



Department of English – Graduate Division

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Spring 2013 Course Descriptions

History of English Language, English 323

Zweck, Jordan Leah

TR, 02:30 PM to 03:45 PM, B223 VAN VLECK

(English Language and Linguistics) (Mixed grad and undergrad) An introduction to the linguistic and social history of English from its origins to the present, including Old English, Middle English, Early Modern English, and Modern English. Open to undergraduate and graduate students.

Structure of English, English 324

MW, 06:00 PM to 07:15 PM, L185 EDUCATION

(English Language and Linguistics)

English Grammar in Use, English 325

Ford, Cecilia E.

W, 05:30 PM to 08:00 PM, 4208 WHITE

(English Language and Linguistics) 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.

ESL: Acad Presentatns & Disc, English 326

Staff

MWF, 12:05 PM to 12:55 PM, 4279 WHITE

(English Language and Linguistics)

Global Spread of English, English 332

Zuengler, Jane Ellen

TR, 11:00 AM to 12:15 PM, 122 INGRAHAM

(English Language and Linguistics) We will examine the linguistic, social, and political impact of the spread of English around the world. Through readings, lectures, discussion, and engagement in conversations with guest speakers, we will critically consider questions such as: why and how is English spreading? Does English spread tend to perpetuate elites, or does it increase opportunity for the non-elites? What are some characteristics of new varieties of English? What are the issues surrounding standardization? Who “owns” English? What happens to local languages in circumstances of English spread? What is happening regarding English and other languages in such geographical contexts as Singapore? Japan? Tanzania? Peru? And transcending geography, we’ll also consider how English is an agent in the spread of American popular culture, the Internet, etc.

Second Language Acquisition, English 333

MW, 04:00 PM to 05:15 PM, 2637 HUMANITIES

Introduction to TESOL Methods, English 334

Arfa, Sandra M.

TR, 01:00 PM to 02:15 PM, 2637 HUMANITIES

English in Society, English 336

MWF, 12:05 PM to 12:55 PM, 122 INGRAHAM

English Speech Analysis, English 338

Purnell, Thomas C.

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

(English Language and Linguistics) 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

Topics-English Lang & Linguis, English 338

MWF, 09:55 AM to 10:45 AM, L185 EDUCATION

(English Language and Linguistics)

Research Methods in Writing and Rhetoric Study, English 703

Olson, Christa Johanna

T, 01:00 PM to 03:30 PM, 7109 WHITE

Organized around a set of recent monographs published in Composition & Rhetoric, this “tools” course will emphasize the practical, ethical, and theoretical challenges of doing doctoral level research. The monographs will serve as touch-points for our discussions and hands-on practice sessions, allowing us to engage the wide array of methods and methodologies practiced in the field. Research approaches covered will include historiography, ethnography, qualitative inquiry, and rhetorical criticism. In addition to the central monographs, we will read theoretical and practical methods texts and article-length applications of those methods. We will also visit local archives and meet with researchers. Course writing will focus on common research-driven genres such as book reviews, funding proposals, conference papers, and article revisions.

Composition, Rhetoric, and the Nonhuman, English 706

Brown, Jr., James J

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

In recent decades, a number of disciplines have begun to turn attention to the nonhuman. Work on the posthuman, actor-network theory, speculative realism, and animal studies (among numerous other fields and theories) attempts to expand the scope of scholarship in both the humanities and the sciences. This scholarship is looking beyond the human, and Composition and Rhetoric has begun to take this turn as well. This seminar takes up the lines of research that have begun to address writing, rhetoric, and the nonhuman. The course examines recent work in the field that asks: What is the role of the nonhuman in

studies of composition, literacy, and in rhetoric? What does a nonhuman theory of composition, literacy, or rhetoric look like? How does accounting for the nonhuman reshape or reimagine the various scholarly agendas of the field?

The course covers work in Composition and Rhetoric that addresses the nonhuman. We will read work by scholars such as Scot Barnett, Jennifer Bay, Deborah Brandt, Diane Davis, Debra Hawhee, Byron Hawk, George Kennedy, and Thomas Rickert. In addition, the course covers the work of scholars outside the field who address these questions, including Ian Bogost, Levi Bryant, James Gee, Graham Harman, Edwin Hutchins, Bruno Latour, and others.

In addition to reading and writing about contemporary scholarship, students in this course will also address these questions in a less traditional way: They will make something. Throughout the semester, students will work toward the construction of some object. This can take a number of forms, including (but not limited to) knitting, carpentry, cooking, and computer programming. We will treat this process of making as an opportunity to meditate on how nonhumans intervene in and shape writing processes and rhetorical action.

Introduction to Research in Applied English Linguistics, English 711

Zuengler, Jane Ellen

TR, 02:30 PM to 03:45 PM, 4279 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.

Topics-Renaissance Lit: Discourses of Disability: Antiquity to the Renaissance, English 763

Bearden, Elizabeth B

R, 02:25 PM to 05:00 PM, 7109 WHITE

This course centers on concepts of physical disability from antiquity to the Renaissance. Literary theory, philosophy, and history will help us frame our thinking about how disability is produced. Along with considering how texts like Shakespeare's *Richard III* or Milton's *Samson Agonistes* represent disabled figures, we will investigate the generic, social, and spatial contexts from which these representations arise. The reading for this advanced, comparative course will be plentiful and challenging. A willingness to work hard and an openness to new ways of thinking are required.

The course has four thematic areas of focus:

1. Genealogies of disability, Monsters, miracles, marvels, medicalization?;
2. Body, passibility and incarnate subjectivity;
3. Narrative prostheses and unnatural narratology;
4. Space, the *imago mundi* and geographies of disability.

The student should have a firm understanding of these overarching concepts by the end of the class. These topics will help to define our discussion of the texts at hand. The goal of the course is not only to provide an understanding of the history of the representation of disability in literature before 1800, but to think critically and deeply about how these early productions of disability continue to affect the way we ascribe meaning to disability today.

Creative Nonfiction: Grad Writing, English 780

Nixon, Robert D

M, 11:00 AM to 12:55 PM, 53 BASCOM

For Creative Writing MFA students or by permission of the instructor or MFA advisor after submission of sample manuscript. This will not be considered as a Literary Studies course. If you have questions, please contact Susan Bernstein (dgs@english.wisc.edu).

Graduate Fiction Workshop, English 781

Mitchell, Judith

M, 04:35 PM to 07:00 PM, 7109 WHITE

For Creative Writing MFA students or by permission of the instructor or MFA advisor after submission of sample manuscript.

MFA Thesis, English 785

For Creative Writing MFA students only.

Independent Reading, English 799

Faculty by Permission

Requires express permission of faculty member. If this independent study course is taken in lieu of a regular classroom course to fulfill English requirements, a 799 Approval Form must be completed and submitted for approval to the Director of Graduate Studies.

Joyce, Beckett and Modernity, English 821

Begam, Richard J.

TR, 011:00 AM to 12:15 PM, 4275 WHITE

This course will break down into roughly three parts. We will begin by examining a number of theorists on the modern and the postmodern, and while I haven't quite fixed on a list the possibilities include Nietzsche, Rorty, Jameson, Lyotard, Adorno, Bürger and Eysteinnsson. We will then consider Joyce and Beckett in light of these theoretical readings, devoting approximately six weeks to Ulysses and six weeks to selections from Beckett's fiction and drama – with occasional excursions into Heidegger, Derrida and

Badiou. Discussions will focus on a number of debates in modern studies, including foundationalism (naturalism vs. constructionism), aestheticism (textual autonomy vs. social engagement), the "great divide" (high culture vs. popular culture) and the linguistic turn (grammatology vs. epistemology).

The Theory of the Novel, English 868

Tanoukhi, Nirvana

T, 01:00 PM to 03:30 PM, 6108 WHITE

This course aims to familiarize students with major strands in the Theory of the Novel, including Genre Theory, Structuralism, Psychoanalysis, Feminism, "Grand Theory," Post-structuralism, Theories of Narrativity, Realism, Modernism, Postmodernism, and (Post)colonialism. This course is for students whose work engages the novel and who wish to gain a basic command of the foundational categories and salient concepts which ground theoretical discussions of the novel in the Western tradition and beyond. Students will have two options: to write about novels of their choosing by engaging the theory, or write on the theory of the novel more broadly.

Textbooks include:

- Michael McKeon. *Theory of the Novel: A Historical Approach Anthology*. Including units on Bakhtin, Levi-Strauss, Frye, Watt, Benedict Anderson, Jameson, McKeon, Frank and Appiah.
- Vladimir Propp, *Morphology of the Folktale*
- Viktor Shklovsky, *Theory of Prose*
- Georg Lukacs's *Theory of the Novel*

In addition, the course syllabus includes novels by Goethe, Austen, Balzac, Achebe and Woolf.

The English Language: Labov, English 905

Purnell, Thomas C.

M, 02:00 PM to 04:30 PM, 7109 WHITE

William Labov is considered one of the seminal figures in the field of language variation, particularly in its upshot field of sociophonetics. In this graduate seminar we examine the portion of his half-century of publications dealing with sound variation and change, and ask how his work relates to theoretical and applied linguistics, linguistic methodology, social policy and so on. Questions we will deal with in the class include the following: to what extent is the i-language and e-language distinction real; how is language variation reflective or stimulative with respect to linguistic and sociological machinery framing conversations; how much change is situated in the individual, the community or across generations; are vowel plots all there is to contemporary variation research. Moreover, we will return to fundamental questions of actuation and transmission of linguistic forms and norms.

Readings will include:

A. Work by William Labov

--, 1963. The social motivation of sound change. Word 19: 273-309.

--, 1964. Phonological correlates of social stratification. In Gumperz and D. Hymes (eds.), *Directions in Sociolinguistics*, 164-176.

Main Problems of Scholarship in American Literature: Racial Fantasy, English 940

Bow, Leslie

W, 01:00 PM to 03:30 PM, 7109 WHITE

Racial politics in the U.S. are often represented as being singularly obsessed with issues of recognition and visibility; writers of color have responded to the “ethnographic imperative” of American literature with realist representations of “wounded” subjects and communities. Within and against this cultural terrain, this course will seek an alternative lens for depicting racial difference, that of fantasy. How do literary, nonfiction, and visual texts engage notions of play, masquerade, bodily flexibility, and metaphoric displacement in order to depict social injustice?

We will foreground works that feature difference as a catalyst for exploring the dialectical relationship between surface and interior; racial projection and subject formation; analogies between sexual and ethnic closeting; and concepts of authenticity and performativity. In exploring the intersection between pleasure and identity politics, we will privilege instances of racial repression, latency, and allegorical displacement. If, according to Laplanche and Pontalis, fantasy functions as “a setting for desire,” what national desires become expressed through the imagined racial subject?

Computational Approaches to Early Modern Literature, 1470 to 1800, English 960

Valenza, Robin P

W, 09:30 AM to 12:00 PM, 6108 WHITE

This is a research-driven class that explores both traditional and computer-assisted approaches to studying books from the mid-fifteenth century to the late eighteenth. We will focus our primary efforts on the English-language archive of the eighteenth century, but we will make frequent forays into earlier centuries. The secondary literature will include readings on methods for approaching texts in old and new ways. The class is designed both for graduate students who know the early modern period well and for those who are eager to learn about it. It welcomes graduate students who are already digital initiates and those new to the area of study often called digital humanities. Some knowledge of statistics is helpful, but what is needed for the course will be provided. The reading will range over genres and topics. The secret of much of the best work in digital humanities is that it relies on reading closely many more books than are usually read for a single course or paper. This is to say that the class will be demanding and intense, but the rewards will be commensurate with effort in terms of knowledge gained and results produced. Students are expected to break new research ground in the work they do for their final papers, and the class will assist them in doing so throughout the term. The class will have several hands-on lab sessions that will help prepare students for their research.

Topics in 19th Cent Eng Lit: Public Romanticisms, Public Humanities, English, English 965

Guyer, Sara

M, 10:15 AM to 12:45 PM, 7105 WHITE

Several recent critics, including Andrew Franta and Paul Magnuson, have considered romanticism's unlikely engagement with the public and the place of public discourse, publication, and audience for poets who are conventionally understood as withdrawn and obsessed with a private aesthetic. In this seminar we will consider the competing versions of romanticism that have emerged in recent years with the aim of rethinking the opposition between public and private in romanticism and in the humanities more generally. Along the way, we will take up questions of gender, resistance, activism, and posterity. In addition to the authors named above, we will likely read works by William Wordsworth, Mary Wollstonecraft, PB Shelley, Friedrich Schiller, John Clare, Michael Warner, Michael Bérubé, Doris Sommer, Susan Wolfson, Lauren Berlant, and Andrew Bennett, among others, including, possibly, Rebecca Solnit and other contributors to *Occupy! Scenes from Occupied America*.

Conscience and Complicity in 19th-Century American Literature, English 971

Zimmerman, David A.

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

This seminar examines how 19th-century U.S. authors understood what it means to be morally complicit, or party to a crime, wrong, or injustice. The concept of moral complicity is deeply relevant today—in a highly interdependent social and economic world, who does not contribute to or benefit in some way from a crime, wrong, or injustice? The concept also turns out to be quite complex, since it depends on particular notions of causality, collective and individual responsibility, intentionality, group belonging, moral luck, original sin, and other cultural and philosophical keywords. The course texts all ask what happens to the notion of individual moral sovereignty—the idea of individuals as fully accountable choice-makers—when we view people as members, participants, or players within larger social groups such as conspiracies, institutions, networks, classes, social structures, and economic systems. The course texts are equally interested in the character, boundaries, and scale of these social aggregations to which individual actors—and actions—belong. Finally, the texts explore the close connection between how stories are told and how moral responsibility is conceived.

In studying moral complicity and its representations in the nineteenth century, we will be examining the origins of modern social theory and terms such as hegemony, interpellation, and liberal guilt. We will read a number of canonical and non-canonical literary texts along with essays in moral philosophy, legal theory, history, sociology, and cultural studies.

Dissertation Research , English 990

Faculty by Permission

Available to post-prelim examination PhD students by permission. Students that have reached dissertator status should plan on enrolling in 3 credits. This is a variable credit course and may be used in combination with other enrollment credits to satisfy minimum enrollment requirements prior to reaching dissertator status.

Reading for Prelims/Independent Reading, English 999

Faculty by Permission

This course is used primarily to satisfy enrollment requirements while preparing for preliminary exams.