



Department of English – Graduate Division

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Fall 2016 Course Descriptions

Structure of English, English 314 Sec. 001

Cho, Jacee

TR, 11:00 AM to 12:15 PM, L185 EDUCATION

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides a general introduction to English linguistics with a primary focus on syntax (how sentences are constructed) and phrasal/sentential semantics (how meaning is calculated by combining the lexical meanings of all the words in a sentence and considering their order and other rules). You will learn to analyze English sentences and draw tree diagrams. For example, why is the sentence “*Students linguistics love” ungrammatical? Why is the sentence “The policeman shot the criminal with a gun” ambiguous? We will also discuss prescriptive and descriptive grammar rules, linguistic knowledge (competence) and performance, and the Universal Grammar theory.

Structure of English, English 314 Sec. 002

Wanner, Anja

MWF, 12:05 PM to 12:55 PM, ROOM PENDING

[English Language and Linguistics] Mixed grad and undergrad.) An introduction to linguistic methods of analysis and description of English syntax and morphology.

English Phonology, English 315

Raimy, Eric

MWF, 11:00 AM to 11:50 AM, L185 EDUCATION

[English Language and Linguistics] (Mixed Grad/Undergrad) Basic principles of phonetics and phonology applied to the description of English. Students who have taken English 330 prior to fall 2014 may not enroll in this course.

English Language Variation in U.S., English 316

Purnell, Thomas

MWF, 01:20 PM to 02:10 PM, 2637 HUMANITIES

[English Language and Linguistics] Description and analysis of geographical and social variation in English in the United States. Students who have taken English 331 prior to fall 2014 may not enroll in this course.

Second Language Acquisition, English 318

Cho, Jacee

TR, 02:30 PM to 03:45 PM, B223 VAN VLECK

[English Language and Linguistics] (Mixed Grad/Undergrad)

This course provides an introductory overview of the current theories and studies on second language (L2) acquisition and development from both cognitive and social perspectives. Topics to be discussed in this course include the role of Universal Grammar, age effects, cross-linguistic influence, feedback, interaction, and pragmatics. We will survey both qualitative and quantitative research on L2 acquisition and discuss pedagogical implications of the current L2 research.

Introduction to TESOL Methods, English 415

Arfa, Sandra

TR, 01:00 PM to 02:15 PM, 6110 WHITE

[English Language and Linguistics] (Mixed Grad/Undergrad) An introduction to the teaching of English to speakers of other languages. Exploration of the contexts in which English is taught, and methods and materials used to teach it. Students who have taken English 334 prior to fall 2014 may not enroll in this course.

English in Society, English 416

Leary, Erin

MWF, 09:55 AM to 10:45 AM, 4281 WHITE

[English Language and Linguistics] Social and public uses of English; relationships of English structure, lexicon, and discourse to race, gender, class, education, ethnicity, age, and identity; the role of English in public policy. Students who have taken English 336 prior to fall 2014 may not enroll in this course.

Pragmatics, English 420

Young, Richard

MW, 02:30 PM to 03:45 PM, B223 VAN VLECK

This is an introduction to pragmatics for undergraduates in the English department, students pursuing the M.A. in Applied English Linguistics, the Ph.D. in English Language and Linguistics, the Ph.D. in Second Language Acquisition, and interested students from other departments.

Pragmatics is the study of the relationship between the meaning of an utterance and the context in which the utterance is produced. We normally think of people using language to produce utterances, though the act of production involves words and grammar but also vocal prosody, gesture, gaze, and bodily stance. The context of production is also much grander than the time and place of utterance and it includes the physical, spatial, temporal, social, interactional, institutional, political, and historical circumstances in which a person produces an utterance. By ‘utterance’ and ‘context’ we name systems of interconnection among very many features, and the study of the relationship between utterance and context is not to be undertaken lightly. Nonetheless it is a study that for centuries has been of great interest to philosophers, linguists, semioticians, and psychologists. And even if you don’t want to focus on pragmatics as a field of academic study, it’s worth considering a few questions that we will ask and try to answer in this course:

- I know the kind of actions I can perform with my body and with tools I use, but what kind of actions can I perform with my words?
- Sometimes, I am in conversation with somebody and, although we both know exactly the meaning of every word, I still don’t get what the other person is driving at. What am I missing?
- I know some people who are forever saying *please* and *thank you*, just like my mother taught me when I was a child. And then there are some other people I know who rarely say *please* or *thank you*, and I know my mother would say they are not being polite, but nobody else seems to bother. Why is that?
- Why did the defense attorney object when the prosecutor asked the defendant when he had stopped abusing his daughter?
- Say “It’s cold in here” and mean “It’s warm in here”. Can you do it? — And what are you doing as you do it? And is there only one way of doing it?

That last question was asked by a philosopher. Asking and answering questions like these is not just what we should do as students and scholars; it is also a matter of practical communication—especially communication among people from different social and cultural backgrounds. If you decide to take this course, I hope it will not only be one more step on the road to an academic qualification, but it should also be a means to make us all better communicators.

Required materials

Archer, D., Aijmer, K., & Wichmann, A. (2012). *Pragmatics: An advanced resource book for students*. Routledge.

Thirty-four supplementary readings are available for download from Box.

Old English, English 520

Foys, Martin

TR, 11:00 AM to 12:15 PM, 2637 HUMANITIES

[Literary Studies/English Language and Linguistics/Medieval] Old English is the earliest form of English; it is also fascinating – exotic, yet at the same time the backbone of the language we use today. From over 1,000 years ago, it is the language of heroes, monsters, kings, scholars, saints, and some very special sinners. Studying Old English also gives you a foundational understanding of how modern English still works today, valuable knowledge for any student.

No background in languages or linguistics is required to take this class, though if you've studied another language, that can be helpful. In the first half of the class, we will cover basic pronunciation, grammar, and vocabulary, while doing short translation exercises. In the second half of the semester, we will put the skills you've learned to work, working on reading Old English texts and poems in the original – a rare opportunity. Because this is a language class, no papers will be required. Instead, there will be regular translation exercises, quizzes, exams, and a final translation project.

Introduction to Composition and Rhetoric, English 700

Olson, Christa

M, 10:00 AM to 12:30 PM, 7109 WHITE

[Composition & Rhetoric] The field of Composition & Rhetoric is as varied in its foci, methods, and materials as any contemporary trans-discipline. This course aims to offer a sense of that variety, its historical roots, and its implications within and beyond English departments. Organized around units addressing Composition & Rhetoric's three major sub-fields—rhetoric, composition, and literacy—the course invites students to read recent monographs and canonical texts as part of an ongoing effort to understand what counts as communication, who wields it, and what it does. Course readings will include 3-4 monographs and a wide selection of articles/book chapters.

Writing, Identity, Discipline, English 706

Young, Morris

F, 10:00 AM to 12:30 PM, 7109 WHITE

[Composition & Rhetoric] This seminar will consider how writing and identity interact, interanimate, and inform the experiences of individuals and communities, and helps shape the ways groups define themselves. We will examine the wide array of scholarship that has focused on the connection between writing and gender, race and/or ethnicity, region, sexuality, nationality, social class, and other categories of identity. Additionally, we will consider the relationship between writing and discipline. How does writing function to discipline identity? How does writing shape and create disciplines and disciplinary identity? How does a discipline shape writing?

Required work will include a couple of shorter writing assignments (4-5 pp. each), a longer conference/seminar paper (15 pp.), weekly discussion board postings, and leading the seminar.

Readings may include work by: Charles Bazerman; Patrick W. Berry, Gail E. Hawisher, and Cynthia L. Selfe; Suresh Canagarajah; Juan Guerra; Roz Ivanic;; Rhea Estelle Lathan; Adela Licona; Stacey Pigg; Paul Prior; Jacqueline Rhodes and Jonathan Alexander; Mira Shimbukuro; Kate Vieira; and Sue Wells.

Graduate Fiction Workshop, English 781

Mitchell, Judith

M, 04:00 PM to 06:50 PM, 7109 WHITE

For Creative Writing MFA students or by permission of the instructor or MFA advisor after submission of sample manuscript.

Graduate Poetry Workshop, English 782

Kercheval, Jesse

M, 07:00 PM to 09:00 PM, 7109 WHITE

For Creative Writing MFA students or by permission of the instructor or MFA advisor after submission of sample manuscript.

Creative Writing Pedagogy Smr, English 783

Bishop, Sean

T, 02:30 PM to 04:30 PM, 6108 WHITE

"Creative Writing Pedagogy" is a graduate course targeted at candidates for the MFA in Creative Writing, familiarizing those student-teachers with the histories and theories of creative writing instruction in the United States, and directing them in the practice of teaching undergraduates to write fiction and poetry. The course is part seminar and part practicum, incorporating the students' week-by-week classroom experiences into larger theoretical discussions while at the same time offering strategies for classroom time management, grading and evaluation, and the construction of syllabi and lesson plans. The course also offers guidelines for teaching basic elements of craft including but not limited to "the line," "the lyric image," and "sonics" (in poetry), and "point of view," "scene," "exposition," and "dialogue" in fiction.

MFA Thesis, English 785

Barry, Amy Quan

For Creative Writing MFA students only.

Proseminar-Teaching of Writing, English 790

Young, Morris

This one-credit course introduces graduate student instructors to the fundamentals of teaching writing. We will discuss the goals of the introductory composition course and best practices in teaching (including syllabus construction, assignment design, class discussion and group work, peer review, the revision process, and evaluation and grading). This is a required course for instructors teaching English 100 for the first time at UW-Madison.

Pedagogy Seminar for New Intro Lit Instructors, English 795

Zimmerman, David

R, 08:00 AM to 09:15 AM, 7105 WHITE

This 8-week proseminar trains new Intro. Lit. TAs to become successful classroom instructors. Participants will learn effective practices and principles of Intro. Lit. teaching. Our focus will be on designing and leading effective lessons, teaching critical reading and writing skills, and designing and implementing an effective writing curriculum. While some of these aims overlap with English 100 and 201 training, all of our meetings will be tailored to Intro. Lit. instruction. Participants who enroll in English 795 will receive one credit for this course. Enrolling is optional. Students may take the course but are not obligated to enroll since it is a requirement of the teaching position. Some students choose to enroll but should realize that segregated fees will be charged for this additional credit.

One-credit Seminar, English 795

Olson, Christa

Meeting time TBA

Description not available.

Independent Reading, English 799

Faculty

Requires permission of faculty member. If this independent study course is taken in lieu of a regular classroom course to fulfill English requirements, a 799 Approval Form must be completed and submitted for approval to the Director of Graduate Studies.

Critical Methods in Literature, English 800

Levy-Hussen, Aida

R, 01:00 PM to 03:30 PM, 7109 WHITE

[Literary Studies] This course will introduce first-year graduate students to a diverse selection of methods and topics in contemporary literary and cultural studies. Its range will be broad but not exhaustive, and loosely connected by the following questions: What are the objects of literary and cultural studies? How (through what approaches) should we interpret them? Why (with what motives,

to what ends) do we perform criticism? Over the course of the semester, and through a series of dialogues with English faculty working in various subfields, time periods, and theoretical lineages, students will be introduced to discourses on literary formalism, new literary history, psychoanalysis and affect theory, critical race and ethnic studies, feminist and queer theory, Marxist and Foucaultian approaches to literary studies, and humanistic thought in the age of neoliberalism.

Premodern Media: Theory, History and Practice in Medieval England, English 803

Foys, Martin

T, 01:00 PM to 03:30 PM, 7109 WHITE

[Literary Studies] Medieval media did not stand alone, as they are often studied today; their ecologies were native, temporally thick, and vitally interrelated mechanisms of cultural and aesthetic production. This seminar studies contemporary concepts of media theory and history to help define and study technological modes of communication in Medieval England, with especial attention paid to the period of early medieval England. Readings place medieval textuality within a broader ecology of medieval media, ranging across visual, material, geographic, auditory, and human/technological hybrid aspects of pre-modern communication. Special attention will be devoted to how the study of medieval media can radically extend, refine and revise our understanding of literary interpretation, and the fields of media theory and media history. Earlier medieval materials will largely be read in translation, though those students who have knowledge of other medieval languages will be encouraged to work on those texts in the original.

Early Modern Legal Imaginaries, English 804

Stephanie Elsky

M 01:00 PM to 3:30 PM, 7105 WHITE

[Literary Studies] What does it mean to do “law and literature?” Were the two realms as distinct in the early modern period as they are (or appear to be) today? We will explore a burgeoning field of early modern studies and some of its key primary texts, considering questions such as: How do the legal developments of the sixteenth and seventeenth century (equity, evidence, suspicion) inform literary thought and practice, and vice versa? What does it mean to consider the literary as a site of legal contemplation, and to what extent does the legal realm in this period rely upon the fictive, the imagined, even the poetic, for its authority and self-conception? (To this end, we will not only look at some important cases in the period, but also law’s contemplation of itself and its temporal and spatial dimensions.) Where do literary and legal texts converge and diverge on urgent political issues such as colonial expansion, the common good, sovereignty, and personhood? In addition to Renaissance writers such as Shakespeare, Spenser, Isabella Whitney, Edward Coke, Christopher St German, and others, we will also focus on recent scholarship by, among others, Bradin Cormack, Kathleen Davis, Lorna Hutson, and Henry Turner, and theory by Giorgio Agamben, Hannah Arendt, Claude Lefort, and Carl Schmitt.

The Bureaucats, English 807

Ortiz-Robles, Mario

W, 01:00 PM to 03:30 PM, 7109 WHITE

[Literary Studies] Nothing seemingly as far from the novelistic as the repetitive, uneventful, characterless world of the bureaucrat, that almost universally disdained figure that emerges in the nineteenth century as the necessary though largely invisible agent of parliamentary capitalism and global empire. Yet, clerks, office workers, administrators, copyists, civil servants, and functionaries of all sorts populate the pages of a significant strand of the traditional novel, giving shape and voice to the biopolitical logic of realism's statistical imagination. These unsung bureaucats and the novels that feature them are the subject of this seminar. In addition to appraising the role of bureaucrats in realism by conducting an informal census of the novel's salariat, we will investigate the role bureaucracy plays in the administration of the novelistic, consider the reasons for the novelistic treatment of the improbably novelistic, and explore the conditions under which such reasons become compelling. Attentive readings of works by Balzac, Trollope, Eliot, Melville, Dickens, Flaubert, Pérez Galdós, Zola, Kipling, Gissing, Conrad, and perhaps others will be supplemented by readings of historical and theoretical works by Foucault, Darwin, Malthus, Weber, Agamben, Butler, Hacking, Esposito, and Braidotti with the aim of specifying why bureaucats are such strange literary cats.

Planetary Modernist Studies: Theories, Approaches, and Texts, English 808

Friedman, Susan

W, 10:00 AM to 12:30 PM, 7109 WHITE

[Literary Studies] Preliminary Description. We will explore together various theoretical and methodological issues involved in "planetary modernist studies." While the field of modernist studies began with a focus on the avant-garde and experimental literature, arts, and philosophies of the late 19th-/early 20th century European and U.S., it has expanded in recent years along a number of different axes—the horizontal, taking into account the manifestations of modernity/modernism across the globe; the vertical, examining the interrelationships of "high" and popular or mass media cultures; and the temporal, extending the timeframe of modernism well into the long twentieth century, backward into the nineteenth century, and even further back into periods of massive change, disruption, and creativity.

What do these expansions mean for modernist studies today? What are the issues that are debated? What approaches have been developed to handle these expansions? How is the relationship between 'modernity' and 'modernism' theorized? What is the significance of concepts of multiple, recurrent, polycentric, alternative, marginal, peripheral, other, divergent, etc. modernities and modernisms? What "texts" (in any media) are part of the new archives of a planetary modernist studies?

The seminar will be organized around a set of key issues in planetary modernist studies, along with the methodologies they imply, and some sample texts for discussion. Issues may include, for example, scale; temporality; space; periodization; pluralization; empire; translation; circulation; comparison; cosmopolitanism; race; gender; sexuality; tradition; environmentalism; aesthetics; and so forth. Texts from the long twentieth century will form the core examples for testing out various issues and methodologies, but may include selected earlier texts as well. Students interested in medieval "modernities," early modern "modernities," and "middle modernities" are equally welcome in the

seminar and can design their papers around questions and archives related to their fields of study. Space permitting, students from other departments are also welcome.

One of the seminar's aims is to assist students in situating their interests in modernity and/or modernism (in any historical period or location) in relation to the expanding field of modernist studies. Students will be expected to do at least 4 discussion posts related to the readings; to work in a group to initiate class discussion of selected issues; and to work through the stages of effective research development (including formation of research questions; identification of methodologies; text selections; and formation of a working bibliography of different kinds of relevant readings). Written requirements include a one-page abstract of a theoretical article or book chapter; the discussion posts; and a paper that aims either to be an effective conference paper (c. 8-10 pages) or the draft of an article (c.20pp). A schedule of readings for the seminar are in preparation and will be available by the end of June.

Dissertation Research, English 990

Dissertation Advisor by Permission

For post-prelim PhD students by permission. Students that have reached dissertator status should plan on enrolling in 3 credits. This is a variable credit course and may be used in combination with other enrollment credits to satisfy minimum enrollment requirements prior to reaching dissertator status.

Reading for PhD Prelims, English 999

Faculty Member by Permission

Faculty by Permission. This course is used primarily to satisfy enrollment requirements while preparing for preliminary exams. It requires faculty permission. The faculty member is often the chair of the student's preliminary examination committee.