, Edward R. *Beautiful Evidence*. ISBN: 9781930824164

Adobe Creative Cloud Subscription (optional, but strongly suggested via University IT)

Description: To communicate information effectively today, you need to understand document design. As technical writers, the content of our written prose only goes so far. We have to be able to package that information in visually appealing and, more importantly, visually-useful forms. In this course, we'll tackle the issue of document design from multiple angles, looking at visualization of data, typography, page layout, and more as we examine the most effective ways to package the information we're communicating. As part of this process, we will work on creating texts to meet real-world scenarios, ranging from manuals to posters to infographics. In putting this content together, we'll work with the Adobe Creative Suite, wedding our theoretical understanding of document design with the practical skills needed to create print or web-ready documents and visuals.

Essays, exams, and other major requirements for graduate students at the 5000

level: Weekly reading responses (almost always integrating document design), a small-scale document project, a style guide, and a large-scale document project.

MA advisory code: Generalist Elective, 7

ENGL 5593, Advanced Studies in Gender, Sexuality, and Literature / ENGL 5943, Advanced Studies in Criticism and Literary Theory: Fundamentals of Ethnic Studies, Gender, and Queer Theory

Teacher: Y. Padilla

Texts Required:

Foucault, Michel, *The History of Sexuality: Vol 1*, ISBN 978-0679724698

Fanon, Franz, *Black Skins, White Masks*, ISBN 978-0802143006

Butler, Judith, *Gender Trouble*, ISBN 978-0415389556

Collins, Patricia Hill, *Black Feminist Thought*, ISBN 978-0415964722

Bonilla-Silva, Eduardo, *Racism without Racists*, ISBN 978-0742546868

Puar, Jasbir K. *Terrorist Assemblages*, ISBN 978-0822341147

Cacho, Lisa, *Social Death: Racialized Rightlessness...*, ISBN 978-0814723760

Description: This course is designed to provide students with a basic introduction to some of the key theories and theoretical thinkers in the fields of Ethnic, Gender, and Queer Studies. Students will also read theoretical essays by a list of equally notable intellectuals in these fields including, but not limited to: bell hooks, Jack Halberstam, David Eng, Lauren Berlant, José Esteban Muñoz, Gayle Rubin, and Lisa Lowe.

Essays, exams, and other major requirements for graduates: Two response papers (3-4 pages) and one conference length paper (8-10 pages). Additionally, students will be required to do a presentation (individually or in pairs) based on one of the assigned readings.

MA advisory code: Generalist Elective, 2, 3, 4, T

ENGL 5703, Advanced Studies in American Literature Pre-1900 / ENGL 6723, Seminar in American Literature Pre-1900: Telecommunications in 19th Century American Literature

Teacher: K. Yandell

Texts Required:

Frank Linderman, *Pretty-shield, Medicine Woman of the Crows* (ISBN 0803280254)

Jeffrey Sconce, *Haunted Media* (ISBN 9780822325727)

Nathaniel Hawthorne, *The House of the Seven Gables* (ISBN 9781416534778)

All other course texts are available online.

Description: This course examines the literature of a time when, in the minds of most Americans, talk itself changed forever. In 1844, Samuel Morse (1791-1872) strung a wire between Washington D.C. and Baltimore to send America's first public telegram. From that day in Baltimore, telecommunications media created a social revolution analogous to that following the printing press in the fifteenth, or the internet in the twentieth century. Writers responded with a literature imagining the pitfalls and possibilities of disembodied, "instantaneous," long-distance speech. This course investigates this

substantial and diverse, but almost wholly unexamined body of nineteenth-century telecommunications literature, as it creates an imagined space for authors' often opposed, sometimes astonishing fantasies for how telecommunications media might forever alter American society. This nineteenth-century literary space itself resembles the disembodied realm that many Americans believed Morse's telegraph invented, and which we today commonly refer to as the virtual realm. Within this virtual realm, as imagined within telecommunications literature, authors present a proliferation of alternative worlds, worlds often distinctly utopic or dystopic in nature, worlds that manifest their fantasies for how they hope or fear telecommunications media will change the "real world." This course investigates the technotopias of telecommunications literature, to intervene both in accepted ideas about the nineteenth-century American individual, community, and divine, and in some ingrained social narratives commonly invoked throughout the century's literature.

Essays, exams, and other major requirements for graduate students: one conference paper (7-10 pages), one oral presentation of same conference paper, one journal article draft (15-20 pages), one day teaching the class, additional critical readings.

MA advisory code: F, 2, 3

ENGL 5863, Advanced Studies in African American Literature and Culture: Mississippi in the Popular Imagination

Teacher: C. Bailey

Texts Required:

Laymon, Kiese. *Long Division*. 1932841725

Moody, Anne. *Coming of Age in Mississippi*. 0440314887

Ward, Jesmyn. *Men We Reaped*. 1608197654

Tretheway, Natasha. *Native Guard*. 0618872655

Wright, Richard. *Black Boy: A Record of Childhood and Youth*. 0061130249

Davis, Edwin Adams. *The Barber of Natchez*. 0807102121

Knight, Etheridge. *The Essential Etheridge Knight*. 0822953781

Description: Nina Simone once famously declared "Mississippi Goddam," and while it is true that much of the state's history is one of unchecked racism, there is much to love about Mississippi, including the creative contributions of writers from the state. Focusing solely on African American writers, this course explores the writings of prominent Mississippians including Richard Wright, Natasha Tretheway, Kiese Laymon, and Jesmyn Ward. Additionally, the course will also look at representations of Mississippi through films including *Life, Mississippi Burning, In the Heat of the Night*, and *Mississippi Masala*.

Essays, exams, and other major requirements for graduate students at the 5000 level: one longer paper (16-20 pages); writing requirement can also be satisfied by writing two conference length papers (8-10 pages), and enthusiastic participation.

MA advisory code: G, 2, 3

ENGL 5973, Advanced Studies in Rhetoric and Composition: Writing Center Peer Tutor Pedagogy

Teacher: K. Madison

Texts Required:

Bedford Guide for Writing Tutors. Ryan and Zimmerelli, 2010. ISBN-13: 978-0-312-56673

ESL Writers. Shanti Eds. Bruce and Ben Rafoth, 2009. ISBN-13: 978-0-86709-594-4
Longman Guide to Writing Center Theory and Practice. Eds. Robert Barnett and Jacob Blumner, 2008. ISBN-13: 978-0-205-57417-9

The St. Martin's Sourcebook for Writing Tutors. Eds. Christina Murphy and Steve Sherwood, 2011. ISBN-13: 978-0-312-66191-5

The Successful High School Writing Center. Eds. Dawn Fels and Jennifer Wells, 2011. ISBN-13:978-0807752524

Suggested:

The Writing Center Director's Resource Book. Eds. Christina Murphy and Byron L. Stay. 2006. ISBN-13: 978-0805856088

Description: Writing Center peer tutor pedagogy is a unique form of instructional expertise that is informed by both critical theory and learner-based strategies. Classroom teaching may not inform tutorial pedagogy; however, tutorial pedagogy's focus on one-on-one interaction can inform classroom technique or philosophy. While students learn to critically evaluate and effectively articulate writer concerns, they will also learn to collaborate with writers and other tutors. The course recognizes the complexity of learning effective writing skills in the classroom and the importance of trained tutors in building literacy competency and academic flexibility in students in Arkansas public schools and in the matriculation of underrepresented Arkansas populations at the University of Arkansas.

In this course, students will explore the theory and practice of peer consulting through class activities, readings, and discussions and through observing and participating in consultations. Students will use the opportunities offered to tailor their class work to best fit their academic goals and interests, although a heavy focus will be on tutoring writing across the curriculum and literacy issues.

Assignments, exams, etc.: Pedagogy Portfolio, Literacy Memoir, Civic Literacy Research Project, Article Review, Article for Peer Centered or The Dangling Modifier, On-Location WC Space Analysis ; Correspondence with WCA or WPA professionals, Literacy Research Paper, Literature Review Colloquium. Additionally, graduate students will write a publishable article for an appropriate on-line or print journal.

MA advisory code: Generalist Elective, 7**ENGL 6113, Seminar in Medieval Literature: Celtic Literature in Translation****Teacher: J.B. Smith****Texts Required:***Mabinogion*, trans. Sioned Davies (Oxford UP, 2008). 978-0199218783*Celtic Heroic Age*, 4th edition, ed. John T. Koch and John Carey (Celtic Studies Publications, 2003). 978-1891271090*The Táin*, trans. Thomas Kinsella (Oxford UP, 2002). 978-0192803733

Description: This course examines the early literature of the Celtic-speaking peoples, primarily Irish and Welsh, all in modern translation. Students will study a wide variety of genres and forms from different cultures. Topics include the fairy otherworld, tales of heroes, nature poetry, elegiac laments, and wondrous saints. We will pay particularly close attention to how English culture become the dominant force in the British Isles. And we will also discuss what it means to be minority literature in the premodern era. Finally, we will discuss recent critical methods of approaching and understanding early Celtic literature.

Essays, exams, and other major requirements for graduate students at the 6000 level: Lit review; paper proposal; final project.

MA advisory code: A, 5**ENGL 6803, Seminar in Modern and Contemporary American Literature: Ezra Pound****Teacher: R. Cochran****Texts Required:**Ezra Pound: *Selected Poems* ISBN 978-0811201629Ezra Pound: *The Cantos* ISBN 978-0811213264

Description: Ezra Pound's self-appointed star turn as ringmaster of English-language literature's appearance on the modernist stage was a convincing act to many. His energies were prodigious, and he cut quite a swath. Eliot deferred to him; Robert Lowell asked to be accepted as his student. Authors, editors, publishers—all found themselves enlisted to his many causes. Then came the crash. Today he's best remembered as a bonkers Mussolini fan whose rants on behalf of Axis forces in WW II got him a dozen years in the "bughouse" (his term) on what started as a treason rap.

The Cantos are his attempt upon a great work, a contemporary *Commedia*. I first studied them as a UA assistant professor with Ben Kimpel, whose name graces the building. I'm no Kimpel (the man knew everything, ended as a serious student of Chinese), but Pound's work bears upon a current project of mine, and it seems high time for his most

ambitious work to once again get some sustained attention in these halls. We'll rush through some earlier work (especially "Hugh Selwyn Mauberley") in two weeks, then wrestle with as much of *The Cantos* as we can for the rest of the semester. The syllabus will attempt a coherent selection.

Essays, exams, and other major requirements: One oral presentation; one term paper.

MA advisory code: E, G, 6

ENGL 6973, Seminar in Rhetoric and Composition: Discourse Analysis

Teacher: E. Dominguez-Barajas

Texts Required:

Schiffrin, Deborah. *Approaches to Discourse*. ISBN 0-631-16623-8
 Johnstone, Barbara. *Discourse Analysis*, 2nd ed. ISBN 978-1-4051-4427-8
 Blakemore, Diane. *Understanding Utterances*. ISBN: 0-631-15867-7

Textbooks Recommended:

Austin, John L. *How to Do Things with Words*. ISBN 0-674-41152-8
 Horn, Laurence R., and Gregory Ward. *The Handbook of Pragmatics*. ISBN: 978-0-631-22548-5
 Van Leeuwen, Theo. *Discourse and Practice*. ISBN: 978-0-19-532331-3

Description:

This course provides a foundation in the field of Discourse Analysis by introducing advanced graduate students to a variety of research methodologies (e.g., speech act theory; conversation analysis; pragmatics; interactional sociolinguistics; ethnography of communication; critical discourse analysis) guiding contemporary research in the field. Students will learn about the history, theory, and actual research practices involved in the various approaches.

Required assignments: An in-class presentation on a critical work, one critical response paper (5-6 pages), an article-length research paper (20-30 pages).

MA advisory code: Generalist Elective, 7, T

World Literature

WLIT 5193, Introduction to Comparative Literature

Teacher: M. Kahf

Textbooks Required:

Charlotte Bronte & Beth Newman, *Jane Eyre: Case Studies in Contemporary Criticism*.
ISBN 978-1457619335

David Macy, *Penguin Dictionary of Critical Theory*, ISBN 978-0140513691

Others books tba

Description: Introduction to an array of literary theories, and to the practical use of theory to produce critical analysis of literary texts. Introduction to the field of comparative literature. Approaches to graduate studies in literature and to literary research, scholarly writing, and academic conference presenting.

Essays, exams, and other major requirements for undergraduates: Two or three papers; exam(s); mock conference presentation; prepared participation and regular attendance.

MA advisory code: H, 1, T

The advisory codes indicate what course distribution requirement will be satisfied by the designated listing. If more than one code is listed in the description for a particular class, a student may satisfy only one of those distribution requirements with that class, unless the code is T, for Theory.

For M.A. Students with the Generalist Concentration

Generalist **A**: satisfies **Medieval** Literature and Culture requirement.

Generalist **B**: satisfies **Renaissance** Literature and Culture requirement.

Generalist **C**: satisfies **Restoration and 18th-century** Literature and Culture requirement.

Generalist **D**: satisfies **19th-century British** Literature and Culture requirement.

Generalist **E**: satisfies **British** Literature and Culture **After 1900** requirement.

Generalist **F**: satisfies **American** Literature and Culture **Before 1900** requirement.

Generalist **G**: satisfies **American** Literature and Culture **After 1900** requirement.

Generalist **H**: satisfies **World** Literature and Culture Written in English requirement.

For M.A. Students with the Specialist Concentration

Specialist **1**: satisfies **Comparative** Literature requirement.

Specialist **2**: satisfies **Cultural** Studies requirement.

Specialist **3**: satisfies **Ethnic and Regional** Literatures requirement.

Specialist **4**: satisfies **Gender and Sexuality** requirement.

Specialist **5**: satisfies **Medieval** Literature requirement.

Specialist **6**: satisfies **Modern American** Literature requirement.

Specialist 7: satisfies **Rhetoric, Composition, and Literacy** requirement.

For All M.A. Students

(T): satisfies **Theory** requirement.

(A course can satisfy the theory requirement while also satisfying one of the other requirements in the lists above.)