Dr. Praitis

ENGL 515: DASH

Over the course of the semester this class will produce the literary journal *DASH*.  Creating the journal will involve developing a vision for the journal, investigating best practices by examining other literary journals, reviewing submissions, selecting texts for publication, corresponding with authors, and editing the journal.  Throughout the semester you will reflect on the process of creating the journal and consider what you have learned.  The course will be an experiential, hands-on learning experience.  If there’s something you’d like to learn more about, I will encourage you to explore and discover and engage with the area of interest.

Dr. Seymour

ENGL 579T: Queer Theory

This course will offer a three-stage approach to queer theory. We will become acquainted with the field through some foundational theoretical readings, then take stock of the field through some self-reflexive, state-of-the-field readings. In our third and final section, we will explore possible futures for queer theory; we will read cutting-edge scholarship from intersecting areas such as affect studies, queer ecology, animal studies, and transgender studies, and consider the queer import of disruptive cultural figures including the terrorist, the spinster, and the hoarder. Throughout the semester, we will also look at a small amount of secondary texts (fiction and film), to which we will apply our readings.

The design of this course suggests a normative temporality – past, present, and future – but, as we will discuss, queer theory has attempted to question and to queer time itself. Theorists such as Edelman and Halberstam, for example, have argued that queers refuse normative temporality by rejecting markers of maturity such as marriage and procreation. At the same time, while queer theory has aimed to disrupt traditional intellectual and social habits, it now faces institutionalization – such as in the form of graduate seminars! As the editors of the state-of-the-field volume *After Sex? On Writing Since Queer Theory* have asked, “What has queer theory become now that it has a past?” Thus, our discussions will include considerations not just of the theories at hand, but of queer theory itself – its institutionalization and periodization.

Dr. Sandner

ENGL 525T: Romanticism

We will read widely in the Romantic literary movement, including Mary Wollstonecraft, William Blake, Robert Burns, William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Shelley, Mary Shelley, and John Keats, examining the emergence of Romantic forms and themes-such as the Gothic, Sensibility, the Sublime, the Imagination, the Byronic Hero, and more-in the context of the cultural and aesthetic revolutions of the period. A key text will be Mary Shelley's *Frankenstein* as 2018 will mark the 200-year anniversary of its publication. We will study its reception as we seek to understand how Shelley's unique creations-from the sympathetic monster to the mad scientist, and more-resonate in modern literature, especially science fiction. Our primary objective is to read our writers closely in order to achieve an understanding the complex relationship of the poetic, ethical, political, and theological issues which concern them, issues which we are still grappling with today: the status of poetic language, the role of the imagination, the epistemological relationship between subject and object, the meaning of "nature," the aesthetics and politics of beauty and the sublime, the value of class and gender, and our problematic insertion in time and history.

Dr. Stanton

ENGL 525T: The Sonnet

This course will trace the development of the sonnet, from its medieval Italian beginning to the present. Authors of various periods and cultures will be covered, with concentration on Sidney, Spenser, and Milton, and particular emphasis on Petrarch and Shakespeare. In addition to making two oral presentations and submitting one written report and two short papers, each student will write a fifteen-page research paper on sonnets of a chosen author (or authors), time period, culture, or theme. The research paper must cite a minimum of fifteen critical sources; it may deal with sonnets covered in assigned readings or with sonnets of other authors or cultures.

Dr. Williams

ENGL 591: Methods of Research in Language Learning and Literacy

In this class we will explore methods for qualitative literacy research such as ethnography, case study, oral history, and we will pay special attention to methodologies that use some form of narrative inquiry. The assignments for this course will provide opportunities for students to conduct empirical research and explore critical and cultural perspectives in ways that will allow them to define their own research.

We will examine methodological approaches from several examples of literacy studies in various and mostly non-school settings. We will read five specific texts paying special attention to the successes and challenges these authors experienced while conducting qualitative literacy research. We will also explore their methods for eliciting and working with narrative data.

In class sessions, using these texts as models, we will discuss how to conduct research in diverse communities with honesty and integrity, and how to write about these communities in ways that are respectful and that best represent the population of people.

The goal is to provide students in this course with the necessary tools to conduct significant research in the field that will advance scholarship on language and literacy.