Because of the long lead time, the descriptions should be considered to be rather tentative. Although it is assumed that most instructors will be offering the courses as described here, students should be aware that some changes are possible.

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HOW TO USE THIS BOOKLET

This booklet should be used with the Schedule of Classes issued by the Office of Registration and Records. The English Department Course Description Booklet contains as many descriptions of courses as were available as of November 5, 2019. The Booklet may include descriptions of some courses not found in the official Schedule of Classes. If the course is described in this booklet, but not in the printed Schedule of Classes, it should be assumed that the course will be offered as described in this booklet. In every case the student should remember that in the interval between now and the start of the next semester, changes are inevitable, even though every effort is made to describe accurately in this booklet what the Department intends to offer.

800 – 900 LEVEL OF COURSES

Advanced undergraduates may register in 800 and 900-level courses with the permission of the Dean of Graduate Studies, provided that these hours do not count towards their baccalaureate requirements. Registration at the 900-level for undergraduates requires also the permission of the instructor. These 800 and 900-level hours may then count in a graduate program in English.

900-level courses are offered for variable credit, either three or four hours. Ordinarily students sign up for four hours of credit. The three-hour option is for students whose workloads make it administratively impossible for them to sign up for four hours. Usually, the four-hour option does not require more work, but this is at the discretion of the instructor. Students should consult their instructors about their policies in this matter. Masters students should note that their program must contain a number of hours in courses open only to graduate students (i.e., 900-level, or special 800-level courses which are preceded by an asterisk [*] in the Graduate Catalogue or in this booklet.) Option I students (thesis) must have 8 such hours; Option II (with minor[s]), 12; and Option III students, 18. Masters students must also register for English 990 as part of their program.

INDEPENDENT STUDY

Independent Study is intended for students who want to undertake readings or similar projects not available through regular course offerings. It is possible to arrange Independent Study at the graduate level. The reading list, written work, times of meeting, and basis of the grade must be worked out between the student and supervising instructor, in the form of a written contract, which you can obtain from the graduate secretary. When you have the signature of the supervising instructor on the contract, you may obtain the call number for English 897 or 997 from the English Graduate Office, where a record of your project, supervisor, and course number will be kept.

ENGLISH MINORS & UNCLASSIFIED STUDENTS

Graduate students with majors in departments other than English are welcome to enroll in any graduate course in English. It would be wise to check with the instructor about prerequisites and special requirements. A graduate minor in English must meet the requirements of the Graduate College and be approved by the student's major department and by the Graduate Committee of the Department of English. Before enrolling, a graduate student wishing to minor in English should consult the Chair of the Graduate Committee, 201C Andrews Hall.

NOTE: Non-degree graduate students are welcome in our classes, but should note the following information concerning registration:

The Graduate Studies Bulletin states: "Non-degree students must obtain the permission of the instructor of the class and may not enroll in master's thesis credits, doctoral dissertation credits, or doctoral seminars without permission of the Dean of Graduate Studies." Also, non-degree students can be "bumped" from a full course if other students need it to make timely progress in their programs.
STUDENT APPEALS COMMITTEE

Graduate students should consult the Bulletin of Graduate Studies for appeal procedures in academic matters.

CURRICULUM COMMITTEE

The Graduate Committee solicits suggestions for the following year's course offerings during the fall of each year. In addition, any student may suggest a possible course at any time to the Chair of the Graduate Committee of the Department of English, 201C Andrews.

THESIS AND DISSERTATION HOURS

MA students pursuing their degree under Option I may sign up for 1-6 hours of thesis, English 899. PhD students may register for 1-15 hours of dissertation, English 999, within the limitations contained in the Graduate Bulletin. PhD students who have achieved candidacy must register for at least one hour of dissertation each semester until they receive the degree.
COURSE DESCRIPTIONS

Engl 814 - Womens Literature- “19th Century American Women’s Writing” ................................................ 4
Engl 845N - Topics in Native American Lit -- "Ideas! Visions: Native-Am Non-Fiction” ................................. 4
Engl 853 - Writing of Poetry ........................................ 5
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Engl 915 - Popular Literature -- "The Individual & the World in Fiction & Memoir" ................................. 7

Engl 845N - TOPICS IN NATIVE AMERICAN LIT -- "IDEAS! VISIONS: NATIVE-AM NON-FICTION"

Time  
1230-0145p

Days  
TR

Sec  
001

Faculty  
Gannon, T

Class#  
4786

AIM: The subtitle for this class, "Ideas & Visions," issues from Vine Deloria, Jr.’s intriguing assertion that the "white man . . . has ideas; Indians have visions." The value of these visions, in Native poetry & fiction, has often been lauded. And yet "Indians" have "ideas," too, often expressed in expository prose of great eloquence and wisdom: this class, then, is an avenue into the cultural criticism of this "visionary" ethnicity, a body of philosophical thought that examines Native identity, Native spirituality, the Native relationship with "Nature," and the role of the—potentially postmodern—Trickster in all such debates.

TEACHING METHOD: Discussion, with some lecture and group work.

REQUIREMENTS: Attendance & oral participation; informal written responses to the readings and two formal research papers; graduate students will have more extensive research writing requirements, and will also orchestrate the readings/discussion of (part of) one class period.

ENGL 814 - WOMENS LITERATURE- “19TH CENTURY AMERICAN WOMEN’S WRITING”

Time  
0600-0850p

Days  
W

Sec  
101

Faculty  
Homestead, M

Class#  
9825

Since the 1970s, feminist scholars have been engaged in the work of bringing writings by women back into the classroom and into literary history. To get a sense of the richness and breadth of women’s writing during this period and in the American national tradition. we will range chronologically across the 19th century (also known as the 1800s) and across genres, and the authors whose works we read will represent the facial, class, and regional diversity of 19th-century American literary culture. We will also read selected scholarly essays reflecting on the work of feminist recovery. Authors may include Rebecca Rush, Catharine Sedgwick, Ann Cora Mowatt, Lydia Sigourney, Frances Ellen Watkins Harper, Maria Amparo Ruiz de Burton, Louisa May Alcott, Elizabeth Stuart Phelps, Lucy Larcom, and Sarah Orne Jewett. All students will engage in some sort of discussion leading exercise and write shorter papers throughout the semester as well as a longer research-based critical project at the end of the semester. Precisely how I will structure this work will depend, in part, on the balance between graduate and undergraduate enrollment in the class.
TENTATIVE READING LIST:

• Nicholas Black Elk/John Neihardt: Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux
• N. Scott Momaday: The Man Made of Words: Essays, Stories, Passages
• Vine Deloria, Jr.: For This Land: Writings on Religion in America
• Leslie Marmon Silko: Yellow Woman and a Beauty of the Spirit: Essays on Native American Life Today
• Linda Hogan: Dwellings: A Spiritual History of the Living World
• Gerald Vizenor: Shadow Distance: A Gerald Vizenor Reader

ENGL 853 - WRITING OF POETRY

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Aim:
Teaching Method:
Requirements:
Tentative Reading List:

ENGL 857A - COMP&RHE TORIC THRY

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AIM: This course is designed to give students some sense of the history of the field of college English with a focus on composition, and it is often focused around different themes that have shaped the field across time. Spring 2020, the course will consider the history of the field through the lens of changes in postsecondary education and US culture from the middle of the 20th C. onward. In essence, we’ll look together at the cultural shifts impacting college English and writing instruction, and developments in the field that responded to those shifts including, students’ right to their own language, the rise of placement and assessment strategies/scholarship, developing sub-fields within composition re: writing program administration, etc. Toward the end of the semester, we’ll explore current trends shaping the work of teaching writing.

TEACHING METHODS & REQUIREMENTS: This course will be conducted as a graduate seminar (centered on discussions and work with the course readings). Required writing will likely include informal responses to reading, developing a research proposal focused on individual student interests and an end-of-semester project in-keeping with student interests and programs of study. Course texts have not been determined. The course will meet face-to-face but I’m willing to explore options for a hybrid course if there is interest among ENGL graduate students for whom travelling to campus would present a hardship (ex., K-12 teachers living/working outside of Lincoln, etc.). Please contact me about this (dminter1@unl.edu)

TENTATIVE READING LIST: The reading list is still under development but I’m happy to email with interested students about possible texts. dminter1@unl.edu
In 1941 Herbert Marcuse wrote, “Technics by itself can promote authoritarianism as well as liberty, scarcity as well as abundance, the extension as well as the abolition of toil.” In this class we will look critically at digital technologies and their socioeconomic implications, especially to education and knowledge creation. The web has repeatedly promised liberation: of speech, of people in repressive regimes, of knowledge exchange. While some of its promise has come to pass, we have also seen a widening rift between digital haves and have-nots, an expansion of surveillance, the rise of monopolies and historic income inequality, the development of a precarious gig economy, an erosion of trust in expertise, and a dangerous proliferation of misinformation. How is Digital Humanities situated in this sociotechnological landscape? How do the technologies we use participate in or push back against worrisome developments?

This course will involve a combination of theoretical readings and technological skill-building. Readings will range from critiques of the technostate arising in the 1930s and 1940s to postcolonial digital humanities scholarship. We will also work hands-on with technical skills promoted by the minimal computing movement, a justice-oriented effort within digital humanities to advance equitable labor models and tech solutions that work within different tech environments.

Teaching:

Hands-on work; class discussion.

Requirements:

Reading responses, assignments involving hands-on and technical material. You will need to purchase a domain name and hosting service (about $30).

In this class, we’ll be exploring notions of literacy, public problem-solving through literate action, and the teaching of writing in community spaces. Students will participate regularly in a community literacy site of their choosing through a mini-internship. They will analyze this experience through the lens of course readings from community literacy scholars such as Linda Flower, Ellen Cushman, and Steve Parks; explore participatory action research as an approach to inquiry for communities and classrooms; examine community-based writing pedagogy; and write a book review for possible publication in Community Literacy Journal.
**Aim:** This course is designed for graduate students who have just started or about to start the comps process. The course takes students through the logistics from the comprehensive exams (field and focus lists, portfolios) to the dissertation itself (prospectus, writing process, timelines), and helps students with strategies for getting through their comps process in an efficient and productive way.

**Teaching Method:** Mini-lectures and small group discussion.

**Requirements:** Must be in first, second, or third year of the PhD.

**Readings:** Readings will be samples from successful reading lists, cover letters, portfolios, etc.

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**ENGL 915 - POPULAR LITERATURE -- "THE INDIVIDUAL & THE WORLD IN FICTION & MEMOIR"**

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*The Individual and the World in Fiction and Memoir* is a sweeping and exciting journey investigating contemporary fiction and non-fiction books that have made an important impact on the way we think about the constructions of culture and their connections to historical moments. We will also be asking what it means to live in a contemporary, fast-moving, and tumultuous world. These award-winning works will also lead us to an investigation on craft, and a study of the geographic landscape and historical moment from which each work arises. Our investigations will be multi-dimensional: We will study the various aspects of craft within each work of literature. If you are choosing to take this course, you are choosing to enter a world which may be quite different from the historical and social moment from which you emerge. To successfully journey through this course, I ask that you arrive equipped with an open mind and an enthusiastic desire to step away and out of your own twenty-first century historical, cultural, geographic moment in order to walk through the doors and into a very different “moment.” This course is an in-depth investigation of national and international voices and perspectives that have already been heavily reviewed and considered an integral part of the fabric of the human experience. The invitation is here for you to enter.

**AIM:** This course is an advanced study of contemporary global literature, focusing on fiction and non-fiction. Students will become familiar with the literature (fiction, poetry, memoir), theory, and craft of national and internationally recognized, award-winning writers.

**Teaching:** Class discussions, small group, lecture

**Requirement:** quizzes, journals/short papers, discussion groups, longer paper at end of semester

**Tentative Reading List:**

Toni Morrison (1970) *The Bluest Eye*
At once material and symbolic, our bodies exist at the intersection of multiple competing discourses, including the philosophical, the legal, the techno-scientific, and the biopolitical. In this Seminar, we will draw upon literary, sociological, cinematic, and other interdisciplinary fields to consider some of the ways in which the body is constituted by such discourses, and how it itself serves as the material substratum for social and cultural life. Among the key questions we will explore are the following: What is “natural” about the body? How are distinctions made between “normal” and pathological bodies, and between psychic and somatic experiences? How do historical, theoretical, and political-economic forces shape the perception and meaning of bodily existence? And finally: how do bodies that are multiply constituted by competing logics of gender, race, and class offer up resistance and complexities to these and other cultural categorizations? All students will complete a final culminating research essay into one of these topics at the end of the semester.

**ENGL 930 - SMNR IN BRITISH AUTHORS TO 1800 -- "GLOBAL SHAKESPEARES"

**Aim:** This course will explore cross-media and transcultural strategies developed in response to Shakespeare’s works and cultural presence. Along the way, we will address the different realities of localized and globalized arts-making as they impact processes of adaptation.

**Teaching Method:** Lecture and discussion; shared viewing; seminar presentations.

**Requirements:** Weekly written “questionnaires” (3 pp.) connecting your impressions of the plays, films, and novels with insights and critical approaches suggested by secondary readings. Major paper or project developed in consultation with the instructor.


**ENGL 945 - SMNR ETHNIC LIT – “TOPICS IN AFRICAN LITERATURE”**

**Time** | **Days** | **Sec** | **Faculty** | **Class#**
--- | --- | --- | --- | ---
0600-0850p | T | 101 | Muchiri, N | 9860

**Aim:**

**Teaching Method:**

**Requirements:**

**Tentative Reading List:**

**ENGL 953 - SMNR IN CREATIVE WRITING -- "FICTION WRITING"**

**Time** | **Days** | **Sec** | **Faculty** | **Class#**
--- | --- | --- | --- | ---
0200-0450p | R | 001 | Agee, J | 4791

**Aim:** This graduate fiction workshop will focus on the book. Students will be able to begin and/or work on novel drafts, short story collections, and/or creative nonfiction books.

Our goal is to begin to consider the work at hand as book length. All are welcome.

**Teaching Method:** We will read, write, critique, and ponder the way in which we compose, construct, complete and accomplish a book length manuscript. We will discuss formal fictional issues and bring the expertise of published writers into our exploration. In the last part of the semester, we will consult with editors and agents about our work.

Please come and talk with me if you have questions about this class.

**ENGL 971 - SMNR LITERARY THEORY**

**Time** | **Days** | **Sec** | **Faculty** | **Class#**
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0200-0500p | T | 001 | Abel, M | 3099

“**Biopolitics, Control Societies, and Contemporary Social Movements:**

**Political Theory in the Age of Neoliberalism**”

Two of the dominant theoretical paradigms of the last two decades have been “biopolitics” and “control societies.” Both, however, have their roots in a socio-political context preceding more recent developments in social activism, including but not limited to the #MeToo movement. By studying theoretical interventions from a range of disciplinary fields in the Humanities published in the last decade (with several texts published between 2018 and 2020), we will examine the relationship between these foundational theoretical paradigms and our current political reality as addressed by these more recent books. In addition to familiarizing ourselves with these famous paradigms, we will also ask—primarily through the series of texts that we might consider as responses (challenges, corrections, applications) to these foundational theoretical frameworks—a) in what ways they are still useful today and b) in what ways these paradigms may even prompt us to complicate subsequent conceptual responses to them. In other words, we will engage in three levels of reading these foundational paradigms:
1. We will read them on their own terms;
2. We will read them from the perspective of several more or less explicit responses to them;
3. We will read these responses themselves through the original foundational texts, with an eye on thinking through both these paradigms’ as-of-yet unrealized potential and their function as potentially useful correctives, avant la lettre, to the more recent theoretical interventions.

Since we now have a decade-long tradition of linking our graduate-level theory courses, ENGL 871 and ENGL 971, to the “Humanities on the Edge” (HotE) speaker series, and since HotE’s 10th anniversary season is hosting five female scholars, we will heed the series’ spirit and read texts not only by HotE’s three spring speakers but also by five additional contemporary theorists who are writing from a feminist and/or queer perspective. Preceding our engagement with these texts will be an introductory unit in which we will examine the foundational paradigms.

While I recognize that there may be potential conflicts with other courses students are taking, or teaching, the HotE events—both the lectures on Thursdays, 5:30pm and the special sessions we will set up with the speakers at a mutually agreeable time earlier on the Thursdays of their visits—are required aspects of ENGL 971. I will work with students whose schedule conflicts with these events (due to you either taking another class or teaching a class), so don’t let these potential conflicts deter you from taking this course.

Reading list (subject to change):

A) A few foundational texts on Biopolitics, Control, and Neoliberalism:
1. David Harvey, A Brief History of Neoliberalism (Oxford UP, 2007)

B) Books by Humanities on the Edge speakers
2. Lauren Berlant, Cruel Optimism (Duke UP, 2011)

C) Books by a range of female theorists
1. Hito Steyerl, Wretched of the Screen (Sternberg Press, 2012)
2. Carrie Smith-Prei and Maria Stehle, Awkward Politics: Technologies of Popfeminist Activism (McGill-Queens UP, 2016)

Requirements:
In addition to regular attendance (including of the HotE events), active in-class participation, and regular postings on our CANVAS discussion board, I will likely ask students both to do an in-class presentation and to write a total of 20-30 pages of scholarly prose (which could take the form of a traditional research seminar paper or of a
sequence of shorter research-based critical essays). I will discuss with each course participant which option might work best for them.

**ENGL 993 - ACADEMIC PROFESSIONALIZATION & PRES**

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<td>Muchiri, N</td>
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This course will prepare you for success on the academic job market in English and for a successful career of sustained publishing. You will produce a cover letter, CV, and teaching statement, prepare your dossier, and learn how to track your applications to various institutions in an efficient, organized way. You will develop and practice skills for professional interviewing, including the delivery of oral synopses of your projects, and attend and discuss the job talks of candidates interviewing here at UNL. You will also prepare an article for submission to an academic journal, research appropriate venues, and submit your article by the end of the semester. These steps will strengthen your candidacy on the job market this fall.