



Department of English – Graduate Division

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Spring 2010 Graduate Course Descriptions

Structure of English, English 324, Sec. 1

Wanner, Anja

TR, 11:00 AM to 12:15 PM, 1217 HUMANITIES

(Applied English Linguistics – Grad/Undergrad) 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

Staff

TR, 06:00 PM to 07:15 PM, 6112 SOC SCI

(Applied English Linguistics – Grad/Undergrad) Catalog Description: An introduction to linguistic methods of analysis and description of English syntax and morphology.

Introduction to English Syntax, English 329

Wanner, Anja

TR, 02:30 PM to 03:45 PM, 2251 HUMANITIES

(Applied English Linguistics) This class is a twofold extension of "The Structure of English" (English 324): We will combine the analysis of sentences with an in-depth exploration of a particular theoretical framework, the Chomskyan Universal Grammar approach to syntax. The core assumption of generative grammar theory is that an infinite set of syntactically well-formed (grammatical) sentences can be 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. We will contrast this approach with a traditional, more descriptively oriented analysis. Both data and analysis will be more complex than in the basic "Structure of English" course. For instance, we will look at infinitives and invisible subjects (*He promised __ to leave*), relative clauses and invisible relative pronouns (*the woman __ I met on the train*), resultatives and particle verbs (*take in the information/take the information in*), and the interpretation of pronouns. One of the questions to be pursued is why certain structures are acceptable in English, while others - which look very similar on the surface - are not. Each student will write a paper on one particular construction, comparing traditional and generative approaches. There will also be regular graded and ungraded homework assignments. Towards the end of the semester we will discuss the relevance of Universal Grammar to issues in first and second language acquisition.

Textbook: TBA

Prerequisite: English 324 or equivalent.

English Phonology, English 330

Raimy, Eric S

MWF, 09:55 AM to 10:45 AM, 4208 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, linguistic change 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.

Requirements: Regular homework assignments and three one-hour exams.

Perspectives on Literacy, English 702

Brandt, Deborah L.

MW, 01:00 PM to 02:15 PM, 7109 WHITE

This is a rapid reading course focusing on research from the New Literacy Studies and like-minded work. NLS treats writing and reading as pluralistic cultural practices whose forms, functions, and influences take shape as part of larger contexts—social, political, historical, material and, always, ideological. The New Literacy Studies arose in reaction to earlier theories that treated literacy as a technology delivering certain predictable consequences, social and cognitive, to its users (a perspective that has had a strange revival in these new-media times). We will read ethnographic and historical studies, with a particular eye to the difficulty of studying literacy in context. We also will try to identify the next frontier in new literacy studies: What should be studied now and how? Finally, we will ask whether the premises of NLS have themselves reached a level of orthodoxy worthy of questioning and, perhaps, overturning.

Literary Theory: Digital Humanities SeminarLab, English 727, Sec. 1

Mc Kenzie, Jon V.

M, 06:00 PM to 08:30 PM, 7105 WHITE

This course focuses on the emerging area of digital humanities and combines seminar and lab experience within a studio environment. In seminar mode, we will discuss texts and new media works, addressing such issues as the impact of information technology on research and teaching, the social and cultural dimensions of technology, and models of creativity associated with digital media. In lab mode, students will embody these models to produce a series of projects designed to transform past or current research into such forms as graphic essays, digital videos, and multimedia presentations. The course therefore targets students' critical and creative skills and facilitates their professional development as 21st-century scholars.

Literary Theory, English 727, Sec. 2

Guyer, Sara (English) and Keller, Richard (Medical History and Bioethics)

W, 01:15 PM to 03:15 PM, B113 VAN VLECK

According to Foucault, in the late-eighteenth century, governments began recognize populations, health, sanitation, sexuality, race, etc. as their domain and to marshal power through the management of human bodies. More recently, the emergence of stem cells, health care, hunger, and human rights, as major political issues, reflects the ongoing centrality of biological life for politics. This course will examine this convergence through a rigorous consideration of the theory of biopolitics and its cross-disciplinary application. We will focus on work in philosophy and literature, but also anthropology, sociology, and history. Topics may include: Biological Citizenship; Biopoetics; Hunger, Food, and Obesity; Biomedicine and subjectivity; etc. Authors: Michel Foucault, Giorgio Agamben, Hannah Arendt, Roberto Esposito, Barbara Johnson, Judith Butler, Lauren Berlant, Philippe Bourgois, Achille Mbembe, Nikolas Rose, Paul Rabinow, among others. Over the course of the semester we also will welcome several guest lecturers into the seminar.

Literary Theory: Reading Reading, English 727, Sec. 3

Ortiz-Robles, Mario

W, 11:00 AM to 01:30 PM, 7105 WHITE

Reading as both a practical and a theoretical problem whose centrality to our critical endeavors continues to be debated and whose urgency has been made evident in recent attempts to formulate alternative reading programs and reformulate older paradigms in an effort to better reflect new disciplinary orientations. Protocols as diverse as close and distant reading as well as middle-ground modalities such "symptomatic" reading, "just" reading, "slow" reading, and "physiological" reading have brought a wealth of aims and methodologies to bear on the question of how best to read a literary text, but they have also become fresh measures of how the critical field reads itself. Readings by I. A. Richards, Paul de Man, Franco Moretti, D. A. Miller, Wolfgang Iser, Stanley Fish, Fredric Jameson, Roland Barthes, Gayatri Spivak, Amanda Anderson, Leah Price, Sharon Marcus, Elaine Freedgood, Nicholas Dames, Michael Warner, among others.

Medieval Literature: Poets, Patrons, Printers: Chaucer and His Literary Inheritors, English 753

Cooper, Lisa H

T, 06:00 PM to 08:30 PM, 7105 WHITE

This seminar will explore the idea of literary inheritance and the formation of new ideas of authorship and other forms of literary authority as they changed (or did not change) from the fourteenth to the late-fifteenth century. We will travel from the poetry of Chaucer to the mournful complaints of Thomas Hoccleve upon his predecessor's death; from Chaucer's laureation by John Lydgate to Lydgate's use of the word "aureate" to describe his own work; and from the scribal compilations of John Shirley to the printings of William Caxton. In addition to the larger theoretical issues we will confront, in terms of coverage this course is specifically designed to fill the fifteenth-century "gap" that most of us have leapt across in our learning of English literary history; while scholars of both medieval and early modern literature are increasingly turning to the period as a way of making sense of literary production on both sides of the somewhat fictional if useful divide between "medieval" and "Renaissance," it is still frequently a blank spot in most readers' knowledge.

No previous knowledge of Middle English is required, but we will be reading all our texts, including Chaucer, in the original; those interested in getting up to speed before the course begins should contact me in advance for assistance. Work for the course will include at least two oral presentations and a final, article-length paper of potentially publishable quality. Students should be prepared to do a lot of reading on-line and downloading of texts for private use, since many of the works we will read will only be easily available in digital database form. In addition, it would be helpful if everyone planning on taking the course would procure in advance a copy of Seth Lerer, *Chaucer and His Readers* (Princeton UP, 1993), which is out of print but widely available at low prices on Amazon.com.

Restoration and Eighteenth-Century Satire. Texts and Contexts, 1660-1800, English 771

Weinbrot, Howard D.

TR, 11:40 AM to 12:55 PM, 7105 WHITE

This broadly interdisciplinary course will trace the development and changes in eighteenth-century theory and practice from the mid and later seventeenth century through the later eighteenth century. Along the way, we will discuss the relationship of British satire to its classical Roman sources as in Horace, Persius, and Juvenal, and its more immediate French sources, as in Boileau. As the term proceeds, we also will pay special attention to the religious and political turmoil that both encouraged and embittered much satire of the period. The rebellion of 1641 and Charles I's beheading on 30 January 1649 remained traumatic events through much of the Restoration period, and certainly beyond for someone like Jonathan Swift. As that terror fades, other events replace it in moral and political urgency--most intensely, the exclusion crisis regarding whether England could have a Catholic monarch in James II, the gradual movement away from "High Church" authority, the rise of Whig power, the Walpole administration's change of the center of authority from the crown to the Commons, and the Jacobite rebellions in 1715 and 1745 that sought to restore the male Stuarts to the throne. The satiric literature of the period reflects these and other deeply powerful and upsetting historical events.

The seminar will include various readings in the following authors and texts, plus assigned reading in contextual materials: Samuel Butler, *Hudibras*; John Dryden, *Absalom and Achitophel*, *The Medal*, *Mac Flecknoe*; Defoe, *Shortest Way with the Dissenters*; Jonathan Swift, *Tale of a Tub*, *Gulliver's Travels*, *Modest Proposal*, *Argument against Abolishing Christianity*; Alexander Pope, *Rape of the Lock*, *Epistle to Dr. Arbuthnot*, *Epistles of Several Persons*, *Imitations of Horace*, *Dunciad in Four Books*; Samuel Johnson, *London*, *The Vanity of Human Wishes*; Charles Churchill, selected satiric pieces.

There will be various electronic assignments, together with secondary readings. The seminar will consider issues and contexts useful both for students of the seventeenth century as well as students of the eighteenth century and the later eighteenth and earlier nineteenth centuries. It should be helpful as well for students in the departments of History, Classics, Political Science, and religious studies.

Graduate Poetry Workshop, English 782

Kercheval, Jesse L.

M, 07:00 PM to 09:00 PM, 7109 WHITE

For MFA students only or by special permission.

MFA Thesis, English 785

Various Professors

For MFA students only.

Independent Reading, English 799

Various Professors by Permission

This is an independent study course requiring advance permission by the professor. Permission should be relayed directly to the Graduate Coordinator by the respective faculty member for course enrollment authorization. Additionally, if English 799 is to be taken in lieu of a required course, a 799 Approval Form with syllabus included must be submitted to the Director of Graduate Studies. Forms are available online or outside the Graduate Division office.

The English Romantic Period: Romantic Poetics, Biopolitics, Terror, English 801

Kelley, Theresa M

T, 09:00 AM to 11:30 AM, 7105 WHITE

This seminar begins, and continually returns to, Romantic poetry and poetics as its ground for thinking critically about poetic figure and form and their relationship to two key topics in Romanticism and recent critical thought: the biopolitics of human and natural history and the role of the terror in reshaping or sharpening the poetics of risk and hazard in Romanticism. The readings, balanced between poems and critical/theoretical approaches, will favor close, slow reading over coverage. Likely works and poets to be considered for inclusion:

W. Wordsworth, *The Prelude*, *The Borderers* and some lyrics C. Smith, *Beachy Head* and some sonnets S. T. Coleridge, *Rime of the Ancient Mariner* and selected prose A. L. Barbauld, selected epistles and quasi-sermons P. B. Shelley, *The Sensitive Plant*, *The Triumph of Life* and other selected poems J. Clare. Poems selected from his middle years Criticism and theory appropriate to these poets and topics.

Liberty and Dissent in Milton's England, English 809

Loewenstein, David A.

TR, 01:05 PM to 02:20 PM, 7105 WHITE

In this graduate course, we will consider seventeenth-century England as a crucial and defining period in literary and cultural history when writers engaged in, defined, and reshaped discussions about liberty, dissent, and toleration. Milton (1608-74) was arguably the greatest English writer to examine these issues--still so crucial to us today—and he did so with enormous imagination and polemical energy. Consequently, his writings will be at the center of our course. How do his major prose and poems grapple with and boldly redefine concepts of civic, domestic, political, and religious liberty? We will study substantial selections from his early poetry and his controversial prose of the English Revolution before turning to his great visionary poems: *Paradise Lost* (1667, 1674), *Samson Agonistes* (1671), and *Paradise Regained* (1671). We will read those great poems in the context of the literary culture and religious politics of Restoration England, a dark period when the blind, prophetic, 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. In order to study Milton in context, we will also read Lucy Hutchinson’s republican epic, *Order and Disorder*, and John Bunyan’s major Puritan text and prose allegory, *The Pilgrim’s Progress*, the latter one of the greatest works of religious dissent in our language. We will also study other works by Milton’s contemporaries, including poems by Andrew Marvell and prose by Gerrard Winstanley and Leveller writers. As we consider Milton’s works and these additional texts in relation to the culture of early modern English dissent, we will also address some of the methodological and interpretative issues involved in reading literary texts historically. In order to do so, class participants will be asked to read important selections from the criticism of Milton and his contemporaries. At the same time, we will consider how Milton’s imaginative and moving depictions of dissent in a persecuting society still speak to us today as we continue to struggle with issues of civic, political, and religious liberty.

Class requirements will include active participation, two papers (a short one and a longer term paper), and in-class presentations.

20th Century Literature: American Poetry since the 1950s, English 823

Keller, Lynn

MW, 09:30 AM to 10:45 AM, 7105 WHITE

Through representative volumes, this course attempts to survey major trends and movements in American poetry since 1950. (As the years pass, achieving a genuine survey of this varied scene in fifteen weeks becomes less and less possible.) Because the 1960s were years of particularly notable upheaval, invention, and renewal in the poetry scene, and because the innovations—as well as the schisms—of that era have had lasting effects, course readings will generally be organized around figures who represent significant trends or schools of poetry that emerged between the mid-1950s and the early 1970s. These

include beat, confessional, deep image, Black Mountain, New York school, and Black Arts poetry. Alongside key volumes representing these and other developments, we will read more recent volumes by later poets who can be seen as carrying on and complicating the legacy of the earlier writers/movements. Assigned non-poetic readings— including manifestoes, statements of poetics, and critical essays—will help students place the work of individual poets within broader literary, historical, and cultural contexts. These selections will also acquaint students with current issues and methodologies as well as important voices in the field of contemporary poetry studies.

Readings, yet to be selected, are likely to be volumes by about a dozen of the following: Robert Lowell, Allen Ginsberg, Sylvia Plath, Charles Olson, Robert Creeley, James Wright, Gwendolyn Brooks, Amiri Baraka, Adrienne Rich, Elizabeth Bishop, A. R. Ammons, Frank O'Hara, Barbara Guest, John Ashbery, James Merrill, Theresa Hak Kyung Cha, Susan Howe, Alice Fulton, Frank Bidart, Rae Armantrout, Cole Swensen, Joan Retallack, Harryette Mullen, C. D. Wright, Susan Wheeler.

World/Postcolonial Lit-English: Empire and After, English 868

Begam, Richard J.

R, 02:30 PM to 05:00 PM, 7105 WHITE

This course will examine the fiction that has grown out of the colonial and postcolonial experience in the Caribbean, Africa and Asia. While much of our attention will be devoted to interpreting individual works, we will also consider a number of larger issues relating to history, anthropology, philosophy and culture. Among these are representations of the primitive and the savage; the role of the pastoral and the myth of Eden; "black writing," "white writing" and colonialist discourse; strategies of subversion and containment; the uses of mimicry and hybridity; and the consequences of deracination and cosmopolitanism. Possibilities for backgrounds readings include Michel de Montaigne, Jean-Jacques Rousseau, Jacques Derrida, Michel Foucault, Stephen Greenblatt, Frantz Fanon, Gayatri Spivak, Edward Said, Homi Bhabha and Richard Rorty. The primary readings will most likely consist of Joseph Conrad, E. M. Forster, Jean Rhys, Chinua Achebe, J. M. Coetzee and Salman Rushdie.

Topics in Composition Study: Composing Spaces: Theories of Rhetoric, Writing, and Place, English 900

Young, Morris S

W, 10:00 AM to 12:30 PM

This seminar will take up the spatial turn that has developed in recent years in Composition and Rhetoric. Building on theoretical work in cultural studies and postmodern geography, this seminar will consider how ideas about space and place are informing research and theories about writing. How do the spaces and places in which we write inform and shape what and how we write? How does the way we experience space and place inform the knowledge-making that occurs within these sites? What are the relationships between space/place and gender, race, social class, sexual orientation, or other categories of social identification or social experience? How is space and place rhetorical?

Readings may include work by Lorraine Code, Michael De Certeau, David Harvey, Nan Johnson, Kevin Leander, Henri Lefebvre, Doreen Massey, Paula Mathieu, Roxanne Mountford, Nedra Reynolds, and Edward Soja.

Written work will include weekly discussion board postings, a couple of shorter papers (5 pp. each), and a longer paper (15-20 pp.).

Topics in Composition Study, English 900

Brandt, Deborah L.

M, 03:00 PM to 05:30 PM

This is a seminar for students working on dissertations in which we will explore theoretical and methodological issues common to big projects of this kind. Students in the group will be responsible for regular presentations of questions and quandaries that arise in the course of research and as a group we will take them on. Enrollment by permission of the instructor.

Language and the Body: Discourse as Collaborative & Embodied Action, English 905

Ford, Cecilia E.

F, 01:30 PM to 04:00 PM

Prerequisite: A course in discourse analysis (e.g., English 325, 710) or instructor consent.

This seminar focuses on language as an embodied practice. Readings include classic as well as recent studies of language and the body, with specific attention to theories and methods grounded in videotaped interactional data. Each participant in the seminar will develop her or his own research project involving videotaped face-to-face discourse.

Scholarship Probs-Amer Lit: Racial Fantasy, English 940

Bow, Leslie

R, 09:00 AM to 11:30 AM

This course will explore the ways in which race surfaces in American literature and culture against both the rhetoric of liberal multiculturalism and the “color-blind” disavowal of race. Centered around the concept of racial fantasy, our inquiry will focus on reading racial signs and their meaning—even where they do not appear or figure as ancillary within the text. In what ways does fantasy allow for the circulation of race without racial subjects?

We will foreground works that feature difference as a catalyst for exploring the dialectical relationship between surface and interior; racial projection in both canon and subject formation; analogies between sexual and ethnic closeting; and concepts of authenticity and performativity. In defiance of the belief that Ethnic Studies is singularly obsessed with the politics of recognition and visibility, we will privilege instances of racial repression, latency, and allegorical displacement. Delving more literally into fantasy, the course will consider race in children’s literature, the connection between multi-racialism and futurity, and race’s ambiguous circulation in popular culture.

Primary texts will likely include Nella Larsen's *Passing*; Richard Rodriguez's *Hunger for Memory*; Gene Yuen Yang's *American Born Chinese*; Toni Morrison's *Playing in the Dark*; David Henry Hwang's *M. Butterfly*; Patricia Williams's *Seeing a Color-blind Future: the Paradox of Race*; Bharati Mukherjee's *Jasmine*; Yi-Fu Tuan's *Who Am I?: An Autobiography of Emotion, Mind, and Spirit*; and Shaun Tan's *The Arrival*.

We will also read work by Leslie Fiedler, Eve Sedgwick, Anne Cheng, Bruno Bettelheim, Charles Taylor, Edward Said, Sigmund Freud, Judith Butler, Gareth Matthews, Elizabeth Abel, Patricia Williams, Wendy Brown, Paul Chaat Smith, Fredric Jameson, Tina Chen, Donna Haraway, and Derrick Bell.

Dissertation Research, English 990

Various Professors by Permission

Reading for Exams, English 999

Various Professors by Permission Only

This independent reading course is generally used by students whose required coursework is complete and who are preparing for either comprehensive or preliminary examinations. The professor overseeing a 999 course should notify the Graduate Coordinator that permission has been given for the student to enroll under the faculty member's name for the semester. This is a variable credit course.
