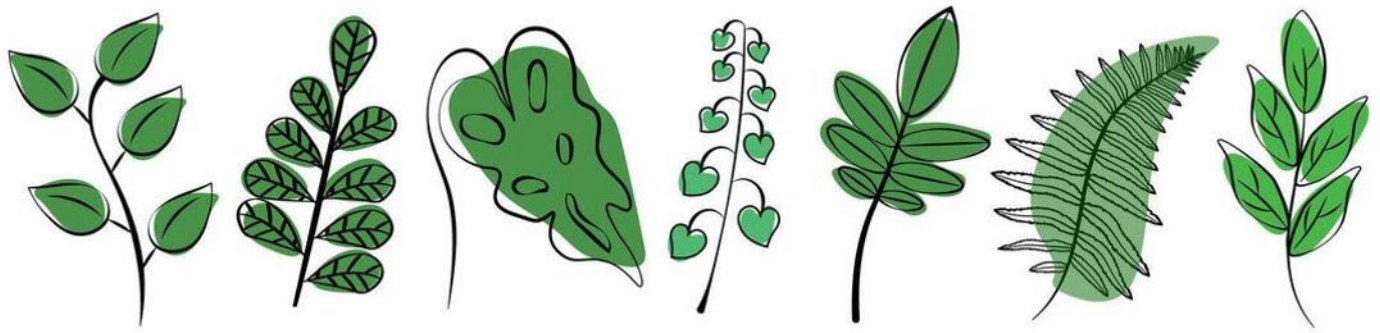
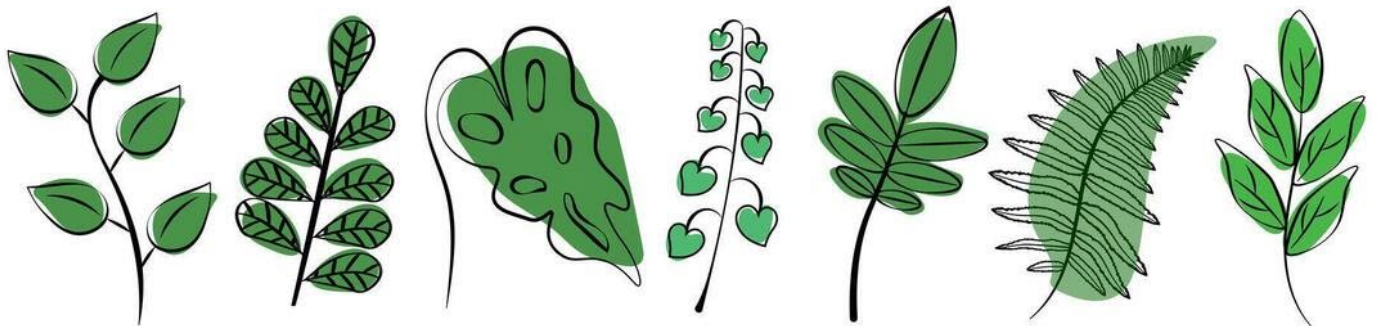




Department of English
Graduate Course Descriptions
Spring 2027



Graduate Course Descriptions

ENG 513 Media and (Early) Modernity

Tuesday 12:30pm-3:10pm

Instructor: Trina Hyun

Room Number: Clemens 1032

Section # 23131 (A) SEM

23132 (B) REC

ENG 527 Special Topics Queer and Trans Indigenous Studies

Wednesday 12:30pm-3:10pm

Instructor: Mark Rifkin

Room Number: Clemens 1004

Section # 23112

ENG 575 SEM (Literature & Society)

Wednesday 6:30pm-9:10pm

Instructor: Theophilus Okunlola

Room Number: Clemens 1032

Section #22822 (A) SEM

#22925 (B) REC

Graduate Course Descriptions (Continued)

ENG 599 SEM Introduction to Writing & Rhetoric

Tuesday 9:30am-12:10pm

Instructor: Paul Feigenbaum

Room Number: Clemens 1032

Section #17919

ENG 653 Critical Theory

Wednesday 12:30pm-3:10pm

Instructor: Steven Miller

Room Number: Clemens 1032

Section # 19291 (A) SEM

19292 (B) REC

ENG 513 Media and (Early) Modernity
Tuesday 12:30pm-3:10pm
Instructor: Trina Hyun



The period we have now come to call “early modernity” (formerly, the “Renaissance”) in the West is said to have witnessed a host of epochal changes: religious reformation, political turmoil, empire and geographical expansion, scientific revolution. But every era strives to claim revolution for itself, in a pursuit towards inclusion in the ‘modern.’ This course interrogates that historical and disciplinary label, with a focus on one aspect of human existence that continues to define today’s modernity: “media.” As the Reformation caused preachers, philosophers and writers to rethink and reimagine their uses of materials for religious and aesthetic purposes, media, broadly defined—from paper, ink, and glass to the bodily media of voice and breath—became themselves subjects of poetry and prose. We will attempt to define the nature of “media,” by considering how mediation takes material, biological, religious, spiritual, and literary shape in early modern England. Guided by major and minor writers in the sixteenth and seventeenth centuries, including Spenser, Bacon, Shakespeare, Donne, Cavendish, and Hutchinson, we will consider the medium of poetry in particular, and how the material word doubly produces, animates, and embodies theories of media. How do media and materialist philosophies signify or undermine the notion of ‘modernity’? What are the theoretical resonances and distinctions between these terms, and when did those categories begin to emerge? How do the affinities between theology and technology both confirm and resist the notion of secularism? As a course that focuses on early modern texts, we will also consider their place in narratives of modernity by writers like Jacob Burkhardt, Ernst Cassirer, Lewis Mumford, Marshall McLuhan, Hannah Arendt, Max Weber, Thomas Kuhn, Raymond Williams, Charles Taylor, and Bruno Latour.

ENG 527 Special Topics Queer and Trans Indigenous Studies
Wednesday 12:30pm-3:10pm
Instructor: Mark Rifkin



This course will focus on scholarship and other intellectual and creative work that addresses sexuality and gender identity/expression among Indigenous peoples (including the ways those categories do and don't translate within Indigenous epistemologies and forms of worldmaking). It will consider how conceptions of Indigenous sovereignty and self-determination are affected by attending to self-articulations by queer, trans, and Two-Spirit Indigenous people; patriarchy, heteronormativity, and cisnormativity; institutionalized and imposed settler colonial notions of the normal; and Indigenous philosophies and practices of desire, embodiment, and personhood.

ENG 575 SEM (Literature & Society)
Wednesday 6:30pm-9:10pm
Instructor: Theophilus Okunlola



DISABILITY, POLITICS, AND CULTURAL MEDIA

Since its emergence out of the disability civil rights movement of the late twentieth century, Disability Studies has become a significant interdisciplinary field in the Humanities, and disability, a key concept in literary and cultural studies. However, scholars in Black Studies and Postcolonial Studies have contested the Eurocentric focus of many concepts and models used in disability scholarship. To this end, recent engagements in disability studies have started to explore disability in relation to histories of imperialism, race, global blackness. Who is disabled in Africa and the African diaspora? In what ways does global blackness redefine disability and vice-versa? What are the cultural media through which disability is represented in postcolonial contexts and the African diaspora? How do these cultural media shape disability narratives?

In this course, we will examine disability representations and cultural media in twentieth and twenty-first century African and African diaspora cultural expressions such as novels, plays, films, photographs, and podcasts. Disability will serve as our inflection point to develop a capacious understanding of history, politics, and cultural aesthetics. We will take a comparative and transnational approach as we study creative and critical works from Africa, the Caribbean, Europe, and North America. Through our analysis of these cultural expressions, we will explore disability in the discourses of slavery, colonization and imperialism, civil wars, and ecological extraction. Students working in other time periods and contexts are encouraged to also present the histories of disability politics that they study.

ENG 599 SEM Introduction to Writing & Rhetoric
Tuesday 9:30am-12:10pm
Instructor: Paul Feigenbaum



Designed to support and develop your pedagogy as a new or returning teacher, English 599 will serve as a forum for discussing classroom practices and issues, as well as for engaging core concepts that shape the teaching of writing. This course understands teaching as intellectual work that is best supported through communities of practice. We will spend considerable time examining teaching through both conceptual and applied lenses, especially in relation to ENG 105, but we will also consider your longer-term teaching goals and the role of teaching in your career trajectory. The whole course—readings, activities, and both informal and formal assignments—seeks to support your development as thoughtful, engaged, and reflective professional educators.

Please note that unlike other courses in our graduate curriculum, ENG 599 is neither taken extensively nor intensively. As such, though it does not count as one of the required “intensive” seminars in English, this does not mean that the course only has an “extensive” workload either—you must keep up with the reading and writing to pass the class. Because the course is primarily intended to prepare and certify graduate students as independent instructors in the writing program, all students are required to do the same amount of work. TAs must pass the course to remain in good standing as instructors.

Passing the course means completing all the assigned work, participating in class discussions, and helping the class be a community of mutually supportive teachers of composition.

ENG 653 Critical Theory
Wednesday 12:30pm-3:10pm
Instructor: Steven Miller



OBJECT RELATIONS IN LACAN AND DELEUZE

After the death of Sigmund Freud in 1939, and in the aftermath of World War Two, the past and future of psychoanalysis was elaborated through a range of intense engagements with object relations theory. Developed in Melanie Klein's innovative work with small children, the theory of the object relation would become indispensable (whether celebrated or opposed) to the expansion of the psychoanalytic clinic beyond the neuroses to cases of psychosis and perversion, investigations of violence and the sacred, language and orality, death and representation, love and the social bond. This course, then, will offer us an opportunity to examine the essential writings of Freud, Abraham, Klein, Winnicott, and Bion on object relations and to understand how they helped to reconceive the scope of psychoanalytic theory and practice, make possible new alliances with philosophy, literature, political theory, feminism and queer theory. Throughout the semester, our discussions will be structured by careful readings of Jacques Lacan's Seminar IV: The Object Relation (1956-1957) and Gilles Deleuze's Logic of Sense (1969) and his first collaboration with Félix Guattari, Anti-Oedipus (1972).

