

324 The Structure of English

Anja Wanner

TR 11:00 AM - 12:15 PM

360 Science

In this course we discuss the fundamentals of the syntactic structure of English sentences. Our approach is that grammar is not something scary "out there" -- it's part of every speaker's intuitive knowledge of language, and we aim at making this knowledge visible through linguistic analysis. This course will provide you with basic tools of syntactic and morphological analysis and will enable you to describe and analyze English sentences on your own. You will learn to classify words (nouns, verbs, determiners, adverbs etc.) and phrases (Noun Phrases, Verb Phrases etc.) and to give visual representations of the structure of clauses (so-called "tree diagrams"). You will learn about functions in the clause (subjects, objects, predicates, etc.) and about specific syntactic constructions (passive, relative clauses, direct and indirect questions, ...). One of the main points will be to develop an understanding of the relationship between word order, structure, and meaning in English. In a group project of your choice you will have the opportunity to explore a common myth about language, such as the belief that babies acquire language by imitation or that English spelling is "kattastroffik". The methods of analysis you acquire in this class will be applicable in a variety of ways in your study of literature, creative writing, English education, English as a second language, and further studies in linguistics.

Note: This class will make extensive use of online course software (Learn@UW), including online assignments, online quizzes, and podcasts. You will need regular Internet access and a UW e-mail address.

326 ESL: Academic Presentations and Discussions

Staff

MWF 12:05 PM - 12:55 PM

347 Education

Oral communication and presentation skills essential for participation in seminars, conferences, and other academic and professional settings.

330 English Phonology

Staff

MWF 11:00 AM -

4208 HCW

The course introduces students to the sound system of English and to the articulatory system that underlies the perception and production of vowel and consonant sounds in the major dialects of English. Focus will also be on learning the basic principles of phonetics and phonological rules and representations in English.

331 English Language Variation in the U.S.

Staff

MWF 8:50 AM - 9:40 AM

4281 HCW

This course provides an introduction to the study of regional and social dialects in current American English. The course will also address the causes of language variation and change, as well as the educational implications of dialect diversity.

333 Second Language Acquisition

Richard Young

TR 2:30 PM - 3:45 PM

4281 HCW

(Prereq. English 324 or consent of instructor) This course is a general introduction to scientific research into how people learn a second language. Although the course is designed to be accessible to students from a wide variety of backgrounds, some knowledge of the linguistic structure of English will be assumed. Second language acquisition, or SLA, is a theoretical and experimental field of study which, like first language acquisition studies, looks at the phenomenon of language development -- in this case the acquisition of a second language. The term "second" includes "foreign" and "third", "fourth" (etc.). Since the early nineteen seventies, SLA researchers have been attempting to describe and explain the behavior and developing systems of children and adults learning a new language. The dominant aim behind this research is to extend our understanding of the complex processes and mechanisms that drive language acquisition.

By virtue of the fact that language itself is complex, SLA has become a broadly-based field and it now involves:

- Studying the complex pragmatic interactions between learners, and between learners and native speakers
- Examining how non-native language ability develops, stabilizes, and undergoes attrition (forgetting, loss)
- Carrying out a highly technical analysis and interpretation of all aspects of learner language with the help of current linguistic theory
- Developing theories that are specific to the field of SLA that aim to account for the many facets of non-native behavior
- Testing hypotheses to explain second language behavior

The goal of SLA is to understand how learners learn and it is not the same as research into language teaching. However, applied linguists whose particular interest is in facilitating the language learning process should find ways of interpreting relevant SLA research in ways that will benefit the language teacher. SLA, in this light, should become an essential point of reference for those involved in educational activities and researchers looking at how to facilitate the learning process.

334 Introduction to TESOL Methods

Sandra Arfa

TR 1:00 PM - 2:15 PM

2251 Humanities

(Requires consent of instructor.)

In this course, students will be introduced to methods of teaching English as a second language, with a focus on theory and rationale, and techniques and materials. Emphases will include a) current issues in ESL teaching, and b) critical evaluations of methods and materials. Mixed grad and undergrad.

338.1 The Linguistic Analysis of Words in English

Anja Wanner

TR 8:00 AM - 9:15 AM

229 Education

Every language has words and rules of combination (i.e. grammar). In this course we will study English words from three linguistic perspectives: First, we will look at words as morphological objects. This means that we will analyze the internal structure of words (for example, a word like "teacher" has two components: the root "teach" and the noun-creating suffix "-er"). Second, we will examine words from a historical perspective: Where does English vocabulary come from, and how does the meaning of a word change over time? We will also discuss the role of dictionaries as authorities on English vocabulary. Third, we will look at words from the viewpoint of psycholinguistics. We will discuss how words are acquired by children, how they are stored in the brain, and how the mental dictionary is different from a regular dictionary.

Note: This class will make extensive use of online course software (Learn@UW), including online assignments, online quizzes, and podcasts. You will need regular Internet access and a UW e-mail address.

341 Gender and Language

Cecilia Ford

W 6:00 PM - 8:30 PM

318 Education

(Limited number of openings for graduate students. Cross-listed with Women's Studies. Professor's consent required.) English 341 is designed for graduate students and advanced undergraduates interested in an open-minded exploration of the social construction of gender and how gender relates to language. We look at the representation and enactment of gender in forms of language (e.g., spoken interaction, writing, lyrics ...), in different communities and groups, and in different cultural events. Readings and analytic exercises question our taken-for-granted understandings of language and gender. The prerequisite for English 341 is Junior standing, and instructor permission is required.

635.1 Selected Major American Novelists 1914-45: 20th Century Narratives: representing social history

Thomas Schaub

TR 2:30 PM - 3:45 PM

B113 Van Vleck

(Limited number of openings for graduate students. Professor consent required.) In this course we will read several books each by two of the most influential writers of the early 20th century, Hemingway and Faulkner, affording us a sustained experience of the two writers, their styles and preoccupations. In addition to close examination of their fiction we will also make some use of the biographical and historical backgrounds to this work. Class will operate as a discussion format, with reports, mini-writing, essays, the occasional quiz, and two exams.

701 Writing and Learning

Martin Nystrand

TR 11:00 AM - 12:15 PM

7105 HCW

English 701 will situate issues about writing and learning in the context of more general inquiry about language and learning, and we will examine the potentials of both writing and talk for learning and shaping understandings. We will read a wide variety of research on:

Talking to learn
Writing to learn
Writing across the curriculum
Writing in the disciplines

True to what we will be reading and learning, we will be doing lots of writing and talking to learn. Through the end of October, you will keep a journal, making one entry a week, reflecting on our readings and, especially, on possible relationships between oral and written discourse, on the one hand, and learning and understanding, on the other. Topics for reflection: Consider classroom discourse, everyday conversation, and writing, especially your own, both in and out of class. What do language and learning have to do with each other? When do they seem most related? How do they support each other? When don't they? Why not? What are the conditions of their relationship? During this part of the course, we will devote about one out of three classes to small response groups (of 4-5 people each) where you will present and discuss your developing ideas with peers. These pieces will serve as the basis for a more focused inquiry which will become your course paper due at the end of the semester. About half way through the semester, I'll ask you to do an "inventory" of your reflections to assess just where you see your ideas are headed, and to plan the final paper.

**704 Canceled
Staff**

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**710 Discourse Analysis
Cecilia Ford**

F 1:00 PM - 3:30 PM

7109 HCW

(Consent of instructor is required.)

This course provides a practice-intensive introduction to the analysis of talk-in-interaction. E.A. Schegloff calls real time interaction the "primordial site of sociality". Our work in 710 will be on learning the craft of analyzing language as social action. Each class will have required background readings, and class sessions will involve focused practice in the analysis of language as action. We will attend to turn construction, turn taking, collaborative courses of action, the interactional emergence of stories, practices for repair and correction, and the local construction of (and resistance to) roles, relationships, and institutional structures.

**711 Research Methods in Applied Linguistics
Richard Young**

TR 9:30 AM - 10:45 AM

4212 HCW

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. It is divided into two parts. In the first part, we will discuss and compare qualitative and quantitative approaches to the design of research studies in applied linguistics. Topics to be covered include deciding on a paradigm, stating a purpose for the study, identifying the research questions and hypotheses, using theory, and defining and stating the significance of the study. In the second part of the course, we will concentrate on quantitative research methods and develop skills in applying statistics to research problems. Topics to be covered include: describing variables, constructing research designs, coding and displaying frequency data, describing interval and ordinal values, locating scores and finding scales in a distribution, probability and hypothesis testing procedures.

The course will introduce the main concepts of research in applied linguistics, and aims to make you comfortable with critically reading research studies in the field. If you intend to use statistics in your own research, then I advise you to take an in-depth and hands-on treatment of statistics in education. Consider taking the series of two courses offered in the Department of Educational Psychology: 760 and 761, Statistical Methods Applied to Education I and II.

**713 Academic Practices in Language and Linguistics
Jane Zuengler**

M 4:00 PM - 6:30 PM

HCW 7105

An important part of graduate student training--for PhD students as well as advanced MA students interested in academic scholarship--is socialization into the practices of researchers and theorists in the academic field in which the student will become a member. English 713 seeks to provide such students with guidance in some of the academic practices. Specifically, the course will offer guided experience in a practice integral to conferences in one's field, namely, preparing and delivering a paper to an academic audience. Activity in the course will involve developing plans for, writing and presenting a paper on one's research or theoretical interests. The event, scheduled toward the end of the semester, will be a symposium, organized by and consisting of presentations by the participants in English 713. Students will ask fellow students and faculty in their area to attend.

English 713 is organized as a seminar. As such, the course normally has no more than 12 students and requires students to initiate and develop their own work, with advisement from me and where possible, from other faculty colleagues who are specialists in the student's particular academic focus. While English 713 is required for PhD students in English Language and Linguistics, I strongly encourage any PhD or advanced MA students from any area related to language or linguistics (regardless of the particular language/s) to participate. In fact, the course becomes more stimulating for all of us when there is such interdisciplinarity.

Please let me know if you have any questions about the course. Thank you for considering it, Jane Zuengler (zuengler@wisc.edu)

723 Critical Methods-British and American Lit

Jacques Lezra
Turner, Henry

T 2:30 PM - 3:45 PM
R 2:30 PM 3:45 PM

B341 Van Vleck

Lecture - This course is intended to bring into relief contemporary debates concerning the understanding and teaching of literary and other broadly "cultural" works. It assumes some prior knowledge of the history of literary criticism and the rise of "theory" in literary studies. Its aim is to furnish a nuanced understanding of the practices of reading, interpretation and pedagogy, as they occur in various determining and enabling contexts (the University, certain class- and socially coded milieus, one or another speech-situation). We will draw on literary, philosophical and psychoanalytic works in the line of continental theory and political philosophy that winds from the figures of the Enlightenment (Sade, some Kant, some Hegel), to Marx, Freud and Nietzsche, and through Bourdieu, Williams, Derrida, Althusser, Fanon, Agamben, Braidotti, Negri, Butler, de Man and Laclau; we will also read with care "literary" works (Melville, Borges, Poe, Woolf, Lispector, Gibson, among others) and visual texts like Pontecorvo's film *The Battle of Algiers*, Frank Miller's graphic novel *The Dark Knight Returns*, selected paintings by Norman Rockwell, and photographs of Sebastiao Salgado. It is more than probable that we will conclude with a unit in which we treat the cultural impact, and the impact on thinking about the notion of culture, of the twin notions of "terror" and "terrorism." English 723 is required of all graduate students except those for whom it is waived by the Director of Graduate Studies.

753 Making and Unmaking in the Middle Ages

Lisa H. Cooper

W 7:00 PM - 9:30 PM

7109 HCW

Stretched between Creation and Doomsday on a frame as much epistemological as chronological, medieval culture engaged in a wide variety of ways with what it meant to make (create, fashion, shape, compile, fabricate) a world, a kingdom, a city, a building, a book, a self – as well as what it meant either to destroy those same things or at least to imagine (if not actually witness) their destruction. The primary goal of this seminar is to explore some of the most evocative, complex, and intriguing textual manifestations of these concerns, particularly as they were produced and received in later medieval England in the form of both narrative poetry and prose treatise. Readings and topics to be covered include: the Biblical books of Genesis and Revelation and late-medieval commentaries upon them; myths of the foundation, translation, and decline of empire both historical (Troy, Rome) and fantastic (Arthurian); the inheritance and transformation of classical fables of artistic skill (Daedalus, Pygmalion, Orpheus); the scripting of penance and other forms of religious practice as a means to spiritual reformation and salvation and the terrifying threat of their opposite (spiritual deformation and eternal damnation); the impact of real artisanal activity upon the cultural imaginary of an increasingly commercial (and increasingly literate) world; and rhetorical guides to poetic production and other theoretical reflections upon the nature and purpose of literary activity, particularly in the vernacular. While we will be reading some of the monuments of the English medieval literary canon (including parts of **Chaucer's Canterbury Tales** and **Piers Plowman**, the poems of the **Pearl** manuscript, and some of the York Cycle pageants), we will at the same time be interrogating the "making" of that very canon; our reading each week will include not only primary texts but also a good deal of significant secondary criticism and critical theory (one of our signature concerns all semester, in fact, will be to consider the relative utility of various schools of critical thought for our encounters with pre-modern texts). No previous experience with medieval literature or culture is required; what is required is a willingness to grapple with often unfamiliar and sometimes frustrating material, with the complexities of Middle English (there will be some extra sessions in the first part of the term on the language for those with little or no prior experience in reading it), and with a consistently heavy but intellectually stimulating workload.

Course requirements: attendance at all meetings of the seminar; active participation in discussion, including at least one short oral presentation; preparation of an annotated bibliography and abstract in preparation for the final paper; a 25-page final paper. Enrolled students will be encouraged to attend the meetings of the Mellon/UW Humanities Center Workshop on "Thinking through Things: Material Culture in the Humanities" (still pending approval as of the writing of this description), though doing so will not be a requirement of the course.

762 Intensive Course in Renaissance Drama: Shakespeare & His Contemporaries

Richard Knowles

TR 1:00 PM - 2:15 PM

7109 HCW

CANCELLED

781 Graduate Fiction Workshop

Lorrie Moore

W 7:00 PM - 9:00 PM

7105 HCW

Creative Writing MFA students and by consent of instructor only.

782 Graduate Poetry Workshop

Amaud Johnson

R 5:00 PM - 7:00 PM

7109 HCW

Creative Writing MFA student or by consent of instructor.

783 Creative Writing Pedagogy Seminar
Judith Mitchell M 1:20 PM - 3:15 PM 6108 HCW

Graduate level seminar on the techniques of teaching undergraduate creative writing workshops. Required of, and limited to, all incoming MFA students

785 MFA Thesis
Various Professors -

Creative Writing MFA students only and by instructor consent only.

790 Proseminar in the Teaching of Writing
Staff -

795 Proseminar on Pedagogy and Professionalism
Martin Nystrand W -

By consent of instructor and Graduate Division authorization. Required of all E201 TAs.

795.2 Deleuze
Jacques Lezra -

799 Directed/Independent Reading
Various Professors -

Professor consent required and authorization for registration through English Department Graduate Division. Please submit signed 799 Approval Form to Graduate Division office no later than second week of classes.

809 Milton: Liberty and Dissent in Seventeenth-Century England
David Loewenstein W 1:00 PM - 3:30 PM 7105 HCW

In this course, we will examine the aesthetic achievements of Milton's poetry and prose in relation to the political and religious conflicts of seventeenth-century England. In the first part of the course we will consider Milton's early development as a prophetic poet in relation to the religious and political tensions of Caroline England; here we will devote particular attention to Milton's Nativity Ode (1629), Comus (1634), and Lycidas (1637). In the second part of the course we will study some of Milton's most important controversial prose writings--from Of Reformation (1641) and Areopagitica (1644) to The Readie and Easie Way (1660)--in relation to the political, religious, and social upheavals of the English Revolution. We will consider Milton's various understandings of political, religious, and domestic liberty; his role as a controversial writer in a complex period of national crisis and political experimentation; and his contributions as a writer to early modern debates about religious toleration. In the third part of the course we will examine Milton's three great poems--Paradise Lost (1667, 1674), Paradise Regained (1671), and Samson Agonistes (1671)--in the context of the literary culture and religious politics of Restoration England, a dark period when the blind, visionary, and heterodox Puritan poet indeed felt that he had fallen on "evil days." We will consider how Milton's late poems imaginatively represent issues of dissent, as well as issues of religious, political, and domestic freedom. We will also examine Milton's generic experimentation and boldness in these final poems, including his daring revisions of the epic tradition in Paradise Lost and Paradise Regained.

Our readings will also include a selection of secondary materials highlighting key critical debates in Milton studies. Course requirements will include a 20-page term paper, an in-class presentation related to our readings, and a take-home question to be answered at the end of the semester.

822 Billie Holiday/James Baldwin**Craig Werner****TR 9:30 AM - 10:45 AM**

(Limited number of graduate students will be permitted. Contact instructor for more information and consent. Meets with Afro American Studies.) James Baldwin was among the most musical of African American writers. Billie Holiday among the most complexly lyrical of African American singers. In this class, we'll investigate the relationship between music and literature by focusing on the lives and works of two of the most powerful artists of the 20th century. We'll concentrate on Baldwin's "American" novels: *Go Tell it on the Mountain*, *Another Country*, *Tell Me How Long the Train's Been Gone*, *If Beale Street Could Talk*, and *Just Above My Head*. In addition, we'll read a biography of Billie Holiday and listen to a broad cross section of her work.

Assignments will include a series of e-mail postings linked to class participation; a take-home midterm; a final exam; and a report on a set of Baldwin's essays. Grad students will also be required to read Giovanni's Room.

846 Other Victorians/Victorian Others: Ethics and Subjectivity in the Novel**Mario Ortiz-Robles****MW 9:55 AM - 11:10 AM****7105 HCW**

Accounts of the novel's role in the production of the subject have most often relied on mechanistic models of discipline and surveillance that, while usefully foregrounding the discursive conditions of subject-formation, leave unanswered a number of ethical questions. Critics of linguistic performativity, for instance, claim that a subject who is never fully present to itself can provide no grounds for human agency and, thus, for ethical deliberation. Yet the realist novel as an expansive literary form with a peculiarly unreliable structure of address provides compelling evidence for construing a subject whose shifting discursive positions can accommodate and indeed perform ethically responsible acts. This course investigates the relation between ethics and subjectivity in one particular literary nexus: the figuration of alterity in the Victorian novel. We will consider the conceptual challenge radical alterity poses for ethical thought, but our main preoccupation will be with the treatment of otherness as ethical singularity within realism itself as well as in its fantastic "other" (genre fiction) where otherworldly monsters, animals, ghosts, super-humans and machines cavort with more domesticated figures of abnormality such as the pervert, the slave, the foreigner, the lumpenproletarian, the criminal, and the insane. Victorian England will provide a rich historical context for this investigation not only because its cultural desires were closely aligned with normativity, but also because, in sustaining this fantasy, Victorians were inordinately, perhaps abnormally, fascinated with otherness in all its forms. Our investigation will begin with theories of subjectivity and subjectification as they have traditionally been applied to the novel (via Foucault, Althusser, Lacan, Barthes, etc.) and proceed towards a consideration of the ethical claims these theories make, imply or elide (via Derrida, Levinas, Badiou, Agamben, Butler, etc.). Alongside these theoretical considerations, we will read novels by Austen, Dickens, Emily Brontë, Collins, James, Stevenson, Du Maurier, Stoker, Marsh, Conan Doyle, Wells, Wilde, and Haggard as well as texts by other "Victorians" such as Borges, Buñuel, and Alan Moore.

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965 Romantic Autobiography

Sara Guyer

M 3:45 PM - 6:15 PM

7115 HCW

In 1798, Wordsworth and Coleridge published their monumental Lyrical Ballads, a collection of poems written in “the real language of men. It was only one year earlier that a reviewer of Isaac D’Israeli’s Diaries and Self-Biographies first coined the term autobiography. Autobiography (rather than lyric) perhaps can be understood as the romantic genre par excellence. This is not only because it signifies the moment when poets began to write as men or because the early part of the 19th Century was a time in which, as Robert Southey put it “booksellers, public lecturers, pickpockets, and poets become autobiographers,” but also because romanticism names a moment at which life, self, and writing all are in question. This course will introduce graduate students to romanticism through an intensive study of romantic autobiography and a theoretical and historical examination of the three terms – life, self (or subject), and writing – that constitute a new “genre,” on the one hand, and a “period” on the other. Students will be expected to write a 25-page research paper and give an in-class presentation.

Readings to include:

Jean-Jacques Rousseau, Confessions

Selections from J.W. Goethe, Poetry and Truth

The Interesting Narrative of the Life of Olaudah Equiano

Charlotte Smith, Elegiac Sonnets

William Wordsworth, The Prelude 1799, 1805, 1850

William Wordsworth, Selected Prose

William Wordsworth and Samuel Taylor Coleridge, Lyrical Ballads

Dorothy Wordsworth, Grasmere and Alfoxden Journals

Samuel Taylor Coleridge, Biographia Literaria

Thomas de Quincey, Confessions of an English Opium-Eater and Suspiria de Profundis

John Keats, Letters

Leigh Hunt, Autobiography

Mary Shelley, Frankenstein: 1818

John Clare, By Himself

Friedrich Nietzsche, Ecce Homo

Essays by: Benveniste, Foucault, Lacan, Derrida, de Man, Johnson, Wilner, Burt, Mitchell, Chase, Zimmerman, and others.

975 Pound, Eliot and HD

Cyrena Pondrom

TR 11:00 AM - 12:15 PM

7109 HCW

Course description not currently available.

990 Dissertation Research

Various Professors

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Professor consent required.

999 Reading for Prelims/Completion of Ph.D. Requirements

Various Professors

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Requires consent of professor and authorization by Graduate Division office. Please indicated name of professor on course preference sheet and submit to Graduate Division Office.