



Northeastern University

**College of Social Sciences
and Humanities**

DEPARTMENT OF ENGLISH

**MASTER OF ARTS
PROGRAM GUIDE**

2023-2024

Effective: August 2023

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FORMS, ADDITIONAL RESOURCES, AND FAQs

See <https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>.

MASTER OF ARTS DEGREE REQUIREMENTS

All students earning the M.A. in English must complete the M.A. core curriculum (below) and satisfy the M.A. language requirement. Courses may not be counted twice to satisfy M.A. requirements.

Refer to the Academic Catalog (<https://registrar.northeastern.edu/group/catalog/>) for complete and official information about university policies, curriculum, and program requirements for all years of entry.

CURRICULAR REQUIREMENTS

Effective Fall 2018, the core curriculum consists of **32 semester hours (SH)** of coursework, including:

u **ENGL 5103: PROSEMINAR – 4 SH**

The proseminar, required for all first-year graduate students in English, will introduce students to the history and current scholarly practices of English studies.

u **ONE THEORIES AND METHODS COURSE – 4 SH**

Theories and Methods courses include seminars in any area (literature, film, rhetoric, composition, digital humanities) that are organized primarily around one or more theoretical or methodological approaches, practices, or questions.

u **RHETORIC OR WRITING COURSE/S – 4-8 SH**

u **LITERARY AREA COURSES: 8-12 SH**

- Literature Pre-1700
- Literature 1700-1900
- Literature Post-1900

u **ELECTIVES – 8 SH****

**Electives must be ENGL courses unless otherwise approved by the Graduate Studies Committee, including electives taken for graduate certificates. Students seeking to take non-ENGL electives should submit a General Petition Form to the GSC, located on the Current Student Resources webpage. Core courses taken toward a graduate certificate do not require a petition if the certificate has been formally declared.

There are several possible pathways for completing the M.A. degree, which requires 3-5 semesters of coursework. A student's precise timeline will depend on which opportunities, such as co-op or a graduate certificate, a student chooses to pursue. Students should consult pages 9-12 of this guide for more details about suggested timelines.

GRADUATE CERTIFICATES

The Graduate Program in English offers students enrolled in any of its degree programs the option to complete graduate certificates in Women's, Gender, and Sexuality Studies and in Digital Humanities. For more information or to contact a certificate administrator, visit the Women's, Gender, and Sexuality Studies (<http://catalog.northeastern.edu/graduate/social-sciences-humanities/interdisciplinary/womens-gender-sexuality-studies-graduate-certificate/>) or Digital Humanities (<http://catalog.northeastern.edu/graduate/social-sciences-humanities/interdisciplinary/digital-humanities-graduate-certificate/>) web pages.

The certificates' requirements will normally match those posted in the Academic Catalog for the student's year of entry. Students seeking a graduate certificate must complete the course requirements of the certificate prior to meeting coursework requirements for the primary degree program. Certificate coursework cannot extend beyond the point in time when degree requirements are met. Students wishing to pursue a graduate certificate should consult the timeline on page 12 for more information.

GRADUATE STUDENT ADVISING

Academic advising is a critical part of a student's experience in the graduate program. New students are assigned faculty advisors and are welcome to subsequently change advisors as they fine-tune their academic and career objectives. A list of faculty specialties is provided at the end of the Guide.

Advising covers substantive questions in the student's field of study as well as long-term academic and career planning. Students are strongly urged to speak to an advisor before registering for courses each semester. Any change in advisor must be reported to the Graduate Program Director and the Graduate Program Administrator.

ANNUAL REVIEW

The annual review serves as a time for the advisor and student to check in regarding the student's progress in the program and to address any questions or concerns the student or advisor may have about coursework; degree progress; development of teaching, research, and writing skills; intellectual interests; and/or other aspects of the student's education. It is also an opportunity to discuss short- and long-term plans for completing the program. Annual review meetings normally take place in January or early February and documents are typically due in mid-February. More information will be sent to students and advisors during the fall semester.

GRADUATE STUDENT GROUPS

The English Graduate Student Association (EGSA), a student group officially acknowledged by the University, includes all graduate students in the English Department at Northeastern, but primarily functions as a small group of elected representatives. Its mission is to ensure and improve the quality of the graduate programs, promote the professional development of graduate students, develop policies and procedures that benefit graduate students, encourage faculty-student communication, and foster collegiality among members of the department through cooperation between graduate students, faculty and staff in the English Department. For more information or to get involved, contact northeasternEGSA@gmail.com.

The English Department is also home to several other student groups aligned around common interests and areas of study. More information can be found at <https://cssh.northeastern.edu/english/program/master-of-arts-english-program/english-graduate-student-organizations/>.

The Graduate Student Government (GSG) works through the Graduate Senate, which is the official representative body for all graduate students at Northeastern. The Senate acts as the liaison between the graduate student body and the university administration. It serves as a forum for communication of graduate students' concerns and needs. It works to enhance the graduate student life on campus. For more information or to get involved, contact GSG@northeastern.edu.

The Graduate Student Government provides funding for Master's conference travel and student group events. Visit the GSG website (<https://www.northeastern.edu/gsg/>) for more information.

ADDITIONAL RESOURCES

Students can access important Graduate Program, College of Social Sciences and Humanities, and University web pages, as well as graduate program forms and FAQs, via the Current Student Resources web page at <https://cssh.northeastern.edu/english/resources/resources-for-current-grad-students/>.

LANGUAGE REQUIREMENT

M.A. students must demonstrate reading proficiency in one language other than English or one advanced research skill (ARS). In order to be cleared for graduation, M.A. students must have in their files evidence of having satisfied the appropriate language requirement. M.A. students are urged to satisfy the language requirement in Year 1 of the program.

Languages commonly used to fulfill the requirement include French, Spanish, Italian, German, Hebrew, Latin, and Greek; students wishing to satisfy the requirement in a language other than these, including a signed language, should submit a petition to the Graduate Studies Committee. For options 2-5 below, use the General Petition Form, available on the Current Student Resources web page.

Students may demonstrate proficiency in six ways:

1. **READING COMPREHENSION EXAMINATION.** A student must pass a language examination provided by the Department of English or the Department of Languages, Literatures and Cultures and evaluated by qualified faculty. Examinations are generally given once each semester; the date will be announced in advance. Students have two hours to translate a passage of 200-250 words, on a topic related to literary studies. Print dictionaries may be used; however, grammar or vocabulary aids such as *501 French Verbs* are not permitted. The examination is given on a pass/fail basis, and students will be notified of the result in writing. Students who do not pass may repeat the examination without penalty. Copies of previous examinations are available upon request from the Graduate Program Administrator. Grading criteria can be found on the next page.
2. **PREVIOUS COURSEWORK.** A student may provide an official transcript demonstrating one year of intermediate-level undergraduate literature (not language) courses (or the equivalent in the case of signed languages) in the language with grades of “B” or higher. The transcript will be evaluated by the Graduate Program Director, and the student will be notified of the result in writing.
3. **PREVIOUS GRADUATE EXAMINATION.** Students transferring from another Master’s program may present evidence of having completed a similar examination at their previous institution, such as an indication on their prior transcript. The request will be evaluated by the Graduate Program Director.
4. **NATIVE PROFICIENCY.** A student may petition to have proficiency in a native language other than English count toward satisfaction of the requirement. Petitions and supporting materials will be evaluated by the Graduate Program Director, who may ask the Graduate Studies Committee to assist in evaluating uncertain cases. Students will be notified of the result in writing.
5. **ADVANCED RESEARCH SKILL.** For students planning research programs that require other kinds of advanced research skills (ARS), the proficiency requirement may be met by demonstrating proficiency in a relevant advanced research skill. An ARS would be a research skill that goes beyond the traditional textual analysis techniques taught in English graduate programs. Possible ARS options include text encoding, oral history, qualitative coding, geographic information systems, database design, statistical analysis, rhetorical strategy, or computational text analysis. ARS petitions should describe the skill and its relevance to the

student's project and identify a faculty member who is able and willing to evaluate the student's proficiency. Upon approval by the GSC, the student is evaluated by the faculty member who will notify the GSC of the outcome.

6. **ANOTHER METHOD, proposed by the student and approved by the advisor and the Graduate Studies Committee.** A few previous examples of this include original translations and discussions of non-English language texts integrated into coursework or the thesis, a separate paper grappling with the implications of specific word choices of a theoretical text originally authored in a language other than English, or a paper comparing various translations of a text with a discussion of their relationship to the original. Petitions and supporting materials will be evaluated by the Graduate Studies Committee, and students will be notified of the result in writing.

LANGUAGE EXAMINATION

The goal of the reading comprehension examination is to test your competence as a translator of literary and critical works in languages other than English. The exam consists of a two-hour session in which you are asked to translate a passage of 200-250 words. You are allowed to consult a dictionary during the exam; you are not allowed to consult grammar or language guides. While preparing for the exam, you should keep in mind the following guidelines, which will be used to evaluate the exam.

Meaning

Does your translation accurately capture the overall sense of the passage and convey this sense in coherent and meaningful English? Does your translation accurately present the ideas, actions, and concepts of the original text?

Grammar

Is your translation an accurate representation of verb conjugations both in terms of tense and person? Does your translation link pronouns with the proper antecedents? Does your translation account for demonstrative distinctions that appear in the original? Is your translation written in grammatical English?

Vocabulary

Do English words chosen accurately convey the meaning of the words used in the original language?

The exam is graded on a pass/fail basis. Multiple and/or significant errors in any combination of these categories result in a failing exam.

Effective May 2009; Last updated June 2021

Preparing for the language examination

Northeastern students can access language tools, such as Duolingo, language dictionaries, and language lessons, at <https://subjectguides.lib.neu.edu/languages>.

Graduate students have an opportunity to enroll in NU undergraduate language courses. Students are responsible for paying the tuition charges associated with these credits, which will not count toward the credits needed to complete the degree. For more information, visit <https://cssh.northeastern.edu/resources/resources-for-current-graduate-students/>.

Students who sign up for a reading comprehension language exam will be sent a practice exam(s) by the Graduate Program Administrator at least one week prior to the exam date.

(OPTIONAL) MASTER'S THESIS, *effective Fall 2019*

A student who has a GPA of 3.500 or higher may propose writing a Master's Thesis or Pedagogy Thesis. This can be taken as an elective in the student's second year.

The student must submit a thesis proposal form prepared in consultation with the potential thesis supervisor to the GSC by the deadline (Dec. 15th in the fall, April 15th in the spring). If the proposal is approved, the GSC will select a second reader for the thesis, and the student will enroll in ENGL 7990: Master's Thesis – 4 SH. The M.A. Thesis Proposal Form can be found on the Current Student Resources web page.

- ▶ **Master's Thesis.** For this option, candidates will write a 10,000 to 15,000-word thesis. A checklist and FAQ are available on the Current Student Resources web page.
- ▶ **Pedagogy Thesis.** For this option, candidates will work with the thesis supervisor to create a teaching portfolio comprising the following five elements:
 - 1) Curriculum Vitae
 - 2) One-page statement of teaching or tutoring philosophy
 - 3) Sample teaching materials, including syllabi, course calendar, assignment sheets, lecture slides, description of in-class activities.
 - 4) 7-10 page critical introduction to these pedagogical materials, offering the theoretical and contextual background for the specific materials included. This introduction should provide historical, social, and institutional contexts for the pedagogical materials created and offer solid theoretical grounding not solely for those practices, but also for the underlying assumptions about student learning upon which those practices are based. Ideally, the student will draw on what they have learned in the M.A. program, whether coursework, practicum, or writing center experience.
 - 5) Annotated bibliography of the 10-15 key sources used to inform the critical introduction.

The Master's Thesis or Pedagogy Thesis will be evaluated by the thesis supervisor and a second reader selected by the GSC and must be prepared and submitted according to the College of Social Sciences and Humanities Graduate School guidelines

(see <https://cssh.northeastern.edu/resources/theses-and-dissertations/>).

MASTER'S PROGRAM CO-OP EXPERIENCE

The master's program offers a cooperative education experience (co-op) to eligible students. Cooperative education is a deeply valued aspect of both the Northeastern experience and the College of Social Sciences and Humanities experiential liberal arts framework. Northeastern's signature co-op ecosystem provides qualified master's students with six-month work experiences in businesses, nonprofits, and government agencies in Boston and across the United States. More information can be found on the CSSH website at <https://cssh.northeastern.edu/academics/co-op/#grad>.

Eligibility

Students interested in co-op must have a 3.500 GPA in the program. All co-op placements are also contingent on successful completion of pre-co-op workshops, Canvas modules, and attendance at mandatory information sessions/workshops, and on being hired by a co-op employer.

Students may elect to go on co-op after they have completed two semesters of coursework. They may search and apply for co-op positions during their second semester of coursework if they meet eligibility requirements after completing one full semester of courses in their master's program.

Co-op Timeline

Co-op positions are full-time jobs that run from January through June and July through December. Students seeking a spring placement should begin prep in early September of the year prior; students seeking a fall placement should begin prep in early January of the same year. **Students MUST have a curricular requirement remaining in their program to go on co-op.** They may take their last curricular requirement while they are on co-op or when they return to campus after completing their co-op.

Students seeking a suggested degree timeline with the co-op option should consult pages 9-10 of this guide.

Co-op Opportunities

Co-op opportunities vary widely and are constantly expanding. Past experiences have included working with archival departments, libraries, museums, digital humanities initiatives, law offices, non-profits, major publications, and more. Students seeking information about specific opportunities should contact the English Co-op Director, Michaela Modica (m.kinlock@northeastern.edu).

Co-op Integration Course

All students taking the co-op option take an online co-op integration course for two semesters, which increases SH required by two billable hours. This registration is handled by the Graduate Office.

Contact

Students interested in co-op should contact the Co-op Director, Michaela Modica (m.kinlock@northeastern.edu) no later than the beginning of their third semester in the program.

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SUGGESTED TIMELINES

Students' individual timelines through the MA program may vary, depending on the specific opportunities they pursue. PlusOne students should determine their timelines with the undergraduate and graduate advisors.

Option 1: Graduate in two years with Fall co-op (*effective Fall 2018*)

This option is for full-time students entering in the Fall semester who wish to pursue an optional Fall co-op in their second year of the program (or their third semester overall). More information about co-op can be found on page 8 of this guide. Some important considerations to keep in mind for this timeline are:

- Co-op increases the SH required for the degree by 2 billable hours (resulting in a minimum of 34 SH for the program as opposed to 32).
- Students must have at least one curricular requirement left in order to go on co-op. They may take their last curricular requirement while on co-op or in the semester following co-op completion.
- Co-op positions are full-time jobs. It is therefore not recommended to take more than one core class or elective while on co-op.
- Students maintain their full-time status while on co-op.
- Students can take less than 8 credits in their terminal (final) semester and still qualify for the Dean's Scholarship if this is originally part of their financial package, though students must register for at least 6 credits in non-co-op semesters to maintain eligibility for federal financial aid. More details here: <http://catalog.northeastern.edu/graduate/expenses/financial-aid-assistance/>
 - **It is strongly recommended that students with specific questions about their financial aid status consult with their financial aid counselor *prior* to registration each term.**
- It is strongly recommended that students who wish to pursue both an optional co-op and optional thesis consult *early on* with their faculty advisor about the demands of these responsibilities and create a realistic plan for thesis completion.
- With proper planning, it is possible to complete both an optional co-op experience and a graduate certificate throughout one's time in the degree program. A suggested timeline for students pursuing graduate certificates can be found on page 12 of the guide.

	Fall Semester	Spring Semester
Year 1	12 SH Proseminar – 4 SH M.A. Core Curriculum – 8 SH	8-12 SH M.A. Core Curriculum – 8-12 SH Complete language requirement Annual Review <i>Begin planning for optional co-op in January</i>
Year 2	1 SH (Summer 2) ENGL 6964 Co-op Work Experience – 0 SH INSH 6864 Experiential Integration – 1 SH	4-8 SH Elective 1 if not already completed – 4 SH ENGL 7990 Thesis or Elective 2 – 4 SH
	5 SH (Fall) ENGL 6964 Co-op Work Experience – 0 SH INSH 6864 Experiential Integration – 1 SH M.A. Core Curriculum or Elective 1– 4 SH	

SUGGESTED TIMELINES (continued)

Option 2: Graduate in two years with Spring co-op (effective Fall 2018)

This option is for full-time students entering in the Fall semester who wish to pursue an optional Spring co-op in their second year of the program (or their fourth semester overall). More information about co-op can be found on page 8 of this guide. Some important considerations to keep in mind for this timeline are:

- Co-op increases the SH required for the degree by 2 billable hours (resulting in a minimum of 34 SH for the program as opposed to 32).
- Students must have at least one curricular requirement left in order to go on co-op. They may take their last curricular requirement while on co-op or in the semester following their co-op completion (since the English Department does not typically offer summer graduate courses, we therefore recommend taking the final elective during the Spring co-op semester).
- Co-op positions are full-time jobs. It is therefore not recommended to take more than one core class or elective while on co-op.
- Students maintain their full-time status for federal financial aid and scholarship eligibility while on co-op. More details can be found here: <http://catalog.northeastern.edu/graduate/expenses/financial-aid-assistance/>
 - **It is strongly recommended that students with specific questions about their financial aid status consult with their financial aid counselor prior to registration each term.**
- It is strongly recommended that students who wish to pursue both an optional co-op and optional thesis consult *early on* with their faculty advisor about the demands of these responsibilities and create a realistic plan for thesis completion.
- With proper planning, it is possible to complete both an optional co-op experience and a graduate certificate throughout one's time in the degree program. A suggested timeline for students pursuing graduate certificates can be found on page 12 of the guide.

	Fall Semester	Spring Semester
Year 1	12 SH Proseminar – 4 SH M.A. Core Curriculum – 8 SH	8 SH M.A. Core Curriculum – 8 SH Complete language requirement Annual Review
Year 2	8 SH M.A. Core Curriculum – 4 SH Elective 1– 4 SH <i>Begin planning for optional co-op in September</i>	5 SH (Spring)* ENGL 6964 Co-op Work Experience – 0 SH INSH 6864 Experiential Integration – 1 SH ENGL 7990 Thesis or Elective 2 – 4 SH Annual Review 1 SH (Summer 1) ENGL 6964 Co-op Work Experience – 0 SH INSH 6864 Experiential Integration – 1 SH

SUGGESTED TIMELINES (continued)

Option 3: Graduate in 1.5 years with no co-op (*effective Fall 2018*)

This option is for full-time students entering in the Fall semester who wish to graduate in a year and a half as opposed to two years. Some important considerations to keep in mind for this timeline are:

- This timeline does not accommodate for co-op. Students interested in pursuing co-op should consult the two earlier timelines.
- Students wishing to pursue the thesis option in their third semester should consult *early on* with their faculty advisor to create a realistic plan for thesis completion.
 - Students who do not complete their thesis by the end of their third term are required to take 7996 Thesis Continuation (0 SH) in the following term. This course is billable at 1 SH.

	Fall Semester	Spring Semester
Year 1	12 SH Proseminar – 4 SH M.A. Core Curriculum – 8 SH	12 SH M.A. Core Curriculum – 12 SH Complete language requirement Annual Review
Year 2	8 SH Elective 1 – 4 SH Elective 2 or 7990 Thesis – 4 SH	

SUGGESTED TIMELINES (continued)

Option 4: Graduate in 1.5 – 2 years with a graduate certificate (*effective Fall 2018*)

This timeline is for full-time students entering in the Fall semester who wish to pursue a graduate certificate. It can be completed in 1.5 – 2 years depending on how much time is needed to complete the optional thesis. More information about graduate certificates can be found on page 3 of this guide. Some important considerations to keep in mind for this timeline are:

- Certificate enrollments must fit within M.A. curricular and SH requirements.
- Any student taking a non-ENGL course(s) to fulfill certificate elective requirements must submit a general petition form to the Graduate Studies Committee prior to registration for the term (this form can be found on the “Current Student Resources” webpage). If the petition is approved, the non-ENGL class(es) will count as an elective(s) towards the master’s degree program.
- Certificate coursework cannot extend beyond the point in time when degree requirements are met.
- Students wishing to pursue the thesis option in their third semester should consult *early on* with their faculty advisor to create a realistic plan for thesis completion.
 - Students who do not complete their thesis by the end of their third term are required to take 7996 Thesis Continuation (0 SH) in the following term. This course is billable at 1 SH.

	Fall Semester	Spring Semester
Year 1	12 SH Proseminar – 4 SH M.A. Core Curriculum – 8 SH ▶ <i>DH, WGSS</i> : Include certificate core course or elective	12-14 SH M.A. Core Curriculum – 12 SH ▶ <i>DH, WGSS</i> : Include certificate core course or elective ▶ <i>DH</i> : Add INSH 7910 – 2 SH Complete language requirement Annual Review
Year 2	8-10 SH M.A. Elective 1 – 4 SH M.A. Elective 2 or 7990 Thesis – 4 SH ▶ <i>WGSS</i> : Include certificate core course or elective ▶ <i>DH</i> : Add INSH 7910 – 2 SH; Include certificate elective, if not taken in Year 1	0 SH ENGL 7996 Thesis Continuation, if needed – 0 SH (billable at 1 SH) ▶ <i>DH only</i> : complete DH Final Project ▶ <i>DH, WGSS</i> : Certificate clearance form

GRADUATE FACULTY SPECIALTIES

Nicole Aljoe

Professor

Eighteenth- & nineteenth-century Black Atlantic literature; the slave narrative; postcolonial studies (Black British, African, Caribbean, Latin American, South Asian); eighteenth-century British novel; gender/sexuality and writing; archival studies; visual culture

Sari Altschuler

Associate Professor

Health humanities; disability studies; eighteenth- & nineteenth-century American literature

Erika Boeckeler

Associate Professor

Shakespeare; Renaissance lyric poetry, history of the book and early modern print cultures (Western & Eastern Europe), early modern visual art, archival studies, material studies, feminist & race-conscious bibliography

Beth Britt

Professor

Contemporary rhetorical criticism, especially feminist and cultural criticism; classical rhetoric; rhetoric and the law; rhetoric and materiality; qualitative research methods, including participant-observation and interviewing; discourses of domestic violence, probability, infertility/reproductive technologies

Hillary Chute

Professor

Comics and graphic novels; contemporary fiction; visual studies; American literature; gender and sexuality studies; literature and the arts; critical theory; media studies

Ellen Cushman

Professor

Writing and rhetoric; literacy studies in tribal and urban communities; decolonial rhetorics; Cherokee language and writing; digital composing and archiving; writing pedagogies; qualitative research methodologies and research in the teaching of English

Theo Davis

Professor & Department Chair

Eighteenth- & nineteenth-century American literature; literary and political theory; aesthetics

GRADUATE FACULTY SPECIALTIES (continued)

Elizabeth Maddock Dillon

Professor

Seventeenth- through nineteenth-century American literature; transatlantic seventeenth-nineteenth century literature; origins of the novel; public sphere and early print culture; eighteenth-century drama – British and American; aesthetics; feminist theory; critical theory; early Caribbean literature; early African American literature; literature and performance; archival studies; literature and political theory

Lawrence Evalyn

Visiting Assistant Professor

Digital humanities (digitization, text mining, network analysis); eighteenth-century British literature; book history; queer/trans video game studies; feminist "recovery" in digital archives

Julia Flanders

Professor of the Practice

Digital humanities (markup systems, data modeling, digital editions, digital literary studies), digital archives, digital project design and development

Chris Gallagher

Professor

Writing and rhetoric; writing pedagogy and assessment; writing program administration; educational change and reform

Alison Glassie

Assistant Professor

Environmental humanities, ocean and coastal studies, hemispheric American literatures, cultural studies, comparative literature, modern and contemporary literature, global anglophone literature, multi-ethnic American literatures, Caribbean literatures, postcolonial literatures

Laura Green

Professor

Victorian literature; twentieth-century Anglophone literature; history and theory of the novel; feminist and queer theory

Carla Kaplan

Professor

Twentieth-century American literature; modernism; African American literature and history; feminist theory; biography and cultural history; literary journalism and creative nonfiction

GRADUATE FACULTY SPECIALTIES (continued)

Kathleen Kelly

Professor

Medieval studies; film; contemporary British novel; non-human and post-human studies; animal studies; ecocriticism; feminist and gender theories; genre theories; narrative theories (with a particular interest in magic realism and other “non-traditional” forms); queer theories; British literature from the medieval period through the present; speculative fiction

Eunsong Kim

Associate Professor

Twentieth- and twenty-first-century US literature, modern and postmodernism, visual studies; poetics, critical gender studies, Asian American literature, us multi-ethnic literature, new media studies

Lori Hope Lefkowitz

Professor

Narrative; Jewish literature and Judaism and gender studies; Hebrew bible; contemporary theory; Victorian literature

Neal Lerner

Professor

Writing and rhetoric; writing across the curriculum; writing centers; literacy; writing studies research methods; professional and technical communication; archival studies

Patrick Mullen

Associate Professor

Nineteenth- and twentieth-century Irish and English culture and politics; modernity and globalization; Marxism; critical theory; history of sexuality

Mya Poe

Professor

Writing and rhetoric; justice-oriented writing assessment; research ethics; mixed methods research; writing in the disciplines with particular interest in data representation; rhetorical genre studies; inclusive and antiracist journal editing

Janet Randall

Professor

Linguistics; grammar; English language teaching/education; dialects of English (including African American English); gender and language; mental representations of language; language and law

GRADUATE FACULTY SPECIALTIES (continued)

K.J. Rawson

Associate Professor

Writing and rhetoric; LGBTQ+ studies; digital humanities; rhetorical historiography; archives and linked data; queer, trans, and feminist rhetorics

Qianqian Zhang-Wu

Assistant Professor

Bi/multilingualism; multilingual writing; translanguaging pedagogy; linguistically responsive instruction; applied linguistics