Spring 2027 Course Descriptions

ENG 7100	Trans Literature, 1609-1993 Dr. Travis Foster
ENG 7150	Fictions of Motherhood Dr. Jean Lutes
ENG 9100	Indigenous Lit is American Lit Dr. Kimberly Takahata
GWS 8000	Critical Perspectives on Gender Dr. Lau Sández

ENG 7100: *Trans Literature, 1609-1993*
Dr. Travis Foster
CRN 32219
Monday from 5:20 pm to 07:20 pm in Driscoll Hall 227

This course traces how transness has been recognized and contained across four centuries of Anglo-American literary history, from earlier categories of gender variance through the rise and fall of the invert and the emergence of transsexuality as a distinct identity category. Reading Shakespeare's "Sonnet 20," Henry Fielding's *The Female Husband*, short stories by writers such as Nathaniel Hawthorne and Alice Dunbar-Nelson, Virginia Woolf's *Orlando*, and Leslie Feinberg's *Stone Butch Blues*, among others, we will ask what forms of trans life different historical moments made possible and how anti-transphobic approaches to the literature of the past might influence our understanding of transness in the present.

ENG 7150: *Fictions of Motherhood*

Dr. Jean Lutes

CRN 32220

Wednesday 5:20-7:20 pm in Driscoll Hall 227



What power do mothers have? Who has the power to define motherhood? You will examine U.S. narratives of motherhood from the nineteenth century to the present, with special attention to definitions of reproductive justice, and you will study how literary representations of human reproduction have reflected and reframed the evolving scientific and legal definitions of motherhood and pregnancy. Throughout, we will treat gender as a category best understood in relation to other key identity factors such as race, ethnicity, class, and religion. Likely texts include Anne Bradstreet's "The Author to Her Book" (1678), Nathaniel Hawthorne's *The Scarlet Letter* (1851), Harriet Jacobs' *Incidents in the Life of a Slave Girl* (1861), William Faulkner's *As I Lay Dying* (1930), Gwendolyn Brooks' "the mother" (1945), Adrienne Rich's *Of Woman Born: Motherhood as Experience and Institution* (1973), Emma Heaney's *This Watery Place: Four Essays on Gestation* (2025), and Arundhati Roy's *Mother Mary Comes to Me* (2025).

ENG 9100: *Indigenous Lit is American Lit*

Dr. Kimberly Takahata

CRN 32227

Tuesday 5:20-7:20 pm in Tolentine Hall 407

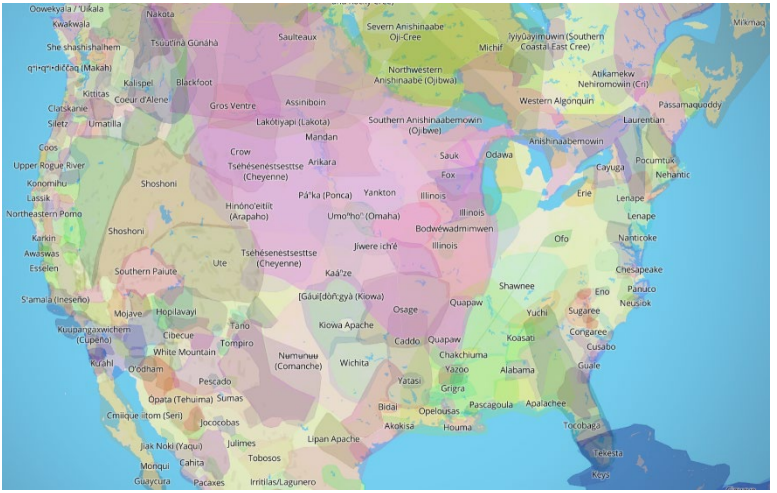


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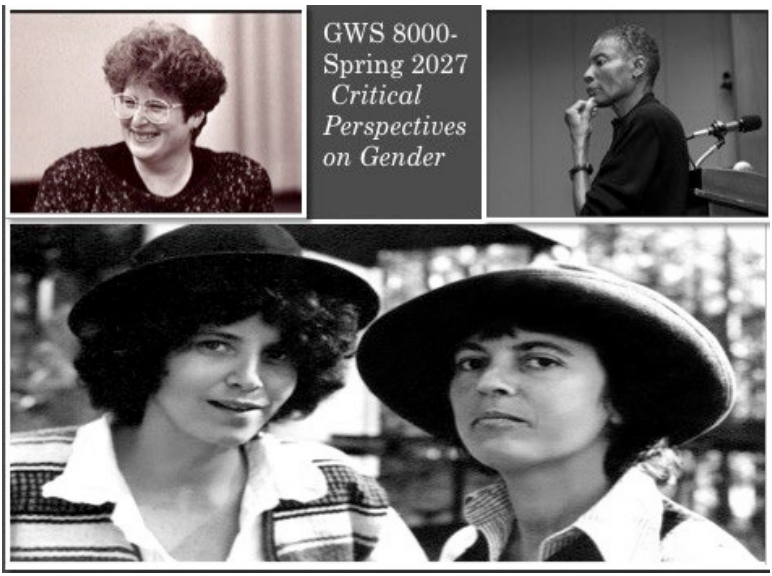
When we view North America as Native space, what sort of map emerges? When highlighting Indigenous presence and kinship, what kinds of stories emerge? This course explores Indigenous writings, theories, and methods from the seventeenth century through the present day to examine how the Americas have always been Native space. Reading stories, reports, poetry, speeches, petitions, and letters, we will explore how these writings emerge out of landscapes of kinship, negotiation, and extraction. We will simultaneously use these texts to remap the landscapes of the Americas and disrupt colonial narratives that erase Indigenous presence and futures. In doing so, this class will reframe conceptions of "American" literature and answer the ever-urgent question: why does literary studies matter? Along the way, we will explore secondary readings in Indigenous and American Studies to further deepen skills of literary analysis, secondary research, and thoughtful argumentation.

GWS 8000: *Critical Perspectives on Gender*

Dr. Lau Sández

CRN 32413

Thursday 5:20-7:20 pm in John Barry Hall 201A



In this course, we will examine feminist theories and other theories centered on gender subjectivity and performance produced in and across different disciplines, intellectual and political traditions, and generations. We will study contemporary socio-political and theoretical viewpoints on the study of gender in relation to specific histories of class, race, ethnicity, nation and sexuality in both US-based and global contexts. Alongside these theoretical readings, we will read select literary and cultural texts that will help us work through the implications of these concepts and questions together. Through lectures and group discussions, students will also reflect on the intellectual and political stakes involved in different modes of engaging and thinking about gender. Participants in the seminar will incorporate an analysis of gender into a culminating final project based on independent research. Key readings include works by Linda Alcoff, Judith Butler, Patricia Hill Collins,

Ana Maurine Lara, Maria Lugones, Eve Sedgwick, Hortense Spillers, Monique Wittig, and others.

NB: This is a GWS course which counts automatically toward the English MA; it will NOT count against your two allowed 'courses outside the department'

ENG 9035: **Professional Research Option (PRO)**

Dr. Mary Mullen

CRN 32225

This option for second-year graduate students is a three-credit independent study in which students identify one or a cluster of jobs or professions in which an advanced degree in literature is of benefit. During the semester, students will research the career options of interest, identifying one or two fields as the focus of their work. They must generate a research paper that explores the history and future prospects of the field of interest, as well as current information about the requirements of the work, geographical information about centers of activity for the profession, and desirable employers. This research should include at least two meetings with professionals who work in the field. The paper must also analyze how advanced study of literature serves to enhance the students' desirability in the profession in question. As part of their final project, students must develop a cover letter outlining the ways their particular training makes them suitable to work in this field. Students will make their research available to other students in the program by uploading part of their final project onto a special section of the Graduate English Program blog. Potential fields of research include the following:

E-Book Industry	Teaching
Public relations	Rare book broker
Advertising	Web design
College admissions	Journalism
University administration	Testing industry
Arts administration	Tutoring industry
Library science	Technical writing

ENG 9800: **Internship in Teaching English**

CRN 32228

Graduate students entering their second year (or sometimes their second semester) have the option to serve as an intern for a graduate faculty member in an undergraduate English course. Interns will attend all class sessions, confer at least once with each student on their written work, lead two or three class sessions under the supervision of the faculty member, and complete a final project that is either (1) a substantial critical essay concerning the subject matter of the course or (2) a research project concerning trends and issues within college-level pedagogy. The aim of the program is to provide students with teaching and classroom experience. Students may apply to serve as interns by consulting with a faculty member who is teaching in an area of interest, and, if the faculty member is amenable, submitting a one-two page statement, outlining how this course addresses their larger intellectual goals, and what they hope to accomplish as an intern.

ENG 8090: **Thesis Direction**
CRN 32221

Direction of writing of the thesis, focused research on a narrowly defined question, under supervision of an individual instructor.

ENG 8092: **Field Examination**
CRN 32222

A broader exploration of a theme or area of literature than a thesis. The examination comprises a comprehensive statement essay and an oral exam component.

ENG 9031: **Independent Study**
CRN 32224

A special project pursued under the direction of an individual professor.

ENG 9080: **Thesis Continuation**
CRN 32226

ENG 8093: **Field Exam Continuation**
CRN 32223