

Fall 2024 Graduate Courses

Department of English and Comparative Literature

ENGL/WGST 666_001: Queer LatinX Literature & Photography

Dr. María DeGuzmán TR2-3:15

This course explores novels and short stories by LatinX writers that focus in one way or another on photographs & photography and, in doing so, that simultaneously question (or “queer”) certain cultural givens about gender, sexuality, race, ethnicity, nationality, class, and other coordinates of identity, identification, and subjectivity. We will give careful consideration to each of the terms in the title of this course (Queer, LatinX, Photography, Literature) as we investigate the connections between this double focus on photography and literature. At the same time, we will examine actual photo-based visual work by a wide variety of LatinX artists. Visual and textual works considered include those by Alma López, Laura Aguilar, Félix Gonzalez-Torres, John Rechy, Achy Obejas, Helena María Viramontes, Emma Pérez, Elías Miguel Muñoz, Graciela Limón, Carla Trujillo, Rita Indiana, and others. Open to both undergraduate and graduate students. Graduate students can take this course for seminar credit by writing a seminar length final paper in addition to completing the other assignments for the course.

This course fulfills the following General Education Objectives:

- IDEAs in Action Gen Ed: FC-AESTH or FC-POWER.
- Making Connections Gen Ed: VP, NA, US.

Assignments and grade distribution:

Completed readings, attendance, and active participation: 10%

7-page double-spaced standard expository Essay 1: 30%

8-10-page double-spaced final project (for undergraduates) or 22-25-page double-spaced article (for graduate students): 40%

Final Exam: 20%

Reading List:

- * Castillo-Speed, Lillian, ed. *Latina: Women's Voices from the Borderlands*. New York: Simon & Schuster, 1995.
- * DeGuzmán, María. *Buenas Noches, American Culture: Latina/o Aesthetics of Night*. Bloomington, IN: Indiana University Press, 2012.
- * DeGuzmán, María. *Understanding John Rechy*. Columbia, SC: University of South Carolina Press, 2019. Indiana, Rita. *Tentacle*. Sheffield, UK: And Other Stories, 2019.

- * Limón, Graciela. *Erased Faces*. Houston, TX: Arte Público Press, 2001.
- * Muñoz, Elías Miguel. *Brand New Memory*. Houston, TX: Arte Público Press, 1998.
- * Muñoz, José Esteban. *Disidentifications: Queers of Color and the Performance of Politics*. Minneapolis, MN: Minnesota Press, 1999.
- * Pérez, Emma. *Gulf Dreams*. Berkeley: Third Woman Press, 1996.
- * Rechy, John. *City of Night*. New York: Grove Press, 1963.
- * Rodriguez, Juana María. *Queer Latinidad*. New York: New York University Press, 2003.
- * Trujillo, Carla. *What Night Brings*. Willimantic, CT: Curbstone Press, 2003.

- Viramontes, Helena María. *The Moths and Other Stories*. Houston, TX: Arte Público Press, 1995.
- * Wells, Liz, ed. *Photography: A Critical Introduction*. New York: Routledge, 1996. Please order the first edition (used copies). Contact AbeBooks.
- * Wells, Liz, ed. *The Photography Reader*. New York: Routledge, 2003. Please order the first edition (used copies). Contact AbeBooks.

ENGL 706: Pedagogy (Rhetorical Theory and Practice)

Dr. Daniel Anderson F9-12

A study of rhetorical theories and practices from classical to modern times. Emphasis is on translation of theories into instructional practice for teaching in the college writing classroom. This course introduces students to the field of literary studies in English and comparative literature. Students will survey a range of approaches, methods, and controversies that have emerged from the field. The focus on critical and institutional histories will provide a foundation for graduate work and for developing professional objectives.

ENGL 763: Introduction to Methods in Health Humanities

Dr. Kym Weed W9:30-12:30

This interdisciplinary graduate seminar will introduce students to topics and methods in health humanities. In recent years, scholars have sought to define the field of health humanities as a broader and more inclusive set of research practices and objects of study than related fields like medical humanities. Therefore, this course will sample critical and creative texts that represent this field-expanding trend. Students will read foundational texts in health humanities as well as related fields including (critical) medical humanities, narrative medicine, disability studies, graphic medicine, and rhetoric of health and medicine. Together, we will aim to define the scope, methods, and values that constitute the field of health humanities.

ENGL 786: Introduction to Graduate Studies in English

Dr. Harry Cushman F2-5pm

This course introduces students to the field of literary studies in English and comparative literature. Students will survey a range of approaches, methods, and controversies that have emerged from the field. The focus on critical and institutional histories will provide a foundation for graduate work and for developing professional objectives.

ENGL 805: Rhetorical Exclusions

Dr. Jordynn Jack F12-3

This course will engage students in studying the history of rhetoric by means of its exclusions, asking who, or what, has been excluded from millennia of rhetorical theory and practice. What does it mean to persuade or sway another—and who (or what) has this ability? When barred from one form of rhetorical practice (the podium, the pulpit), how do individuals develop alternative forms of persuasion? Examining rhetorical treatises from Ancient Greece, Roma, China, Africa (to name a few), we will interrogate the relationships between rhetoric and power, gender, place, embodiment, and materiality. Moving into contemporary moment, we will consider how scholarly movement to unseat the human as the center of historical practice has led to new

conceptions of rhetoric that move beyond persuasion as a key term in favor of identification, ambience, attunement, and affect, operating in and through bodies, objects, and relations. Our work will be transhistorical and we will work to identify continuities, echoes, and interruptions across historical and cultural articulations of what it means to be rhetorical. Likely texts may include Gorgias' "Encomium of Helen," Aristotle's *Rhetoric*; Quintilian's *Institutes of Oratory*, Cheryl Glenn, *Rhetoric Retold*; Cecil Blake's *The African Origins of Rhetoric*; Xiaoye You's *Genre Networks and Empire: Rhetoric in Early China*; Remi Yergeau, *Authoring Autism*; Ronald L. Jackson II and Elaine Richardson, *Understanding African American Rhetoric*; Josue David Cisneros, *The Border Crossed Us*; and Amy Proppen, *At Home in the Anthropocene*. Assignments will include one or two short writing assignments (such as a book review or reflective writing task), a project proposal, and a final seminar paper. (Alternative final projects are possible for students not needing seminar credit).

ENGL 830: Religion and Literature, 1620-1642

Dr. Reid Barbour W 2:30-5:30

In this seminar we examine a wide range of representations of religion in the decades leading up to the English Civil War, in essence attempting to discern the role of religion in the coming of that war. We consider poets (e.g. George Herbert, Richard Crashaw, Robert Herrick, George Wither, Francis Quarles, William Habington, Thomas Carew, John Milton), prose writers (Francis Bacon, the Ferrar family; Richard Montagu, Thomas Browne, John Donne, Robert Sanderson, William Laud, Robert Burton, John Suckling, William Chillingworth, Robert Fludd, Peter Smart, Roger Mainwaring, John Preston, Francis Rous, Edward Lord Herbert, again George Herbert), and playwrights (Thomas Middleton, William Cartwright, James Shirley) who navigated the increasingly divisive and polemical religious culture of the late Jacobean and Caroline periods. We especially consider the controversies raised by the emergence of Laudianism and anti-Calvinism, the discourses and constructions of "Puritanism", and the roles of satire and apocalypticism in religious contestation. Other issues include the differences between manuscript and print publication in the religious discourses of the period; and the uses of literary forms and genres in the languages of theology.

ENGL 844: Reloading the Canon: The American Novel, 1840-1870

Dr. Philip F. Gura T2:30-5:30

We will focus on the practical results of canon revision for this period, specifically regarding fiction. Writers such as Hawthorne and Melville have long been held up as pioneers in an American prose tradition because of the ways in which they constructed the genre of the American "romance." But in this class, we will chart a new and different trajectory of the American novel's emergence. Given the recovery of many hitherto forgotten fiction writers, particularly women, and our ability now to read virtually any out of print 19th century novel on line, we will explore such topics as the rise of "city" fiction, the intersection of the sentimental with the self-consciousness in the novel, the insistence that fiction be used for social reform, and the impact of the Civil war on domestic fiction. Novels may include, Catherine Sedgwick, *Hope Leslie*, Lillie Devereux Blake's *Rockford*, Fanny Fern's *Ruth Hall*, Mary Gove Nichols's *Mary Lyndon*, Rebecca Harding Davis' *Margret Howth*, Elizabeth Stoddard's *The Morgesons* and *Two Men*, George Thompson's *Venus in Boston*, Harriet Wilson's *Our Nig*, and Theodore Winthrop's *Cecil Dreeme*, as well as Nathaniel Hawthorne's *Blithedale Romance* and Herman Melville's *Pierre*. I assume familiarity with the

canonical works of Stowe, Hawthorne, and Melville. A few of the books have not been reprinted but are available on various Internet sites (Google-books, for example), so we will access them in that way. In the assignments, such books are identified with asterisks.

Requirements: Attendance mandatory. Students will be responsible for brief in-class reports on secondary material relating to the week’s reading. Your grade will be determined by a combination of classroom participation and either a substantial research paper on a topic to be negotiated with the instructor or a final, take-home exam whose questions will be given out in the second-to-the-last class.

ENGL 864: Cartographies of Erasure: Mapping the Latinx Diasporic Ecogothic

Dr. Ylce Irizarry TH 3:30-6:30

The year 1992 marked the 500th anniversary of Europeans’ arrival in the “New World.” In anticipation, Indigenous groups, Latinas/os/xs, and other underrepresented groups called for disavowal of the celebration of what the “Conquest” engendered: genocide and ecocide. The goal of the course is to study how a distinct form of Gothic narrative – the Latinx Diasporic Ecogothic – maps the erasure of bodies to resist continued ecocatastrophe. We will explore how bodies that do not conform to desired “norms” are represented, perceived, and treated, especially the political, economic, and cultural mechanisms through which these bodies are defined as “misbehaving” and are subsequently erased. Human animal bodies to be studied include but are not limited to dissident, queer, transgender, migrant, dis/abled, ill, and/or un/dead. Cultural bodies include but are not limited to epistemological, linguistic, and aesthetic practices. Readings include primary (novels) and secondary (journal articles and book chapters) texts. Visual materials include film and digital media. Certain literary genres will be emphasized: Climate Fiction, Hybrid Texts, Ocean Studies, Speculative Fiction. Certain modes of critical scholarship will be explored: Afro Latinx Studies, Ecocriticism, Feminism, Narrative Theory. Readings are in English but students are welcome to read Spanish version of texts; written assignments should be submitted in English.

Likely Readings

(1992)	<i>The Rag Doll Plagues</i>	Morales, Alejandro	9781558851047
(1995)	<i>The Palm of Darkness</i>	Montero, Mayra	9780060929060
(1997)	<i>The Agüero Sisters</i>	García,	
Cristina	9780330369237		
(2005)	<i>The People of Paper</i>	Plascencia, Salvador	9780156032117
(2009)	<i>Lunar Braceros: 2125-2148</i>	Sánchez, R. & Pita, B.	9780984335909
(2016)	<i>Wicked Weeds</i>	Cabiya,	
Pedro	9781942134114		
(2019)	<i>Tentacle</i>	Indiana,	
Rita	9781911508342		
(2023)	<i>Sordidez</i>	Condé,	
E.G.	9781777682361		