

Spring 2019 English Graduate Seminar Descriptions



CRN	COURSE			FACULTY	LOCATION	TIMES		DAY	Room Capacity
65284	ENGL	262	001	Amy Kenny	HMNSS 2212	03:10 PM	06:00 PM	Tuesday	18
62321	ENGL	269	001	Emma Stapely	OLMH 1116	04:10 PM	07:00 PM	Wednesday	15
64608	ENGL	270	001	Katherine Kinney	HMNSS 2212	06:10 PM	09:00 PM	Tuesday	15
64617	ENGL	281	001	John Ganim	HMNSS 1502	03:10 PM	06:00 PM	Monday	15
64618	ENGL	289	001	Traise Yamamoto	HMNSS 2212	03:10 PM	06:00 PM	Thursday	15
61832	ENGL	410	001	Weihsin Gui	HMNSS 2212	04:10 PM	06:00 PM	Wednesday	15

ENGL 262: Seminar in Renaissance Literature
Medical Humanities: Humoral Bodies
Tuesdays, 3:10-6pm
HMNSS 2212
Amy Kenny, Visiting Assistant Professor

How did physicians practice medicine in the early modern period? What narratives circulated about blood, illness, and disease? How can medical humanities offer an intersectional lens for exploring literature?

During the early modern period, medical models from Galen, Hippocrates, and Aristotle were re-examined as new practices were popularized through the rise of humanism and humoral theory. Galenic naturalism applied the four humors—yellow bile, black bile, phlegm, and blood—to delineate the body as porous, polluting, and susceptible to their environment. Even when healthy, the humoral body was constantly in flux and in need of regulation via the non-naturals: sleep, diet, exercise, climate, excretion, and the passions. Our post-Cartesian ontology often uses the language of physicality to allegorize our distinctive inward selves, yet no such contrast between internal and external identities exists in humoral discourse. Galenic models are predicated on the porous nature of the body, defined by susceptibility to the surrounding environment, rendering all physical discourse not merely linguistic representation, but an exploration of the permeable self.

This seminar will consider this medical understanding of the body as a framework for examining corporeality in the literature of the period. Topics of discussion will include reproduction, disability, causes of disease, remedies and cures, and mortality. Together we will read works from authors such as Andreas Vesalius, Elizabeth Clinton, René Descartes, Dorothy Leigh, William Harvey, Ambroise Paré, and Jane Sharp to discover how ideas about anatomy and medicine are rapidly shifting at this time. Many of these texts sit at the intersection of medicine and the humanities, offering a fascinating dialogue between the two disciplines, and a space in which to ask questions about the body's relationship to the self and society. The course will connect to broader questions emerging in medical humanities, which examines medicine through humanistic disciplines.

English 270: American Literature since 1900
Tuesdays, 6:10PM-9:00PM
HMNSS 2212
Katherine Kinney, Associate Professor

Reading Novels, Then and Now. What is the value of reading a novel? How do reading practices change over time? We often assume that novels “represent their time.” What about novels that actively resist realism? Are they resisting representation as well? What other kinds of meaning might novels and novel-reading have? To explore these questions, we will read four influential novels of the post-WWII era, paired with award-winning ones from the last decade: Ralph Ellison’s *Invisible Man* (1952) with Colson Whitehead’s *The Underground Railroad* (2016); Flannery O’Conner’s *Wise Blood* (1952) with Jennifer Egan’s *A Visit From the Goon Squad* (2010); James Baldwin’s *Another Country* (1963) with Mohsin Hamid’s *Exit West* (2017); and Norman Mailer’s *Armies of the Night: The Novel as History, History as the Novel* (1968) with Rachel Kushner’s *The Flamethrowers* (2013). To help us think about reading practices, we will also read Andrew Piper’s *Book There Was: Reading in Electronic Times* (2012), Merve Emre’s *Paraliterary: The Making of Bad Readers in Post-War America* (2017), and other recent work on the nature and practice of reading. Requirements: Two papers and a collaborative research project.

English 281 Seminar in Comparative Studies: Race and the Premodern Imagination

Mondays, 3:10-6:00 PM

HMNSS 1502

J. M. Ganim, Distinguished Professor

Did the centuries before the emergence of modernity have a conception of race? Foucault famously argued that they did not, and that race as a category was developed in the Enlightenment rush to classification and the claims for a biological marker of otherness. Other scholars have identified the source of race and racism in colonialism and the rise of large scale international slavery. A standing assumption has been that medieval identities were constructed around confessional allegiances, and that religion and creed were the foundations of alterity in medieval and even early modern cultures. Recent studies, however, have contested these assumptions, most prominently Geraldine Heng's *The Invention of Race in the Middle Ages*. Using Heng as our primary guide, we will explore the dialectic of xenophobia and cosmopolitanism in the premodern (and early modern) period. Possible readings include travel narratives by John Mandeville and Ibn Battuta; romances such as *The King of Tars*, *The Siege of Jerusalem* and *Richard Coer de Lion* as well as *Parzival*; plays such as *The Croxton Play of the Sacraments*; antisemitic miracles such as Chaucer's *Prioress' Tale*; and chronicles of the Crusades by both European and Arab chroniclers.

**ENGL 289: Genres
Autobiography & Memoir
Narrative Affect and the Ethics of Representation
Thursdays, 3:10PM-6:00PM
HMNSS 2212
Traise Yamamoto, Associate Professor**

This seminar will survey a range of autobiographical modes and autobiography theory. We will look in particular at questions of self-representation, trauma, the role of memory, the relationship between the writing and written selves, and the creation of community through writing the self. Additionally, we will be asking questions about audience: what is the difference between voyeurism and witnessing? Between identification and appropriation? What are the roles of commodification and consumption? Why have autobiography and memoir become particularly privileged in the late 20th and early 21st centuries? My purpose is to use autobiography as a way of thinking through issues of subjective authority as it is mediated through memory and its gaps, the ethical dimensions of writing the other through writing the self, and the tensions between *re*-presenting and representing – particularly for those who are assumed to “stand in for” a larger community.

Although this is an introductory course, students should ideally have some working knowledge of *The Autobiography of Benjamin Franklin*, slave narrative, and early Native autobiography/as-told-to narratives. I would also like students to be at least a little familiar with *The Book of Margery Kempe*, St. Augustine’s *Confessions*, *The Autobiography of Benvenuto Cellini*, and Jean-Jacques Rousseau’s *The Confessions*.

This seminar is still under construction, so the following list is neither exhaustive nor definitive; rather, it to give some idea of the breadth of the course. The final booklist will be sent out two weeks before the start of spring quarter. Dorothy Allison, *Two or Three Things I Know for Sure*; Carolyn Steedman, *Landscape for a Good Woman: A Story of Two Lives*; David Mura, *Where the Body Meets Memory*; Reyna Grande, *A Dream of Home*; Annie Rogers, *A Shining Affliction: A Story of Harm and Healing in Psychotherapy*; Richard Rodriguez, *Hunger for Memory*; Kiese Laymon, *Heavy*; Mark Doty, *Firebird*; Thomas Chatterton Williams, *Losing My Cool*; Yiyun Li, *Dear Friend, From My Life I Write to You in Your Life*.

ENGL 410 Professional Development
"Workshop: Job Application Documents"
Wednesdays, 11:00 AM to 1:00 PM
HMNSS 2212
Weihsin Gui, Associate Professor

This workshop is designed for graduate students who are planning to apply for jobs at four-year schools and postdoctoral fellowships in the 2019-2020 academic year. Because advertisements for these positions are often posted in early August before our school year begins in September, it is a good idea for potential job seekers to create working drafts of their job application documents in Spring quarter and revise them over the summer. We will cover standard job application documents such as the CV, cover letter, research statement, teaching statement, diversity statement, among others.