



Department of English – Graduate Division

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7195 H Helen C. White Hall 600 N. Park Street Madison, WI 53706

Fall 2010 Graduate Course Descriptions

Old English, English 320

Zweck, Jordan Leah

MWF, 11:00 AM to 11:50 AM, 2653 HUMANITIES

This course explores the language, literature, and culture of England before the Norman Conquest of 1066. Primarily designed as an intensive introduction to Old English—the Germanic language spoken by the Anglo-Saxons in Britain from about the middle of the fifth century until around the end of the eleventh century A.D.—the main purpose of the course is to develop a good reading knowledge of Old English as well as to get a sense of the culture that produced the texts we will be reading. After completing this course, students will be prepared to read Beowulf and to undertake more advanced studies in early English language and literature in subsequent semesters. Unlike most upper division English courses, this class requires no papers; instead, requirements include numerous quizzes and written exercises; a mid-term and a final exam.

Structure of English, English 324 Sec. 1

Wanner, Anja

TR, 11:00 AM to 12:15 PM, 119 NOLAND

(Applied English Linguistics) 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" or that it is a system of rules invented by scholars – rather, it is part of every speaker's intuitive knowledge of language. We will 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 parts of speech (nouns, verbs, determiners, adverbs etc.) and larger syntactic units (such as noun phrases or verb phrases) 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 (such as passives or relative clauses). 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 you will have the opportunity to explore a common myth about language/grammar, 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 the 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 Learn@UW, including online assignments, online quizzes, and podcasts. You will need regular access to the Internet and a UW e-mail address.

Structure of English, English 324 Sec. 2

Purnell, Thomas C.

TR, 06:00 PM to 07:15 PM, 2653 HUMANITIES

(Applied English Linguistics) 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" or that it is a system of rules invented by scholars – rather, it is part of every speaker's intuitive knowledge of language. We will 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 parts of speech (nouns, verbs, determiners, adverbs etc.) and larger syntactic units (such as noun phrases or verb phrases) 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 (such as passives or relative clauses). 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 you will have the opportunity to explore a common myth about language/grammar, 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 the 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 Learn@UW, including online assignments, online quizzes, and podcasts. You will need regular access to the Internet and a UW e-mail address.

English Phonology, English 330

Raimy, Eric S

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

(Applied English Linguistics) This course offers an introduction to the sound system of English, including phonetics and elementary phonology. Topics include acoustic phonetics, articulatory phonetic descriptions of consonants and vowels, classic phonemic theory, the nature of phonological processes and the acquisition of phonological systems. By the end of the course, students will be able to describe and transcribe the speech sounds of English, recognize and describe phonemic and phonotactic patterns and account for basic phonological processes.

English Lang Variation in U.S., English 331

Raimy, Eric S

MWF, 12:05 PM to 12:55 PM, 4281 WHITE

(Applied English Linguistics) This course provides an introduction to the study of regional and social dialects in contemporary American English. Variation in different parts of English grammar (e.g. syntax, morphology, phonology, phonetics, etc.) based on historical, social & geographic sources will be identified and discussed. Causes of language variation and change, as well as social and educational implications of dialect diversity will also be discussed.

Second Language Acquisition, English 333

Young, Richard F.

TR, 02:30 PM to 03:45 PM, ROOM PENDING

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 an 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 language and behavior
- Testing hypotheses to explain second language knowledge and 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 as well as researchers looking at how to facilitate the learning process.

Introduction to TESOL Methods, English 334

Arfa, Sandra M.

TR, 01:00 PM to 02:15 PM, L159 EDUCATION

(Applied English Linguistics) This course is an introductory survey of methods of teaching English as a second or foreign language, with a focus on theory and rationale, and techniques and materials. Emphasis will be on developing your ability to critically evaluate methods and materials, as well as familiarizing you with current issues in the teaching of ESL or other second or foreign languages. Text: (available at the University Book Store or at Underground Textbooks)

1. Richards & Renandya (ed.) (2002). *Methodology in Language Teaching*. Cambridge University Press.
2. Additional readings will be on electronic reserve and assigned throughout the semester.

English in Society, English 336

Purnell, Thomas C.

TR, 01:00 PM to 02:15 PM, ROOM PENDING

(Applied English Linguistics) Social and public uses of English; relationships of English structure, lexicon, and discourse to race, gender, class, education, ethnicity, age, and identity; the role of English in public policy.

Topics-English Lang & Linguistics, English 338

Wanner, Anja

TR, 02:30 PM to 03:45 PM, L185 EDUCATION

(Applied English Linguistics) 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.

Gender and Language, English 341

Ford, Cecilia E.

R, 04:00 PM to 06:30 PM, 4281 WHITE

(Applied English Linguistics) English 341 is designed for students interested in an open-minded exploration of language and gender. We reflect on beliefs, stereotypes, social class, cross-cultural variety, race, class, personal experiences, sexuality, and explore connections between what we understand as gender and other systems of social expression. In readings, discussions and analytic exercises, we question our taken-for-granted understandings of language and gender, being open to diversity of experience and perspective while also being ready to change our minds.

Final grades are based on the following:

--Weekly written responses to readings and other materials.

--Student presentations from readings.

--Special assignments on Transcription and Analysis

--Midterm and Final Exams

--Attendance and Participation

Rhetoric, Writing, Archive, Museum: Space and Memory, English 706

Bernard-Donals, Michael

W, 01:00 PM to 03:30 PM, 7105 WHITE

Rhetoric has always been explicitly tied to space and to memory. Even in its earliest form, rhetoric originated from a location in, and had as its aim the transformation of, civic space, and the forms of writing and speech were quite literally shaped in and by memory. The rhetorical canon of *memoria* connected space and memory through the commonplace: the means of arguing were stored in the space of memory, literally a 'storehouse' for the topics that could be called to mind by remembering their place in relation to one another.

In this seminar, we will trace the connections among writing, space and memory in historical, theoretical, and practical terms. The principal spaces in which we will take up these connections are the archive and the museum, each of which can be understood as a locus in which what is written and what is remembered are held in tension, producing an effect for the reader or the museum-visitor that both produces knowledge and works against knowledge, and effect that is felt bodily as much as it is understood reasonably.

We will read both classical and contemporary texts. Our reading list includes Plato, Aristotle, and Cicero; W. J. T. Mitchell and Bruno Latour; Heidegger, Barthes, Merleau-Ponty, and Derrida. We will take up, as case studies, a number of museums, including the US Holocaust Memorial Museum.

Discourse Analysis, English 710

Ford, Cecilia E.

F, 01:30 PM to 04:00 PM, 7105 WHITE

(Instructor permission required. Cross-listed with Sociology.) An interdisciplinary approach to interactional aspects of English discourse. Designed for graduate students of English, composition and rhetoric, applied linguistics, linguistics, sociology, education, communicative disorders, communication arts, second language acquisition and related fields. Provides theoretical and methodological grounding for research on discourse as an interactional phenomenon.

Goals, Themes, Activities: This course introduces conversation analysis, a craft for analyzing a prevalent form of discourse: talk-in-interaction. There will be required and recommended readings, but the bulk of our time will be spent analyzing naturally occurring talk, observing and accounting for ways participants in interaction display affiliation, disaffiliation, participation, resistance, and how they achieve "common sense" or intersubjectivity in emergent and provisional ways.

Students collect, transcribe, and analyze interaction (face-to-face and videotaped). Each student creates a highly detailed transcription of at least one minute of interaction, followed by two analytic papers: one on turn taking and another action sequences, including repair and its functions. Analysis, as we will discuss, begins with transcription, and each paper may incorporate and build on a previous one. Everyone is responsible for required readings, but as interests emerge, each of you (individually or in

groups, as you choose) will develop a special knowledge of a particular research area. Your final paper is a formal research proposal, including conversation analysis as one of its methods.

Requirements:

- Class participation: Demonstrated engagement with materials and tasks through comments and questions (in class, on the course website and/or during my office hour).
- Group planning and fieldwork including taping, transcribing, and analyzing some span of naturally occurring interaction (i.e., talk that would have taken place whether or not you had planned to record it) . At our first class meeting, we will begin planning for data collection
- One option is that we all work on the same data, producing one transcript.

• I strongly recommend that you become familiar with the AV support offered to graduate students at the Digital Media Center (you can do this before our first class meeting. You will be amazed at what is supported there):

http://www.doit.wisc.edu/new_media_centers/

• Written Assignments:

* Transcript of videotaped conversation

*Single-page statement of research theme for final paper.

*Two four-page (double-spaced) analysis papers, connecting ideas from readings and discussions to observations from your data.

*Final Paper

English 711 (Course moved to Spring 2011)

Young, Richard F.

Academic Practices in Language and Linguistics, English 713

Zuengler, Jane

M, 04:00 PM to 06:30 PM, 7105 WHITE

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)

Critical Methodologies, English 723

Witmore, Michael L

M, 01:45 PM to 04:15 PM, 7109 WHITE

This course introduces graduate students in English literary studies to a range of critical theories that will be essential to their coursework and future research. Because of the breadth and depth of material that is now comprehended by the term “theory,” this cannot really be a survey course of literary or cultural theory as such. There will be significant omissions, but my hope is that you will get know at least one pathway through the “maze” of theory and that, knowing this one well, you will feel confident about creating or discovering others. Over the course of the semester, we will be examining a collection of texts that deal with the nature of meaning-making as a distinctive, and perhaps distinguishing, feature of human social activity. Our goal in class discussion will be to answer the following questions from the standpoint of the texts we are reading: What is the proper domain of literary study? On what grounds to we assert that one interpretation of a text is better, superior, or more desirable than another? What types of evidence must we be ready to produce in order to back up our claim to be making a strong interpretation? How do the answers to the above questions influence the concrete choices that critics make when they lay out their interpretations or arguments? This final question is the hardest to answer, but we will attempt to deal with it by looking at the work of practicing critics both past and present.

Explanation of the Rubric

After a brief introduction to the idea of “culture,” the opening weeks of this course will seem like a tutorial in post-Enlightenment philosophy, which is a necessary “backstory” to the concerns of nineteenth and twentieth century theorists and critics. If you are annoyed by the idiom of philosophical writing, you will need to live with a certain amount of irritation during these first weeks of class: my experience is that immersion (as in the case of second language acquisition) is the best way to confront this daunting philosophical tradition, and so “early immersion” is the strategy we will be adopting. The areas we will focus on in this first phase of the class will be (1) emerging challenges to eighteenth-century liberal or Enlightenment views on the nature of human choice, desire and rationality and (2) the growing insistence on the differential and so thoroughly social nature meaning-making. In the second, “developments and adaptations” section of the class, we will be examining critics and theorists who follow these two impulses to their radical conclusions. The result – and it is one of the great intellectual upheavals of twentieth century European thought – is a steady expansion of what counts as an object of interpretation and an increased appreciation for all of those forces other than reason, personal taste or conscience (for example, culture, history, ideology, desire, the body, passions, nature, the environment) that shape human practices and institutions. The final part of this course – entitled “Four Critics in Action” – examines four contemporary critics whose work illustrates the expanded domain and significance of literary and cultural studies. Each of these critical works is marked with an asterisk, but I have marked others in the same fashion in order to designate texts that are especially useful in showing a “critic at work,” someone who is building on prior theoretical approaches while finding the means to produce interpretations of specific literary works or cultural artifacts/performances.

Course Readings:

There will be nine required books for this course; the rest of the readings will be available electronically on the course website. I know that these texts are expensive, and so I have only chosen items that I believe will be of lasting value for your library or which will retain their value should you decide to resell them once the class is over.

Required:

Eds. Leitch et al., *The Norton Anthology of Theory and Criticism* (Norton)

Paul Gilroy, *The Black Atlantic* (Harvard)

Kaja Silverman, *The Subject of Semiotics* (Oxford)

Judith Butler, *Excitable Speech: A Politics of the Performative* (Routledge)

Paul de Man, *Allegories of Reading: Figural Language in Rousseau, Nietzsche, Rilke, and Proust* (Yale)

Northrop Frye, *The Anatomy of Criticism* (Princeton)

Franco Moretti, *Graphs, Maps, Trees: Abstract Models for a Literary History* (Verso)

Bruno Latour, *We Have Never Been Modern* (Harvard)

Susan Stewart, *On Longing: Narratives of the Miniature, the Gigantic, the Souvenir, the Collection* (Duke)

Sianne Ngai, *Ugly Feelings* (Harvard)

Joseph Roach, *Cities of the Dead* (Columbia)

Learn@UW Website: <https://learnuw.wisc.edu/>

Feminist Theory & Criticism, English 737

Friedman, Susan S.

W, 09:00 AM to 11:30 AM, 7109 WHITE

This seminar will explore feminist literary and cultural theory that reflects or reflects upon the impact of geopolitical, geohistorical, and locational conditions in shaping the meanings of gender as it is mediated by other identity categories such as race, ethnicity, nation, sexuality, religion, class, and so forth. The emphasis will be on feminist theory in literary and cultural studies, although we may draw occasionally on feminist social theory from the social sciences and feminist theory from the women's movement. We will study several literary texts that engage in and with feminist transnational theory, setting aesthetic practice in dialogue with theory.

The seminar will open by revisiting some of the classics of 1970s feminist literary and cultural theory as these reflect their geopolitical locations: particularly in the United States, France, and Britain. We will then consider feminist and cultural theory about gender and the national imaginary, followed by feminist colonial and postcolonial theory and literature. Transnational feminisms will be the focus of the remainder of the seminar, with consideration of debates about global feminism, globalization, and "women's rights as human rights"; feminism of the border and borderlands; and diasporic/migratory feminist theory and literature. Throughout, we will consider theories of the global circulation of peoples, ideas, cultural practices, money, and military forces. Women's relationship to the nation-state, state violence, war, transnational networks, and global alliances will be an underlying consideration.

Required Books: Books are available at A Room of One's Own Bookstore and Coffee House, 307 W. Johnson St and on reserve at College Library. They are listed in order of the syllabus. Additional required readings will be available on E-Reserve through your MyUW account.

Reina Lewis and Sara Mills, eds. *Feminist Postcolonial Theory*, Routledge

Virginia Woolf, *Three Guineas* (Annotated Edition, edited by Mark Hussey),

Harvest, Harcourt Brace Jovanovich

Inderpal Grewal and Caren Kaplan, eds. *Scattered Hegemonies*. Minnesota

Gloria Anzaldua, *Borderlands/ La Frontera—The New Mestiza*, St. Lute's Press (revised Edition).

Arundhati Roy, *The God of Small Things*, Harper Perennial

Theresa Hak Kyung Cha, *Dictee*, University of California

Buchi Emecheta, *The Family*, George Brazillier

Recommended Books

Shari Benstock, Suzanne Ferris, and Susanne Woods. *A Handbook of Literary Feminisms*, Oxford UP, 2002

Carole R. McCann and Seung-Kyung Kim, eds. *Feminist Theory Reader: Local and Global Perspectives*. London: Routledge, 2003.

Susan Stanford Friedman, *Mappings: Feminism and the Cultural Geographies of Encounter*. Princeton, 1998

Medieval Literature: Imagining Nature in Early English Culture, English 753

Robertson, Kellie

T, 09:00 AM to 11:30 AM, 7109 WHITE

This course attends to what Michel Serres has termed the 'polytemporality' of nature, how different conceptions of nature and the natural inhere in any cultural moment. In exploring the pre-history of the modern environmental movement, the course will examine the various (often conflicting) attitudes towards nature espoused in medieval and early modern England. We will read some important early literature that imagines "another green world" (including Chaucer's *Parliament of Fowles*, *Sir Gawain and the Green Knight*, *As You Like It*, Bacon's *The New Atlantis*, and Cavendish's *Blazing World*) alongside modern theorists of literary ecology and the human-nature divide (including Buell, Latour, Haraway, and Daston among others). One of the primary goals of the course is to explore what Donna Haraway calls "the leaky distinction[s]" made between the human and the animal; we will also examine how the category of "nature" and the "natural" operated then as opposed to now. Throughout the course, we will take the pulse of contemporary debates about nature (in science, in medicine, in the mainstream press) in order to identify what social questions the category of nature is used to answer

Topics-Renaissance Lit: Londinopolis: the stage and the city in early modern London, English 764

Britland, Karen R

T, 01:10 PM to 03:40 PM, 7105 WHITE

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.

18th Century British: Theory of Description, English 773

Valenza, Robin P

TR, 11:45 AM to 01:00 PM, 7109 WHITE

Description has long been the less-favored, ugly stepsister of narrative. One hurries over descriptive passages in pursuit of the plot, relieved to be past them. Perhaps it is time to rebalance our techniques of reading.

This course proposes a new kind of close reading, one that asks not how a particular description is unique (the usual goal of close reading) but rather how different descriptions, drawn from texts across genres, may have the same guiding principles. Thus, the class aims to formulate a theory of description by working both inductively and deductively.

We begin with a foray into narrative theory for comparison's sake. We will read rhetorical, anthropological, philosophical, and linguistic arguments about the nature and meaning of description. Alongside these texts, many readings will come from the eighteenth century, a key moment in the history of descriptive literature.

Graduate Fiction Workshop, English 781

Moore, Lorrie

W, 07:00 PM to 09:00 PM, 7105 WHITE

For Creative Writing MFA students only or by special permission.

Graduate Poetry Workshop, English 782

Johnson, Amaud Jamaul

M, 04:30 PM to 07:00 PM, 7109 WHITE

For Creative Writing MFA students only or by special permission.

Creative Writing Pedagogy Smr, English 783

Barry, Amy Quan

M, 03:30 PM to 05:25 PM, 6108 WHITE

For Creative Writing MFA students only or by special permission

Proseminar-Teaching of Writing, English 790

Young, Morris S

R, 01:00 PM to 02:15 PM, 7105 WHITE

English 790 is an eight-week teaching practicum that meets concurrently with the required weekly staff meeting for all teaching assistants who are teaching English 100 for the first time. This practicum is designed to help train instructors during their first semester of teaching 100, but it is also designed to create a comfortable community in which instructors and course administrators can come together and

discuss their experiences with teaching. In this course, our first task is to guide new instructors through the course materials, anticipating assignments that they will teach in the weeks to come. We will also read works that are central in the field of composition studies as well as selections from the course texts. While the course administrators are here to provide instruction and guidance, just as importantly, this is a course in which instructors teach each other.

One-credit Seminar, English 795

Bernard-Donals, Michael

This one-credit course, designed for English 201 instructors, is intended to supplement staff meetings, provide support for new and continuing teachers of the course, and to help develop their professional lives as they make their way into the profession. The course will meet eight times during the semester.

Independent Reading, English 799

Faculty by permission

By permission of professor. If used in lieu of required course toward degree, a 799 Approval Form must be submitted to Director of Graduate Studies.

Victorian Materialities, English 802

Bernstein, Susan D.

R, 09:00 AM to 11:30 AM, 7109 WHITE

This class explores things and thing theories: both the different “things” of nineteenth-century British life and literature as well as the material culture theories used to frame our understanding of the stuff we find there. In the course of the nineteenth century, industrialization and the growth of the middle class, the development of consumer capitalism, and technological developments led to the explosion of material goods in British culture and literature. 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. We will consider the lifespan of objects including manufacture, sale, consumption, collection, and display. In addition to recent theories of material culture, the syllabus covers diverse genres: sensation fiction, serialized novels, poetry, detective stories printed in magazines, new woman fiction, historical fiction. Some organizing questions of the seminar include: How do we as scholars engage with “thing theory” 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 a central paradox of material culture of literature where the objects and stuff in fiction and poetry 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 poetry or novels or stories?

Reading: Primary texts include (most likely) Austen, *Northanger Abbey*; Braddon, *Lady Audley's Secret*; Collins, *The Moonstone*; Dickens, *Little Dorrit*; Doyle, *The Sign of Four*, “*Scandal in Bohemia*,” “*The Speckled Band*,” Eliot, *Romola*; Gaskell, *Cranford*; Levy, *The Romance of a Shop and A London Plane Tree and Other Verse*; Rossetti, “*Goblin Market*,” Trollope, *The Small House in Allington*. Theory and criticism ranges from Benjamin's *Arcades Project* and Elaine Freedgood's *The Ideas in Things* and John

Plotz's Portable Property and Deborah Cohen's Household Gods to chapters and articles by Bill Brown, Talia Schaffer, Eva Badowska, Franco Moretti, and more.

20th Century Literature: Diasporic Poetics, English 823 Sec. 1

Yu, Timothy P

T, 06:45 PM to 09:15 PM, 7109 WHITE

The concept of diaspora has assumed increasing prominence in literary and cultural studies. For its proponents, diaspora offers a flexible model of transnational migration and cultural influence that is not bound to restrictive or nationalist notions of race and ethnicity. But some critics express concern that diasporic perspectives may weaken the political and historical framework of nation-based and ethnic-studies scholarship. We will explore these controversies by reading widely in current theories of diaspora, seeking a more robust sense of the concept that bridges the gaps between diasporic, postcolonial, and ethnic-studies perspectives. We will further refine our understanding of diaspora through a series of case studies drawn from around the Pacific Rim, focusing on poetry and prose by writers of Asian descent working in Canada, the United States, the Philippines, and Australia. The notion of a diasporic "poetics" suggests the way that transnational movements are registered in poetic and narrative forms.

Required Texts

Theorizing Diaspora: A Reader, ed. Jana Evans Braziel and Anita Mannur (TD)

Aihwa Ong, Flexible Citizenship

Asian Diasporas: New Formations, New Conceptions. Ed. Rhacel S. Parreñas and Lok C.D. Siu

José Garcia Villa, The Anchored Angel

Theresa Hak Kyung Cha, Dictée

Fred Wah, Diamond Grill

Roy Miki, Broken Entries

Myung Mi Kim, Commons

John Yau, Paradiso Diaspora

Bharati Mukherjee, Jasmine

Ouyang Yu, New and Selected Poems

Tom Cho, Look Who's Morphing

Twentieth-Century Fiction: Aesthetic Interaction and Social Practice, English 823 Sec. 2

Lüdeke, Roger

T, 04:00 PM to 06:30 PM, 7109 WHITE

In contemporary sociology, "interaction" describes the dynamic field of interrelated cultural and epistemic practices and technologies from which local -- or microsocial -- contexts emerge (Bruno Latour). In literary theory, the concept of (aesthetic) interaction is used to describe how literary meaning is established through a process that involves an active reader in the dynamic structures of the literary text (Wolfgang Iser). Through readings of eight novels, Bret Easton Ellis's *The Rules of Attraction*, Hanif Kureishi's *The Black Album*, Irvine Welsh's *Trainspotting*, Ian McEwan's *Atonement*, Julian Barnes' *Flaubert's Parrot*, Kazuo Ishiguro's *The Remains of the Day*, Anthony Burgess' *A Clockwork Orange* and J.M. Coetzee's *Disgrace*, this seminar will explore (a) what types of socializing networks, or 'as/sociations,' are represented by literary texts; (b) how the aesthetic communication between text and reader constitutes a micrological process of (simulated) social practice and interaction; and (c) how

literary texts can be seen as cultural objects or material artefacts that actively participate in the productive networking of those natural, human and artificial agencies that constitute the economic, juridical, and epistemic contexts of the literary work.

Environmentalism, Social Justice and World Literature, English 868 Sec. 1

Nixon, Robert D

M, 11:00 AM to 01:30 PM, L177 EDUCATION

This course positions itself at the interface between environmental studies and the study of world literature. Through theory and across a variety of literary genres we'll engage a wide range of issues of transnational urgency. These include: the politics of oil and water; deforestation; representations of climate change; infrastructure and urban environmentalism; postcolonial environmentalism; gender, race, and environmentalism; and ideas of environmental time.

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 writer-intellectuals. We will also explore questions of narrative, voice, and genre through both novels and a variety of non-fictional forms (memoir, essay, cultural history, and manifesto). We will read writers from India, the Caribbean, Africa, the U.S., the UK, and the Middle East as well as a range of theorists like Lawrence Buell, Rachel Carson, Njabulo Ndebele, Ursula Heise, and Anna Tsing.

World/Postcolonial Cultural Studies, English 868 Sec. 2

Olaniyan, Tejumola

W, 06:00 PM to 08:30 PM, 367 Van Hise

A critical examination of the trans-disciplinary field of postcolonial cultural studies--its rationale, methods, canonical thinkers and critics, and, so far, impact. We will conduct inquiries into the nature of social and cultural conditions that characterize the ex-colonies, the diverse registers in which the conditions are discursively articulated, and the modes, spaces, and politics of their (re)production, circulation and consumption. We will read in and out of selected cultural forms and practices such as literature, history, theory, political economy, transnational activism, music, and film, using them to explore a range of very exciting defining issues of "postcoloniality": history and the (post)colonial, Western imperialism past and present, resistance and the western episteme, indigenous knowledge and its (im)possibility, postcolonial modernity and its antinomies, the postcolonial and the postmodern, the nation and its fragments (gender, genre, class, ethnicity), and internationalism and the demands of the local. Stuart Hall, Assia Djebar, Chinua Achebe, Jamaica Kincaid, Fela Anikulapo-Kuti, Bob Marley, Arundhati Roy, Cornel West, Walter Rodney, Gayatri Spivak, Wole Soyinka, Homi Bhabha, Ngugi wa Thiong'O, Nadine Gordimer, Frantz Fanon and Edward Said are a sample of the writers, artists, and scholars we will study.

Visual Rhetoric, English 900

Olson, Christa

TR, 11:00 AM to 12:15 PM, 7105 WHITE

Since at least the early 1990s, when W.J.T. Mitchell urged a “pictorial turn” in the humanities and the New London Group introduced the idea of “multiliteracies,” scholars in composition and rhetoric have been looking beyond talk and text models and expanding the scope of key terms such as writing, rhetoric, literacy, and persuasion. In this course we will trace some of those developing conversations and contribute to them. Course readings and discussion will pay particular attention to how rhetorical understandings of civic identity and public culture are shaped by the visual turn in the field. Along the way we will look at contexts historical --British and Spanish colonialism, the U.S. Civil War, & the Civil Rights Movement-- and contemporary --war memorials, the visual presidency, the digital age. We will also consider the two major strands of visual scholarship in composition and rhetorical studies, examining their differences and discussing possibilities for rapprochement. Readings will include work by James Elkins, W.J.T. Mitchell, Cara Finnegan, Kevin DeLuca, Robert Hariman & John Lucaites, Diana George, the New London Group, and Anne Wysocki.

Dissertation Research, English 990

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By permission of professor. For post-preliminary exam Ph.D. students only.

Reading for Prelims/Independent Reading, English 999

Faculty by permission

By permission of professor only. S/U grade.
