THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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Spring 2016
Graduate Course Descriptions
10/29/2015

Eng 420 Topics in ELL: Universal Grammar and Child Language Acquisition
Jacee Cho
TR, 9:30 am – 10:45 AM, 2637 Humanities

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to the linguistic study of child language acquisition. Children attain adult-like linguistic knowledge by the age of 5-6 without any explicit instruction or correction from their caregivers. In this course, we will examine the properties of the human mind that make language so easily accessible to children and discuss evidence for the claim that children are born with built-in universal linguistic principles (Universal Grammar) that constrain language acquisition. We will discuss experimental methods on child language acquisition. We will cover child first language/monolingual acquisition as well as child bilingual acquisition (children acquiring two languages simultaneously). We will also discuss language development of blind children, children with developmental problems, and children with SLI (specific language impairment). All reading materials will be available electronically on the course website.

English 514, English Syntax
Anja Wanner
TR 11:00 am to 12:15 pm, Room L155 Education

[English Language and Linguistics] (Mixed Grad/Undergrad) Do you like to puzzle linguistic pieces together? Do you sometimes wonder why sentences that seem to make sense semantically just don't sound right? (*It was expected Harry to leave early)? Did you enjoy diagramming sentences in "The Structure of English?" Then this may be the class for you.

In this class we will combine the analysis of sentences with an in-depth exploration of a particular theoretical framework, the "Principles & Parameters" (also: Government & Binding) approach to syntactic analysis, first introduced by Noam Chomsky in the 1980s. Chomsky's approach to syntactic theory is also known as "Generative Grammar." Both data and analysis will be more complex than in the "Structure of English" course. For instance, we will look at infinitives (He tried __to leave), which lack a visible subject, but which are interpreted as sentences with agents nonetheless. Other constructions with invisible agents include imperatives (Wash your hands!), and passives (Mistakes were made). We will also look at complex constructions that involve the ordering of objects, for example the particle verb construction (Ilooked up the information/I looked the information up -- what exactly happens with the particle?) and the double object construction (give a book to Mary/give Mary a book -- do they mean

exactly the same?). You will learn how to analyze these sentences, how to represent them as tree diagrams in an updated version of the X-bar format, and to compare the generative analysis with a more traditional approach to the analysis of syntax.

The core assumption of generative grammar theory is that an infinite set of syntactically wellformed (grammatical) sentences can be produced (generated) on the basis of a finite set of principles, which are universal (valid in every language) and which may not be violated because they are an integral part of the human language faculty. You will learn to explain the ungrammaticality of sentences like [*Sally's brother doesn't like herself] or [*It was expected Harry to leave early] as violations of one or of these principles, which are part of everyone's mental grammar (but which cannot be found in an ordinary grammar book). Occasionally, we will include data from corpus searches and we will relate the topics that we discuss to observations from first and second language acquisition. You will not have to read a lot for this class, but you will spend a fair amount of time analyzing syntax problems every week. There will be weekly homework assignments, quizzes, two exams, and a presentation on a syntactic construction, such as the relative clause or the imperative (graduate students will also have to write a paper). Tree diagrams will get fairly complex in this class, but what really matters is the ability to construct a syntactic argument: Why is a construction problematic? Why is one analysis better than another? What are problems that remain unsolved?

This class is required for M.A. students in Applied English Linguistics, it is semi-required for the English Linguistics track in the major (you have to take this class or English 516, Grammar in Use, which is not offered this semester), and it counts as an elective towards the English Major. ENG 324/ENGL 314 (Structure of English) is a prerequisite for this course.

Required textbook:

Andrew Carnie: Syntax. A Generative Introduction. 3rd Edition. Oxford: Blackwell.

English 706, How To Do Things with ~~Words~~ Images, Objects, and Sounds: Beyond Textual Rhetorics
Christa Olson
W, 1:00 pm – 3:30 pm, 7105 HC White

[Composition & Rhetoric] Rhetoric has never been just about words. Rhetorical theory and practice across time and space have brimmed over with bodies and actions, with pictures and places; for a long time, though, it was possible to study rhetoric without acknowledging any of those things (except, perhaps, the rocks in Demosthenes' mouth). Not so today. Some present-day scholars still, like Quintillian, distinguish the sheer linguistic aspects of "oratory" (or writing) from the more messy terrain of persuasion, where clothing and scars and the presence of one's children might influence the jury. For the most part, however, we recognize that even those artifacts that appear entirely linguistic—speeches or published essays, for example—are shot through with images (black text on white paper), sounds (the rise and fall of pitch), and things (the podium and pen). This course takes a romp through the current state of scholarship on rhetoric beyond and beneath the textual, offering as well a brief history of the transition from a primarily text-obsessed field to one rife with sorts of material. In addition to reading (and viewing) recent scholarship and talking with rhetorical scholars, we will try our own hands at making and doing rhetorical analysis across media and modes. Likely course materials include Brown's Ethical Programs, Finnegan's Making Photography Matter, Horner, Selfe, & Lockridge's Translinguality, Transmodality, and Difference, and Gries' Still Life With Rhetoric.

709 Advanced English Phonology
Eric Raimy
MWF, 9:55 am – 10:45 AM, Room 7105 HC White

[English Language and Linguistics] This course develops segmental, syllabic and metrical analyses of English along with morphophonemic alternations. As part of these analyses, the role distinctive features and other specialized representations in accounting for the sound pattern of English will be identified. Focusing on English provides a vehicle for creating specific detailed analyses for reasonably well-understood phenomena. Developing comparative analyses of languages other than English is encouraged in the research based term project. Both qualitative and quantitative approaches are encouraged.

English 715, Advanced Second Language Acquisition
Jacee Cho
TR, 2:30 pm – 3:45 pm, 7109 HC White

[English Language and Linguistics] [Mixed Grad/Undergrad)
The main goal of this course is to understand how a second language (L2) is acquired and represented in the L2 speaker's mind within current generative linguistic and processing approaches. Questions we will address include: (1) what is the role of Universal Grammar in L2 acquisition? (2) how does new L2 knowledge interact with the existing language knowledge (i.e., the learner's first language) (3) how does abstract linguistic knowledge interact with other cognitive and psychological factors in real-time L2 performance (production & comprehension). We will learn how to design various linguistic and psycholinguistic experiments to answer the questions, and you will carry out a research project to investigate L2 acquisition. All reading materials will be available electronically on the course website. Readings include a number of scholarly articles as well as chapters from:

- Sharwood Smith, M. & Truscott, J. (2014). The multilingual mind. A modular processing perspective
- Slabakova, R. (2008). Meaning in the second language
- White, L. (2003). Universal Grammar and Second Language Acquisition
- Whong, M., Gil, K., & Marsden, H. (2013). Universal Grammar and the second language classroom.

English 782, Graduate Poetry Workshop
Amaud Johnson
M, 3:35 pm – 6:30 pm, 7109 HC White

[Creative Writing] Graduate level poetry workshop for MFA creative writing students. Open to other graduate students by submission of writing sample. Students write short stories and novel chapters, critique the work of fellow students and read contemporary fiction.

Pre-Reqs: Admission to the MFA in creative writing or permission of director of creative writing

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English 785, MFA Thesis
Creative Writing Faculty by Permission

[Creative Writing] For Creative Writing MFA students only.

English 799, Independent Study

Requires express 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.

English 804, Londinopolis: Ben Jonson and City Comedy
Karen Britland
W, 1:00 pm – 3:30 pm, 7109 HC White

[Literary Studies] In this class, we will read a series of plays set in or around early modern London, written by playwrights such as Ben Jonson, Thomas Middleton and Philip Massinger. We will also look at contemporary poems and printed documents that deal with London and its environs, as well as considering a small amount of manuscript material in the form of wills and parish registers. The course will explore themes such as social mobility and social relations, economic expansion, prostitution and criminality, disease, the built environment and nascent utility networks. During the semester, we will draw on the work of cultural geographers, historians and literary scholars to provide a critical framework for talking about the metropolitan drama of the early Stuart period. Each class will begin with a 20-minute presentation by a class member, followed by discussion.

English 805, The Eighteenth-Century Novel
Mark Vareschi
M, 1:00 pm – 3:30 pm, 7109 HC White

[Literary Studies] Where did the novel in English come from? How did the novel come to be the dominant literary form in modern culture? What is so "novel" about the novel? This course will explore the central questions surrounding the rise of the English novel in the eighteenth century through authors such as: Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Horace Walpole, Frances Burney, and Jane Austen. We will further survey the history and theory of the novel in English with scholars such as Ian Watt, Mikhail Bakhtin, Michael McKeon, J. Paul Hunter, Nancy Armstrong, Frances Ferguson, Franco Moretti, Sandra Macpherson, Deidre Lynch, and others. The novel of this period was fundamentally an experimental, adventurous, and innovative form that was subject to interrogation by both readers and writers. We will seek to understand how these novels variously work to represent truth, consciousness, history, and everyday life. Further, we will attend to the novels on a formal level to examine the questions they raise about the generic conventions of narrative fiction in order to understand how the novel came to resemble its current form in contemporary culture.

English 808, Twentieth-Century Fiction
Richard Begam
TR, 11:00 am to 12:15 pm, 7109 HC White

[Literary Studies] This course surveys a selection of twentieth-century fiction from England, Ireland, and the British Commonwealth. We will approach this fiction as both an instance of, and a reaction to, the larger cultural phenomenon of modernity. In an effort to give shape and direction to our discussion, we will undertake some reading in the area of intellectual backgrounds, focusing on three paradigmatic shifts: the reconceptualization of morality (Nietzsche), of technology (Heidegger and Benjamin) and of truth (Nietzsche and Wittgenstein). We will devote the first three weeks of the course to the philosophical texts, proceeding thereafter at a fairly brisk pace through the fiction. The *tentative* readings include:

Friedrich Nietzsche: *On the Genealogy of Morals*
Martin Heidegger: "The Age of the World Picture" and "The Question Concerning Technology" Walter Benjamin: "The Work of Art in the Age of Its Technological Reproducibility"
Friedrich Nietzsche: "Truth and Lies in the Extramoral Sense"
Ludwig Wittgenstein: *Philosophical Investigations*
Joseph Conrad: *The Secret Agent*
E. M. Forster: *Howards End*
James Joyce: *A Portrait of the Artist as a Young Man*
D. H. Lawrence: *Women in Love*
Virginia Woolf: *To the Lighthouse*
Djuna Barnes: *Nightwood*
Samuel Beckett: *Molloy*
Chinua Achebe: *Things Fall Apart*
J. M. Coetzee: *Foe*
Salman Rushdie: *The Satanic Verses*

English 810: Small, Gigantic, and Hot
Monique Allewaert
M, 10:00 am to 12:30 pm, 7109 HC White

[Literary Studies] What are the effects of attending to the small-sized and the outsized? How have investigations into particles, parts, and bodies smaller and larger than the human scale impacted science, aesthetic practice, theology, and politics? In what ways does thinking about the miniscule or the majestically large change the way we engage the world we inhabit? To address these questions, we will study a number of works from the seventeenth and eighteenth century scientific revolution and Enlightenment, a period when technologies like the microscope and the telescope made it more possible than ever before for human beings to investigate organic and inorganic forms that exceeded their powers of perception. We will then follow out how these expansions of the senses impacted literary form and political discourses in nineteenth, twentieth, and twenty-first century texts.

We will pursue our investigation across three related units, each of which will move from the seventeenth to the twenty-first century. Our first unit focuses on the small. We will be particularly interested in the ways that investigations of the very small impact the way art is produced, conceived, and experienced. Our second unit turns to the related problem of the very large, focusing particularly on

how the capacity to perceive and conceptualize the large inflects aesthetics. In the final unit of the class we hold together the small scale and the large scale as we study thermodynamics, postmodernity, and climate change.

Likely primary texts: Lucretius, Hooke, Edwards, Franklin, Hawthorne, O'Brien, Poe, Dickinson, Feynman, Bear, Bergvall, Bok, Hobbes, Kant, M. Shelley, Humboldt, Melville, Lovecraft, Afro-Futurism (Sun-Ra, Parliament), Pynchon, DeLillo, Spahr.

Assignments: Presentation + seminar paper (15-20 pages) or annotated bibliography

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English 828, Objects and Things: Material Studies and Victorian Literature
Susan Bernstein
W, 10:00 am to 12:30 pm, 7109 HC White Hall

[Literary Studies] The posthuman or nonhuman turn that has captivated scholars more recently has many facets: animal studies, ecocriticism, affect theory, new media theory, and material studies of things and objects, including new materialisms like object-oriented ontology. This class explores the world and life of objects and things in theory and in Victorian fiction. We will pay attention to the circulation and portability of things within an expanding British empire, and how literature as print objects participated in this vast network of things. Some organizing questions of the seminar include: How do we as scholars engage with "thing theory" and the new materialisms as a way to read literature? How does "thing theory" relate to other approaches in literary studies? How are legible print objects (books, periodicals, letters) also things? How do we treat the paradox where the objects and stuff in fiction have no physical presence beyond print? How do concepts including description, representation, details (and overdetailing and underdetailing) help us come to terms with the status of objects in literature? How might we produce "tactile readings" of literature? What are the archives of material culture that literary scholars study and how do thing and object theories help us understand the possibilities and practice of archival work? What do materialisms including print culture have to do with politics and social justice?

Reading: 5 of these novels: Gaskell, North and South; Trollope, The Eustace Diamonds; Eliot, Romola; Morris, News from Nowhere; Gissing, New Grub Street; James, The Golden Bowl. Theory and criticism includes Jane Bennett's Vibrant Matter, Peter Schwenger's The Tears of Things, chapters from Leah Price's How To Do Things with Books, Elaine Freedgood's The Ideas in Things, John Plotz's Portable Property, Elizabeth Miller's Slow Print, articles by Bill Brown, Cynthia Wall, and others.
Assignments: round-robins each week on readings, one thing/object case study, one conference paper abstract (March) and presentation (late April), expanded into an essay (May).

English 879 (meets with Interdisciplinary Studies 700): Public Humanities: Methods, Theories, Cases
Sara Guyer
R, 12:45 pm – 3:15 pm, University Club-Room 313

The aim of this course is at once ambitious and straightforward: to introduce graduate students to a range of methods, theories, and cases that represent the emerging field of the public humanities. In order to accomplish this aim, students in the seminar will be expected to read, practice, and experiment. You will be asked to think about the limits, audiences, and outcomes of your research, about the possibility of "translational" research in the humanities (to borrow a term from the sciences), and also to

engage critically with a variety of examples. The final project will involve the design and in some cases implementation of a project based upon your scholarly research. Because this course is by definition cross-disciplinary, and because it aims to provide an overview of topics and themes, several guests will participate in our discussion. You also will be asked to undertake out-of-classroom assignments, so while the reading in a given week may be light, you will have regular writing projects and other exercises. Readings may include:

Christopher Newfield, Unmaking the Public University (Harvard)
Peter Brooks, The Humanities and Public Life (Fordham)
Friedrich Schiller, On the Aesthetic Education of Man (Dover)
Michael Warner, Publics & Counterpublics (Zone)
Eric Hayot, The Elements of Academic Style (Columbia)
Essays by: Doris Sommer, Theodor Adorno, Kathleen Woodward, Judith Butler, Simon During, Jean-Paul Sartre, Jürgen Habermas, Edward Said, Julia Lupton, Gregory Jay, etc.

NB: Inter-LS 770 serves as the required core course for the new Graduate Certificate in the Public Humanities. If you wish to receive credit towards the certificate you should enroll using that course number.

English 900: Rhetoric, Digitality, Activism
Anne Wysocki, Professor Emerita University of Wisconsin-Milwaukee
T, 12:30 pm to 3:00 pm, Room 7109 HC White

Our communication technologies always encourage us toward particular temporal, spatial, and affective relations with each other. Our technologies do not determine how we understand or interact with each other, but they do set up parameters within which we write, talk, work together, and decide where to stake our commitments.

A rhetorical approach for analyzing activism that relies on digital means (whether website, Twitter, txt, YouTube, lighted letters, or…) allows us to consider how activists (attempt to) construct relations and realities that persuade folks to show up and give time. At the same time, those considerations allow us to ask whether a traditional rhetorical approach is up to the task of analyzing the mediated audiences and actions of digital contexts.

Through studying pre-digital understandings of activism alongside recent analyses and actions, we'll be considering not only what rouses (or not) people to action but also, more generally, how composing develops and travels in digital environments.

The course asks a standard seminar paper of you as well as a non-standard project that you will develop through class discussion; both works will grow out of the overlaps of your research concerns with class topics.

Readings will likely include selections from books such as Stewart, Smith, and Denton's Persuasion and Social Movements, Castells's Networks of Outrage and Hope: Social Movements in the Internet Age, MacKinnon's Consent of the Networked: The Worldwide Struggle for Internet Freedom, Parker's Now I Know Who My Comrades Are: Voices from the Internet Underground, and Hands's @ is for Activism: Dissent, Resistance, and Rebellion in a Digital Culture as well as a wide range of articles and sites that offer further theoretic background on rhetoric, digitality, and activism or that offer perspectives on

particular uses of digitality in activism, such as the Arab Spring, the 15M in Spain, ISIS (yes), anti-fascist protests, or Occupy.

English 905, Seminar in Discursive Practice
Richard Young
M, 2:25 pm to 5:00 pm, 7105 HC White

[English Language and Linguistics] All talk and writing happens in a social context, but the long tradition of linguistics has led to a focus on the structure of language independent of the context in which talk and writing happens. In this seminar, we take context as the starting point for an understanding of language and will discuss a theory of context that originated in anthropologists' interest in practice. Practice is human action in which people's identities, their beliefs, and the power they exert over others are constructed. Discursive practices are actions in which social realities are constructed through language.

In Practice Theory, language is not a fixed thing but is rather a set of verbal, nonverbal, and interactional resources that people employ in order to construct identity, belief, and power. The practice approach will then guide us to take a new look at language learning, language teaching, and language testing.

Learning a second language is accomplished by participation in a series of discursive practices. Some discursive practices have meaning in a second language community, but most of them derive their meaning from the institutional and political context in which they happen. What second language students learn is how to participate in discursive practices that socialize learners to a new community. That community is often a school community and not a community of speakers of the second language. This seminar will be of interest to students of English linguistics, world languages, anthropology, sociology, second language acquisition, and curriculum and instruction.

<u>Readings</u>

Bourdieu, P. (1977). *Outline of a theory of practice*.
de Certeau, M. (1984). *The practice of everyday life*.
Foucault, M. (1995). *Discipline and punish: The birth of the prison*.
Goffman, E. (1981). *Forms of talk*.
Hymes, D. (1962). The ethnography of speaking.
Malinowski, B. (1923). The problem of meaning in primitive languages.
Wittgenstein, L. (2009). *Philosophical investigations*.
Young, R. F. (2009). *Discursive practice in language learning and teaching*.

English 990, Dissertation Research
Faculty by Permission

Available to post-prelim examination 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.

English 999, Reading for Prelims/Independent Reading
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 normally the chair of the student's preliminary examination committee.