



Department of English – Graduate Division

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

Fall 2012 Course Descriptions

Old English, English 320

Zweck, Jordan Leah

MWF 9:55-10:45, 4208 WHITE

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. No previous experience with Old English is required.

Structure of English, English 324

Purnell, Thomas C.

MWF, 08:50 AM to 09:40 AM, 4208 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

Raimy, Eric

MWF, 12:05 PM to 12:55 PM, 4208 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'.

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.

Language Variation in the US, English 331

Purnell, Thomas C.

MWF, 11:00 AM to 11:50 AM, 4281 WHITE

(English Language and Linguistics) The course introduces the student to linguistic investigations of both regional and social varieties of present day American English. The course also deals with the nature of past and present language contact situations in the United States. It is intended that the student attain a knowledge of the features which distinguish language varieties as well as of the causes of variation and the contribution of such variation to linguistic change.

Introduction to Composition and Rhetoric, English 700

Brown, Jr., James J

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

This course introduces students to scholarship in Composition and Rhetoric by working backwards or “drilling down.” The course begins with a very brief introduction to the discipline(s). Each unit thereafter begins with a contemporary work in the field and then drills down through portions of that text’s citational chain. This approach introduces students to contemporary research while also providing a method for conducting research *in medias res*. This course puts students into the middle of current research and provides them with strategies for negotiating and mapping scholarly terrain. Students complete short response papers, a book review, and a conference paper that responds to a specific CFP. Possible texts include David Fleming’s *From Form to Meaning*, Jonathan Alexander’s *Literacy, Sexuality, Pedagogy: Theory and Practice for Composition*, Adam Banks’ *Race, Rhetoric, and Technology: Searching for Higher Ground*, and Jody Shipka’s *Toward a Composition Made Whole*.

Talk as Social Organization, English 710

Ford, Cecilia E.

R, 02:30 PM to 05:00 PM, 7109 WHITE

Instructor permission required for this course.

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.

Rsch Meths-Applied Linguistics, English 711

Zuengler, Jane Ellen

TR, 11:00 AM to 12:15 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.

Contemporary English Linguistics, English 713

Zuengler, Jane Ellen

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

An important part of graduate student training--for PhD students as well as advanced MA students interested in academic scholarship--is socialization into the practices of researchers and theorists in the academic field in which the student will become a member. English 713 seeks to provide such students

with guidance in some of the academic practices. Specifically, the course will offer guided experience in a practice integral to conferences in one's field, namely, preparing and delivering a paper to an academic audience. Activity in the course will involve developing plans for, writing and presenting a paper on one's research or theoretical interests. The event, scheduled toward the end of the semester, will be a symposium, organized by and consisting of presentations by the participants in English 713. Students will ask fellow students and faculty in their area to attend.

English 713 is organized as a seminar. As such, the course normally has no more than 12 students and requires students to initiate and develop their own work, with advisement from me and where possible, from other faculty colleagues who are specialists in the student's particular academic focus. While English 713 is required for PhD students in English Language and Linguistics, I strongly encourage any PhD or advanced MA students from any area related to language or linguistics (regardless of the particular language/s) to participate. In fact, the course becomes more stimulating for all of us when there is such interdisciplinarity.

Please let me know if you have any questions about the course. Thank you for considering it, Jane Zuengler (zuengler@wisc.edu).

Critical Methodologies, English 723

Ortiz-Robles, Mario

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

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.

Graduate Fiction Workshop, English 781

Moore, Marie Lorrie

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

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

Graduate Poetry Workshop, English 782

Johnson, Amaud Jamaul
M, 04:30 PM to 06:25 PM, 7109 WHITE

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

Creative Writing Pedagogy Smr, English 783

Bishop, Sean B
W, 03:30 PM to 05:25 PM, 7109 WHITE

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

MFA Thesis, English 785

For Creative Writing MFA students only.

Proseminar-Teaching of Writing, English 790

R, 11:00 AM to 12:15 PM or R, 01:00 PM to 02:15 PM, 6108 WHITE

English 790 is an eight-week teaching practicum that meets concurrently with the required weekly staff meeting for all teaching assistants who are teaching English 100 for the first time. This practicum is designed to help train instructors during their first semester of teaching English 100, but it is also designed to create a productive community in which instructors and course administrators can come together to discuss their experiences with teaching and to develop curriculum. While the course administrators are here to provide instruction and guidance, this proseminar also relies on the experiences and expertise of all instructors. In this course you will be asked to think critically and reflectively about your work as teachers of writing as we guide you through the course materials, help you to develop assignments, and discuss how to assess student writing. We will also read work from the field of composition studies and connect your experiences to the research and scholarship about the teaching of writing.

One-credit Seminar, English 795

Zimmerman, David
R, 08:00 AM to 09:00 AM

This 8-week proseminar trains new Intro. Lit. TAs to become successful classroom instructors. Participants will learn effective practices and principles of Intro. Lit. teaching. Our focus will be on

designing and leading effective lessons, teaching critical reading and writing skills, and designing and implementing an effective writing curriculum. While some of these aims overlap with English 100 and 201 training, all of our meetings will be tailored to Intro. Lit. instruction. Participants who enroll in English 795 will receive one credit for this course.

One-credit Seminar, English 795

Independent Reading, English 799

Faculty by Permission

Victorian poetry in motion: electric bodies, rhythmic nations, and global journeys, English 802

Levine, Caroline

T, 06:15 PM to 8:45 PM

Victorian poetry, too political and sentimental for the formalist critics of the mid-twentieth century, and too formally experimental for the cultural studies scholars of the past thirty years, has just come into its own as an ideal set of works for thinking about the intersections of literary form and political power. While established scholars such as Isobel Armstrong, Yopie Prins, and Herbert Tucker have pointed the way to this critical reevaluation, it is a cohort of emerging thinkers who are generating shock waves across the field, writing about the ways that Victorian poetry moved through individual bodies, around nations, and across oceans. Poetry could enforce disciplinary formations and sanction imperial expansion, but it could also generate new social energies and develop utopian transnational communities. This course will read new scholarly work in Victorian poetry alongside works by the Brownings, the Rossettis, Tennyson, Arnold, Clough, Meredith, Swinburne, Hopkins, Levy, Blind, Dutt, Wilde, and others.

Liberty and Dissent in Milton's England, English 809

Loewenstein, David A.

R, 03:30 PM to 06:00 PM

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 very 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 the English Revolution, as well as 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 biblical 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 examine, as time permits, other works by Milton’s contemporaries, including poems by Andrew Marvell and prose by Gerrard Winstanley. As we consider Milton’s works and those of his contemporaries 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. 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.

Afro-Modernism and the Harlem Renaissance, English 822

Sherrard, Cherene M.

T, 01:00 PM to 03:30 PM

This graduate seminar will teach “Harlem Renaissance Studies”—an area of sub-specialization within Americanist discourse by focusing on the period of artistic explosion in African American culture roughly defined as beginning in the late nineteen-teens and extending into the late 1930’s. Although the Harlem Renaissance has long been considered crucial within the continuum of the African American literary tradition, it now also figures prominently within the discourse of American and European modernisms. We will push against the boundaries of genre by looking at collaborations between visual artists and novelists, blues musicians and poets, and exceed national boundaries by examining the Harlem Renaissance’s vibrant internationalist, transatlantic scope, especially its impact on Negritude authors and intellectuals and its relationship to other black political and artistic movements such as Garveyism, the New Negro left, and the Chicago Renaissance. This course will place the writing of artists central to critical understandings of the era with those seen as marginal. To borrow from Gene Jarrett, we will study both the “deans and truants” that defined and disrupted the aesthetics and ideology of the New Negro era.

Environmentalism, Social Justice and World Literature, English 868 (001)

Nixon, Robert D.

M, 10:00 to 12:30 PM, 202 Bradley Memorial

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

The course will place a strong emphasis first, on the complex politics of resistance in an era of heightened globalization and, second, on the role of environmental public writer-intellectuals. We will also explore questions of narrative, voice, and genre through both novels and a variety of non-fictional forms (memoir, essay, cultural history, and manifesto). We will read writers from India, the Caribbean, Africa, the U.S., the UK, and the Middle East as well as a range of theorists like Lawrence Buell, Rachel Carson, Njabulo Ndebele, Ursula Heise, and Anna Tsing.

Global Modernisms: Preliminary Description, English 868 (002)

Friedman, Susan Stanford

W, 9:00-11:30a.m. 7105 Helen C. White

Note to prospective students: I will update and revise the syllabus I used for this course in the fall semester, 2009 at some point in June/July, 2012. To provide some guidance to the issues we will cover and the texts I might use in English 868 in fall, 2012, I am copying below the Fall, 2009 Course Description, Readings, and Work Requirements. These are subject to adjustment for fall, 2012. The 2012 Syllabus will be available in advance at some point during the summer, 2012. Professor Friedman is currently on sabbatical, available by email if necessary.

This seminar will examine the field of Modernist Studies today, incorporating a variety of approaches to transnational, comparative, and global modernisms primarily in English throughout the "long" twentieth century. We will consider different definitional approaches in Modernist Studies, giving some initial attention to conventional literary historical perspectives but emphasizing what some have called "the transnational turn" in modernist studies. Transnational, transcultural, postcolonial, diasporic, and world literature frameworks will be examined, along with reading strategies suited to the planetary scope of the field. The link between Modernism and Modernity—reflected in the field's main journal, *Modernism/modernity*, with its slash indicating both connection and separation—will be explored, drawing on contemporary cultural theories of "modernity at large," multiple modernities, alternative modernities, polycentric modernities, conjunctural modernities and so forth. The seminar will also examine a range of modernist fiction and poetry, reflecting the modernisms/modernities of Britain, the U.S., the Caribbean, India, Africa, and Korea. The seminar has four main sections:

- I: Modernist Studies: The Field and Its Theories (4 weeks)
- II. Global Modernisms: Fiction (4 weeks)
- III. Global Modernisms: Poetry (4 weeks)
- IV. Dialogues on Project (2 weeks)

Required Books and Readings: Books will be ordered at University Bookstore; less expensive copies are typically available through amazon.com or abe.books.com. Required and recommended books will also

be on reserve at College Library. The "Reader" is in virtual space, available for you to download and print out from MyWebSpace, 783 fall 2009.

Joseph Conrad, *Heart of Darkness*. Norton Critical Edition, 4th edition. Ed. Paul Armstrong. Norton. ISBN 0393926361

Virginia Woolf, *The Waves*. Harvest. ISBN. 694960-1

Tayeb Salih, *Season of Migration to the North*. Three Continents. ISBN 0-89410-199-4

Arundhati Roy, *The God of Small Things*. Harper. ISBN 097749-3

T. S. Eliot, *The Waste Land*. Recommend *The Annotated Waste Land*. Ed. Lawrence Rainey. Yale UP. ISBN 0300119947 OR The Norton Critical Edition of *The Waste Land*. Ed. Michael North. Norton. ISBN 0393974997

H.D., *Trilogy*. Introduction and Readers' Notes by Alik Barnstone. New Directions, ISBN 0-811201399-4

Aimé Césaire. *Notebook of a Return to the Native Land*. Wesleyan. ISBN 0819564528 (English only). OR Bilingual Edition, *The Collected Poetry of Aimé Césaire*. Trans. and ed. Clayton Eshleman and Annette Smith. ISBN 0-520- 5320-6

Theresa Hak Kyung Cha, *Dictée*. U of California P. ISBN: 0520231122

Work Requirements:

- Attendance and active participation in seminar.
- Questions posted on Learn@UW in advance of selected seminar sessions.
- Option of 3 reflection papers (7-8pp) or one seminar paper (c. 20 pages) based on original research.
- Miscellaneous small assignments a possibility.

Applied and Interdisciplinary Conversation Analysis, English 905

Ford, Cecilia E.

F, 01:30 PM to 04:00 PM

Conversation analysis (CA) is a theory and method for understanding how humans accomplish social organization on a moment-to-moment basis. CA has been combined with other methods and applied for a myriad of research programs, including linguistics, pedagogy, mediation, doctor-patient interaction, to name a few. In this advanced graduate seminar, we will critically evaluate some of the core theoretical and practical challenges of interdisciplinary and applied conversation analysis as a means for supporting inquiry into such areas as institutional interaction, classroom discourse, grammar, communicative disorders and feminist studies. Students are required to develop their own projects in applied and/or interdisciplinary CA.

Spec Topics in Am Lit- 1914 - Personification, Animacy, Agency, English 949

Allewaert, Monique M

T, 09:00 AM to 11:30 AM

In this seminar we will consider how ecocritical and materialist depictions of the person and the body allow us to reconceptualize animacy, agency and the terminology literary critics use to describe these phenomena (personification, anthropomorphism, the pathetic fallacy). Some of the questions we will consider include: what constitute the limits and the powers of a body and of a person? What is the relation of bodies to their constitutive outsides? How have subaltern experiences of the body and materiality shown ways to rethink understandings of personhood and the literary figurations through which we conceive it?

Theoretical texts may include selections from Locke's *Essay*, La Mettrie's *Man Machine and Man Plant*, selections from Hume's *Treatise*, selections from Ruskin's *The Modern Painters*, Harman's *Prince of Networks*, Bennet's *Vibrant Matter*, selections from Deleuze and Guatarri's *Thousand Plateaus* as well as Guatarri's *Three Ecologies*, Barbara Johnson's "Anthropomorphism," and Parfit's *Reasons and Persons*.

Literary works are likely to include Erasmus Darwin's *Botanic Garden*, ETA Hoffman's tales, Thoreau's *Walden*, select Emerson essays, Frederick Douglass's autobiographies, Emily Dickinson's poems, Virginia Woolf's *The Waves*, Wilson Harris's *Palace of the Peacock*, and Césaire's *Lost Body*.

Research in English, English 990

Various Professors by permission
