



Department of English – Graduate Division

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Fall 2019 Graduate Program Course Descriptions

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Structure of English, Eng 314

Anja Wanner

MW, 2:30 PM – 3:45 PM, Rm 1101 Humanities

[English Language and Linguistics] (Mixed Grad/Undergrad) In this mixed grad/undergrad course we will discuss the fundamentals of the syntactic structure of English sentences. Our approach is that grammar is not something scary "out there" -- it's part of every speaker's intuitive knowledge of language and our goal is to make this knowledge visible through linguistic analysis. This course will provide you with basic tools of sentence analysis and will enable you to describe and analyze English sentences on your own. You will learn to classify words (nouns, verbs, determiners, adverbs etc.) and phrases (Noun Phrases, Verb Phrases etc.) 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 syntactic operations that change word order, such as passivization. One of the main points will be to develop an understanding of the relationship between word order, structure, and meaning in English. We will also address syntactic aspects of language change and of prescriptive rules like "Don't end a sentence on a preposition!" The methods of analysis you learn in this class will be applicable in a variety of ways in your study of literature, creative writing, English education, English as a second language, and further studies in linguistics. Assessments for this class include two in-class exams (midterm and final), two graded and several ungraded homework assignments, and an in-class presentation in which you compare the syntactic characteristics from two texts from different genres (e.g., an op-ed and a scientific article on the same subject).

English Phonology, English 315

Eric Raimy

MWF, 1:20 PM to 2:10 AM, Rm 2637 Humanities

[English Language and Linguistics] (Mixed Grad/Undergrad) This course is designed to introduce students to the basic principles of phonetics and phonology as applied to the description of English and other languages. As part of this students will learn about the acoustic features of the phones of English and other languages, learn the articulatory description of the phones of English and other languages, learn how to discover and describe the distribution of phonemes in English and other languages, and learn about multiple levels of representation in the speech chain.

Note: English 315 (or consent of instructor) is a prerequisite for Eng 709 (Advanced English Phonology)

Second Language Acquisition, English 318

Jacee Cho

TR 09:30 - 10:45, Rm 3349 Engineering Hall

[English Language and Linguistics] (Mixed Grad/Undergrad) A central characteristic of human beings is LANGUAGE as man is the only animal capable of language (*homo loquens*). The ability to acquire and use language is uniquely human. Another distinctively human capacity is the ability to learn languages other than the mother tongue throughout the lifespan. Indeed, data show that there are more bi/multilinguals than monolinguals in the world (~60% in Europe, ~25% in the US, 99% in Luxembourg!). In this course, we will discuss some of the current theories on how people acquire/learn a non-native, or second language (L2). We will survey both quantitative and qualitative research on how a second language is acquired, represented and processed in the mind/brain and discuss theoretical and practical implications of the current L2 research. Topics to be discussed in this course include formal (linguistic) characteristics of *interlanguage* (learner's L2), the role of Universal Grammar and native language in L2 acquisition, crosslinguistic influence (how L1 and L2 influence each other), and nonlanguage factors such as age of acquisition (whether and how much age of acquisition matters), verbal aptitude, and motivation.

There is no required textbook. All reading materials will be available on the course website.

Global Spread of English, English 414

Thomas Purnell

MWF 1:20 pm - 2:10 pm, Rm 4281 HC White Hall

[English Language and Linguistics] (Mixed Grad/Undergrad) English 414 examines the linguistic, social, and political impact of the spread of English around the world. Through readings, lectures and discussions, 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.

English 414 is an Intermediate level course and counts towards Breadth requirements for Humanities, as Liberal Arts & Science credit in L&S. For graduate students, English 414 counts toward 50% graduate coursework requirement. The instructional mode is classroom instruction, where one credit hour designation assumes approximately fifty minutes of classroom interaction with instructor and a minimum of two hours out of class student work, three times per week for approximately 15 classes. Some engagement for the one credit will include student-to-student interaction and project-based activities in and out of class in lieu of direct instruction.

Learning outcomes

1. Recall the origin, development and spread of the English language
2. List and illustrate critical factors affecting standardization of global English
3. Identify and summarize linguistic, social, and political impacts of global English
4. Evaluate the transcendency of English as an agent of American culture

Critique likely scenarios for the future of the English language

English in Society, English 416

TBD

TR 11:00 am - 12:15 pm, Rm B125 Van Vleck

[English Language and Linguistics] (Mixed Grad/Undergrad) Description not available.

History of English Language, English 417

Jordan Zweck

TuTh, 11:00 a.m. to 12:15 p.m., Rm B231 Van Vleck

[Literary Studies/English Language and Linguistics][Mixed grad/undergrad] Have you ever wondered why the plural of foot is feet, where the *y* in “ye olde shoppe” comes from, or how textspeak and emojis are changing Modern English? If so, this class is for you! We will explore the history of English from its origins as an Indo-European language to the present day, studying the systematic changes that took place to its phonology, morphology, syntax, and lexicon. In addition to linguistic history, we will also study the social, cultural, and political history that shaped and was shaped by the English language. The course proceeds chronologically, and will focus on four main periods of the English language: Old English, Middle English, Early Modern English, and Present-Day English (including dialects of American English, World Englishes, and the ways that technology affects language).

No previous experience in early English (Old English, Middle English, Early Modern English) or linguistics is required. Open to graduate and undergraduate students.

Experimental Syntax, Eng 420

Jacee Cho

TuTh 2:30 pm – 3:45 pm, B231 Van Vleck

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to conducting linguistic experiments to address theoretical questions in the study of syntax. We will discuss how to design linguistic experiments, collect and analyze data, and make generalizations beyond the data you have collected. This is a hands-on course which requires your active participation. Although the focus of this course is syntactic research, the fundamentals of research design and data analysis methods should carry over to research in other areas of language study such as semantics, pragmatics, or language acquisition. By the end of this course, you will have the knowledge and skills necessary to do your own linguistic experiments to explore theoretical issues in linguistics.

There is no required textbook. All course readings will be available on the course website.

Angels of History: Walter Benjamin and Political Messianism, CompLit 500

Frederic Neyrat

MW, 2:30 pm - 3:45 pm, Rm 1335 Sterling Hall

[Mixed Grad/Undergrad] My course aims at analyzing Walter Benjamin's conception of time and space: 1/ Concerning time, Benjamin developed a *messianism of the past*, that is to say the idea that the past is not fixed, unalterable, but incomplete. The dreams of the past – dreams of happiness and emancipation – have still to be realized and it's our task to realize them: it's the task of those who, today, did not give up with revolutionary hopes, to realize the potentialities of the past. What Benjamin calls a "dialectical image" is the encounter between the present – a sign in the present - and the unfulfilled dreams of the past; 2/ Concerning space, Benjamin's philosophy is an unceasing examination of the (non)relation between distance and proximity. In his famous "The Work of Art in the Age of Mechanical Reproduction," Benjamin analyzes the disappearance of the "aura," understood as the manifestation of a certain kind of distance.

Drawing on this investigation of Benjaminian time and space, the questions we will pursue address in this class include: Is there a relation between the manifestation of distance and the possibility to complete the past, that is to say to realize the emancipatory potentiality of the distant past in the present? What sort of aesthetics is at play in the relation between the past and distance, presence and proximity? What kind of future is thinkable in Benjamin's philosophy?

We will also think Benjamin in relation to Hegel and Marx and the affordances of Benjaminian theory for contemporary environmental movements.

Authors studied will include Walter Benjamin, G.W.F. Hegel, Karl Marx, Kristin Ross, Gershom Scholem, ...

Old English, English 520

Martin Foys

TR 09:30 am - 10:45 am, Rm 2121 Mechanical Engineering

[Literary Studies/English Language and Linguistics/Medieval] (Mixed Grad/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.

No previous experience with Old English is required.

Introduction to Composition, English 700

Christa Olson

W 10:00 pm to 12:30 pm, Rm 7105 HC White Hall

[Composition and Rhetoric, Literary Studies] The field of Composition & Rhetoric is as varied in its foci, methods, and materials as any contemporary trans-discipline. This course aims to offer a sense of that variety, its historical roots, and its implications within and beyond English departments. It is organized around units highlighting how recent scholarship in Composition & Rhetoric's major sub-fields—composition, literacy, and rhetoric—addresses enduring scholarly and public problems.

Trophic, Feminist, and Decolonial Approaches to (Rhetoric of) Science, English 706

Caroline Gottschalk Druschke

M 10:00 am – 12:30 pm, Rm 7105 HC White Hall

[Composition and Rhetoric] This graduate seminar will work to extend the existing canon in rhetoric of science (ROS), which has privileged distanced critique of dominant figures and ideas in “Science,” while largely overlooking scientific practices and non-western scientific traditions and ignoring questions of power and privilege. But this is a particularly kairotic moment for expansion, thanks to growing interest among ROS scholars in posthumanisms, action research, and new materialist approaches, and increased collaborative opportunities between the humanities and the sciences here at UW-Madison and beyond. Together, we will identify the ways that ROS has engaged with monolithic versions of western Science that reify a human/nature divide, and has replicated some of those same moves through its narrow focus of subject matters, theories, and methodologies. Moving from canonical ROS studies, to applied and engaged ROS, to rhetorical new materialisms, to indigenous and feminist perspectives on formal and informal sciences, the course offers students a firm foundation in the past and present of ROS, while inviting students to co-create a vision for ROS's expansive future.

Advanced Research in Theatre History, 1700-Present, English 706

Mary Trotter

M 5:00 pm – 8:00 PM,

Take this course to acquaint yourself with significant events in the art of theatre from around 1700 to the late twentieth century. Along with discussing theatre aesthetic developments (texts, artists, stage design, audiences), we will also consider theatre's dynamic interaction with specific social and cultural events. We will read primary and secondary historical materials, including plays. We will note different historiographic methods, problems and possibilities at play in the field, and we will consider ways to apply course discoveries to our own research and teaching strategies.

Some of our topics:

The cult of Shakespeare in the 18th century; melodrama as technological and global spectacle; race and racism onstage; censorship; theatre protests; Kabuki theatre and the Meiji Restoration; the avant-gardes in relation to war and media technology; national theatres and nationalisms; the Gesamtkunstwerk; avant-garde aesthetics; acting styles and notions of the real; theatre as global/national/local event.

At class meetings, I will offer wee mini-lectures now and again to set the scene, but will strive for lively and congenial group discussion. There will be snacks.

Graduate Fiction Workshop, English 781

TBD

M 3:00 pm to 5:45 pm, 7109 HC White

[Creative Writing] Graduate-level workshop for MFA creative writing students. Open to other graduate students by submission of writing sample.

Pre-reqs: Admission to the MFA in creative writing or permission of director of creative writing.

Graduate Poetry Workshop, English 782

Amy Quan Barry

M, 7:00 PM to 10:00 PM, 7109 HC White

[Creative Writing] Graduate level poetry workshop for MFA creative writing students. Open to other graduate students by submission of writing sample.

Pre-Req: Admission to the MFA in creative writing or permission of director of creative writing.

Creative Writing Pedagogy Seminar, English 783

Amaud Johnson

Tu, 3:30 pm – 5:30 pm, Rm 6108 HC White Hall

"Creative Writing Pedagogy" is a graduate course targeted at candidates for the MFA in Creative Writing, familiarizing those student-teachers with the histories and theories of creative writing instruction in the United States, and directing them in the practice of teaching undergraduates to write fiction and poetry. The course is part seminar and part practicum, incorporating the students' week-by-week classroom experiences into larger theoretical discussions while at the same time offering strategies for classroom time management, grading and evaluation, and the construction of syllabi and lesson plans. The course also offers guidelines for teaching basic elements of craft including but not limited to "the line," "the lyric image," and "sonics" (in poetry), and "point of view," "scene," "exposition," and "dialogue" in fiction.

MFA Thesis, English 785

Creative Writing Faculty by Permission

[Creative Writing] For Creative Writing MFA students only.

Proseminar-Teaching of Writing, English 790

Morris Young

Th, 9:30 am-10:45 am or Th, 1:00 pm-2:15 pm, 7105 HC White Hall

This one-credit course introduces graduate student instructors to the fundamentals of teaching writing. We will discuss the goals of the introductory composition course and best practices in teaching (including syllabus construction, assignment design, class discussion and group work, peer review, the revision process, and evaluation and grading). This is a required course for **and limited to** instructors teaching English 100 for the first time at UW-Madison.

Pedagogy Seminar for New Intro Lit Instructors, English 795

David Zimmerman

Thu, 8:00 a.m. to 9:15 am, 7105 HC White Hall

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.

Independent Reading, English 799

Faculty

Requires 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.

Notes on Deconstructing the Literary, or How to Read Literature After Cultural Studies, English 800

Mario Ortiz-Robles

M, 1:00 pm to 3:30 pm, 7109 HC White Hall

[Literary Studies] In this course, we will attempt to take critical stock of the gradual displacement of literature from the center of our interpretative activity. Looking back at a time when theory was prone to pair literature with explanatory models that both enriched and exalted the act of interpretation (Marxism, Psychoanalysis, Deconstruction, New Historicism, Postcolonial Criticism, etc.) will allow us to situate the shift to subsequent pairings in which the critical referent seems to exceed the act of interpretation (Environmental Studies, New Materialisms, Affect Studies, LGBTQ+, Disability, Posthumanism, etc.). This two-stage historical account will form the background or set the stage for a more general assessment of the various logics subtending, contesting, or evading the “and” (binary, dialectical, deconstructive, rhizomatic, making kin, something else) and, in closing, for offering a diagnosis of our own disciplinary moment, whose most visible symptom is the act of accretion as such (Literature and...).

Medieval Worldmaking: Wonder-Race-Body-Monster, English 803

Martin Foys

Th, 1:00 pm to 3:30 pm, 7109 HC White Hall

[Literary Studies] This seminar will explore concepts of medieval worldmaking through early and late medieval English literature (in modern translation, with access to original language) and theories of race formation, wonder, embodiment, cartography, geography and monstrosity. The first half of the course will study early medieval literature, with an especial focus on representations of the intersection of race, wonder, body, monstrosity and Western constructions of "the East" within the five Old English works of the Cotton Vitellius A.xv manuscript the (a.k.a. the *Beowulf* Manuscript): *The Legend of St. Christopher*, *The Wonders of the East*, *Alexander's Letter to Aristotle*, *Beowulf*, and *Judith*. The second half of the term will focus on similar concepts in the later medieval period, largely in relation to the geo-theo-political process of the Crusades, English formulations of Islamic and Judaic subjectivity, and the genre of medieval Romance, including *The Siege of Jerusalem*, *The King of Tars*, and more canonical texts such as *Sir Gawain and the Green Knight*.

Early Modern English Texts & the Environmental Humanities, English 804 Sec 001

Joshua Calhoun

Tu, 10:00 am to 12:30 pm, 7109 HC White Hall

[Literary Studies] This course explores early modern English literature via two generative fields of scholarly study that are not typically linked: book history and the environmental humanities. Both fields are expansive and difficult to define precisely. For that matter, both fields continue to debate their own "fieldness." Throughout the course, we will use 16th- and 17th-century plays, poetry, and prose as case studies for examining the critical concerns that come into focus when we examine literature through the lens of EH and/or BH. Primary sources will make up about half of the assigned readings for this course and will likely include the works of George Gascoigne, Mary Sidney Herbert, Christopher Marlowe, Hester Pulter, and Philip Sidney, as well as at least two Shakespeare plays. Secondary readings will focus most heavily on EH conversations about sustainable resources, ontology, environmental personhood, ecopoetics, and the Anthropocene (and other competing -cenes). Research exercises will be most heavily focused on BH methods. Course grades will be based on participation, research exercises in various University archives, in-class presentations, and a seminar paper (17-22 pages). For the seminar paper, students not specializing in early modern literature are welcomed and encouraged to explore their own areas of interest through an EH/BH lens. Note that a number of class meetings will take place in Memorial Library's Special Collections and other University archives; by the end of the course, students will have a basic toolkit they can use to research and teach in archival libraries.

Women and War, 1642-1660, English 804 Sec. 002

Karen Britland

Tu, 5:30 pm to 8:00 pm, 7105 HC White Hall

[Literary Studies] In this class, we will explore women's experiences during the wars that broke out when the English king, Charles I, raised his military standard against his parliamentary opponents in August 1642. With John Milton taking precedence in many literary discussions of this conflict, the writing of his female contemporaries is frequently subordinated. Women, though, wrote widely about their experiences and the period is therefore a particularly rich and fertile one for the study of their writing. We will read Margaret Cavendish's nature writing and some of her prose fiction; Katherine Philips's poetry of love and friendship; Hester Pulter's poetry of royalist isolation; Lady Anne Halkett's diary, detailing her work as a royalist agent; and Lucy Hutchinson's *Memoirs* of the life of her republican husband. The class will involve some discussion of violence (particularly violence against women), as we investigate the ways in which this period of intense conflict paradoxically accorded some women a powerful literary voice. During the class, we will also consider the politics of editing early modern women's writing. You will be asked to read some printed texts in old spelling, since much of this material is not reliably available in modern editions (although new editions of Halkett and Hutchinson's work are currently being prepared). The class will also involve some basic instruction in seventeenth-century paleography (i.e. how to read old handwriting).

Course texts

Women Poets of the English Civil War, ed. Sarah C. E. Ross and Elizabeth Scott-Baumann (Manchester University Press, 2018). ISBN-13: 978-1526128706

Romanticism for the Present, English 806

Sara Guyer

W, 1:00 pm to 3:30 pm, 7109 HC White Hall

[Literary Studies] This seminar will focus on key critical texts that draw upon romantic literature in order to define a romanticism for the present. Students will be expected to read widely in the critical and primary literatures of romanticism, actively engage in classroom discussion, develop both synthetic approaches to the material and original arguments. A bibliography and reading list will be shared closer to the start of the semester.

Harlem Global Renaissance, English 812

Cherene Sherrard-Johnson

Th, 9:30 am – 12:00 pm, 7109 HC White Hall

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 and African Diasporic 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 discourses of American and European modernisms. A case in point is the special issue of *Modernism/Modernity* (23.3) examining the intersection of the Harlem Renaissance with New Modernist studies, which will serve as a point of departure that allows us to push against the boundaries of periodization, discipline, and genre. In addition to exploring collaborations between visual artists and novelists, blues musicians and poets, this course will cross 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 political and artistic movements such as Garveyism, the New Negro left, and the Chicago Renaissance. This course will place the writing of the era's central writers and personae alongside recently recovered writing from the era's vibrant, interartistic print culture. To borrow from Gene Jarrett and Saidiya Hartman, respectively, we will study the "deans and truants" alongside the "wayward lives," that defined and disrupted the aesthetics and ideology of the New Negro era. We will also think expansively with critical frameworks drawn from visual culture, performance studies, sexuality studies, and cultural geography as we extend our mapping of the field beyond Harlem.

Dissertation Research, English 990

Faculty by Permission

Available to post-prelim examination PhD students by permission. Students who have reached dissertator status should enroll in 3 credits. This is a variable credit course, however, and may be used in combination with other enrollment credits to satisfy minimum enrollment requirements prior to reaching official 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. It requires faculty permission. The faculty member is normally the chair of the student's preliminary examination committee.
