



ENGLISH DEPARTMENT GRADUATE COURSE DESCRIPTION
SPRING SEMESTER 2024



L509 (12704) MUYUMBA

Practicum on Critical Writing

(This course fulfills one course of the two-course research skill for English PhD students.)

6:30p – 7:45p TR

“The Function of Criticism and Creating Functional Writing Practices”

Together, we will read about and discuss the history, function, and practice of criticism. We will also study and practice the various written documents that scholars in the academy frequently produce, from proposals to books. Finally, we will develop personal, individual practices for producing written work regularly.

Books for discussion may include:

From Dissertation to Book | William Germano

Getting It Published:

A Guide for Scholars and Anyone Else Serious about Serious Books | William Germano

Criticism and Truth | Roland Barthes

How to Read Now | Elaine Castillo

The Function of Criticism | Terry Eagleton

Shadow & Act | Ralph Ellison

The Limits of Critique | Rita Felski

In Search of a Beautiful Freedom | Farah Jasmine Griffin

Brown Neon | Raquel Gutierrez

The Origin of Others / The Source of Self-Regard | Toni Morrison

The World, The Text, The Critic / Humanism and Democratic Criticism | Edward Said

Better Living Through Criticism | A. O. Scott

Fyboy 2 | Greg Tate

L610 (30668)/L754 INGHAM (Pre-1800)

Readings in Late Medieval Literature & Culture

Research in Literary Geographies

***This course is offered at both the 600- and 700-level and is listed in both places. To sign up at the 700-level, you will need authorization.**

9:45a – 11:00a TR

TOPIC: SPACE, PLACE, AND LANDSCAPE IN MIDDLE ENGLISH ARTHURIAN ROMANCE

Camelot, Carlyon, and Winchester; Inglewood Forest, the Wirral and the Terne Wathelyn; the land of faerie, and the Green Castle. Insular Arthurian texts are filled with references to places, factual and fictional, real and imaginary. Throughout the Middle Ages, Arthur's court had associations with diverse, if specific, locales in Wales, Scotland, and England, from Northumbria to Cheshire, London to Winchester, Cornwall, and outward toward Rome. This course engages current research in medieval geography and the rhetoric of place to examine the political meaning and imaginative power of the preoccupation with landscapes both real and imaginary regularly found in Middle English Arthurian Romance. What does it mean that the insular Arthurian tradition is both more specific with regard to place than is its continental analogues and sources, and more interested competitive dynamism of action within and across landscapes?

What can theories of place and politics, space and gender, biopower and landscape teach us about the wide-ranging, regionally inflected, interest in tales of Arthur in the British Middle Ages? While continental Arthurian romances will be of interest, the primary focus of this course will be traditions of Middle English *Arthuriana*. Readings may include, Geoffrey of Monmouth's, *Historia regum Britanniae*; Gerald of Wales, *Itinerarium*; ME Arthurian tales, particularly those related to the figure of Gawain: *The Avowing of King Arthur*; *The Adventures of Arthur at the Terne Wathelyn*; *Sir Gawain and Gallergos*; *Sir Gawain and the Green Knight*; The Alliterative *Morte Arthure*; The Stanzaic *Morte Arthur*; Malory's *Morte Darthur*, selections from The *Mabinogi* (in translation). Expect to read theories of place and space, especially excerpts from Foucault, Balasopoulos, Bachelard, de Certeau, Lefebvre, Alaimo, and the work of various scholars on medieval geography and place.

L638 (30683) SHELDON (Post-1800) Readings in Contemporary Literature

3:00p – 4:15p TR

TOPIC: INTRODUCTION TO SCIENCE FICTION

Introduction to Science Fiction is a survey of the subgenres of science fiction (including science fiction theory) as they emerged from the post-World War II period and with an emphasis on recent subgenres. The readings will be organized chronologically and by topic, possibly including sections on Feminist and Queer New Wave, Postmodern SF and Theory, Cyberpunk and Simulations, Biopunk and Biopolitics, the Weird, the New Weird, and Weird Studies, Dystopian and Postapocalyptic SF, Environmental Allegories, Sword Lesbians in Space, Black, Asian, Latinx, and Indigenous Futurisms, and Speculative Fictions of Speculative Finance. We will certainly have too much material to cover so the class will have a role in determining the direction of the later sections. Assessment will be based on a final research paper and students are encouraged to talk with me periodically throughout the semester about their progress.

L657 (30614) /T600 ELMER (Post-1800) Readings in Literature & Critical Theory

1:15p – 2:30p MW

TOPIC: FORMALISMS

This class adopts a variety of approaches to what we might mean today by “form” and “formalism.” We will first try to get a handle on Ferdinand de Saussure’s ideas and the enormous influence they exerted on structuralist and post-structuralists alike, Claude Lévi-Strauss and Roman Jakobson prominently among them. We’ll then approach form via analyses of genre and mode, looking at work by some of the following: Vladimir Propp, Boris Eikhenbaum, Viktor Shklovsky, Northrop Frye, Jacques Derrida, Fredric Jameson, and Franco Moretti. A counterpoint will be provided by asking what the phenomenon of play can teach us about the concept of form: we’ll look at brief texts by Ludwig Wittgenstein, Émile Benveniste, and Giorgio Agamben. Towards the end of the class we will consider contemporary treatments of the idea of form and formalism.

Students will write some short analytic-synthetic papers, and a longer essay, the goal of which will be worked out in discussion with the Professor.

L680 (30675)/V611 (32647) MORGAN (Post-1800) **Special Topics in Literary Study & Theory** **Victorian Britain: Culture and Society, 1820-1900**

11:30a – 12:45p TR

TOPIC: INTRODUCTION TO VICTORIAN STUDIES

This course will provide a representative sample of current work in the interdisciplinary field of Victorian studies, as well as training in current methodologies, genres of scholarly writing, and the expectations of specific journals in the field. While V611 is required for the Ph.D. minor in Victorian Studies, you do not need to be a VS minor to take this class.

We will survey several major twenty-first-century developments in Victorian studies and trace their connections to influential twentieth-century scholarship. Topics will include feminism, queer theory, and trans studies; decolonial and anti-racist scholarship; ecocriticism, the Anthropocene, and the nonhuman; computational approaches and distant reading; and surface reading, reparative reading, and related methods. To help us ground and apply these various approaches, we will use some primary texts (both novels and poems) as case studies. Many of our readings will be drawn from the journal *Victorian Studies*, which is published here through Indiana University Press. Assignments will likely include two short response papers, a brief report on a single issue of a journal, a comparison of multiple reviews of a recent scholarly monograph, and a conference paper of 8-10 pages.

R607 (30606) BARNETT (Pre-1800) **History of Rhetorical Theory I**

1:15p – 2:30p TR

In this readings course, we will explore some of the major milestones in the development of rhetorical theory from antiquity to the early modern period. We will focus specifically on how each historical period defined and understood rhetoric, that is, how each period used rhetorical theory to articulate goals for education, enliven the study of language and communication, and provide frameworks for understanding reality. Our readings will span the sophistic, Greek, and Roman classical traditions, rhetoric's revival in early modern period, and its troublesome status in the early European Enlightenment. Some of the rhetoricians and philosophers we will read include: the Sophists, Plato, Aristotle, Cicero, Quintilian, Augustine, Ramus, Bacon, and Kant. As we work to understand these figures and their texts, we will also be interested in how canonical Western thinkers in the history of rhetoric have been engaged, critiqued, and extended in contemporary rhetorical scholarship, especially in scholarship that pushes histories of rhetoric beyond its Greco-Roman traditions and that takes seriously issues of marginalization and canonicity in historical research on rhetoric. Assignments will include a key term analysis, conference proposal and paper, class participation, and a final presentation.

R611(30688)/C601 THIMSEN (Post-1800)**Rhetorical Theories of Cultural Production**

9:45a – 12:45p W

This seminar will provide an in-depth consideration of some of the foundational texts of Cultural Studies. This will include reading key works produced by scholars associated with Centre for Contemporary Cultural Studies at the University of Birmingham, the Frankfurt School, and public sphere theory. In addition to reading key texts in each of these areas, we will also read works that inspired them and have been inspired by them, including Marx, psychoanalysis, Gramsci, Althusser, Foucault, Deleuze, Spivak, Butler, etc. The trajectory of Cultural Studies from the mid-twentieth century to today prompts us to consider urgent questions about the relationship between scholarly work and contemporary politics and culture. These questions may include: What does it mean to do scholarly research that is informed by political concerns about culture? What are the ethical and political implications of methodologies in studies of culture? What is the relationship between the cultural researcher and that which they write about? What are the political potentials of critical and materialist methods for studying culture? How do decolonial and antiracist imperatives extend and reject foundational cultural studies approaches? How is the relationship between the university and knowledge production about culture changing and remaining the same? Course participants will write weekly reading responses and complete a final essay.

W612 (7347) UPADHYAY**Writing Fiction 2**

9:45a– 12:45p T

DEPARTMENT AUTHORIZATION REQUIRED

Request permission through bhankins@indiana.edu

This is a fiction writing workshop for students enrolled in the graduate creative writing program. You will be writing approximately 45-60 pages of fiction (about three short stories) during the semester. Novel

chapters can also be accommodated. You will also be reading three or four works of fiction for insights into craft. You may give a presentation on a topic that's of interest and relevance to your own writing. All writers enrolled in the graduate creative writing program are welcome to the workshop, but please contact Bev Hankins, Graduate Program Administrative Assistant (bhankins@indiana.edu) for authorization to register.

W614 (3797) CASE
Writing Poetry 2

3:00p– 6:00p T

DEPARTMENT AUTHORIZATION REQUIRED
Request permission through bhankins@indiana.edu

TOPIC: NOISE!

For the poet Cole Swensen, “literary noise” is “often intentional and aimed at preventing the suppression of imagination that complete certainty can cause.” Our workshop this semester will investigate poetry’s inherent noisiness. And what’s so noisy about it? Intertextuality, rhythm, talkiness, memory, wordplay, humor, love(!), form(’s breakdown), playful syntax...everything that makes a poem a poem and not a classified ad – unless you’re selling baby shoes!

Twice this semester you’ll workshop packets of 4-6 poems each, plus a new, long, especially noisy poem of 8-15 pages. In addition to your poems, we’ll discuss a book a week, possibly including ones by Derrick Austin, Samiya Bashir, Anne Carson, Victoria Chang, K. Iver, Tommy Pico, and Kevin Young.

* First- and second-year MFA poetry students should email bhankins@indiana.edu directly for authorization to register for this workshop. All other students should email dpcase@indiana.edu (and copy bhankins@indiana.edu) to express interest in the course. If you are not a first- or second-year MFA poet, please include a writing sample of 4-5 poems when requesting authorization.

L738 (30605) P. ANDERSON (Pre-1800)
Research in Literary Histories & Theories of History
(This course fulfills one course of the two-course research skill for English PhD students.)

DEPARTMENT AUTHORIZATION REQUIRED (Non-English Department students please contact the instructor first.)

1:15p – 2:30p TR

TOPIC: RACE, GENDER, AND CONSENT IN EARLY MODERN LITERATURE

This research seminar focuses on the intersections among race, gender, and consent in early modern literature. From the legal machinations used to rationalize the perpetual enslavement of the children of enslaved women and their enslavers, to the theorization of contract as a basis for political organization, to challenges to the use of rape as a weapon of war, the historical and ideological upheavals of the early modern period show the emergence of recognizably modern ideas of race, gender, and consent, but they also offer the opportunity to discover options not pursued. Using a combination of archival research, primary text analysis, and feminist critical race theory, we will explore how consent and coercion shape ideas of selfhood and political belonging, but also how they shape and are shaped by the lived experiences of embodied historical selves. Together, we will explore whether we can – or want to – imagine a contingent, multivalent, ambiguous consent. What is at stake – for political forms, for rights-bearing subjects, for addressing the violent harm of rape – if we do understand consent in this way?

Primary texts will include works by Philip Sidney, John Donne, Edmund Spenser, William Shakespeare, Miguel de Cervantes, Thomas Hobbes, Margaret Cavendish, Hester Pulter, John Milton, and others. We will also spend a good bit of time exploring recent criticism and theory in the field, including the work of scholars Urvashi Chakravarty, Marisa Fuentes, Kirsten Mendoza, Jennifer L. Morgan, and Su Fang Ng.

In addition to a major research project and shorter assignments focused on academic and non-academic professionalization, this seminar will help develop the skills necessary for archival research, counting toward the research skills requirement for the English Ph.D. In collaboration with the Lilly Library and the Newberry Library, we will explore how to craft research questions and conduct archival research in the context of collections that are always partial and never neutral: how can we tell new stories from the limited materials that we have? How can we approach canonical texts differently to imagine things otherwise?

L748 (30682) BROWN (Post-1800)

Research in Colonial & Postcolonial Studies

DEPARTMENT AUTHORIZATION REQUIRED (Non-English Department students please contact the instructor first.)

4:45p – 7:45p M

TOPIC: MODERNIST STUDIES AND THE GLOBAL TURN

In this seminar, we'll contemplate the global turn in literary studies, focusing for the most part on the "definitional proliferation" of global modernism, a category that may be understood to bridge both the colonial and postcolonial. Efforts to expand the modernist canon--temporally, geographically, linguistically, and so on--in turn raise questions about colonial legacies, collusions with global capitalism, and the retrenchment of prevailing norms that have historically defined the field. More optimistically, the global turn challenges governing epistemologies, contests the centrality of Western paradigms, and enables new methodologies for a global reading practice. We will, over the course of the semester, develop a working definition of global modernism and imagine a reading practice that is transformational rather than additive, and that recognizes the power of literary texts to reconfigure what we understand as the world, the globe, and the planet. Our readings will travel from contemporary critical accounts of the field, to works by

early- and mid-20th century writers, to postcolonial theory, and will include literature by Woolf (*The Waves*), Anand (*Untouchable*), Césaire (*Notes on a Return to the Native Land*), and others (to be determined in conversation with you). Course work will include a short research presentation, paper abstract, and a 20-page seminar paper (imagined as an article for a particular journal).

L754 (30669)/L610 INGHAM (Pre-1800)

Research in Literary Geographies

Readings in Late Medieval Literature & Culture

DEPARTMENT AUTHORIZATION REQUIRED (Non-English Department students please contact the instructor first.)

9:45a – 11:00a TR

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L764 (12673) KATES (Post-1800)

Research in Literature & Critical Theory

DEPARTMENT AUTHORIZATION REQUIRED (Non-English Department students please contact the instructor first.)

6:30p– 9:30p W

TOPIC: AUTOFICTION: CHANGE IN LITERATURE AND CHANGE IN LANGUAGE

Many authors and many critics associate literature with change—social, political, personal. This class looks at literary works that pivot on all three of these transformations, while asking both how to conceive of shifts in literary styles and how language more generally is, or is not, attuned to becoming.

The course is both a theory and a literature course, in which two lines of inquiry are pursued simultaneously. We explore a development in how novels were written that takes place around the turn of the millennium, and we focus on different theories of language and the sign (including information theory) that involve change and thus possibly shed light on this event.

At the epoch in question, more novels began to be penned that had first-person narrators who were identified in some fashion with the novel's author—often, though not always, by sharing the same name—a trend sometimes termed “autofiction.” We will read works by John Edgar Wideman, Jonathan Safran Foer, Dave Eggers, Sheila Heti, and Ben Lerner, all of which partially assimilate narrator and author. Given our literary focus, we will also look at the workings of what are called deictics or shifters—“I,” but also “here” and “now.” These terms are keyed to events (and hence to change and becoming) in ways that seem to render them different from names and other words. Approaches to be studied here include: those that begin from structuralism, such as Gilles Deleuze and Jacques Derrida (who famously claimed that the possibility of “my being dead” is the condition of saying “I am alive”); theorists and philosophers who in part draw on the former, including Judith Butler and Fred Moten; some who pose alternative views, often based on context, such as Emile Benveniste, Hector Castaneda, and John Perry. Finally, we will examine Claude Shannon's information theory (and some of its more recent expositors, such as Lydia Liu and Erich Hörl) and its relation to context and text, with one eye on what such theory does (or does not do) with respect to parts of speech like “I,” and with the other on the literary transformation that have been charted in class.

Grades are dependent on class participation, some sort of class presentation yet to be determined, and a final seminar-length research paper (@20 pages).

W795 (3786) KREILKAMP Dissertation Prospectus Workshop

11:30a – 12:45p TR

DEPARTMENT AUTHORIZATION REQUIRED

This class is designed to serve as a workshop for English graduate students in their exam year, to provide regular guidance on the writing and revising of the dissertation prospectus. The course aims toward the successful defense of the prospectus in late spring. We will proceed in groups to the drafting, revision, and submission of the prospectus. We will also discuss and plan for the defense itself, and for the path ahead. Class meets together as a group for the first three or so weeks, then primarily in small-group workshop sessions. (You will, that is, not be expected to attend all weekly class sessions.) You will be asked to submit a *preliminary, provisional, partial first draft* of a dissertation prospectus (min. 7-10 pp.) ready to

share with the group by mid-January for workshopping (the more fleshed-out, the better, but it's expected that this is just the beginning of the process); the DGS will, by late Fall semester, make available previous completed prospectuses that can serve as models as you begin thinking about yours. (2 credit hours).