

UW-Madison – Department of English
Graduate-Level Course Descriptions
Fall 2008

320 Old English **Prof. John Niles**
MWF 8:50 am-9:40 am

Mixed grad and undergrad. Prerequisites: 6 credits of introductory literature or graduate standing. An intensive introduction to Old English language and literature. About six weeks will be spent on an introduction to basic grammar. Language work will continue throughout the semester but with an increasing emphasis on reading important literary texts. By the end of the semester the student is prepared for reading Beowulf in the original and has a good outline of comparative Germanic grammar and phonology. This course is recommended for graduate students planning a specialization in medieval and renaissance literature, narrative literature, or English language/linguistics. Several examinations, no papers, daily homework exercises.

321 Middle English **Prof. Sherry Reames**
MW 2:25 pm to 3:40 pm

Mixed grad and undergrad. An intensive introduction to the English language in the late medieval period (twelfth through fifteenth centuries). The course will emphasize the kinds of practical knowledge that literary scholars and historians are apt to need, including the ability to pronounce and understand the grammar of Chaucerian English, some fluency in translating the harder varieties of Middle English, familiarity with the peculiarities of the various regional dialects, the ability to transcribe texts accurately from medieval manuscripts, and a working acquaintance with the special editorial problems posed by Middle English texts.

Prerequisite: Open to both graduate students and appropriately qualified undergraduates. Students without a good working knowledge of Old English (Anglo-Saxon) should enroll concurrently in English 320 or obtain the instructor's consent.

324 The Structure of English **Trini Stickle**
TR 6:00 pm – 7:15 pm

Mixed grad and undergrad. Catalog Description: An introduction to linguistic methods of analysis and description of English syntax and morphology.

330 English Phonology **Prof. Eric Raimy**
MWF 9:55 am

Mixed grad and undergrad. This course introduces the basic methods and concepts of the phonological analysis of spoken English. As part of developing the phonological description of English details of the articulatory phonetics, segmental rules, syllabification and stress patterns are investigated. The role of this knowledge in relation to understanding second language phonology is also investigated.

331 English Language Variation in U.S.
MWF 12:05 pm

Prof. Eric Raimy

Mixed grad and undergrad. This course investigates variation found in spoken English in the United States. We pursue the idea that this variation is not random but instead can be understood as reflecting differences in groups of speakers based on geography, age, gender, ethnicity and class.

333 Second Language Acquisition
MW 8:00 – 9:15

Prof. Richard Young

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.

700 Introduction to Composition Studies
MW 9:30 am to 10:45 am

Prof. Debra Dew

ENGL 700 cultivates an informed and reflective conversation about the teaching of writing by critically mapping an array of theoretical approaches to teaching writing at the post-secondary level. We will read primary and secondary texts written by theorists and teachers of writing about the teaching and learning of rhetoric, writing and literacy and the epistemological foundations and visions of a literate citizenry that sustain their practices. Along the way, you will be exposed to some of the research that animates the ever-expanding discipline of writing studies.

703 Introduction to Research Methods **Prof. Deborah Brandt**
MW 1:00 pm to 2:15 pm

This course will be a survey introduction to major methods of inquiry in the field of composition and rhetoric with a focus on research design. In addition to reading about methodology and reading exemplary studies, students will have a chance to interact with scholars who are currently engaged in research projects and to carry out pilot studies of their own design.

711 Research Methods – Applied English Linguistics **Prof. Jane Zuengler**
TR 9:30 am-10:45 am

The goal of this course is to introduce you to the research process in applied linguistics. Emphasis will be on helping you understand and critically evaluate language learning/language use research in such journals as *The Modern Language Journal*, *TESOL Quarterly*, and others. You will have an opportunity to read and evaluate some published research in an area of your interest, as well as undertake your own research.

713 Topic Course – Contemporary English Linguistics **Prof. Richard Young**
M 4:00 pm-6:30 pm

An important part of graduate student training is socialization into the practices of researchers in the academic field in which the student will become a member. In English 713 students will be given guided experience in a practice integral to their field; namely, preparing and delivering a paper to an academic audience. Activity in the course involves developing plans for, writing, and presenting a paper on one's research or theoretical interests. The event will be a symposium, organized by and consisting of presentations by the participants in English 713.

723 Critical Theory – British and American Literature **Prof. Michael Witmore**
R 1:00 pm-3:30 pm

This foundational course will introduce students to the major questions and theories that orient literary analysis today. The course will be organized by topic, rather than chronology. Topics may include: Mimesis and Representation, Politics, History, Rhetoric, Performativity, Emotion and Affect, The Subject, The Human, Experience, among others.

727 Body Theory and Disability Studies **Prof. Ellen Samuels**
001 M 2:00 pm-4:30 pm

This course will explore a broad range of contemporary theory concerned with bodies, embodiment, and bodily difference. As a field shaped by questions of gender, sexuality, dis/ability, and race, body theory is generally concerned with power and inequality, difference and resistance. Yet body theory also has its critics who accuse it of losing track of the physical realities of embodiment in favor of abstract, overly-constructivist approaches—such as those who inundate Judith Butler with the demand “What about the materiality of the body, *Judy?*” We will examine all sides of this critique, as well as the usefulness of body theory for students’ own fields and interests, and its relevance to our own embodied experiences. Additionally, we will spend particular time on the newest field of body theory, disability studies in the humanities. Authors studied will include Nietzsche, Foucault, Butler, Merleau-Ponty, Dorothy Roberts, Robyn Wiegman, Rosemarie Garland Thomson, Lennard Davis, Shigehisa Kuriyama, Susan Bordo, and a variety of others.

727 Environmentalism and World Literature
002 W 9:45 am-12:15 pm

Prof. Rob Nixon

Through a range of international texts, this course will engage with issues of transnational environmental concern. These include: the politics of oil and water (especially in relation to indigenous peoples), displacement, toxicity, the idea of wilderness, postcolonial pastoral, environmentalism and race, and deforestation. The course will place a strong emphasis first, on the complex politics of resistance in an era of heightened globalization and, second, on the role of environmental public intellectuals. We will also be exploring aesthetic questions of genre, narrative and voice, particularly with regard to non-fictional forms (memoir, essay, cultural history, and polemic).

We'll be reading a geographically diverse spread of writers and cultural critics, including Ken Saro-Wiwa, Jamaica Kincaid, Anna Tsing, Njabulo Ndebele, Wangari Maathai, Arundhati Roy, Shami Mootoo, Amitav Ghosh, Rebecca Solnit, and Rachel Carson.

764 Early modern tragedy (c. 1550-1630): violence, gender, bloody women
W 12:30 pm-3:00 pm

Prof. Karen Britland

On this course, we will look at a selection of early modern tragic plays concerned with murder, incest, bigamy, rape and people kissing poisoned skulls. We will investigate the plays' historical moments of production and will discuss critical theories about, or pertinent to, the tragic genre, ranging from Aristotle's Poetics to contemporary philosophical essays, such as Jacques Derrida's writings on hospitality. At the start of the course (in part by looking at Lady Jane Lumley's translation of Euripides' Iphigeneia alongside its source text), we will discuss the nature of classical tragedy and its influence upon early modern writers. In successive weeks, we will examine the development of the early modern tragic genre in plays such as Christopher Marlowe's Dido, Queen of Carthage and Middleton and Tournier's The Revenger's Tragedy. The course will include a variety of Shakespearean tragedies and will assess how they were influenced by, or exerted an influence upon, other plays by early modern dramatists. Students taking this course will be encouraged to develop an understanding of early modern tragic drama informed by a knowledge of classical precedents and by the political and cultural affairs of the Elizabethan and Jacobean age. They will also be asked to consider how our contemporary ideas of tragedy and the tragic hero have been informed by later critical and philosophical interpretations of early modern plays.

781 Graduate Fiction Workshop
W 7:00 to 9:00 PM

Prof. Lorrie Moore

Available only to MFA Creative Writing students and by special permission.

782 Graduate Poetry Workshop **Prof. Amaud Johnson**
R 2:20 pm to 5:00 pm

Available only to MFA Creative Writing students and by special permission.

783 Creative Writing Pedagogy Seminar **Prof. Jesse Lee Kercheval**
M 2:30 pm to 4:25 pm

Available only to MFA Creative Writing students and by special permission.

785 MFA Thesis Hours

Available only to MFA Creative Writing students and by special permission.

790 Proseminar-Teaching of Writing (1 Credit)
R 11:00 pm R 1:00 pm

795/ Victorian Poetry **Prof. Caroline Levine**
845

Victorian poets were wild experimenters; they invented new forms, reinvented old ones, tried to merge novel and lyric, and renewed and explored their most distinctive form, the dramatic monologue. Repeatedly, and in many different ways, they asked whether poetic forms could change the social world. This course in Victorian poetry will focus on the most widely read and discussed writers of the period, including Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning, Christina Rossetti, Matthew Arnold, Hugh Arthur Clough, George Meredith, Augusta Webster, Michael Field, Oscar Wilde, and Gerard Manley Hopkins. We will also read some recent critical approaches to Victorian poetry to gather a sense of the state of this exciting and fast-growing field.

Please note: the course will be offered for variable credit. You may either sign up for a 1-credit reading (English 795) or for a 2 OR 3 credit course (845). You will need the professor's permission (clevine@wisc.edu) if you would like to take the course for 2 or 3 credits. Interested students entering the MA program should enroll in the 1-credit version of the course.

Although the course will be assigned a scheduled time in the catalogue, we will meet at a mutually convenient time which we arrange among ourselves (probably an evening). The group will meet approximately every other week for 2-3 hours.

799 Independent/Directed Reading **Various Professors**
As arranged

Requires permission from professor. Professor should email Graduate Coordinator. If utilizing 799 in lieu of required English course, please submit 799 Approval Form to Director of Graduate Studies for approval.

823 Migration, Diaspora, and Borders: Cultural Theory and Aesthetic Practice, 20th and 21st Centuries **Prof. Susan S. Friedman**
W 1:00 pm-3:30 pm

This seminar will examine current cultural theory around issues of diaspora, migration, and borders in conjunction with selected 20th - and 21st century texts from a variety of genres (including novel, short story, memoir, poetry, film, and essay). The course will be interdisciplinary in scope, drawing especially on anthropology, geography, postcolonial studies, diaspora and transnational studies,

migration studies, gender studies, and race/ethnicity studies. Literary texts will be selected from different national and continental traditions and put in dialogue with each other along with cultural theory.

846 Literary Labor and the Global Literary Market **Prof. Mario Ortiz-Robles**
TR 11:00 am-12:15 pm

How does literature travel? Taking the nineteenth-century novel as our critical focus, we will investigate its astonishing portability from two complementary perspectives: 1) the status of the novel within the commodity culture of consumer capitalism and the ambiguous social position of the novelist as its producer; and 2) the various mechanisms by or through which the novel becomes a global literary phenomenon in the nineteenth century. Accordingly, we will read recent and not-so-recent conceptualizations of literary production, circulation, and consumption (Moretti, Casanova, Anderson, Deleuze and Guattari, Bourdieu, Lukács, Benjamin, Appadurai, Said, Warner, Apter, Damrosch, Gramsci, Schwarz) alongside novelistic depictions of literary labor (Balzac, Dickens, Thackeray, Trollope, Machado de Assis, Galdós, James, Gissing, Proust). Our aim: to formulate a theory, or theories, of literary travel.

900 Topics in Composition Study **Prof. Morris Young**
T 11:00 am - 1:30 pm

This seminar will consider how literacy and identity interact, interanimate, and inform the experiences of individuals and communities. We will examine the wide array of scholarship that has focused on the connection between literacy and gender, race and/or ethnicity, region, sexuality, nationality, social class, and other categories of identity.

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 Jonathan Alexander, Deborah Brandt, Kim Donehower and Charlotte Hogg and Eileen Schell, Janet Carey Eldred, Anne Ruggles Gere, Harvey Graff, Shirley Brice Heath, Roz Ivanic, Peter Mortensen and Beth Daniell, Elaine Richardson, Brian Street and Vershawn Ashanti Young.

940 Faulkner and Multicultural Fiction **Prof. Craig Werner**
T 1:00 pm-3:30 pm

Beginning with close readings of *Absalom, Absalom!* and *Go Down, Moses*, this course will investigate the ambivalent response of multicultural writers to William Faulkner's fiction. We will pay close attention to situating these responses in the literary and political contexts of their time, examining, for example, the connections linking the 1950s Civil Rights Movement to James Baldwin's *Go Tell It on the Mountain*, the Red Power Movement to N. Scott Momaday's *House Made of Dawn*, and the Vietnam War to Alfredo Veá's *Gods Go Begging*. Turning our attention to Leon Forrest's *There Is a Tree More Ancient Than Eden*, Toni Morrison's *Song of Solomon* and Leslie Silko's *Ceremony*, we will consider the problematic meaning of white male ancestors in multicultural writing. Seminar participants will develop a mini-symposium on Faulkner & Multicultural Fiction with panels dedicated to Asian American, Chican@ and Latin@, and Middle Eastern writers.

**942 Seminar-American Literature: Writing the City:
Theories of Spatiality and Antebellum New York Authors** **Prof. Jeffrey Steele**
MW 11:00 am-12:15 pm

Growing out of my current research, this course will examine the ways that writers, cultural theorists, and geographers have conceptualized the city. The course builds primarily on the spatial theories of "critical," post-Marxist geographers (Henri Lefebvre, David Harvey, and Edward Soja) and of the Frankfurt School (Walter Benjamin): the idea that effective cultural critique depends upon

demystifying abstract models of Cartesian space as an empty void or a realm of things. The course will examine theories of how space is culturally produced, how it embeds and often hides a history of class and economic conflict, and how popular spatial myths (such as pastoral and Romantic images of “nature”) fetishize space. The class will examine “discontinuous space”—both in terms of the gaps and fault-lines of urban existence and in theoretical practices that aim to shatter the hegemony of mimetic/realistic paradigms obscuring political and social divisions. These theoretical insights will be used to study the spatial practices of a range of antebellum New York writers: Edgar Allan Poe, Lydia Maria Child, Margaret Fuller, Fanny Fern, George Lippard, Walt Whitman, and Herman Melville, among others.

975 Seminar-20th Century Literature: The Avant-Garde **Prof. Cyrena Pondrom**
TR 9:30 am-10:45 am

This course will examine a succession of avant-garde movements of the Twentieth Century, with particular attention to the work of selected American writers in the context of those currents. The American role in the most radical literary developments must be assessed not only in terms of work done in the United States but also in terms of the contributions of American expatriates in England or on the Continent and the efflorescence of vanguard movements at the hands of Europeans on American soil. The seminar will seek to establish a context for the work of American writers by consideration of the European roots of several of the major avant-garde movements of the Twentieth Century, including futurism, vorticism, expressionism, and surrealism.

990 Dissertation Research

As directed

English 990 is graded P/S/U (Progress/Satisfactory Completion/Unsatisfactory Progress). This is a course for Ph.D. students who have successfully passed prelims and have completed all other requirements for dissertator status. Once a student has reached official dissertator status, s/he generally enrolls in three credits of 990, sufficient for full-time enrollment.

999 Independent Reading/Reading for Prelims

As arranged

Requires the consent of professor. English 999 is not to be taken for a letter grade. This course is for students completing their last semester of coursework, but needing full-time enrollment, and for students reading for preliminary exams.