

DEPARTMENT OF ENGLISH

UNIVERSITY OF NEBRASKA

COURSE DESCRIPTION BOOKLET

SPRING 2026

10/17/25

Graduate Level Courses

Available on the World Wide Web at <http://www.english.unl.edu/courses/index.html>

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 October 17, 2025. The booklet might include descriptions of some courses not found in the official Schedule of Classes. If a 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 accurately describe 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 toward their baccalaureate requirements. Registration at the 900-level for undergraduates also requires 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 enroll in such courses for three hours of credit, with the exception of English 957. Students who would like to enroll in a 900-level course (other than English 957) for four hours should consult their instructor about the possibility of doing so and whether that would require additional work. Master's students should note that their program must contain a certain number of hours in courses open only to graduate students (i.e., 900-level courses or special 800-level courses which are preceded by an asterisk [*] in the Graduate Catalogue or in this booklet). Option A master's students (those who plan to write a thesis at the end of their program) must take at least 8 of these hours, not counting thesis hours; Option B students (those who plan to take an oral exam instead of writing a thesis) must take at least 15 of these hours. Master's 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 an 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 the student can obtain from the Graduate Assistant. Once the contract is signed, the student will receive a call number and permission code from the Graduate Assistant, who will also file a record of the project, supervisor, and course number.

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 English Department. Before enrolling, a graduate student wishing to minor in English should consult the Chair of the Graduate Committee, 201C Andrews Hall.

Non-degree graduate students are welcome to take 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 to take it that semester 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 English Department, 201C Andrews.

THESIS AND DISSERTATION HOURS

Master's students pursuing their degree under Option A may sign up for 1-6 hours of thesis credit (English 899). Doctoral students may register for 1-15 hours of dissertation credit (English 999) within the limitations specified in the Graduate Bulletin. Ph.D. students who have achieved candidacy must register for a minimum of one hour of dissertation credit each Fall and Spring semester until they receive the degree.

The University of Nebraska-Lincoln is a public university committed to providing a quality education to a diverse student body. It is the policy of the University of Nebraska-Lincoln not to discriminate on the basis of gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation in its educational programs, admissions policies, employment policies, financial aid, or other school administered programs. Complaints, comments, or suggestions about these policies should be addressed to the Chair of the Department.

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ENGL 802 – POETRY- “AMERICAN POETRY AND SOCIAL CHANGE”

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0930-1045a	TR	001	Price, K	9387

Description: Epic, Renaissance, Romantic, Victorian, American, and contemporary poetry.

AIM: This course explores the interplay of poetic and social/political change and the tension between "America"—a possibility, an ideal, a realization always yet to be—and the U.S. with its fraught history and compromised reality. We will explore the ongoing renovation of verse as energized by the pursuit of social transformation in various writers including Frances Harper, Walt Whitman, Emily Dickinson, Herman Melville, Langston Hughes, Muriel Rukeyser, Allen Ginsberg, Adrienne Rich, Claudia Rankine, Natasha Trethewey, Sherman Alexie, Joy Harjo, Martin Espada. We will also consider critical work, including for example selections from William Maxwell's *F.B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*.

TEACHING METHOD: class discussion, lectures, presentations

REQUIREMENTS: a presentation, two short to medium-length papers, and a final paper. Requirements are still under consideration and may change.

TENTATIVE READING LIST:

Emily Dickinson
Walt Whitman
Herman Melville
Langston Hughes
Muriel Rukeyser
Allen Ginsberg
Adrienne Rich
Sherman Alexie
Joy Harjo

Claudia Rankine
Natasha Trethewey
Martin Espada

ENGL 805 - FICTION – “MODERNISM: CITY AND REGION”

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
1230-0120p	MWF	001	Reynolds, G	13511

Description: Fiction, primarily novels, in particular historical periods or other groupings. The relation of the writers both to one another and to the aesthetic and intellectual climate of their time.

Aim: This course will introduce students to some of the key writers, major concepts, and historical circumstances that constitute what we might call the modernism of ‘city and region.’ My focus will be on fictions (novels and short stories) produced by British, Irish and US writers from (roughly) 1900 to 1940. We will closely study a number of authors and juxtapose key critical/contextual frameworks against their texts. The course will thus establish an ideal platform for students wishing to pursue their own individual research projects relating to Modernism, while also working as a stand-alone course centered on a truly great era of literary history. Topics will include the changing representation of the modern city; the relationship of creative writing to specific regions; and the reshaping of narrative in terms of how time itself was reimagined in novels such as Mrs. Dalloway.

Texts will include Willa Cather’s *The Professor House* (the ‘Tom Outland’s Story’ section); Joseph Conrad’s *The Secret Agent*; Zora Neale Hurston’s *Their Eyes Were Watching God*. There will also be a generous selection of short stories, as well as T.S. Eliot’s ‘The Waste Land.’

Method: I run a discussion-based class, built around me asking questions and suggesting prompts; you are very much central to the discussions that follow -- it’s your classroom as much as mine. We will often be looking closely at texts, using close readings to deepen our understandings. I will frequently send out a prompt sheet before class, to get us started. Class-based work will always be keyed to future assignments and will feed directly into future writing.

Requirements: The course takes its shapes through three modules. In each module there are two response journals to complete. Then there is a capstone essay at the end of the module. Finally, there is a short reflective paper where I will ask you look back on the course, telling me what made the greatest impression on you (a text, an idea).

Reading list: authors to include T.S. Eliot, Virginia Woolf, Willa Cather, Zora Neale Hurston, Joseph Conrad.

ENGL 853 - WRITING OF POETRY

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0200-0450p	M	001	Wabuke, H	4340

Description: For advanced students with previous experience in poetry writing.

Aim:

Teaching Method:

Requirements:

Tentative Reading List:

ENGL 854 - ADV WRITING PROJECTS

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0200-0450p	T	001	Waite, S	9402

Description: Advanced writing workshop in which experienced writers develop extended projects in writing, analyze their own and others' writing processes, and read widely in genres related to their projects.

Aim:

Teaching Method:

Requirements:

Tentative Reading List:

ENGL 857A – APPROACHES TO COMPOSITION & RHETORICAL THEORY – “ENGAGING DIVERSE WRITERS”

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0600-0850p	T	101	Minter, D	19830

Subtitle: Engaging Diverse Writers

This course is designed for graduate students from any subfield of English studies or Education who are interested in learning more about the history of composition studies. In Spring 2026, we'll focus specifically on the field's recent past—from what has sometimes been called “the social turn” to the present. This focus will allow us to trace the field's efforts to account for the writing processes and motivations of a fuller range of college student writers. Questions we'll pose include: How has the field taken up the challenge of understanding how college students develop as writers? What scholarly conversations have emerged and shaped this effort to What scholarly conversations have emerged and shaped this effort to research writing and expand the field's understanding of writing and writing instruction? When we move from “errors and expectations” to “engagement” (or other terms) as a means of thinking about writing classrooms, what do we mean? How do we facilitate it and use it to extend students' capacities as writers? How can our work on these questions enhance the effectiveness of our college writing classrooms?

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 regular low-stakes written responses to reading, a book or journal review and an end-of-semester cumulative project (equivalent in work to a seminar paper though it need not take that form). Course texts are still being determined (but I'm happy to talk/email further if that would be useful to you). The course meets in-person but I will add a hybrid component if there is interest among graduate students

for whom travelling to campus would present a hardship (ex., K-12 teachers living/working outside of Lincoln, etc.). For additional info, email me (dminter1@unl.edu).

ENGL 877 - ADV. TOPICS IN DIGITAL HUMANITIES -- DEVELOPMENT AND DESIGN"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
1230-0145p	TR	001	Ramsay, S	3835

Description: Advanced Topics in Digital Humanities provides students the opportunity to study, learn, and practice a digital humanities method in considerable depth. These courses tend to be project oriented and frequently involve collaborative work. Topics will vary.

Aim:

This is an introductory course in the use of digital methods for literary study. We will briefly explore the UNIX operating system (variants of which are commonly used for hosting web-based projects) before moving on to a gentle exploration of Go -- a general-purpose programming language particularly suited to text analysis and web development. Though we'll be using literary and historical texts as examples in the course, the methods discussed are broadly useful to anyone working with textual data in the arts and humanities.

Teaching Method:

Lecture (with lots of hands-on work and interactivity).

Requirements:

This course does not assume any previous knowledge of any of the technologies we'll be studying (and explicitly assumes you have never done any programming of any kind). Successful students in past years are those who feel generally comfortable as users of ordinary computing systems and are curious about technology and how it works.

The primary work for this course consists of a series of graded exercises designed to reinforce the material and to encourage exploration of the technologies we'll be studying.

Reading List:

There are no required texts for this course. All the resources necessary for success in the course are available online.

ENGL 882 - LITERACY ISSUES&COMM

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0600-0850p	M	101	Shah, R	9388

Notes: May include a literacy and/or writing internship in a community or workplace setting.

Description: Literacy theory and its application in school, community, and workplace environments.

AIM: In this course, we will explore literacies as they are enacted in community literacy sites, outside of academia. Literacy—which is NOT the same as "literature"—explores how we learn to speak, write, and act to belong to a certain group or "discourse community". Literacy is thus much more than simply learning to read or write, as literacy is intimately tangled up in questions of power, identity, group belonging, and change. Inspired by New Literacy

Studies and the subfield of Community Writing, this class will challenge you to grapple with these complex dimensions of literacy on the ground at your weekly community literacy mini-internship.

In this practicum-style class, each student will have a weekly mini-internship with a local community literacy organization or group. In the past, these sites have included the All Writes Reserved youth poetry program, the Yazidi Cultural Center, a creative writing class in a youth detention center, Community Crops farming classes for refugees, Homestead National Monument state park, and more. Your internship placement will be determined in consultation with the instructor, in light of your interests, community interests, and your availability.

As a class, we will tackle the dynamics of entering community literacy sites, as we look at how positionality, epistemology, and affect impact how participants interact in community partnerships. Next, we will focus on key concepts from literacy studies—such as Discourse, literacy sponsors, critical literacy, and restorative literacies—and we will apply these concepts to our own lives and to our community sites. Then, the class will take up questions of how change might occur through literacy work, looking especially at community-based teaching, community-based research, and community programming. Students will complete a final project. This class will also offer opportunities to connect with the subfield of community writing through connections to the Community Literacy Journal and Coalition on Community Writing.

Note: Secondary teachers are welcome in the class, and a community literacy internship placement can often be arranged in connection with a secondary school.

TEACHING METHOD: Discussion, class activities, experiential learning through internships.

REQUIREMENTS: Collaborative digital annotation on readings; participation in internship, reflections on community literacy sites, minor project, final project.

ENGL 892 - SPECIAL TOPICS -- "ARTIFICIAL INTELLIGENCE FOR THE HUMANITIES"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
1100-1215p	TR	001	Wisnicki, A	13512

Description: Topics vary.

This course will take a multifaceted, hands-on approach to artificial intelligence (AI) by examining both its transformative potential and the significant risks it poses to contemporary society.

We will study relevant fiction, film, scholarship, news, social media, and other materials. We will also reflect extensively on the meaning of AI for contemporary society and the many adverse impacts that the technology entails.

Additionally, we will engage in hands-on experimentation with diverse AI platforms and tools in order to develop both practical AI fluency and informed critical engagement. (Note: Using such platforms and tools is a key element of the course, so students not interested in doing this are advised to take another course.)

Our goal will be to examine the most cutting-edge developments in the AI space, so our focus will often be the news as it is happening. A guiding premise of the course is that scholars and students must engage full on -- in practical and conceptual ways -- with AI to understand how the technology works, to be conversant with its affordances and limitations, and to model responsible use for broader audiences.

Assessment activities and materials will include extensive in-class writing, classroom presentations, and portfolios. The course may also include a tour of a Lincoln-based data center (if I can arrange it).st:

ENGL 893 - FROM COMPREHENSIVE EXAMS TO DISSERTATION

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
ARR-ARRp	ARR	001	Capuano, P	3766

Description: Educates and supports graduate students as they prepare and work through their doctoral exam lists and begin their dissertation research and writing.

Aim:

Teaching Method:

Requirements:

Tentative Reading List:

ENGL 919 - INTERDIS: 19TH C

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0400-0620p	T	101	Gailey, A	4422

Description: Introduction to the nineteenth century in North America (focusing on the US), Great Britain, and Europe (focusing on France, Germany, Russia, and Spain), organized through themes such as constructions of gender and sexuality, democracy in the nation-state, and challenges to religion.

Aim:

Teaching Method:

Requirements:

Tentative Reading List:

ENGL 953 - SMNR IN CREATIVE WRITING

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0200-0450p	W	001	Stevenson-	9386

Description: The course has three elements: workshop, seminar, and discussion of the teaching of creative writing.

Aim:

Teaching Method:

Requirements:

Tentative Reading List:

ENGL 965 - SMNR IN 19TH C LIT

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0600-0850p	R	101	White, L	9403

Aim:

Teaching Method:

Requirements:

Tentative Reading List:

ENGL 971 - SMNR LITERARY THEORY

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0600-0850p	W	101	Owen, G	9404

Aim:
Teaching Method:
Requirements:
Tentative Reading List:

ENGL 973 - SMNR IN LITERACY STUDIES -- PROFESSIONAL AND TECHNICAL WRITING

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0600-0850p	R	101	Beckson, M	9405

Aim:
Teaching Method:
Requirements:
Tentative Reading List:

ENGL 993 - ACADEMIC PROFESSIONALIZATION&PRES

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Class#</u>
0200-0450p	T	001	Staff	3765

Description: Personalized feedback on job application materials and assistance in preparing materials that present the student's advanced graduate work.

Further information unavailable at this time
