



Department of English – Graduate Division

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Fall 2011 Graduate Course Descriptions

Old English, English 320

Zweck, Jordan Leah

MWF, 09:55 AM to 10:45 AM, 4208 WHITE

(Mixed grad and undergrad.) This course is designed to provide students with an introduction to the language, literature, and culture of England before the Norman Conquest of 1066. Because the English language has changed so much since 1100, Old English must be learned as a foreign language. In the first half of the class, we will cover basic pronunciation, grammar, and vocabulary, while doing short translation exercises. In the second half of the semester, we will put the skills you've learned to work, tackling major works of Old English poetry and prose. Because this is a language class, no papers will be required. Instead, there will be regular translation exercises, quizzes, and exams. Open to graduate students as well as undergraduates.

Structure of English, English 324 Sec. 1

Wanner, Anja

TR, 11:00 AM to 12:15 PM, 1101 HUMANITIES

(English Language and Linguistics, mixed grad and 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

Young, Richard F.

MW, 06:00 PM to 07:15 PM, 4208 WHITE

(English Language and Linguistics) In this course you will learn to describe how English sentences are constructed and you will develop the skills necessary to analyze sentence structure. In so doing you will use some of tools and methods of modern linguistics.

Describing how English sentences are constructed is not the same as telling people which sentences you consider examples of "good" or "bad" grammar. Rather it is a way of looking inside native speakers' heads in order to find out what they know about the English language that allows them to communicate clearly. What native speakers know about their language is called their "competence." Native speakers' competence includes knowledge about how to pronounce words and sentences (phonology), how to break down a complex word like "supercalifragilisticexpialidocious" into its component parts (morphology), and how to relate words and sentences to their meanings (semantics). In this course we will make only passing mention of phonology, morphology, or semantics; instead we will direct our attention to syntax -- the ways in which sentences are constructed from smaller units called phrases and how sentences are related to each other.

By the end of this course you should have acquired skill in analyzing simple and complex English sentences, and you should be able to explain and justify your analysis to other people. You will also be able to draw tree diagrams and will impress your friends by your confident use of technical syntactic terms like adjunct, complementizer, ellipsis, lexical category, modal, and wh-movement. If by the end of the course you have fallen in love with syntax, then you should nurture the relationship by taking more advanced courses such as English 329 (Introduction to the Syntax of English) and English 708 (Advanced English Syntax).

English Phonology, English 330

Raimy, Eric S

MWF, 09:55 AM to 10:45 AM, 1217 HUMANITIES

(English Language and 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.

Second Language Acquisition, English 333

Young, Richard F.

TR, 08:00 AM to 09:15 AM, 4208 WHITE

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, 151 EDUCATION

Introduction to Composition and Rhetoric, English 700

Brown, Jim

W, 9:00 AM to 11:00 AM, 7105 WHITE

Rhetorical, linguistic, psychological, and social foundations of writing; implications for instruction.

Perspectives on Literacy, English 702

Young, Morris S

F, 10:00 AM to 12:30 PM, 7105 WHITE

This course will focus on the emergence and sustainability of "literacy studies" as an area of emphasis in the field of composition and rhetoric. While research and practice about the teaching of writing remains the central organizing principle in the discipline, studies of literacy practices (ranging from individuals to socially/politically/ culturally arranged groups to larger communities) have gained more attention in the discourses/discussions of our field. This course will examine definitions and applications of literacy and its various formations (e.g., literacy practices, literacy events, etc.). We will also consider how writing

practices are subsumed under the broader term of literacy and what pressures and complications arise out of interdisciplinary research (by methodological approaches to the study of literacy in the community).

Readings may include work by Dennis Baron, Birgit Brander Rasmussen, Deborah Brandt, Andrea di Sessa, John Duffy, Maisha Fisher, James Paul Gee, Anne Ruggles Gere, Jack Goody, Harvey Graff, Shirley Brice Heath, Walter Mignolo, Walter Ong, David Olson, Catherine Prendergast, Sylvia Scribner, and Brian Street.

Required work will include weekly discussion board posts, a couple of shorter writing assignments (5 pp. each), a longer paper (15 pp.), and leading the seminar.

Visual Rhetoric, English 706

Olson, Christa Johanna

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

Since at least the early 1990s, when W.J.T. Mitchell noted a “pictorial turn” in the humanities and the New London Group introduced the idea of “multiliteracies,” scholars have been looking beyond talk and text models in order to study 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 Greco-Roman world, & 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 rhetorical studies --one, more grounded in the study of rhetoric, that foregrounds public and civic concerns, the other, more grounded in the study of composition, that emphasizes digital realms, multimodality, and the pedagogical. Our readings and discussions will examine the differences between those two strands and consider the possibilities of rapprochement.

Talk as Social Organization, English 710

Ford, Cecilia E.

T, 05:45 PM to 08:15 PM, 8108 SOC SCI

Instructor permission required for this course. Prof. Cecilia Ford

English/Sociology 710 provides a practice-intensive introduction to the analysis of a pervasive form of discourse: talk-in-interaction. E.A. Schegloff calls real-time interaction the “primordial site of sociality”. Our work will be on learning the craft of analyzing interaction to understand its function as a fundamental means of social organization. Each class meeting has required background readings, and we will spend at least half of each class meeting practicing in conversation analysis (CA) in a format known in the field as a “data session”. Themes covered include turn construction, turn taking, collaborative courses of action (sequences), the interactional emergence of stories, and the interactional construction of social identities. In the process of covering these themes, students gain tools for understanding the local construction of (and resistance to) roles, relationships, and institutional structures. We pay attention to the functions of embodied action in interaction, meaning that our attention is not only to language but to language and the body. Student written work includes in-class data analysis reports, a detailed transcript of 3 to 5 minutes of videotaped, naturally occurring interaction, and two short analysis papers.

As a final project, each student prepares a formal research proposal incorporating methods for the close analysis of interaction. Research proposals may focus upon interaction or they may use the analysis of interaction as only one among several proposed methods. The purpose of the final research proposal is for students integrate the skills and methods they have learned in 710 into a vision for work they will do in the future, be that scholarly or more directly applied.

Research Methods-Applied Linguistics, English 711

Zuengler, Jane Ellen

TR, 02:30 PM to 03:45 PM, 7111 WHITE

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.

Linguistic Academic Practices, English 713

Ford, Cecilia E.

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 offers experience in a practice integral to conferences in one’s field, namely, preparing and delivering a paper to an academic audience. The event itself—a symposium—will be planned and hosted by the students in the course. It will be held here on campus toward the end of the semester. Students will ask fellow students and faculty in their area to attend. Symposium presentations will then be developed into papers which will be handed in at the end of the semester. In past years, student papers have been developed into conference presentations, published papers, and thesis proposals.

English 713 is organized as a seminar in which other faculty—in English Language and Linguistics or other programs--may serve as advisors and/or evaluators of students’ work, depending on each student’s topic.

Critical Methodologies, English 723

Ortiz-Robles, Mario

TR, 11:00 AM to 12:15 PM, Room 7101 HCW

Literary theory as both conceptual field of inquiry and practical methodology in the event of thinking critically about texts. Through extensive and intensive readings across theoretical approaches, the course will reacquaint graduate students with some of the perennial questions pertaining to the study of literature and bring into relief some of the ongoing debates about the aesthetic, ideological, conceptual, and cultural stakes that have come to be associated with the literary object. With particular emphasis on the question of the literary in literary theory, we will endeavor to situate the reading, interpretative, and pedagogical practices that constitute our field within those disciplinary intersections that are most

relevant to its current institutional configuration: literature and philosophy, literature and science, literature and art, literature and sociology.

Medieval Media Studies, English 753

Zweck, Jordan Leah

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

Studies of book history tend to begin with the invention of the printing press, and new media studies sometimes does away with the codex entirely, as though the only media worth studying is that which is “new.” This course will push back on that by examining the many forms of media and communication available in the Middle Ages, even to those who were not literate. From documents such as letters, sermons, and treatises to more recognizably physical objects such as inscribed relics and statues, medieval documentary culture created and shaped hybrid communities that bridged the divide between elite and popular culture. We will read literature that emulates documentary form, such as epistolary fiction and the Charter of Christ as well as texts that embed documents within them, such as *The Dream of the Rood*, *Troilus and Criseyde*, and (perhaps) *Piers Plowman*. Not all texts will be so clearly based on documentary form: for example, medieval drama stages communication, often without making use of any physical documents as stage props or plot features. Primary readings will be supplemented by critical literature on those texts as well as recent work on media studies and book history. In other words, think of this course as a hybrid of book history (with real attention to the production and reception of documents), new media studies, and standard literary criticism. Texts written in Middle English will be read in Middle English; all others will be read in translation. Those students who have other medieval languages will be encouraged to read those texts in the original when possible. NB: This course description is subject to change.

Royalism and gardens: literature, class, and the environment in early modern England, English 764

M, 1:00 PM to 3:30 PM

Britland, Karen

This course will engage with critical debates about the relationships between royalism, the nobility, working people, and the land in early modern England. Primary materials will include court entertainments, country house poetry, husbandry manuals, portraits, and some pastoral drama. We will also consider material by historians about early modern economic conditions (for example, Elizabethan grain or enclosure riots), alongside work by literary critics. We will familiarize ourselves with new ecocritical work on the early modern period, at the same time as we interrogate older claims that the English civil wars grew out of an increasingly polarized conflict between the “court” and the “country”.

Graduate Fiction Workshop, English 781

Kercheval, Jesse L.

W, 07:00 PM to 10:00 PM, 7105 WHITE

For Creative Writing MFA students only or by very special permission.

Graduate Poetry Workshop, English 782

Barry, Amy Quan

M, 07:00 PM to 10:00 PM, 7105 WHITE

For Creative Writing MFA students only.

Creative Writing Pedagogy Smr, English 783

Kercheval, Jesse L.

T, 09:55 AM to 11:50 AM, 7105 WHITE

For Creative Writing MFA students only or by very special permission.

MFA Thesis, English 785

Barry, Amy Quan

For Creative Writing MFA Students only.

Proseminar-Teaching of Writing, English 790 Sec 1

Young, Morris S

R, 02:30 PM to 03:45 PM, 4279 WHITE

Proseminar-Teaching of Writing, English 790 Sec 2

Young, Morris S

R, 01:00 PM to 02:15 PM, 4279 WHITE

Proseminar-Teaching of Intermediate Writing (One-credit Seminar), English 795

Bernard-Donals, Michael

Literary Studies Pedagogy One-credit Seminar , English 795

Zimmerman, David A.

This pedagogy course is for TAs who are teaching Introduction to Literature courses for the first time. The course aims to develop practical teaching skills and pedagogical savvy. We will focus on the aims of Introductory literature classes, teaching critical reading skills, designing effective writing assignments, conducting productive workshops and conferences, grading and commenting effectively on student writing, and teaching in a multicultural classroom.

Directed Reading/Independent Study, English 799

Faculty, by permission

English 799 taken in lieu of required English course must be accompanied by an approval form submitted to the Graduate Division office. Also used for students reading for Master's comprehensive examination in English.

**Transatlantic Networks: Sensation, Social Reform, Spatiality, Seriality, English 846 (formerly 802),
Section 1**

Bernstein, Susan

T, 1:00 PM to 3:30 pm

Increasingly there is wide recognition that our disciplinary divisions along national lines does not follow how readers actually consumed literary texts written in the English language and circulated in the nineteenth century regularly across and around and even beyond the Atlantic Rim. As transatlantic travel became easier, depictions of American culture by English visitors or reactions to British culture by Americans appeared in print as well. The course pursues four threads—sensation, social reform, spatiality, and seriality. Sensationalism, known for its shocking scenes, permeated nineteenth-century fiction and poetry on both sides of the Atlantic. The Anglo-American world of social reform galvanized a transatlantic public sphere of debate on social problems from slavery, poverty and unemployment, factory labor conditions, the woman question, prostitution, child labor, racism and imperialism. Many of the novels, short fiction, and poetry that crossed the Atlantic appeared in serial formats of monthly or weekly issues or holiday numbers; we'll also look at travel writing too as a spatial network. In addition to the field of transatlantic studies, we'll consider such ideas as surrogation, heterotopia, Anglophilia and Anglophobia (and Ameriphobia and Ameriphilia)—and the "imagined communities" Benedict Anderson claims were constructed through print culture. We'll look at how the very material forms of literature affected both writing and reading practices. Given the incredible collection of nineteenth-century print culture both at Memorial Library and at the State Historical Society as well as the accessibility of nineteenth-century documents via the Internet, we will explore through periodical publications transatlantic circulation and reception. Course work will include two short presentations of papers in class (5pp and 2pp) and a seminar paper (20 pp).

Possible Reading (to be determined by summer 2011):

Frances Trollope, *Domestic Manners of the Americans* (1832)

Charles Dickens, *Martin Chuzzlewit* (1843-44); *American Notes* (1842)

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)

William Wells Brown, *Three Years in Europe* (1852)

Harriet Beecher Stowe, *Uncle Tom's Cabin* (1851-52)

Elizabeth Barrett Browning's poems ("The Runaway Slave at Pilgrim's Point," "A Curse for a Nation," "Hiram Powers' Greek Slave," "The Cry of the Children")

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861, 1862)

Elizabeth Gaskell, "Lois the Witch," "The Old Nurse's Story," "The Doom of the Griffiths"

Walt Whitman, *Leaves of Grass*

George Eliot, "The Lifted Veil" (1859)

Rebecca Harding Davis, *Life in the Iron Mills* (1861)

Louisa May Alcott, "Behind a Mask" (1866), *Hospital Sketches* (1863) or *Work* (1873)

Elizabeth Stuart Phelps, *The Story of Avis* (1877) or *The Silent Partner* (1871)

Ellen Price Wood, *East Lynne* (1861)

Henry James, *Transatlantic Sketches* (1875) or *What Maisie Knew* (1897)

Essays and book chapters by Amanda Claybaugh, Elisa Tamarkin, Joseph Roach, Kate Flint, Benedict Anderson, Michel de Certeau, Michel Foucault, Jonathan Elmer, Paul Giles, Virginia Jackson, Julia Lee, Meredith McGill.

Nineteenth-Century Literature as World Literature, English 846 (formerly 802), Section 2

Levine, Caroline

T, 6:45 PM to 9:15 PM

Recent theorists from David Damrosch to Franco Moretti have been fascinated by historical processes that enable the global circulation, translation, and consumption of books. They have urged us to move beyond national, post-colonial and cosmopolitan approaches to literature and have embraced the concept of “world literature” in their place. Until recently, “world literature” has been a pedagogical rather than a scholarly category. But the canon of world literature as it is taught remains strangely split: it can mean a twentieth-century corpus—including Chinua Achebe and Toni Morrison—or an old-fashioned list of great books, from *Gilgamesh* and *The Odyssey* to the present. This course will ask what texts could or should belong to a canon of nineteenth-century world literature. We will consider examples of texts that move across borders and are translated and consumed far from their point of origin, and we will put contemporary theories of world literature (including Damrosch, Moretti, Casanova, Puchner, Dimock, and Prendergast) in dialogue with nineteenth century theorists, including Goethe and Marx.

Genres of Contemporary American Fiction, English 822

Yu, Timothy P

R, 1:00 to 3:30 PM

Genre fiction – science fiction, fantasy, detective fiction, mysteries – is often opposed to literary fiction, the fiction one reads seriously, not as fan but as a well-educated reader with or aspiring to a certain level of social capital. The geography of most brick-and-mortar bookstores depends on readers being able to find their genre, or their literature, and move among books of the same class with ease. This course takes seriously the genre fiction side of this divide, investigating how genres work, how they move among media, what they have in common and what makes them – or doesn’t make them -- non-literary. Experimental works of genre fiction, as well as literary fiction that draws heavily on genre conventions, will be considered alongside more traditional generic forms.

Recent North American Poetry and Ecocriticism, English 823

Keller, Lynn

TR, 09:30 AM to 10:45 AM, 7109 WHITE

Most environmental criticism concerning poetry has focused on “nature poetry” in the Romantic tradition. Course readings will begin with some selections from Wordsworth and with recent American work representing extensions of the Romantic tradition so that we can analyze assumptions about nature, wilderness, urban environments, and environmentalism that are bound up with conventions of the personal lyric, the pastoral, and the sublime. Much of the course, however, will be devoted to exploring alternative approaches to ecopoetics. We will read more experimental U.S. and Canadian

poetry of recent decades, some of it urban in focus, investigating whether today's exploratory poetics encode or support different understandings of nature and the wild or alternative approaches to the environmental problems we face. To enable consideration of a wide range of work, we will study a volume of poetry a week. Readings will also include ecocritical theory and literary criticism by major voices in environmental studies.

The Posthuman in World Literature: Man/Animal/Animot: The Other(ing) Animal, English 868

Claudia Egerer, Professor of English and Chair, Stockholm University

Visiting Professor of English

T, 04:00 PM to 06:30 PM

The question of the animal and its relation to man has engaged thinkers across the ages and across the disciplines. Animals exist on the borderline of our moral concept, allowing for interpretations that range from ascribing animals some kind moral status to none at all. Philosophers from Aristotle to Levinas claim that the animal is without reason, without language, without the very thing we identify as the property of man, and hence cast as man's ultimate other.

In today's world we experience the gap between this kind of thinking (which allows us to use animals as we see fit) and a more ecology-oriented stance informed by an awareness of the interrelatedness of things. Science tells us what writers of fiction have dramatized in their work, that the line between man and beast is thinner than we care to believe, and to a large extent imaginary. Jacques Derrida has engaged with this question of the limits of man throughout, not least in his project of putting our understanding of reason under pressure. But in his later work, *The Animal that Therefore I Am (More To Follow)*, Derrida subjects the matter to close scrutiny.

Literature, like philosophy, has taken an interest in the man-animal relation, and this course will examine the man-animal debate to trace the ways in which philosophers and novelists envisage and complicate the man-animal divide.

Readings:

Coetzee, J. M. *Disgrace*.

_____. *Lives of Animals*.

_____. *Waiting for the Barbarians*.

Defoe, Daniel. *Robinson Crusoe*.

Hoeg, Peter. *The Woman and the Ape*.

Kafka, Franz. *Metamorphosis*.

_____. "A Report to an Academy."

Malouf, David. *Remembering Babylon*.

Woolf, Virginia. *Flush: A Biography*.

Derrida, Jacques. "The Animal That Therefore I Am (More to Follow)." *The Animal That Therefore I Am*. 2006. Trans. David Wills. Fordham UP, 2008.

_____. "Geschlecht II: Heidegger's Hand." in

Agamben, Giorgio. *The Open: Man and Animal*. 2002. Stanford: Stanford UP, 2004.

Heidegger, Martin. "Letter on 'Humanism'."

English Stress and Poetic Metrics, English 905

Purnell, Thomas C.

M, 01:00 PM to 03:30 PM, 346 BIRGE

(English Language and Linguistics) Course examines the relation between conversational stress patterns and poetic meter. Attention will be given to computation of lexical stress, intonation patterns, and the verisimilitude of linguistic characteristics to poetic representations across different literary periods. The goal is to better understand English meter by understanding English stress.

Literature After Identity Politics, English 942

Hussen, Aida A

M, 10:00 AM to 12:30 PM, 7105 WHITE

Minoritized literary discourses have long been characterized by a constitutive tension between a will to reparative representation and a will to categorical transcendence. In this course, we will examine the contours of this complex phenomenon following the decline of various identitarian political movements of the late twentieth century (e.g., the Black Power Movement, second-wave feminism, the gay liberation movement, and decolonization).

We will ask: Does identity politics necessarily endorse a singular and prescriptive moral, aesthetic, or epistemological vision? What does it mean for literature to be identitarian or post-identitarian, and what are the stakes of such categorical claims? Is identity politics the exclusive province of socio-politically marginalized writers? Is it inherently or incontrovertibly renounced by queer, transnational, or interracial literatures? What kinds of stories can/should/do take the place of the collectivizing origin myths that identity politics requires?

Primary texts are likely to include works by Nadine Gordimer, Charles Johnson, Randall Kenan, Toni Morrison, Patricia Powell, Claudia Rankine, Phillip Roth, Shyam Selvadurai, and Jeanette Winterson. We will also read a substantial amount of theoretical writing and literary criticism, including books or essays by Michael Awkward, Walter Benn Michaels, Wendy Brown, Judith Butler, Anne Anlin Cheng, Wahneema Lubiano, Jose Esteban Munoz, and Hortense Spillers.

Course requirements: Two class presentations, two short reflection papers (2-3 pages each), final paper (20-25 pages).

Dissertation Research, English 990

Dissertation Advisor

Prior permission required. Graded P/U/S (Pass, Unsatisfactory, Satisfactory Completion of Dissertation)

Independent Reading/Reading for Prelims, English 999

Various Professors

Requires permission from professor. Graded S/U.