



Department of English

SPRING 2025 GRADUATE COURSES

Important notes

- M.A. students can take up to **three** courses at the 500 level. All other courses must be at the 600 level.
- Ph.D. students can only take courses at the 600 level.
- Class times are subject to change. For the most recent updates, check the [schedule of classes](#).
- Beginning with the Fall 2024 semester, a \$10 per credit hour charge has been added for all Distance Education (online) classes.

500 LEVEL COURSES

English 504-02

Advanced Creative Writing II: Poetry

V. Joshua Adams

MoWe 2:00 – 3:15 pm

This course is an elective for MA students.

English 504-04

Advanced Creative Writing II: Fiction

Ian Stansel

MoWeFr 10:00-10:50 am

This upper-division fiction course offers students who have already completed introductory and intermediate workshops the opportunity to further refine their craft. The discussion-based class will focus on the study and creation of linked stories, with students reading and responding to stories from linked collections and discussing strategies for both short-term and sustained engagement with the reader. The class will examine different aspects of the storytelling craft, including scene-building, plot and sub-plot development, writing voice, among others. In addition to creating and workshopping short stories, students will work on developing story ideas and structuring approaches for storytelling. **This course is an elective for MA students.**

English 506-50

The Teaching of Writing

Karen Kopelson

Online (DE)

“The Teaching of Writing” seems like a simple title representing a simple, everyday classroom phenomenon. But what do we mean when we say “teaching writing?” Is “writing” one thing? If we say no, then what kind(s) should be taught, and to what ends? That is, what should be our goals for teaching “writing?” What do we hope to enable our students to do? In what contexts? These are the questions with which we begin the course, and to which return again and again throughout the semester.

This course, taught fully online, will be of interest to students planning to teach writing in the future. It will also be of interest to anyone wanting to learn more about (what is misleadingly called) “the writing process,” and to reflect on their own experiences as writers and as students. The course is grounded in making reflective connections between our own experiences as students and writers and the course readings, which are drawn from Composition Studies and English Education scholarship. The course involves weekly writing, on either the discussion board or in other written responses to readings, and culminates in a scholarly research project driven by independent inquiry into a research question of interest to you. **This course is an elective for MA students.**

English 522-01

Structures of Modern English

Thomas Stewart

MoWe 2:00 – 3:15 pm

Examination of the structure of modern English language; emphasis on grammatical terminology and systems of classification. Students collect and analyze linguistic examples, spoken and written. Recommended for prospective English teachers. **This course is an elective for MA students.**

English 544-50

Studies in Restoration and 18thC British Literature Re-drawing the World: Imagining New Worlds

Glynis Ridley

Online (DE)

The catalog course title encompasses British literature from the 1660s-1830s. Trying to find a way through the best part of two centuries, the course will focus on a single theme - the idea of scientific and geographic discovery – for this is the period during which the Pacific was finally mapped, Australia was colonized by Europeans and circumnavigated, and the modern map of the world was drawn. The class will look at a variety of fictional and non-fictional works from the period which show British men and women of different classes writing about their encounters with a range of others, all of whom have their own cultures and beliefs. Texts studied will represent the well-known and less well-known, fiction and non-fiction, written and graphic works, and will include Margaret Cavendish, *The Description of a New World, called The Blazing World* (1668); Daniel Defoe, *Robinson Crusoe* (1719); Jonathan Swift, *Gulliver's Travels* (1726); Joseph Banks, excerpts from *The Endeavor Journal* (1768-71); and Mary Wollstonecraft, *Letters written during a short residence in Sweden, Norway, Denmark* (1796). We'll look at a famous fraudster, George Psalmanazar, who persuaded London society he was from "Formosa" and wrote a book about all aspects of Formosan life. We'll look at maps of the real and imaginary, to see how he could have sustained his fraud. We'll also look at illustrations of flora and fauna; considerations of new worlds opened up by both the microscope and telescope, by ballooning and cave exploration, and realms revealed by the new sciences of meteorology and geology. By the end of the course, we'll hopefully have gained an overview of the socio-political issues driving exploration during the period, and of the range of literary forms and material culture to which exploration gave rise.

Please note that this is an asynchronous online course. Assessments will include weekly discussion board postings, a reading journal, and final paper. Questions? Please don't hesitate to email me, before or after signing up for the course: glynis.ridley@louisville.edu. **This course fulfills the Literature 1700-1900 requirement for MA students.**

English 551-51

Special Topics: Page to Screen Adaptation

Ian Stansel

Online (DE)

This upper-division distance education course offers students the opportunity to explore the art and craft of page-to-screen adaptation. Over the course of the semester, students will read stories and essays and then watch and analyze screen adaptations of them. We will go over basic screenwriting format and techniques (no previous experience with the form is necessary) and read and discuss different approaches to working with another person's intellectual property (IP). Students will then try their own hand at adapting particular scenes and sequences. The course's final project will be a short adaptation of a story or essay. **This course is an elective for MA students.**

English 570-01

Language and Social Identification

Hilaria Cruz

Th 4:00 – 6:45 pm

This course examines how language shapes ethnic identity, both individually and collectively. We explore how speakers select from available linguistic resources—including languages, dialects, registers, and styles—to project different identities across contexts. These language choices prompt others to make judgments about our socioeconomic status, personal attributes, and group affiliations. We'll investigate the reciprocal relationship between language and social constructs, and how language can both challenge and reinforce existing power structures. **This course is an elective for MA students.**

English 573-01

Madness in US Literature

Karen Chandler

Tu-Th 2:30 – 3:45 pm

This in-person course will focus on literature from 1910 to 1960 that tells stories about mental illness and its personal and social causes. Although fictional representations of psychological illness from other eras are important, in the early to mid-20th century literature and film were popular cultural vehicles for dramatizing the devastating psychological effect of wars, increased urbanization, shifting gender roles, minoritized groups' fight for justice, and evolving ideas about identity and society. Also relevant within this period was the emergence and popularization of psychological theories, and literary and cinematic artists' responses to them. In ENGL 573, we will investigate these cultural developments through close attention to selected literary and film texts. Required readings will include fiction by F. Scott Fitzgerald, Dorothy Hughes, Shirley Jackson, Ralph Ellison, and Grace Paley; plays by Eugene O'Neill and Tennessee Williams; and poetry by Allen Ginsberg, Sylvia Plath, and Anne Sexton. Required films may include *Spellbound* (1945) and *Shock Corridor* (1963). Secondary sources may include short readings by Sigmund Freud and other theorists. Work requirements will include consistent engagement, short position papers, and a research project. **This course fulfills the Literature Post-1900 requirement for MA students.**

English 599-01

Texts and Technologies

Bronwyn Williams

TuTh 11:00 – 12:15

The recent excitement – perhaps even uproar – over generative AI programs like ChatGPT is just the latest example of a long, long history of developments and debates about the ways in which we read and write. Socrates wasn't in favor of literacy. Critics in the Renaissance worried that the printing press was going to allow too many ordinary people to read. And some people in the 19th Century feared that pencils with erasers would encourage students to make mistakes. Now, with digital media, we are in another age of change – and often controversy – about the impact of technologies on how we read, write, and think. In this course we will explore the ways in which the ways we read and write, and how the technologies we use to do so shape the texts we create, our conceptions of authorship, and the larger culture around us. We'll think about the disruptions, and the possibilities of changes in technology and how we can respond to these in creative and critical ways. This means we will look back at the history of literacy and technology, to understand how

we've gotten to this moment and what those forces looked like. And then we will look around us at the transformations in writing and communication happening at a pace that sometimes seems difficult to fully process or adapt to. We'll think about how different kinds of texts – from books to video to sound – have evolved and how we can imagine and use them for our own ideas and explorations. We will also be considering the ways technologies of reading and writing have shaped culture, power, privilege, and identity and how we can understand those influences on our lives and culture today. And we'll try to have some fun. **This course is an elective for MA students.**

600-LEVEL COURSES

English 607

Graduate Creative Writing: Walking, Writing, and Embodied Knowing

Kristi Maxwell

Tu 1:00 – 3:45

This is a graduate-level, multi-genre creative writing course, open to writers of poetry, fiction, creative nonfiction, drama, and/or hybrid texts, focusing on the various modes of creative writing as habits of attention. The class will include workshoping and generating new work; it will also include discussion of published texts centered on the theme of walking, writing, and embodied knowing, including Nicholson Baker's novella *The Mezzanine*; Lauren Elkin's creative nonfiction book *Flâneuse: Women Walk the City in Paris, New York, Tokyo, Venice, and London*; essays by Garnette Cadogan and Michel de Certeau; and walking poems by Kaia Sand, Anne Carson, Harryette Mullen, Joshua Edwards, and Brian Teare. It is expected that all class members have a working knowledge of basic literary terms appropriate to discussions of poetry, fiction, creative nonfiction, drama, and hybrid creative texts. **This course fulfills the Literature Post-1900 requirement for MA students. It counts as a Literature requirement for PhD students.**

English 671

Rhetorical History and Pedagogy

Joe Turner

We 4:00 – 6:45

This course is an introduction to the study of premodern western rhetoric and rhetorical pedagogy. Our inquiry will focus on two principal goals: to introduce students to foundational concepts in rhetorical theory and criticism and to define how “good teaching” has been understood historically. Early rhetoric was extraordinarily dynamic and developed in the law courts and schools as well as through poetic and devotional practices. We will by necessity restrict ourselves to a few select historical periods (e.g. Ancient Athens, 12th century France, and 16-17 century England), but that approach will allow us to investigate the contributions of canonical figures alongside classroom texts and practices that are probably less familiar to twenty-first century students of rhetoric. I hope to alert students to current conversations in rhetorical history by featuring invited talks by historians of rhetoric working at other institutions (via Teams). By the course’s end, students will develop skills useful for any thesis or dissertation in the humanities, such as methods of rhetorical and textual criticism. We will also deepen our awareness of the historical forces that conditioned rhetoric’s history and current disciplinary status. Finally, students will be equipped to teach undergraduate or graduate courses on rhetorical history. No knowledge of other languages is necessary to succeed in this class. **This course fulfills the Rhetoric requirement for PhD students. It fulfills the Literature Pre-1700 requirement for MA students.**

English 677

Graduate Writing in the Disciplines

Bronwyn Williams

Tu 4:00 – 6:45

Writing is an essential tool of intellectual inquiry and at the center of the life of the University. As you create knowledge through your research, it is the writing you do in that will allow you to develop and synthesize your ideas to make them part of the scholarly conversations in your field. The more effectively you write, the more power and impact your ideas will have on your readers. The focus of this course is to help you develop advanced critical approaches to scholarly reading and writing that will enrich your life as a researcher and scholar. Learning to write is a life-long process and graduate school presents everyone with genres of writing with which they are less familiar, such as grant and conference proposals, seminar papers, literature reviews, and dissertations. What’s more, writing in graduate school creates new writing situations, such as deciding how to incorporate existing scholarship into your project or responding to faculty or reviewer feedback. In this course you will learn

and develop advanced approaches to reading, note-taking, drafting, incorporating feedback, revision, and editing, that can help you write and respond to these and other unfamiliar genres and contexts, now and in the future.

In this course we will be focusing on how to build on your experiences and your writing practices to develop effective approaches for the writing tasks common at the graduate and professional level. We will study, discuss, and practice developing your reading and writing processes, from your initial ideas through your final revisions and editing. Throughout the semester you will produce, reflect on, and revise writing connected to your research interests. You will also read scholarship on advanced academic writing as well as hear from experienced writers about their approaches and strategies. We will also explore how a critical awareness of rhetorical concepts such as audience, genre, ethos, usage, and style can help you become a more effective writer. In my years as director of the University Writing Center I worked with graduate and faculty writers from every discipline in the University and bring those perspectives to the strategies and feedback I provide. I look forward to working with you to help you improve your abilities to understand and respond creatively and critically to whatever writing and reading challenges you encounter. **This course is an elective for MA and PhD students.**

English 681

Illness as Culture: Epidemics of Signification

Karen Kopelson

Mo 4:00 – 6:45

Writing in 1987, as the AIDS epidemic was exploding around the world, cultural studies scholar Paula Treichler sounded an alarm about AIDS’ “dual life” as both a material and semantic virus, and asked urgently that we attend to the multiplication, contagion, and spread of _discourses_ of and around AIDS (1999, 18). In essence, she argued that AIDS was at once an “epidemic of a transmissible, lethal disease, and an epidemic of meanings or signification,” also deadly in its effects (1999, 11).

This interdisciplinary course centers and organizes itself around “illnesses” (or “diseases” or “disorders” or conditions or disabilities or what have you. . . we will interrogate such terms) that have acquired particular salience in the contemporary period (and that, not incidentally, have all been labeled “epidemics”) to examine the epidemics of signification produced around

and producing the illness entities themselves, as well as attendant identities of those who have—or in many cases ARE—the condition: AIDS, Autism, Addiction (and the “opioid epidemic”), and, of course, Covid (and maybe one or two more . . . still thinking . . . maybe one or two we can decide together!).

Essentially, the course asks why, how, and to what effects certain illnesses or medicalized conditions accrue the meanings that they do when they do and examines how these conditions and discourses around them may reflect and define their cultural moments' ideologies, fears, fascinations, and concerns.

Reading will be drawn from fields of inquiry such as theory and cultural studies, disability studies, rhetorical studies, philosophy, history, medical anthropology and sociology. We may also read popular press articles/trade books and/or excerpts of life writing (e.g., memoir) on the illness conditions/disease entities under study.

Course requirements will include participation in class discussion, weekly written responses to the readings, and a final research project and presentation. This course counts as an elective only for both PhD and MA students. **This course is an elective for MA and PhD students.**

English 686

The History and Future of Writing

Mark Alan Mattes

Th 1:00 - 3:45

Existential dread about the future of writing follows the spread of AI technologies. Some fear written labor's devaluation by the training and use of large language models. Others worry about an AI-generated media landscape that sews distrust in basic claims about different communities, or even facts themselves. And there is more than a little anxiety surrounding how and why we teach writing today. These are real concerns with uncertain outcomes or solutions, but philosophically speaking, they are not new problems. “Writing” - as a concept, a technology, a material practice, and a social act - has always been uncertain. This graduate seminar explores how artists, theorists, historians, teachers, and everyday writers have addressed these kinds of uncertainties in American cultural history. Through individualized research projects developed in consultation with me, students will think on the following kinds of questions: How do received definitions and valuations of writing, as a category, shape

understandings of media technology? How do changes in media technology push people to rethink how to define and value writing? How do writers and readers wield these understandings and changes involving writing—and even enact them—as they contribute to the futures and/or foreclosures of various peoples, communities, and ways of knowing?

While these questions are posed in the present tense, this course seeks to establish connections between present and past experiences of the “newness” and the “possibility” of writing in American life. Thus, in addition to thinking about contemporary “futures” related to digital-era surveillance and the commodification of written culture in the modern-day U.S., this course features research into writing's futures past. Debates over the meaning and value of writing mark contexts ranging from North American Indigenous communities' encounters with European immigrants; to the forced migrations and racial violence wrought by Euro-American colonialism; to the formation of modern scholarly disciplines such as history and anthropology. In exploring these contexts, we will delve into primary sources and scholarship from the fields of literature, American studies, the history of technology, book and media history, Indigenous studies, and race and ethnic studies. Moreover, we will develop a greater “media awareness” of writing history, technology, and practice through onsite visits to the Hite Institute of Art & Design, the Speed Museum, and/or UofL Archives & Special Collections. Taken together, these readings and site visits will complement scholarly conversations in writing studies, literacy studies, and cultural rhetorics. **This course fulfills the 1700-1900 Literature requirement for MA students. It fulfills a Literature requirement for PhD students.**

English 688

Unearthing Ideologies, Tracing Practices: Theories and Methods of Writing Research

Andrea Olinger

Mo 1:00 – 3:45

How do writers write? How do they grow as writers? How do their beliefs inform, or conflict with, their practices? In this seminar, we will (1) dive into theories and methods for studying writing development, writing practices, and linguistic/semiotic ideologies; (2) explore ways in which researchers' own histories and ideologies have shaped what they study, (3) reflect on our own writing development, practices, and ideologies; and (4) produce final projects that could be submitted for publication.

Notably, thanks to the Thomas R. Watson endowment, two or three scholars will visit our course for several days each (one scholar per month, or thereabouts). While at UofL, the person will come to our class, give a public talk or workshop, and hold open office hours. (Note: Students who are not taking this course, along with faculty, are more than welcome to sit in on the whole class or attend on the days when the visiting scholars are present.) This description will be updated once arrangements with the visiting scholars have been finalized. For more information on the Watson Endowment and the Visiting Scholars who have participated, visit

<https://louisville.edu/conference/watson/history-and-conference-archive/history-endowment>

This course is an elective for MA and PhD students.

English 691

Contemporary Theories of Interpretation

S. Mathew Biberman

We 1:00 – 3:45

In this course we will explore subject of theory via three questions: first, what is the historical genealogy that informs the field of theory; second, how is (or how should) theory be taught at the undergraduate level within American universities, and finally, what are some of the key topics within theory today? Our readings will be responsive to these three questions. We will also look at the history of teaching literature, with an eye to tracking the migration of theoretical discourse and its thought styles from earlier iterations, with an emphasis on romanticism, continental philosophy and avant garde poetics into American English Departments. We will read a selection of foundational essays, along with two relatively recent books on theory: Fredric Jameson's *The Years of Theory*, and Jacques Ranciere's *The Politics of Aesthetics*.

Take Home Midterm (with an exercise in question construction), Final Paper (as 20 minute conf. paper)--or approved alternate project, and a final presentation, with periodic short writings and brief in-class presentations. **This course fulfills the Theory requirement for MA and PhD students.**