ENGL 60113 Introduction to Graduate Studies & the Profession of English
Mona Narain, Tuesdays 1:00-3:40

English Studies is a broad term that encompasses the diverse work done in contemporary English Departments, which often include literary studies, rhetoric and composition studies, creative writing, digital humanities, literacy studies, and many other areas within our discipline.

This seminar is an introduction to English Studies as a profession. The central goal of this course is to introduce you to the larger context of the profession, positioning you to use your graduate education to make a contribution within the many and varied discussions and debates ongoing in the fields associated with English. We will explore the history of English Studies to understand development and change in methods and theories in relation to the various institutional and intellectual contexts from which they emerged. Through this exploration, we will see the entwined paths of various kinds of work within contemporary English (and related) Departments.

We will also look close to home at the TCU English Department: to see how the graduate faculty and their research projects represent fields and subfields, and how your research interests might fit into and mature within this department.

Finally, we will consider the specific skills and strategies for study and research that will support your scholarly development.

OUTCOMES — English Studies: Foundations Course. Rhetoric and Composition: Foundations Course. Professionalization: Conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations.
ENGL 60513 Teaching College Composition  
Carrie Leverenz, Thursdays 1:00-3:40

Teaching College Composition (TCC) introduces new Graduate Instructors (GI) to theory, research, and pedagogy that supports the teaching of college-level writing. The course is designed to help graduate instructors become informed, reflective practitioners through both traditional scholarly work (reading, discussion, research, writing) and more practice-oriented activities (teaching observations, pedagogy presentations). The course also encourages the development of a teaching community through the creation of shared resources and the building of networks of support.

Learning outcomes include:
1) Comprehend theory and research relevant to the effective teaching of writing
3) Practice critical self-reflection as a teacher
4) Identify effective pedagogical strategies for teaching writing
5) Demonstrate skill in course design and lesson planning

TEXTS
First-year Composition: From Theory to Practice. Deborah Coxwell-Teague and Ronald F. Lunsford, Eds.
Naming What We Know: Threshold Concepts of Writing Studies. Linda Adler-Kassner and Elizabeth Wardle.
Responding to Student Writers. Nancy Sommers
Rewriting: How to Do Things with Texts. Joseph Harris
Additional reading as assigned.

ASSIGNMENTS
1) Teaching Journal
2) Teaching Observations and Reflection
3) Pedagogical Strategy Presentation and Handout
4) Teaching Philosophy
5) Annotated Syllabus for Spring 2020 (or themed course proposal)
6) Final Project
7) Teaching Circle Discussion Leading


ENGL 60733 Language and Theory  
Joddy Murray, Tuesdays 4:00-6:40

Conceptions of language drive many practices in English studies, but especially in Rhetoric & Composition. How language is theorized affects teaching practices, writing practices, curricular practices, disciplinary practices, and professional practices. On one hand, some theorists claim that language operates on a coding/decoding model, allowing a one-to-one correspondence between the signs we use and the meanings we convey. On the other hand, other theorists claim language operates somewhere between meaning and the signs we use—in fact, the ambiguity language creates as it attempts to objectify thought is exactly its most generative and powerful quality. Language is also socially constructed, so it carries with it inequities and silenced cultural identities. For example, in Raciolinguistics: How Language Shapes Our Ideas About Race, the editors make the point in their introduction that “fluid raciolinguistic practices and performances of People of Color” is a “response to historic and pervasive White supremacist ideologies of race and language” (8).

But it is not enough for you to read about various theories on language; you will also do theory. Whether it is a small contribution to a well known, existing interpretation of language, or whether it is a whole new theory about the relationship between thought and language, you will learn to construct and make visible your own views on language while in this course.
Readings include works from Berthoff, Smitherman, Volosinov, Vygotsky, Bakhtin, Cassirer, Langer, Heidegger, Horkheimer/Adorno, Derrida, Foucault, de Certeau, Kristeva, and Alim/Rickford/Ball.


ENGL 80453 Seminar in British Literature of the Victorian Period: British Races and Racism 1820-1910
Linda Hughes, Wednesdays 1:00-3:40

Though Britain’s dominant metropolitan culture self-identified as Anglo-Saxon and white, writers of color flourished in England and in British colonies, offering important (and understudied) counterdiscourses to the British literary canon. Adopting a comparative/critical race approach, this course is structured dialectically in its focus on three regions of British rule in the nineteenth-century: the Caribbean, England (where Jews were classified as “oriental” or “black”), and India. In each unit, we open briefly with overtly racist expression by canonical authors versus white liberal response before turning to writers of color who offer alternative perspectives on and counter stories of social justice and represent subjectivities that register the experience of persons of color within imperial Britain. Along the way we will be reading theories of race and racism and secondary works on the assigned writers.

Setting nineteenth-century writers of color in dialogue with each other and with white writers, our discussions will analyze how race-based experiences and ideologies shape the sayable and writing techniques in nineteenth-century literary works. Following each unit’s discussion, students will write a brief (3-4 pp.) synthesis paper on their takeaways from the literary readings, accompanying theoretical or secondary works, and class discussions.

To expand the inclusiveness of racial and ethnic identities in the course and the social justice issues that multiracial writers bring to the fore, each student will also read an additional work from a list of candidates for book reports. Some are by canonical authors and represent racist or in some cases more inclusive response (e.g., Anthony Trollope, The West Indies and the Spanish Main (1859), Charles Dickens, Oliver Twist (1837-9), Wilkie Collins, The Moonstone (1868)). Many others are by writers of color, e.g., Poems by a Slave in the Island of Cuba, Recently Liberated; With the History of the Early Life of the Negro Poet, by Juan Francisco Manzano (English translation 1840), Grace Aguilar, Women of Israel (1845), Krupabai Satthianadhan, Kamala: The Story of a Hindu Life (1894). Each student will present an in-class book report on the selected text within the framework of critical race theory.

Required books for purchase: Mary Prince, The History of Mary Prince (Penguin); Robert Wedderburn [mixed-race Jamaican and radical London émigré.] The Horrors of Slavery (Markus Wiener Publishers); Mary Seacole [mixed-race Jamaican “doctress”], The Wonderful Adventures of Mrs. Seacole (Penguin); Amy Levy, Reuben Sachs (Broadview); Israel Zangwill, Children of the Ghetto (Wayne State UP). (Additional full-text PDFs and online editions will also be assigned.) Required assignments: 3 synthesis papers (10% each); book report (oral presentation + handout, 20%); semester project (10-20 pp. + bibliography, 35%); participation (15%). A detailed syllabus is available on request.

OUTCOMES — English Studies: Historical Engagement, National/Transnational/Comparative Approaches. Rhetoric and Composition: Textual/Scholarly Production. Professionalization: Conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations; write for publication.

Comparative Race and Ethnic Studies (CRES) outcomes: 1. Students will learn to critically and comparatively analyze the constructions of race and ethnicity and their effects on global society at the graduate level. 2. Students will learn and use the major theoretical and methodological frameworks of race and ethnic studies, such as critical race theory, for conducting scholarship in their respective disciplines.
In August 2010, before addressing the nation from the Oval Office to declare an end to the Iraq War, President Barack Obama redécorated. His team installed a new oval rug emblazoned with the words of Martin Luther King, himself paraphrasing the abolitionist minister Theodore Parker: “The arc of the moral universe is long, but it bends toward justice.” Obama recited the words in speeches throughout his time in office, beginning with his first speech as president-elect in 2008. Since King first used the phrase in 1958, it has stood as a motto of racial liberalism, promising the gradual realization of an antiracist America somewhere in the future. (This departed from King’s original Messianic meaning; he didn’t expect to find justice on Earth.) When Donald Trump moved into the Oval Office in 2017, he threw out the rug.

With racial liberalism facing a second, and perhaps terminal, crisis under Trump, this seminar returns to the postwar period to reconsider the culture of Cold War racial liberalism, from World War II to the end of the Vietnam War. This first iteration of reformist antiracism originated from the black press, where soldiers serving in a segregated army campaigned for a “double victory” over fascism abroad and fascism at home, and, in a different vein, from the Carnegie Corporation, which commissioned Swedish sociologist Gunnar Myrdal to write the 1944 tome An American Dilemma: The Negro Problem and Modern Democracy. “What America is constantly reaching for is democracy at home and abroad,” Myrdal declared. “The main trend in its history is the realization of the American Creed.” This fall, we will investigate how writers contributed to and traced the limits of the racial paradigm that delivered some civil rights victories and made others impossible. We will ask what the narrative arc of the postwar “race novel” might reveal about the moral arc of Myrdal’s American creed.

Through the writing of Ralph Ellison, Grace Halsell, Chester Himes, John Okada, Ann Petry, Lillian Smith, and José Antonio Villarreal, this seminar examines the emergence of the liberal faith in racial progress as well as alternative stories of race in America and alternative horizons for antiracist struggles. We will situate our readings and conversations in relation to the long civil rights era and the Cold War to consider how racial liberalism and race radicalism grew out of and responded to the rise of Soviet communism and the decolonization of Asia and Africa. In 1955, historian C. Vann Woodward published The Strange Career of Jim Crow, which King hailed as “the historical bible of the civil rights movement.” This seminar turns to the strange career of the racial regime that came next.

OUTCOMES — English Studies: Historical Engagement, National/Transnational/Comparative Approaches. Rhetoric and Composition: Rhetoric & Culture. Professionalization: conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations; write for publication; develop courses in their field of specialization; demonstrate competency in using technology.

ENGL 80583 Seminar in Contemporary African-American Literature
Brandon Manning, Mondays 1:00-3:40

This course examines contemporary theoretical traditions that engage the ontology of black social death. As such, this course will engage a theoretical tradition that deeply informs the socio-political site of the Black Lives Matter Movement. Social death, fungibility, Afro-Pessimism, Wake work, Necro-politics are all ways of thinking about the inescapable ontological condition of blackness as outside the pale of modernity and humanity. We will draw on these discourses as we look to burgeoning interdisciplinary scholarship that highlight the capaciousness of contemporary black life. We will think through the relationship of black phenomenology and ontology, and black subjectivity and objectivity while reading contemporary African American literature like Paul Beatty’s The Sellout. We will seek the answers to such questions: What are the limitations of our focus on black death? How can we center quotidian expressions of blackness to think outside ontological framings of dispossession and death?

OUTCOMES — English Studies: Historical Engagement, Theory. Professionalization: Conduct research independently; become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work.
ENGL 80723 Seminar in Composition: #BlackGirlMagic: @The Intersections of Literacies, Public Pedagogies, and Black Feminisms  
Carmen Kynard, Tuesdays and Thursdays 11:00-12:20

First coined as “Black Girls are Magic” by Cashawn Thompson, the slogan #BlackGirlMagic proliferated a few months after Alicia Garza, Patrisse Cullors, and Opal Tometi created #BlackLivesMatter. In this course, we will treat #BlackGirlMagic as a very specific temporal relationship to Black feminisms, public pedagogies related to digital Blackness, Black freedom movements, and 21st century (re)iterations of white supremacist and imperialist narratives. We will challenge and move beyond the simplistic frames that have positioned (and thereby dismissed) #BlackGirlMagic (BGM) as merely a kind of beauty and representational politics that must ultimately fail for only imagining “magical interventions” against racialized/sexualized violence. Instead, we will closely examine contemporary political and aesthetic conversations in Black feminisms that have made BGM possible/legible. The course has three themes:

THEME I: We begin with a theory clapback from Black feminist scholars like Tiffany King, Brittney Cooper, and Zakiyyah Jackson who argue against the de-racializing/anti-Black-femme impulses that reject intersectionality and Black feminisms for assemblage theory and posthumanism. We will take up ongoing challenges to traditionalist notions of feminism via Black queer feminist activism, Black women’s critiques of the academy, and Hip Hop Feminisms in texts like Unapologetic, How We Get Free, and Making All Black Lives Matter.

THEME II: We traverse the spectrum of Black Girlhood Studies as a new category of analysis for the meanings of reading, writing, and schooling. We will look at activism and policy campaigns that challenge Black girls’ criminalization via schooling and policing regimes like the work of Kimberlé Crenshaw’s #SayHerName and Monique Morris’s Pushout: The Criminalization of Black Girls in Schools. We will study research on Black girl literacies and Black feminist pedagogies from scholars like Ruth Nicole Brown and the Black Girls Literacies Collective, treating these as an archive of activist research in relation to race, gender, sexuality, and justice.

THEME III: We tap the magic in Black Girl Magic by examining ongoing digital justice projects, comics, YA literature, and urban street fiction that center Black girls. We will look at Black feminist digital vernaculars— from projects like Kimberly Bryant’s “Black Girls Code,” Yaba Blay’s “Professional Black Girl” series, Pauline Alexis Gumbs’s “Eternal Summer,” to the plethora of AfroNaturalistas reimagining beauty standards. We will look at these works as spaces that innovate on the most available technologies in order to push alternative sites of knowledge, cultural rhetorics, authoring, and textual production. We will also study Black girl image-making in texts like Braveheart by Eve Ewing, Shuri by Nnedi Okorafor, and Bingo Love by Tee Franklin as well as YAL and urban street fiction.

We will treat our class as a kind of maker-space where we strategically position what Alexander Weheliye calls “racializing assemblages” alongside Black feminism’s “disavowed” yet stand-alone sustained reinvigoration of African American cultural theory. Since the “sexualized ungendering of the Black subject” (Weheliye 108) has played a pivotal role in the making of modernity, we will reject any notion that our keen focus on Black women is unrelatable or irrelevant to any western geography and thereby ask new questions of whitestream classrooms, literacies, digital/cultural theories, and rhetorical histories.

OUTCOMES — English Studies: Theory, Textual/Scholarly Production. Rhetoric and Composition: Pedagogy, Composition & Literacy. Professionalization: Become familiar with appropriate journals, professional organizations, conferences, and other outlets for scholarly work; give effective scholarly presentations.

CRES 60003: Graduate Introduction to Comparative Race and Ethnic Studies  
Mona Narain, Thursdays 4:00-6:40

This course aims to give students a broad, general understanding of the multifaceted field that has come to be known as Comparative Race and Ethnic Studies in the United States. In this course, Critical Race Theory serves as a central theoretical framework for students to understand the concepts of race and ethnicity,
their intersections with other concepts such as gender and sexuality, and their manifestations in society. The course traces the historical trajectory of the field from its founding to the current manifestations. Students will also learn about graduate studies in comparative race and ethnic studies as a professional field, how to start a professional portfolio of CRES work (to be showcased through the capstone CRES portfolio) and to plan their course of study for Graduate Certificate at TCU. **Prerequisites:** Admission to the CRES Graduate Certificate.

**Course Goals:**
- To introduce students to the history and central concepts of Race and Ethnic Studies within a national and global comparative context.
- To guide students to use critical race theoretical frameworks to analyze how race and ethnicity are conceived and used in students’ respective disciplines.
- To train students to analyze intersections of race and ethnicity with other social concepts such as gender, nationality and sexuality.
- To give students possible theoretical and methodological tools to pursue a further course of study in Comparative Race and Ethnic Studies.

**WGST 50103: Feminist Inquiry: Theory & Praxis**
Sarah Robbins, Wednesdays 4:00-6:40

This interdisciplinary course considers key concepts in contemporary feminist theory as they are applied in praxis. Drawing on readings from a range of feminist scholarly traditions, students carry out inquiry projects grounded in key historical trends and social issues linked to the study of gender in varying cultural contexts.

**Learning Outcomes:**
- Students will assess how feminist theories contribute to inquiry across a variety of disciplines and to interdisciplinary knowledge production
- Students will examine how diverse feminist theoretical frameworks influence the praxis of feminist organizations, groups, networks, and activist projects
- Students will employ feminist research methods from a variety of disciplines
- Students will consider approaches to feminist praxis across diverse professional work environments and fields

**Projects for all students:**

a) Report on your interview of a feminist, with your interpretive reflection
b) Explication of a feminist performance text relevant to the your interests in feminist thought, gender as a category of analysis, and/or social power relations
c) Feminist recovery story (doing a piece of feminist recovery research, most likely grounded in the current collaborative project sponsored by WGST@TCU to recover TCU-based histories)
d) Small-group oral presentation on a feminist network (historical or contemporary), including reflections on collaborative strategies used by that network and on your own small group’s working processes
e) Ethnographic report [description and cultural analysis based on at least two site visits] on a site/organization/activity of feminist work connected to your long-term interests, with your analysis set in the context of course readings and key concepts.

**Comparative Race and Ethnic Studies (CRES) outcomes:** 1. Students will learn to critically and comparatively analyze the constructions of race and ethnicity and their effects on global society at the graduate level. 2. Students will learn and use the major theoretical and methodological frameworks of race and ethnic studies, such as critical race theory, for conducting scholarship in their respective disciplines.
Spring 2020 Previews

ENGL 60713: Modern Rhetoric
Ann George, Thursdays 2:00-4:40

We will look briefly at historiography, then read deeply in the 20th-century theoretical/cultural project called New Rhetoric. We’ll read canonical and non-canonical texts, explore ways to expand what counts as theory, and reflect upon what’s still useful for 21st-century scholars, teachers, and citizens.

ENGL 60723: Research Practices in Composition and Rhetoric
Brad Lucas, Mondays 4:00-6:40

Focused on methods, epistemologies, and theories of research, this course surveys a spectrum of qualitative and quantitative field work, grounded in study design, research ethics, and ways of doing work that complements textual analysis and criticism. We will take up, in particular, vital concerns with cross-cultural and indigenous knowledge making and the role of the academic researcher in educational institutions and their legacies of systemic oppression and exclusion.

ENGL 60803: Literature Pedagogy
Ariane Balizet, Tuesdays 2:00-4:40 + Lab (ENGL 30113: British Literature Survey to 1800 on Tuesdays & Thursdays 11:00-12:20)

Literature Pedagogy is designed to acquaint you with the history, theory, and practice of teaching literature and to prepare you for teaching literature in a diverse undergraduate classroom. Students will read theories of teaching literature, explore approaches to teaching literature in academic books and journals, and serve as a guest lecturer in the paired class.

NOTE: Open to all graduate students in English MA, English PhD, and Rhetoric and Composition PhD programs. Maximum enrollment is six students. As a Foundations requirement, the course has an enrollment priority for English PhD students beyond their first year of coursework, with subsequent enrollment decisions based on advancement toward coursework completion.

ENGL 80413: Seminar in Shakespeare: Theo-Politics in Shakespeare
Daniel Juan Gil, Mondays 1:00-3:40

We will study the nexus of sovereignty, the law, “bare life” and identity (including class, gender, race and religion) as sources of theatrical power. We will read relevant theory, recent Shakespeare criticism, and plays including Julius Caesar, Measure for Measure, King Lear, Othello and the Tempest. Written work to include conference-style presentation and a final, publishable essay.

ENGL 80463: Postcolonial Literature: Women Writers and Resistance in India and Ireland
Karen Steele, Mondays 400-640

Drawing on Barbara Harlow’s germinal theory of literature as an essential “arena of struggle,” this seminar will be examining women writers in distinctive (often “low” or “middle-brow”) genres and geopolitical locations that were once part of the British Empire. Students will be reading both classic and cutting-edge postcolonial theory and feminist criticism to employ methodologies that take the social, political, and historical circumstances of these works into account.

ENGL 80513: Seminar in American Literature since 1900
Blending a study of exemplary primary texts and influential scholarship, this offering of ENGL 80513 will address longstanding questions about the formation and evolution of “American Literature” as an academic field of study. We’ll be analyzing complex social forces that have continually reshaped the discipline across the long twentieth century (while also dipping back a bit into its beginnings in the nineteenth and forward into the twenty-first). We’ll identify connections between shifting goals for the field itself (such as making the canon more inclusive) and the objects and methods of study being employed (such as theory-informed work in archive-building), as well as the purposeful rhetoric of would-be leaders in the ever-shifting field.

**ENGL 80533: Literature of Latina/o Diaspora**  
David Colón, Tuesdays & Thursdays 9:30-10:50

Examination of literary works in multiple genres by U.S. Latina/o authors. Particular emphasis will be put on current critical discourses when engaging in reading, such as decolonization, social justice, sovereignty, bilingualism, gender, and orientation. All research methods and written deliverables will conform exclusively to the standards of Literary Studies and Cultural Studies.

**ENGL 80713: Seminar in Literacy**  
Charlotte Hogg, Wednesdays 1:00-3:40

Literacy studies is concerned with cultural, political, economic, and educational factors that impact and shape how people regard literacy in their lives, schools, communities, and work. The course will be sustained by considering shifting definitions of literacies within scholarship that ranges from histories to theories to literacy narratives and ethnographies. We will consider a myriad of ways literacies are developed, practiced, and valued within American cultures.

**Digital Approaches to Textual Problems** [new course]  
Gabi Kirilloff, Tuesdays & Thursdays 12:30-1:50

This class will explore the practical tools and theoretical frameworks that inform digital humanities research.