



## Department of English – Graduate Division

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### Fall 2015 Graduate Course Descriptions

*Rev. 3/23/2015*

#### **English 314, Structure of English**

Jihyeon Jacee Cho

TR 11.00 AM-12.15 PM, Humanities 1221

[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.

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#### **English 315, English Phonology**

Eric Raimy

MWF, 11:00 AM to 11:50 AM, 2637 Humanities

[English Language and Linguistics] 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.

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#### **English Language Variation in the U.S., English 316**

Thomas Purnell

MWF, 09:55 AM to 10:45 AM, Room, L185 Education

[English Language and Linguistics] (mixed grad/undergrad) 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.

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#### **Eng 318, Second Language Acquisition**

Jihyeon Jacee Cho

TR 1.00-2.15 Van Vleck B231

[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.

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**English 415, Introduction to TESOL Methods**

TBA

TR, 1:00 PM to 2:15 PM, Room L151 Education

[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.

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**English 420, Pragmatics**

Richard F. Young

TR, 2:30 PM to 3:45 PM, Room 2637 HUMANITIES

[English Language and Linguistics] This is a course for students in English and for all students interested in communication, sociology, linguistics, and philosophy.

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.

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### **English/Medieval 520, Old English**

Jordan Zweck

MWF 8:50 AM to 9:40 AM

[Literary Studies/English Language and Linguistics/Medieval] This course is designed to provide students with an introduction to the language, literature, and culture of England before the Norman Conquest of 1066. Because the English language has changed so much since 1100, Old English must be learned as a foreign language. 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, tackling major works of Old English poetry and prose. Because this is a language class, no papers will be required. Instead, there will be regular translation exercises, quizzes, and exams.

No previous experience with Old English is required.

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### **English 700, Introduction to Composition and Rhetoric**

Christa Olson

M, 10:00 AM to 12:30 PM

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.

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### **English 702, Perspectives on Literacy**

Kate Vieira

R, 10:00 AM to 12:30 PM

[Composition & Rhetoric] What are the consequences of literacy? In their 1963 article, anthropologist Jack Goody and literary critic Ian Watt posed this bold question, touching off debates that would animate literacy studies for decades to come. Along with others, they argued that literacy caused wide cognitive and societal transformations. The New Literacy Studies group countered that literacy is best understood not as an autonomous technology of change, but instead as a context-dependent social practice. Subsequently, scholars have argued that context-dependent views of literacy are too small, limiting an understanding of literacy's role in larger, macro-social trends, such as globalization or economic inequality. But what, the question remains, are literacy's consequences? Our goal in this class is to tease out a nuanced, updated answer to this question. To do so, we will examine key arguments in the history of literacy studies from the perspective of scholars in fields as diverse as anthropology, archaeology, history, literary studies, education, linguistics, sociology, and psychology.

This grounding in literacy's social history will prepare students for informed research and teaching in literacy studies: Whether we are cognizant of it or not, when we intervene in people's literacy development as teachers or administrators, we are also intervening in history, aligning ourselves with particular ideologies of literacy and distancing ourselves from others. In other words, the social history of literacy profoundly matters for our work in the present.

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### **English 790, Pro-seminar in the Teaching of Writing (English 100)**

Fiorenza, Mary

Days and Time(s): R 9:30-10:45 (Sec. 1); W 3:30-4:45 (Sec. 2). Sept. 9-Oct. 28

Designed to support and inspire instructors during their first semester in the English 100 program, this pro-seminar aims to create a productive community where instructors and the course directors can discuss experiences with teaching, especially as it relates to writing. Our meetings will rely on the expertise and contributions of all participants. You will be asked to think critically, reflectively, and deeply about your work as teachers of writing, and you will receive guidance in working with the course structure and materials. Some time will be spent helping you develop assignments that reflect both the program's and your own goals for student learning. Other key topics will likely include portfolio assessment, providing feedback that supports student learning, and developing strategies for active learning. Reading and writing in the course will be practical and reflective.

Each section will be team-taught with one of the assistant directors. Textbooks will be provided by the English 100 program: English 100 Instructors' Guide and The St. Martin's Guide to Teaching Writing (7th ed.).

This eight-week teaching practicum runs concurrently with required staff meetings for teaching assistants new to teaching English 100. All new instructors attend meetings of the pro-seminar. Participants who enroll in English 790 will earn one credit for this course.

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### **English 795, Pro-seminar in the Teaching of Intermediate Writing**

Christa Olson

Days and Time(s): TBA

This one-credit course introduces graduate students to the fundamentals of teaching intermediate writing. Meeting concurrently with English 201 staff meetings, we will discuss the goals of the intermediate composition course, best practices in teaching (including syllabus construction, assignment design, class discussion and group work, peer review, the revision process, and evaluation and grading). The course meets seven times during the semester.

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### **English 795, Intro Lit TA Pedagogy Seminar**

David Zimmerman

R, 8:00 AM to 9:15 AM

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.

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## English 711, Research Methods in Applied English Linguistics

Richard F. Young

TR, 11:00 AM to 12:15 PM

[English Language and Linguistics] This course is designed to prepare graduate students in second language acquisition and other branches of applied linguistics to critically evaluate published research in their field and to design their own research studies. The course covers a range of theoretical, practical, and ethical issues in applied linguistics research, with an emphasis on language teaching and learning. It examines principles for undertaking empirical research, introduces popular quantitative and qualitative methods for conducting small-scale research in the language classroom, and provides hands-on experience with research design, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing. To introduce each of the techniques of research, we will read a published study that has used the technique.

Doing research of any kind—quantitative or qualitative—involves developing a set of technical skills, and that is hard work. If you have a solid foundation in mathematics, you may find quantitative methods easier to learn whereas, if you have literary training, you will probably prefer qualitative methods. But I encourage you to recognize your own strengths and prejudices. By presenting quantitative and qualitative techniques side by side and by asking questions about the advantages and disadvantages of each, I encourage you to make a choice of research technique that is appropriate for the research questions you ask, the data you assemble, and the techniques of analysis you choose.

By the end of this course, you will have developed:

- A heightened awareness of practical and ethical issues in doing second language research
- An understanding of major research perspectives, important principles for research design, and commonly used research methodologies
- The ability to select an appropriate research topic, to formulate researchable questions, and to write a research proposal
- A working knowledge of essential research tools for investigating identified topics and questions
- Skills for collecting, compiling, and analyzing different types of research data
- The ability to write term papers and research reports in APA style
- The ability to constructively criticize the methods of quantitative and qualitative research methods used in published studies

### Required materials

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press. ISBN: 978-0-19-442258-1

American Psychological Association. (2010). *Publication manual of The American Psychological Association* (6th ed.).

American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide* (6th ed.).

Eight focal studies available for download from Box.

- Back, M. (2011). Legitimate peripheral participation and language learning: Two Quichua learners in a transnational community. *Language Learning*, 61(4), 1039-1057. doi: 10.1111/j.1467-9922.2011.00662.x

- Garrett, P., & Young, R. F. (2009). Theorizing affect in foreign language learning: An analysis of one learner's responses to a communicative-based Portuguese course. *The Modern Language Journal*, 93(2), 209-226. doi: 10.1111/j.1540-4781.2009.00857.x
- Hu, G. (2005). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *TESOL Quarterly*, 39(4), 635-660.
- Hu, G., & Lam, S. T. E. (2010). Issues of cultural appropriateness and pedagogical efficacy: Exploring peer review in a second language writing class. *Instructional Science*, 38(4), 371-394. doi: 10.1007/s11251-008-9086-1
- Leki, I. (2007). *Undergraduates in a second language: Challenges and complexities of academic literacy development*. New York: Erlbaum. (Chapter 3 and Appendixes)
- Loh, J. (2012). *The (re) construction of beginning teachers: A narrative journey*. Ph.D. dissertation, University of Sheffield, Sheffield, UK. (Chapter 4)
- Macaro, E., & Erler, L. (2008). Raising the achievement of young-beginner readers of French through strategy instruction. *Applied Linguistics*, 29(1), 90-119. doi: 10.1093/applin/amm023
- Spilchuk, B. J. (2009). Crossing borders and negotiating conflict: Lucian's story of teaching English from within the Singapore primary classroom. *Journal of Asia TEFL*, 6(2), 53-76.

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### English 800, Critical Methods in Lit

Ramzi Fawaz

W, 1:00 PM to 3:30 PM

[Literary Studies] Required for all first-year Literary Studies students. This graduate seminar will introduce first-year graduate students to methods in literary and cultural studies through a series of dialogues with English faculty across distinct subfields, time periods, and theoretical lineages. Rather than a comprehensive survey of methods in literature, it will assess literary studies "on the ground," as it is taken up and transformed in the research, writing, and teaching of scholars currently working in the field. Central to our course will be the transformation of classical literary studies by the intellectual movement called cultural studies, an interdisciplinary, and often politicized, orientation towards literary and cultural analysis that demanded a new methodological dynamism in the study of literature beginning in the late 1960s. In turns contested, reviled, embraced, reinvented, circumscribed, and expanded by literary scholars, cultural studies radically altered the contexts, motives, and consequences of studying the textual and visual forms commonly organized under the rubric of "literature." Cultural studies not only made visible the writing and cultural production of racially, sexually, and economically marginalized communities, but also demanded rigorous attention to so-called "low" cultural forms (including pulp fiction, comics, film, pornography, and magazine culture). Most scandalously perhaps, cultural studies required literary scholars to move beyond the limits of their disciplinary training to explain literary phenomenon that had political, social, and cultural implications far beyond the immediacy of any given text. This class will explore the consequences and possibilities of this adventurous anti- and interdisciplinary method, and the incendiary claims it has made for literary studies as both aesthetic AND political, textual AND social, rigorous AND fun.

Among the topics visiting faculty will explore include literary formalism, the study of material and print culture, eco-criticism, critical race studies, political theory, and queer theory. The course is also designed to integrate key practices of professionalization - including proposal writing, presenting papers, writing articles, and presenting yourself in academic settings - into the course content. Visiting faculty will include Caroline Levine, Lisa Cooper, Leslie Bow, Rob Nixon, Russ Castronovo, and Susan Bernstein.

## English 803, Medieval Travel Narrative

Lisa H. Cooper

W, 10:00 AM to 12:30 PM

[Literary Studies] In this seminar we will examine a broad range of travel texts (maps, memoirs, journals, chronicles, and more) that were produced by medieval wanderers of many stripes—pilgrims, missionaries, crusaders, diplomats, merchants, dreamers, and liars. We will focus especially upon what these works tell us about various conceptions of “place” from the eleventh through the fifteenth centuries, and the effects of these conceptions upon narrative strategy and style. How do the differing situations and motives of writers relating the familiar and the strange, the near and far, the mundane and the marvelous, govern the use of particular narrative devices and structures in the service of (supposedly) mimetic as well as historical “truth”? We will also investigate the relationship of geography to questions of identity both personal and collective. What kinds of narratives do these authors use to create an “us” and a “them,” a “self” and an “other”? Who claims space, who characterizes it, and on what grounds? Finally, this course will ask questions about literary genre and critical method. How can we best read these medieval works, which sit somewhere between what we generally recognize as “literature” and what we tend to think of as “history”?

Readings are likely to include the following works alongside relevant secondary material:

Jerusalem pilgrimage narratives (Egeria, Saewulf, others)

*The Marvels of Rome* and Master Gregorius' *Marvels of Rome*

*The Pilgrim's Guide to Santiago de Compostela*

*The First Crusade: The Chronicle of Fulcher of Chartres*

Joinville and Villehardouin, *Chronicles of the Crusades*

Gerald of Wales, *The History and Topography of Ireland*

Gerald of Wales, *The Journey through Wales/The Description of Wales*

*The Mission of Friar William of Rubruck*

Marco Polo, *The Travels*

Ibn Battutah, *The Travels of Ibn Battutah*

*The Book of John Mandeville*

*The Book of Margery Kempe*

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## English 807, Realism

Caroline Levine

R, 1:00 PM to 3:30 PM

[Literary Studies] The nineteenth-century novel is famous for its “realism,” but scholars have never agreed on what the term means—is it a set of strategies or a style? Does it call for constantly new contents? Is it one aesthetic or many? This course will ask you to read several canonical nineteenth-century British novels—including *Middlemarch* and *Bleak House*—and will ask you to read widely in theories of realism, both classic and contemporary. Among the theorists we will read will be Shklovsky, Jakobson, Lukacs, Auerbach, Watt, Barthes, Jameson, Woloch, Claybaugh, Buzard, and Freedgood. We will gesture toward the postcolonial novel and the globalization of realism, though we won't have time to go into depth there. And we will take one look at some long-form serial television, such as *The Wire* and *Friday Night Lights*, to think about the legacy of nineteenth-century realist narrative in a new medium.

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## English 813, The Theory of the Novel

Nirvana Tanoukhi

M, 1:00 PM to 3:30 PM

[Literary Studies] This course will survey the conceptual foundation and major strands in the Theory of the Novel. We will begin with the sources of “the theory of the novel” as a tradition that emerged from streams of cultural critique in the context of German Romanticism and Idealism. Then we’ll move chronologically to examine the development of salient categories and concepts in the novel’s subsequent theorization, tracing the ways in which the theory of the novel as a particular strand of literary aesthetics and theory colluded with broader critical trends and ideological shifts in Western intellectual culture. We will work through intersections and transformations of the “theory of the novel” with broader critical developments in the Anglo-European critical tradition and beyond, including: interrogations of the realist aesthetic and bourgeois subjectivity; critical formalism and structuralism; genre-based and “anti-generic” approaches to literary history; historicist, Marxist and objectivist “grand” theories of the novel as a mode of prose fiction; and cross-examination of the novel’s cultural specificity in light of postcolonial entanglements and the under the sign of cultural globalization. Reading includes works by theorists and philosophers like Schiller, Hegel, Shelling, Kant, Shklovsky, Propp, Lukacs, Bakhtin, Auerbach, Watt, Levi-Strauss, Frye, Culler, Jameson, McKeon, Anderson, Moretti, Banfield, Woloch, Oksenberg-Rorty, Said, Brooks, Quayson, Appiah, and Sangari, alongside novels by authors like De Cervantes, Sterne, Defoe, Goethe, Austen, Balzac, Conrad, Dickens, Achebe, and Habiby.

\*\*\* Please note that three novels are **preassigned as summer reading**: Austen’s *Pride and Prejudice* (Penguin), De Balzac’s *Père Goriot* (Penguin), and Habiby’s *The Secret Life of Said, the Pessoptomist* (Interlink).

### Goals:

- Students of the novel, in particular, whose research engages the novel genre directly, will gain:
  - 1) an overview of the development of the theory of novel, its salient categories and concepts, and
  - 2) an understanding of what grounds and motivates theoretical and critical analysis of the novel in the Western tradition and beyond;
- Students of literature in any genre or national tradition, more generally, whether their research focuses primarily on the novel, poetry, drama, or another genre, will have the opportunity to gain:
  - 1) a sense of the larger conceptual matrix that has enabled the differentiation of the novel vis-à-vis its “others”—i.e. prose versus poetry, the prosaic versus the tragic, the novelistic versus the epic; and
  - 2) a grasp of the particular intertwinement of “the novel” as cultural sign and analytical category in the Western tradition with *modernity*—whether the latter is understood as a historical reality, a cultural horizon, or marker of aesthetic value.



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**English 816, Modern and Contemporary American Poetry and Race**

Timothy Yu

T, 1:00 PM to 3:30 PM

[Literary Studies] American poetry from modernism to the present through the lens of race. Authors may include Ezra Pound, Marianne Moore, Gertrude Stein, Langston Hughes, José Garcia Villa, Melvin Tolson, Amiri Baraka, Ron Silliman, Theresa Hak Kyung Cha, Harryette Mullen, Myung Mi Kim, Cathy Park Hong, Claudia Rankine.

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**English 822, Queer Ethics**

Ramzi Fawaz

R, 4:00 PM – 6:30 PM

[Literary Studies] Is there a relationship between one's sex life and one's politics? Can notions like democracy, collective good, freedom, and equality be worked through in terms of sex, intimacy, desire, and pleasure? In other words, are there ways of living our sexuality that accord with an ethical relationship to others? These are the kinds of questions that have animated queer theory for the last three decades, a field that concerns itself with the social and political dimensions of sex, sexuality, and desire. This course explores how contemporary queer theorists have increasingly turned to political theory and philosophy to make claims for the ethical potential of queer or alternative sexualities and the social communities they produce, enable, and legitimize. This turn has been the subject of intense debate within a field that has long prided itself on imagining "queerness" (as a radical, or non-normative relationship to dominant forms of sexuality) as a powerfully negative social force that refuses the mandates of traditional forms of social belonging; if queerness refuses the social world as it is, what possible alternative worlds could it speak for? And what kind of collective good might organize such a world?

This special topics course provides students a grounding in contemporary queer theory through an exploration of the field's engagement with questions of sexual ethics, notions of collective good, and forms of queer worldmaking. This is not a survey or overview of queer theory, but a depth assessment of the current state of the field that will prepare students to take up the tools of queer theory in their own writing and research. We will pair key monographs in the field with scholarly essays, literature, and film, both avowedly LGBT fictions as well as putatively "straight" narratives that hold queer potentials or possibilities for reading against the grain of traditional heterosexual logics. Our aim will be two-fold: to gain a proficiency in the discourse of contemporary queer theory and to develop a mode of reading, or interpretation, that allows us to think of sex and sexuality as key concepts in the building of social and creative worlds.

Possible scholars we'll engage: Darius Scott, Lee Edelman, Michel Foucault, Judith Butler, Lauren Berlant, Robert McRuer, Elizabeth Povinelli, Tim Dean, Eve Sedgwick, Barbara Smith, Elizabeth Freeman, Jasbir Puar, Gayatri Gopinath, Kevin Floyd and others.

Possible primary source readings: Carson McCullers, *The Heart is a Lonely Hunter*; Toni Morrison, *Sula*; Tony Kushner, *Angels in America*; selections from Adrienne Rich, Frank O'Hara, and Essex Hemphill.

Possible Movies: *Suddenly*, *Last Summer*; *The Boys in the Band*; *Tales of the City*; *Stranger by the Lake*.

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## English 826, Digital Rhetoric and Tactical Media

Jon McKenzie

T, 8:50 AM to 11:50 AM

[Literary Studies] [Composition & Rhetoric] This “studiolab” course mixes studio, lab, and seminar-based learning to introduce students to theories and practices of digital rhetoric and tactical media through the model of human-centered design, arguably *the* digital rhetoric of our contemporary creative economy. Human-centered design focuses on the experience of audiences, end-users, and communities, drawing on such disparate traditions as classical rhetoric and aesthetics and modern fields of human-computer interaction and performance studies.

Our goal will be to theorize and practice critical media design by mashing up human-centered design and tactical media. Drawing on the Guerrilla Girls, Yes Men, and similar activist groups, students will propose and create tactical media projects that seek to produce specific experiences and effects among diverse audiences. Students learn human-centered design through two interrelated activities: smart media and design thinking. Smart media are emerging genres of digital communication, such as TED talks, theory comix, video essays, and information graphics, forms that can be seen as combining traditional scholarship and contemporary media culture. Design thinking is an interdisciplinary approach to problem-solving and innovation used to address social challenges, organizational change, and product development, and it has been applied to education, engineering, and non-profits.

Over the semester, students complete two projects and a series of design exercises that introduce them to three powerful design frames that can be used to both analyze and generate tactical media projects:

- CAT (conceptual, aesthetic, technical)
- UX (user experience: experience design, information architecture, information design)
- DT (design thinking’s constraints of human desirability, technical feasibility, economic viability)

In the first project, students role-play as design firms to collaboratively research and produce a multimedia proposal for a museum installation of “intimate bureaucracies.” For the second project, students produce individual multimedia proposals for a similar project of their own choice (eg, translate a paper into a media campaign, a method into a service, a insight into a mobile app).

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