



The Department of English

Fall 2026
Grad Seminars

Introduction to Old English Language and Literature

English 5710
Professor Drew Jones
W/F 9:35 - 10:55

"Old English" is the name for the earliest surviving form of the English language—the language of the great poem *Beowulf* and other fascinating texts from over a thousand years ago. Old English and its literature were an important influence on J. R. R. Tolkien and other pioneers of modern fantasy. This course aims to give students a basic reading knowledge of Old English.

We will begin with a concentrated overview of its grammar before moving on to translation of simple prose and poetry. In addition to a final exam, there will be short but frequent grammar or translation quizzes, as well as a final translation or research project. OPEN TO UNDERGRADUATES AND GRADUATE STUDENTS.

Questions? email the instructor at jones.1849@osu.edu



Intro to Grad Study in English

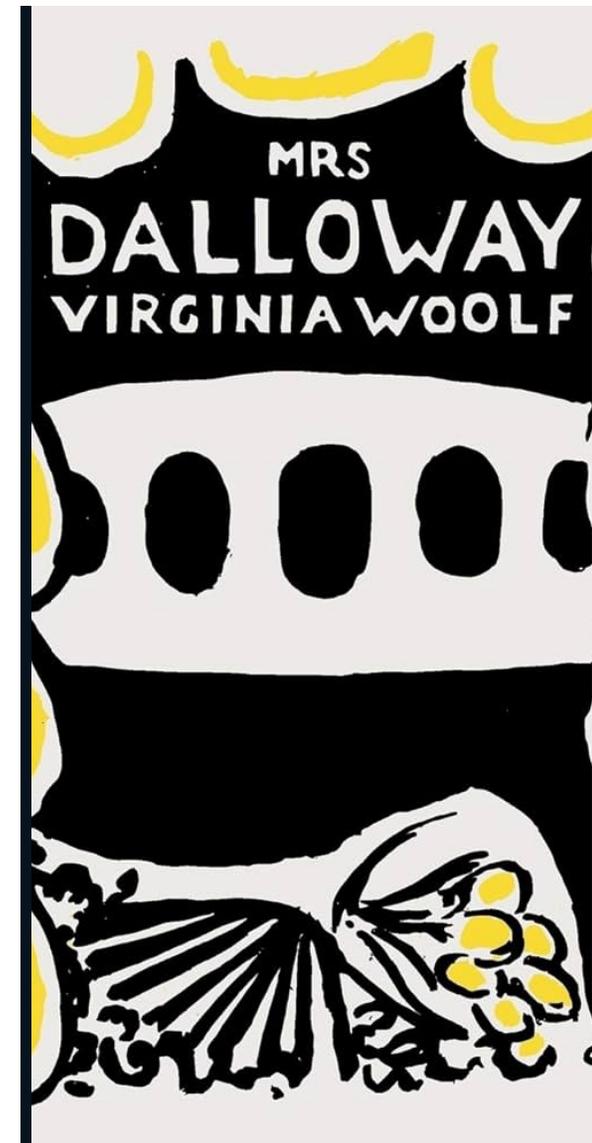
English 6700
Professor Aman Garcha
Tu 9:15 – 12:00



To introduce you to graduate study in English, this course will help you understand some answers to a number of large questions: What are some of the main theoretical assumptions that underlie the field's practices? What counts as research in English studies? What counts as knowledge? What are some of its concrete, lived realities in terms of its system of graduate education, the job prospects of its scholars, and its mechanisms of publication and advancement?

We will approach these questions in a variety of ways—through close readings of literary texts, discussions of essays in literary theory, reviews of recent and past examples of criticism in English studies, and analysis of research by OSU faculty members. To ground our discussions throughout the semester, we will often focus on a few particular problems in literary and cultural studies including the following: how to understand what language refers to and how it gains meaning; the history of nationalism and its relationship to language and literature; the history and theory of prose narrative, one of the contemporary age's most ubiquitous, distinctive literary forms; the concept of social power and that concept's relationship to language; and the ideas of individuality, gender, sexuality, social collectivity, and social action as it is conceived by some scholars in our field.

To ground our discussions even further, we will take Virginia Woolf's 1925 novel *Mrs. Dalloway* as our object text, which will help us understand something about literary history, cultural studies, popular culture, rhetorical analysis, theoretical controversies, and how research is and has been done.



The Philology of the Vernacular
(Intro to Graduate Study in Folklore I)

English 6751.01
Professor Merrill Kaplan

Tu 3:15 - 6:00

What does folklore mean ... and how? How do we interpret traditional forms and the cultural practices that create them? How can we read cultural expression as text within the context of its performance? How can we cope with the multiple existence and variation of our object of study? This course is a lightning introduction to folklore and the intellectual wellsprings of folkloristics. Students will investigate several canonical genres of traditional expression such as festival, fairytale, legend, joke, and costume and develop the tools necessary for their interpretation.



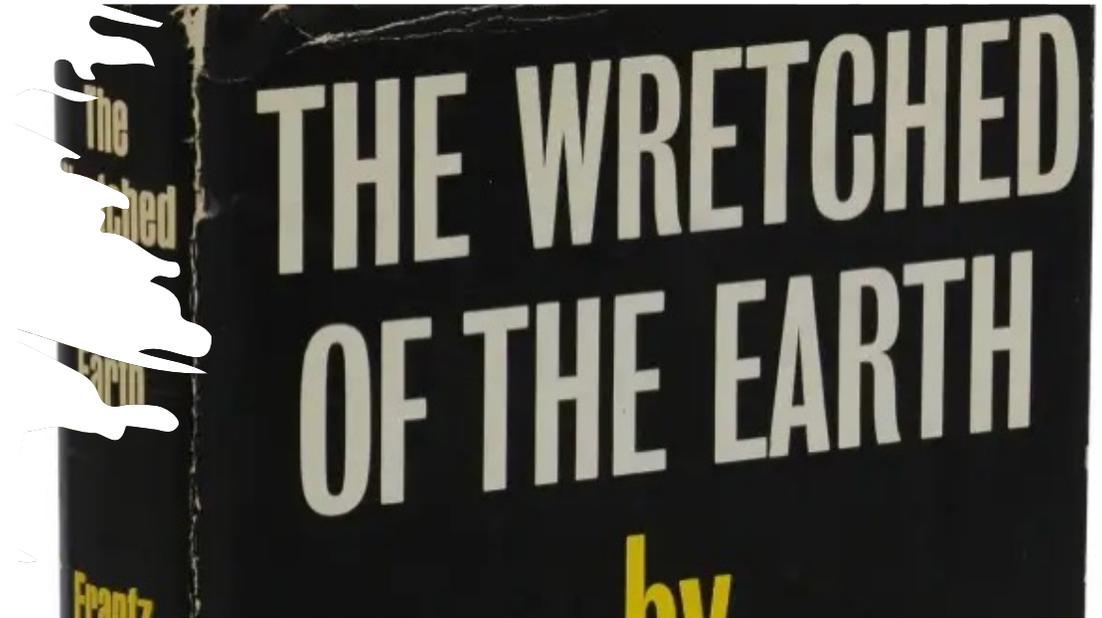
Colonialism and Resistance: Literature, Theory, History

(Intro to Grad Study in Postcolonial Theory)

English 6760
Professor Pranav Jani
Th 12:15 - 3:00

This seminar is designed as a comprehensive, interdisciplinary introduction to the field of Postcolonial Studies, with a specific emphasis on the histories, theories, and literatures of anti-colonial thought and action. At one level, we will read literatures linked to a variety of colonized and postcolonial spaces, especially South Asia, Africa, Palestine, and the Caribbean. We will examine similarities and differences in genre, theme, and notions of self, family, and nation as artists explore and articulate resistance to various colonizers. At another level, we will learn and engage with conversations and debates in and around postcolonial theory, especially with regard to feminism, nationalism, and subalternity. Finally, we will situate these discussions of literature and theory within larger historical and political contexts to understand different colonialisms and the complexities of anti-colonial resistance.

Texts: *The God of Small Things*; *Men in the Sun*; *The Wretched of the Earth*; *Postcolonialisms: An Anthology of Culture Theory and Criticism*





The Affordances of Narrative Theory

(Intro to Grad Study in Narrative & Narrative Theory)

English 6761

Professor Faye Halpern

Fr 12:15 – 3pm

This course is aimed both at students interested in narrative theory as a field of study and at students who are interested in seeing how narrative theory can support them in their particular area of interest. We'll look at rhetorical, feminist, cognitive, unnatural, and other approaches, and pay special attention to contemporary narratological scholarship that integrates historical context and thematic analysis. The course has a keystone text—Karen J. Fowler's amazing *We Are All Completely Beside Ourselves*—that we'll use as a testing ground for the different approaches we explore. In addition to scrutinizing this novel, we'll analyze narratives across a range of modes and media, e.g., fiction, non-fiction, internet communities, and films.

Texts: *We Are All Completely Beside Ourselves*, "Truth in Fiction," "Nonhuman Fictional Characters and the Empathy-Altruism Hypothesis"

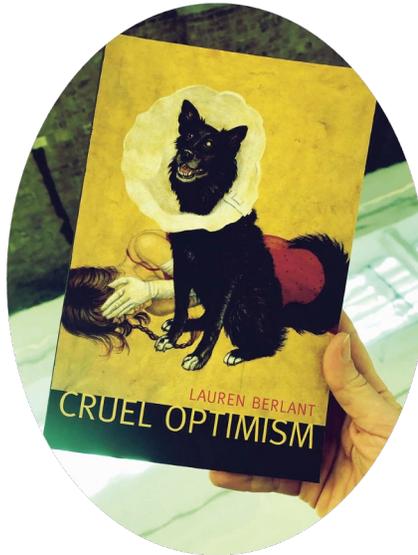


Intro to the Teaching College Writing

English 6781
Professor Scott DeWitt
M / W 4:00 - 5:30

English 6781 continues the professional development of graduate teaching associates in their first semester of teaching in the Department of English. The course focuses on teaching practices in college writing that instructors can apply to a variety of courses they teach. Even with its strong connections to the English 1110 curriculum, this course will allow instructors to develop skills and strategies that can evolve beyond the first semester of teaching.

This course is required for GTAs who are teaching in the Department of English for the first time.



Affect

[Seminar in 20th Century British and American Literature]

English 7860

Professor Lily Sheehan

Tu 12:15 - 3:00

Literature has long been understood as a medium for expressing and evoking feeling. The twentieth century, in turn, has been described in terms of supposedly characteristic emotions, such as anxiety and despair, as well as the purported decline or waning of strong feeling. Bringing together questions about feeling, literature, and history, this course offers a graduate-level introduction to the field affect theory via twentieth century British and American texts. It will consider various genealogies for affect theory via, for example, Marxist ideology critique, queer theory, and Black feminist writing, as well as debates about the potential and limits of various ways of defining and analyzing affect, especially via literature. We will also address how affect theory provides insights into key twentieth century literary movements, such as modernism, as well as the relationship between aesthetics and politics.

Texts: Eve Sedgwick, *Touching Feeling*; Lauren Berlant, *Cruel Optimism*; Sara Ahmed, *Cultural Politics of Emotion*

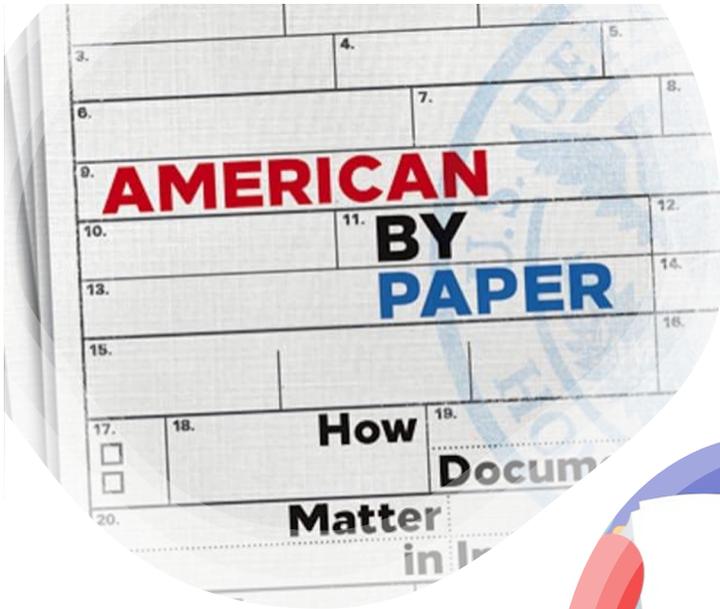
Community Literacies/Literacy in Communities

English 7883

Professor Beverly Moss

Wed 12:15 - 3:00

Whether it is a focus on the work of literacy practitioners working in community literacy centers, community organizers using literacy for social justice, or members of a social club engaging in literacy practices that advance the mission of the club, documenting the rich and complex literacy practices that occur beyond traditional academic settings has become an important part of the work of composition and literacy scholars. With the “social turn” in Composition and Literacy Studies, writing and literacy scholars have begun to question the “what” “how” and “why” certain literacy practices function and circulate in local community spaces, social clubs, community organizations, political organizations, community centers, churches, and other community sites. Who are the literacy sponsors in these community spaces, and what are the constraints and affordances of these sponsorships? What is the relationship between a community site’s dominant literacy practices and that site’s identity? What leads to the success of some university-community literacy partnerships and the failure of others? What is the relationship between the literacy identities of communities and how these communities are positioned economically, politically, socially, and rhetorically? What constitutes “community”? These are just some of the questions that we will pursue as we read scholarship in community literacy, examine community literacy programs, explore the strengths and weaknesses of university-community literacy partnerships, and engage in designing (and carrying out) community-based literacy research.



Introduction to Graduate Study in Writing, Rhetoric, and Literacy

English 8193

Professor Jonathan Buehl

Mon 12:15 - 3:00

Introduction to Graduate Study in Writing, Rhetoric, and Literacy (WRL) will introduce you to some of the major areas of WRL scholarship through their histories, key theoretical concepts, and the approaches used to make, share, and apply knowledge in these fields. The course also engages topics related to scholarly praxis and professionalization; for example, strategies for reading, contextualizing arguments, finding and engaging scholarly sources, and performing the various genres required for success as a WRL scholar—both in graduate school and academic life generally.

Although designed with WRL students in mind, the course is designed to be accessible for any graduate student seeking to learn more about WRL.

In completing this course, you will:

- * Increase your understanding of the histories, discourse conventions, and intellectual commitments of WRL and some of its subfields
- * Develop your research skills and knowledge of WRL research resources
- * Learn about and practice analysis and argumentation through various genres
- * Learn about and practice strategies for success during and after your time in the WRL program

