



Department of English – Graduate Division

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Spring 2011 Graduate Course Descriptions

Structure of English, English 324.1

Raimy, Eric S.

MWF, 09:55 AM to 10:45 AM, 4208 H.C. WHITE

(English Language and Linguistics) This course is designed to introduce students to the basic principles of the descriptive analysis of English sentences and words. As part of this students will learn to identify parts of words, to identify parts of sentences, to define grammatical categories via distributional patterns and to represent structures of words and sentences via 'trees'.

Structure of English, English 324.2

Purnell, Thomas C.

W, 05:30 PM to 08:00 PM, 2637 HUMANITIES

(English Language and Linguistics.) See description above.

English Grammar in Use, English 325

Ford, Cecilia E.

R, 04:00 PM to 06:30 PM, 4281 H.C. WHITE

(English Language and Linguistics) Prerequisites: 1) English 324 or an introductory descriptive linguistics course in a language other than English, in a linguistics department or in a related discipline (e.g., communicative disorders), 2) instructor authorization (this is to ensure students for whom 325 is required get seats in the class).

Overview: It is through spoken interaction (or through manual signing) that humans first learn language, and it is through interaction that we establish and maintain our social lives. Being an expert in English, or any language, means understanding the structuring of language in the everyday lives of its users. If language is central to your work, you will want to cultivate your knowledge of and curiosity about language in use along with your confidence and skill in its analyzing it. In English 324, or another introductory course in linguistics, you have already practiced analyzing the structures of sentences; in English 325 we move into the realm of everyday talk to discover the "order" in ordinary spoken language use, with particular reference to language in interaction.

As outcomes of this course, you will:

==> become familiar with basic issues, methods and findings in functional linguistics, with a special focus on interactional linguistics.

==> gain experience in discovering structures and “orderliness” in ordinary talk by engaging in collaborative analytic exercises in and out of class.

==> gain experience in independently reading about an interactional practice, in applying that knowledge to new data of language use, and in presenting what you’ve learned to your peers.

To support a cross-linguistic perspective on human language, our readings include studies of interaction in diverse languages. For analytic assignments as well as class projects, students are welcome to work with languages other than English or to compare English with other languages. Of course, using only English data is fine as well. All readings are in English, and core readings deal with English grammar and intonation.

ESL:Acad Presentations & Discussions, English 326

MWF, 12:05 PM to 12:55 PM, 4279 H.C. WHITE

May be taken by graduate students in the Department of English.

Intro to the Syntax of English, English 329

Wanner, Anja

TR, 11:00 AM to 12:15 PM, 2251 HUMANITIES

(English Language and 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.

Global Spread of English, English 332

Zuengler, Jane Ellen

TR, 09:30 AM to 10:45 AM, B223 VAN VLECK

In this course, we'll examine the linguistic, social, and political impact of the spread of English around the world. Through readings, discussion, and engagement in conversations with guest speakers, we will critically consider the role and development of English in various world contexts--e.g., Morocco, Turkey, Switzerland, Tanzania, India, Singapore, France, Brazil, and others--and the issues surrounding the presence of English. Some of the questions we will address include: at what age do people start studying English? How is it taught? Is it a language confined to the elite, or is it more widespread? What model of English is promoted? Is English influencing local languages, and if so, how? Is there public debate about the impact of English--on the local culture and values, on people's access to literacy, on economic factors, on the country's future? Etc. While we will study English in various countries, we will consider as well topics which transcend geography, such as English on the Internet, and English as an agent in the spread of American popular culture.

Introduction to TESOL Methods, English 334

Arfa, Sandra M.

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

(English Language and 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 Speech Analysis, English 338

Purnell, Thomas C.

MWF, 11:00 AM to 11:50 AM, 4208 H.C. WHITE

The goal of this course is to introduce students to the subfield of sociophonetics, that is, the acoustic, articulatory and auditory analysis of speech affiliated with a specific group of speakers. This course will primarily cover variation in English vowels, consonants and prosody, and will focus on variation in the upper Midwest. Students will systematically investigate audio recordings in order to understand how speakers signal group membership and identity.

Note: This class will make extensive use of online course software (Learn@UW) and freely available speech analysis software (Praat). You will need regular Internet access and a UW e-mail address.

Prereq: Sophomore standing or consent of instructor

Beowulf, English 359

Niles, John D

TR, 11:00 AM to 12:15 PM, 4281 H.C. WHITE

An intensive study of Beowulf in the original language. Line-by-line translation of the text will be supplemented by discussion of related issues (whether linguistic, thematic, or contextual) as well as by readings in the critical literature relating to the poem. Open to graduate students as well as undergraduates. PREREQUISITE, one semester's study of the Old English language (English 320 or equivalent).

Introduction to Composition and Rhetoric, English 700

Bernard-Donals, Michael

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

Composition and Rhetoric is a relatively new field, which takes as its focus the study of writing, particularly persuasive or argumentative writing and particularly in pedagogical contexts. But the title of the field reveals a tension between its historical and theoretical roots in a western rhetorical tradition that is 2500 years old and its more practical roots in its concern for 'school writing' that emerged in the United States in the last 150 years. In this course, we will explore the roots of the field in its 'long' and 'short' histories, and take up contemporary scholarship in writing in order to focus on how the tension between 'rhetoric' and 'composition' informs what writers, and scholars of writing, pay attention to. Course work includes several short papers and one longer end-of-semester project.

Research Methods in Writing & Rhetoric: Critical and Historical Methods, English 703

Olson, Christa Johanna

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

This "tools" course will emphasize practical skills for doing research in rhetoric and composition. Readings and assignments will focus primarily on historiography and rhetorical criticism but keep an eye toward how those methods translate more broadly for the variety of research subjects pursued by scholars in the field. Over the course of the semester we will read a number of guides to research in rhetoric and composition as well as examples of recent historical scholarship. The bulk of our time, however, will be spent practicing the methods we discuss. Research approaches covered will include archival methods, descriptive and contextual analysis, and interviewing. Texts will include Kirsch & Rohan's *Beyond the Archives: Research as a Lived Process*, Ramsey, et. al.'s *Working in the Archives: Practical Research Methods for Rhetoric and Composition*, and Campbell & Burkholder's *Critiques of Contemporary Rhetoric*. We will visit several local collections (e.g. the Wisconsin Historical Society, the UW rare books library, and the UW Archives) to meet archivists, gain familiarity with the materials, and conduct research. You will be encouraged to develop your own project over the course of the semester and use the various methods covered to explore that topic and deepen your methodological skills.

Advanced English Phonology, English 709

Raimy, Eric S.

MWF, 12:05 PM to 12:55 PM, 145 EDUCATION

This course will investigate the segmental and metrical phonology of English. This course will also serve as an introduction to Optimality Theory especially the Harmonic Serialism version of OT. We will compare HS-OT to standard derivational generative phonology approaches.

Research Methods in Applied English Linguistics, English 711

Young, Richard F.

TR, 08:00 AM to 09:15 AM, 151 EDUCATION

Many courses on research methods in applied linguistics describe quantitative methods and introduce students to inferential statistics. The past two decades, however, have seen a sea change in the theory and practice of research in the field, which has resulted in researchers asking previously unasked questions about the philosophy of knowledge, the social context of language, and the personal identity of the researcher.

Because there is no balanced introduction to qualitative and quantitative methods of research in applied linguistics, the questions that a researcher asks and the procedures of research and analysis chosen are too often determined by the researcher's background and training. Those who have a solid foundation in mathematics opt for quantitative methods, while those with literary training prefer qualitative methods. In this course, students will be introduced to both qualitative and quantitative techniques presented side by side and will be guided through questions intended to show the advantages and disadvantages of each. Students will be encouraged to make explicit the connections between the research questions they ask, the data they assemble, and the techniques of analysis they choose.

Questions and data examples in the course will be drawn exclusively from observations of second language learning and second language use. Students will be guided through evaluations of published research and provided with a framework in which to design their own quantitative or qualitative studies.

The format of the class will be lectures and discussions of the readings followed by critique of published research and analysis of data. Assignments include presentations of the published research of others and a research project of your own.

Readings will include:

- A course packet of published research studies
- American Psychological Association. (2009). *Mastering APA style: Students' workbook and training guide*. (6th ed.). Washington, DC: Author.
- American Psychological Association. (2010). *Publication manual of The American Psychological Association* (6th ed.). Washington, DC: Author.
- Young, R. (Forthcoming). *The Cambridge guide to research methods in applied linguistics*. Cambridge University Press.

Advanced Studies in Second Language Acquisition, English 715

Young, Richard F.

TR, 01:00 PM to 02:15 PM, 4281 H.C. WHITE

(English Language and Linguistics) Until quite recently, research in second language acquisition has focused exclusively on the acquisition of speech and language. In face-to-face interaction, however, speech is only one of many ways of making meaning: gaze, gesture, clothing, and bodily movement and positioning all have a 'language' of their own. The whole body in interaction has been a focus of research ever since Erving Goffman's foundational work on face-to-face interaction. By careful study of the complementary roles of gesture and speech, psychologists such as David McNeill, anthropologists such as Adam Kendon, and applied linguistics such as Charles Goodwin have gained great insight into human cognition, culture, and social life. In the last decade or so, this exciting work has taken root in SLA and has uncovered new ways of appreciating second language knowledge, interactional competence, and bilingualism. In this course you will read some of the most important research on gesture and speech in SLA and then design your own study of the focused interactions of bilinguals. To do so, you will become familiar with McNeill's conventions for analysis and transcription of gesture and Transana software for transcription and analysis of interaction.

The format of the class will be lectures and discussions of the readings followed by hands-on transcription and analysis of video segments. Assignments include presentations of the published research of others and a research project of your own.

Readings may include:

- Goffman, E. (1967). *Interaction ritual: Essays in face-to-face behavior*. Philadelphia: University of Pennsylvania Press.
- Goodwin, C., & Goodwin, M. H. (1992). Context, activity and participation. In P. Auer & A. Di Luzio (Eds.), *The contextualization of language* (pp. 77-99). Amsterdam & Philadelphia: John Benjamins.
- Kendon, A. (2004). *Gesture: Visible action as utterance*. New York: Cambridge University Press.
- McCafferty, S. G., & Stam, G. (Eds.). (2008). *Gesture: Second language acquisition and classroom research*. New York & London: Routledge.
- McNeill, D. (2005). *Gesture and thought*. Chicago: University of Chicago Press.
- Schegloff, E. A. (1984). On some gestures' relation to talk. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 266-296). New York: Cambridge University Press.

Great World Texts in Wisconsin (44077), English 719

Guyer, Sara

*** Note: This course is for teachers and special students who are participating in the 2010-2011 Great World Texts in Wisconsin program ONLY. Permission is required to register.**

Teaching *The Arabian Nights* in Wisconsin is a course offered to educators participating in the Center for the Humanities' Great World Texts in Wisconsin program. The program provides resources and materials to assist Wisconsin high school teachers from throughout the state to teach the text with support from UW faculty and Center staff. Educators participating in this program may elect to earn one UW graduate credit by fulfilling the following criteria:

- (1) application and acceptance into the Great World Texts program (deadline: August 2010)
- (2) Attendance and active participation at two all-day Teacher Colloquia, on Oct. 4, 2010 and Feb. 7, 2011, including reading preparatory materials.
- (3) Attendance and active participation at the Spring Student Conference on April 6, 2011
- (4) Regular correspondence with program staff and instructors, as required
- (5) Submission of a final portfolio which will include lesson plans, evaluations, and summary assessments of your work teaching the text over the course of the program.

New Media, Experimental Theory, and Critical Information Design, Eng 727 / Com Arts 610 / SLIS 875

Mc Kenzie, Jon V.

R, 06:00 PM to 08:30 PM, Media Studio, 2191E College Library

This seminarlab focuses on emerging genres of new media learning—digital storytelling, graphic novels, podcasts, Pecha Kucha, installations—approaching them from two perspectives: 1) their historical and theoretical relation to 20th- and 21st-century experimental texts by such theorists as Barthes, Benjamin, Doxiadis/Papadimitriou, Deleuze/Guattari, Hayles, Latour, McLuhan, and Ronell, and 2) their aesthetic and technical connection to contemporary information design that rattles the cage between knowledge and action. Honing analytic and practical skills, students will work both individually and collaboratively, studying emerging scholarly genres (eg, TED talks, illustrated lectures, interactive museum design) and producing new media projects based on their own research interests, as well as materials and issues raised in class. Additional readings include Applebaum, Crimp, Guerrilla Girls, Tufte, Wurman, and Wycoki. Media production experience useful but not essential. Enrollment by faculty approval.

Making and Unmaking in the Middle Ages, English 753

Cooper, Lisa H

T, 05:30 PM to 08:00 PM, 7105 H.C. WHITE

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

Course requirements: attendance at all meetings of the seminar; active participation in discussion, including two short formal presentations; preparation of an abstract and bibliography in preparation for the final paper; a 20-25-page final paper of potentially publishable quality.

Literature and Religious Conflict in Early Modern England, English 763

Loewenstein, David A.

T, 09:10 AM to 11:40 AM, 7109 H.C. WHITE

This graduate course will examine the powerful and unsettling impact of the Reformation on the literary imagination in early modern England. In particular, the course will examine the ways religious beliefs, a sense of religious community, and the Bible itself became intensely contested with the coming of the Reformation. How did religious conflict fuel the apocalyptic imagination in early modern England? How did anti-Catholic discourses and religious Protestant zeal help to forge a new sense of national identity? How did writers respond to religious politics and the intense controversy over ceremonial worship? And to what degree did religious conflict also intersect with literary creativity and biblical hermeneutics among English writers in the early modern period? We'll consider these questions as we study important writers and texts from both the sixteenth and seventeenth centuries: these will include Anne Askew's extraordinary heresy examinations (1546); selections from John Foxe's major Protestant martyrology, *Acts and Monuments* (1563-83); large selections from Edmund Spenser's *Faerie Queene* (1590, 1596); James VI & I's writings; George Herbert's exquisite religious poetry; the recusant or Catholic poetry of Robert Southwell (executed as a Jesuit priest in 1595); Richard Crashaw's high church

poetry; Robert Herrick's poetry of religious ceremonialism; and Sir Thomas Browne's *Religio Medici* (1643), a text that responds to the deepening religious conflicts and religious zeal of the English Revolution. The radical writing and startling biblical interpretations of Gerrard Winstanley (1648-52) will enable us to examine the impact of religious conflict from a different perspective: the clash of orthodox Puritanism and religious radicalism in a period of enormous religious and political upheaval. Ultimately the course will consider how writers struggled with and made creative uses of religious conflict in the early modern period. We'll also consider issues of religious ideology and polarization as they represented in early modern literary texts. Although our focus in this course will be on religious conflict and difference in early modern literature and culture, at times we will reflect on religious conflict generated by the Reformation in relation to religious division in our world today. (NB: Milton will not be stressed in this course because his writings are regularly taught in another graduate course mostly focused on his career and work.)

Digital Approaches to Renaissance Texts, English 764

Witmore, Michael L

W, 01:00 PM to 03:30 PM, 7105 H.C. WHITE

In this class we will be exploring the nature of genre and filiation among English texts -- primarily dramatic texts -- written during Shakespeare's lifetime. We will be employing a "hands-on" approach, utilizing a text-tagging software known as Docuscope (along with other techniques) to create profiles of individual texts according to their linguistic, plot, or print-house features. The class will also explore a number of techniques that have been discussed under the rubric of "digital humanities" over the last decade, working to understand more rigorously what is and is not possible when humanities criticism takes advantage of a digitized, taggable archive of texts.

Students will be expected to "adopt" a play and work on it over the course of the semester, offering a final research project that either analyzes digital techniques of "iterative" or "algorithmic" criticism (and associated their associated visualizations) or puts them into practice. No expert background in computers is assumed, but students should be willing to learn about statistical techniques associated with the digital humanities and, within limits, learn to manipulate new software packages that have been designed for these purposes.

Graduate Fiction Workshop, English 781

Mitchell, Judith

F, 11:00 AM to 12:55 PM, 7105 H.C. WHITE

For MFA Creative Writers only or by special permission.

MFA Thesis, English 785

Creative Writing Faculty

For MFA Creative Writers only.

Doing or Not Doing: Aesthetic Paradigms and Political Issues, English 795.1

Rancière, Jacques / (Robin Valenza)

T, 4:00 PM to 6:00 PM

R, 9:10 AM to 11:30 AM

432 EAST CAMPUS MALL (UNIVERSITY CLUB) ROOM 313

(One-Credit Seminar; begins April 5, 2011) Artistic practices and regimes of identification of art are based on specific forms of relationships between certain functions and activities: speaking and acting, feeling and expressing, seeing and thinking, living and moving. They combine them according to certain key paradigms of connection: signs and meaning, ends and means, causes and effects, the whole and its parts, the body with its members and their functions, etc. Now those relationships, combinations and paradigms are also at work in political action and in thinking about politics. The seminar will focus on some tensions and contradictions inherent in the aesthetic regime of art and on their political implications starting from 18th century discussion about action and expression in theatre, dance and visual arts Diderot, Noverre, Winckelmann, Lessing, Schiller...and exploring the development and the effects of those tensions with regard to the understanding of artistic modernity, emancipatory politics and revolutionary art in 20th century.

Singers and Epic Songs, from Medieval Europe to Central Asia, English 795.3

Visiting Professor, Karl Reichl / Prof. John D. Niles, Coordinator and Discussant

F, 1 - 2:30 pm, 432 East Campus Mall (University Club: Institute for Research in the Humanities), Room 212

(One-Credit Course beginning ca. Feb 9 to ca. April 6, 2011) This seminar, which is likely to be of interest to advanced students in various fields, will be led by Visiting Professor Karl Reichl, the Carl Schurz Memorial Professor for the spring semester 2011. It will draw on Professor Reichl's experience as a very distinguished medievalist specializing in the literature of early medieval England (and other areas of Northern Europe) and as a fieldworker who has collected and edited major examples of Central Asian oral epic poetry. Professor John Niles (English) will serve as coordinator and discussant.

Independent Reading, English 799

Faculty

Contact faculty member for permission. Requires the submission of a 799 Approval Form to the Graduate Division office.

Romantic Natures, English 801

Kelley, Theresa M

M, 12:45 PM to 03:15 PM, 7109 H.C. WHITE

This seminar stages a theoretical and historical reconsideration of what has so often been characterized as the romantic identification with nature. At issue in that reconsideration are: how might a plural, less univocal concept of romantic natures alter the way we read romantic literature and culture? What discourses in romanticism imply or propose a plurality of natures? What difference does it make to think about nature as one or many, both for reading romantic writing and for contemporary critical thinking about nature? Readings for this seminar, from the natural /supernatural/ cognitive world of the sublime and M. H. Abrams's *Natural Supernaturalism* to romantic writing about naïve and sentimental poets as well as rocks, trees, cells, organisms, body parts, classifications and models, suggest an array of possibilities for reassessing the category of nature in romantic writing and thinking about what might follow from doing so. We will consider how romantic writing straddles the key divide between imagining nature and encountering a complex material nature in curiosities and wonders brought back from voyages of discovery and conquest, bones and fossils found in strata, cell division and complexity, the unsteady divide between animal, plant, human natures and debates about the nature of organic life. The seminar will conclude by asking how contemporary ecocriticism might respond to an altered understanding of romanticism's natures.

Weekly posts, reports, a brief essay and a final paper.

Readings:

Schiller, *On Naïve and Sentimental Poetry*

Rousseau, *Discourse on the Origin of Inequality*

Poetry and prose: W. Wordsworth, P. Shelley, C. Smith, J. Clare, J. W. von Goethe, W. Blake, E. Darwin

Selections from Buffon, Haller, Wolfe, Bordeu, Kant, and Coleridge, A. von Humboldt

Critical and historical readings: Paul de Man, Barbara Johnson, M. H. Abrams, G. Hartman, L. Buell, T. Morton, A. Piper, D. Gigante, M. Serres, J. Bennett, J. Sapp, R. Richards.

Modernist Poetry of Great Britain and Ireland, English 823.1

Pondrom, Cyrena N.

TR, 02:30 PM to 03:45 PM, 7105 H.C. WHITE

Figures treated will include William Butler Yeats, W. H. Auden, David Jones, Edith Sitwell, and Basil Bunting. Among the poems we will consider are Sitwell's *Façade*, Jones *In Parenthesis*, and Bunting's *Briggflatts*. We will consider such topics as the relationship of these poets to surrealism and the unconscious, their efforts to "present the fact the unrepresentable exists," their relations to the trauma of war in the early 20th century, and their efforts to shape a long "neo-epic" poem.

20th Century Literature: The End of American Literature: the Breakdown of the National Paradigm in Contemporary American Fiction, English 823.2

Schaub, Thomas H.

T, 11:50 AM to 02:20 PM, 7109 H.C. WHITE

The end of American literature: the breakdown of the national paradigm in contemporary American fiction. We'll start with Pynchon's *Gravity's Rainbow*, which seminar participants must have read before class starts in January.

Readings will include fiction from Pynchon to Didion, Hagedorn, and Junot Diaz, among others, as well as readings in culture, theory, and history.

Transitivity, English 906

Wanner, Anja

TR, 02:30 PM to 03:45 PM, L151 EDUCATION

(English Language and Linguistics) This course is a graduate seminar for students in English Linguistics and interested graduate students from other departments/programs. We will look at one prominent construction in English syntax (the passive) from different linguistic angles, such as theoretical syntax (generative and functional), corpus linguistics, language acquisition theory, and text analysis. We will extend our insights from analyzing the passive to other (seemingly) agentless constructions, such as the middle construction (this text reads easily) or the ergative construction (the house sold), which will help us to gain a better understanding of the relationship between a verb's meaning and its syntactic behavior and of the notion of 'transitivity.' The seminar will be centered around critical discussions of classic and current articles. At the end of the semester, there will be a colloquium for which each student will prepare a conference-like presentation. Basic knowledge of generative syntax (NP-movement, Case Theory, Theta Theory, argument structure, X-bar Theory) is required.

Empire of the Ark. The Animal Question, Spectacle and Carceral Modernity, English 939

McClintock, Anne P.

T, 11:00 AM to 01:30 PM

Bradley Memorial Seminar Room

This course is an interdisciplinary engagement with the burgeoning field of animal studies in the century spanning the decline of the British empire and the decline of the US empire.

Circulating themes include: ways of looking at animals; the zoo, the birth of photography and carceral modernity; domesticity and the culture of the pet; animals in advertizing; liminal animality (hybrids, monsters, vampires); representing other humans as 'animals' (nature as an alibi of political dispossession); ways of interacting with animals: animal ethics; animal politics; how to communicate with animals on their terms. An underlying premise of the course is that humans are animals.

Throughout the course we will explore a range of texts, including theories, novels, photographs, and films. We will engage a range of approaches but will draw primarily on cultural materialism.

Required Reading: The Animal Studies Reader.

Texts by: J. Berger; D. Haraway; J. Derrida; J.M Coetzee; P. Singer; G. Agamben; G. Mittmann; I. Sinha; E. Woolfson; W. Faulkner; C. Wolfe

Films include: "Grizzly Man", "Avatar," "Looking at Animals," and selections from animal documentaries

No prior theoretical knowledge of animal studies is required. Students from all disciplines are welcome to apply.

Contact Anne McClintock at amclintock@wisc.edu or 2511773

Toni Morrison and William Faulkner, English 940

Sherrard, Cherene M.

R, 11:50 AM to 02:20 PM, 7109 H.C. WHITE

This graduate seminar places the work of two major American authors in conversation. While at Cornell University, Toni Morrison wrote her master's thesis on *The Treatment of the Alienated* in Virginia Woolf and William Faulkner. Literary and cultural critics since have continued to identify myriad points of contact between Faulkner and Morrison. Their near-pathological obsession with the past has led them to pioneer narrative strategies that illuminate the interiority of the characters and historical actors that inhabit their novels. In this class, we will alternate between the two by reading their novels as companion texts and placing them within a critical context that highlights both the similarities and the oppositions within their writing.

Primary texts may include: *Light in August*, *Song of Solomon*, *Beloved*, *Absalom, Absalom!*, *Jazz*, *Go Down, Moses* & *Paradise*.

Secondary readings will be drawn from a wide range of scholars working in literary theory and criticism, American studies, cultural studies and ethnic studies.

Placing Blame: Complicity, Conspiracy, and Collective Responsibility in 19th Century American Literature, English 942

Zimmerman, David A.

W, 10:00 AM to 12:30 PM, 7105 H.C. WHITE

Can shoppers be held responsible for the suffering of the sweatshop workers who produce the goods they buy? Can gamblers be held responsible for the social damage wrought by the roll of the dice? Can members of a class, race, religion, or gender be held responsible for the imbalances of power that sustain their social prestige and power? How do we assign blame and responsibility in a social universe in which people's actions shape and are shaped by moral luck and by other people's actions? What happens to traditional conceptions of liberal ethics and sovereign agency when we see individual behavior as a function of membership in groups, institutions, networks, and social systems?

This course studies how nineteenth-century American writers attempted to answer these questions. Pairing literary with philosophical and legal texts, we will study how writers struggled to comprehend the idea of moral complicity—the idea that individuals are morally responsible for crimes or social injuries committed by others they aid or enable, even if they aren't aware they are doing so. Conspiracy discourse offers a rich site for studying the dynamics of moral complicity. Before the emergence of crowd psychology and modern social theory, Americans drew on conspiracy discourse to comprehend how individuals come to share the beliefs, interests, and, ultimately, villainous designs associated with

specific social groups (e.g., capitalists, Catholics, rebellious slaves). In this way, conspiracy narratives help illuminate how modern conceptions of hegemony and interpellation emerged.

Course texts may include:

Brockden Brown, *Edgar Huntly*

Monk, *Awful Disclosures of the Hotel Dieu Nunnery*

Lippard, *The Quaker City*

Melville, *Billy Budd*

Howells, *The Rise of Silas Lapham*

Crane, *The Monster*

London, *The Iron Heel*

Wharton, *The House of Mirth*

Dreiser, *The Financier*

Plasticity, Epigenesis, & Life, English 960

Malabou, Catherine

T, 4:00 PM to 6:00 PM

R, 9:10 AM to 11:30 AM

432 EAST CAMPUS MALL, Room 313

(Two-credit course beginning 2/14/-4/10/2011) Working at the intersection of critical theory and the philosophy of science, we will examine in this seminar the concepts of bio-power and biopolitics first developed by Michel Foucault in *The Will to Know: The History of Sexuality, Volume One* and then revisited and radicalized by Giorgio Agamben in *Homo Sacer: Sovereign Power and Bare Life*. We will take what is still the unusual step of confronting these concepts with contemporary biological definitions of the living being.

“By [biopower],” Foucault states, “I mean a number of phenomena that seem to me to be quite significant, namely, the set of mechanisms through which the basic biological features of the human species became the object of a political strategy, of a general strategy of power, or, in other words, how, starting from the 18th Century, modern Western societies took on board the fundamental biological fact that human beings are a species.”

The definition of life or *bios* presupposed by this conception of biopower seems immediately adaptable to the modern form of sovereignty and its powers of discipline and normalization—as if biology would be incapable of proposing a concept of life able to resist biopolitics. For Foucault and thus critical theory more generally, biology would seem merely to reflect politics and thus be a discourse completely lacking in autonomy. Agamben even goes so far as to argue that there is no assurance of a clear boundary between biology and biologism, and that the camp is for that reason the paradigmatic form of modern biopolitics.

Positioning ourselves against these analyses, we will assert that contemporary biology offers, through its notions of epigenesis and plasticity, a conception of life as that which is susceptible to transform itself, improvise upon its program, and resist norms by creating its own. We will show, moreover, that it might only be possible to resist biopower through biology itself.

Dissertation Research, English 990

Various Faculty byArrangement

Independent Reading / Reading for Prelims, English 999

Various Faculty by Permission