



Department of English – Graduate Division

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Fall 2020 Graduate Course Descriptions

Draft 05/27/2020

Structure of English, English 314

Juliet Huynh

MWF 9:55AM - 10:45AM, Humanities 2637

[English Language and Linguistics] [Grad/Undergrad] This course introduces students to the fundamentals of the syntactic structure of English phrasal grammar. Students will descriptively analyze the structure of words and phrases while also comparing them to actual spoken English sentences. The course grade will be assessed based on participation, homework assignments, quizzes, and a final paper.

English Phonology, English 315

Raimy, Eric

MWF 11:00 AM - 11:50 AM, White 4281

[English Language and Linguistics] 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)

English Lang Variation in U.S., English 316

Glenn Starr

TR 9:30AM - 10:45AM, Babcock 121

[English Language and Linguistics] [Mixed grad/undergrad] Course Guide Description: Description and analysis of geographical and social variation in English in the United States.

Second Language Acquisition, English 318

Juliet Huynh

MW 2:30-3:45pm White 4281

[Mixed grad/undergrad] This course will introduce the field of second language acquisition. The course will cover research topics including the differences between first and second language acquisition, language perception and production and how the first and second language are affected, and what the second language teaching implications are.

Global Spread of English, English 414

Purnell, Tom

MWF 1:20PM - 2:10PM, White 4281

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
 5. Critique likely scenarios for the future of the English language
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Topics in ELL: Experimental Syntax, English 420

Cho, Jacee

TR 2:30PM - 3:45PM, White 4281

[English Language & 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.

English Grammar in Use, English 516

Wanner, Anja

TR 11:00 AM - 12:15 PM, Education 345

In this mixed grad-undergrad class we will look at the role of grammar in constituting texts and at the choices speakers make when they express a state or event in a certain way. You will learn to identify grammatical constructions (noun phrases, pronouns, verb phrases, subordinate clauses) and to analyze patterns of language variation by register. For example, modern academic writing makes use of long noun phrases while conversations are characterized by the use of pronouns. Emphasis will be put on the notion of complexity in grammar and on the conceptual distinction between written and oral modes of communication.

Classes will generally be a mix of lecture, data analysis, and discussion, complemented by regular homework assignments. Expect to be called on and to be asked to work in groups. For establishing our theoretical framework, we will follow the required textbook for this class (Biber & Conrad). Additionally, we will regularly devote class time to working our way through the Longman Grammar (student edition). As the semester progresses, we will include articles on specific grammatical constructions and genres and there will be room to develop your own data-based project as well as a community outreach project. Some classes will be devoted to discussing research and presentation methodology. At the end of the semester, you will present your projects in a poster session. (Graduate students can select to write a literature review instead).

Part of this class may follow the blended learning model, which means that a combination of face-to-face and technologically mediated channels is used to enhance interactive, engaging learning experiences and to improve learning outcomes. In our case, this means that learning activities that would normally take place in the classroom, such as lectures and pop quizzes, may be moved online and that we can use class time to work on projects and to discuss your

work rather than to present new content material. Online activities may include lectures, quizzes, discussions, collaborative documents, and peer reviews, mostly managed through Canvas.

Old English, English 520

Zweck, Jordan

MWF 9:55 AM - 10:45 AM, Ingraham 224

[English Language and Linguistics/Literary Studies] 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. This course is open to undergraduate and graduate students.

English 577

Dharwadker, Aparna

TTh, 11:00 AM - 12:15 PM HC White 4208

[Literary Studies] The formal end of European colonialism in various parts of Asia, Africa, and the Caribbean has initiated a new phase in literary-cultural production that is now widely recognized as both chronologically and qualitatively "postcolonial." For more than three decades, however, the field of postcolonial studies has been dominated by the genres of fiction, nonfiction, and theory, deflecting attention away from the genres of drama, theatre, and performance.

The main objective of this course, therefore, is to consider post-independence urban drama and theatre in such locations as India, Nigeria, Ghana, Kenya, and the Caribbean as specifically postcolonial cultural formations that "perform" (rather than merely textualize) the tensions definitive of postcolonialism. The primary materials for the course will focus on such leading postcolonial playwrights as Wole Soyinka, Derek Walcott, Ngugi wa Thiong'o, Femi Osofisan, the Sistren Theatre collective, Ama Ata Aidoo, Mustapha Matura, and Girish Karnad. For students unfamiliar with postcolonial studies, the class will provide an introduction to major theoretical issues and problems while also covering a range of significant authors. For students already familiar with postcolonial issues and interested in theatre, it will offer new perspectives on genre, language, textuality, intertextuality, sociopolitical contexts, performance, and reception.

Tentative Reading List

Wole Soyinka, *A Dance of the Forests* (1960)
Femi Osofisan, *Morountodun* (1979)
Ngugi wa Thiong'o, *The Trial of Dedan Kimathi* (1976)
Derek Walcott, *Dream on Monkey Mountain* (1967)
Mustapha Matura, *The Coup: A Play of Revolutionary Dreams* (1991)
Ama Ata Aidoo, *The Dilemma of a Ghost* (1964)
Sistren Theatre Collective, *QPH* (1981)
Aime Cesaire, *A Tempest* (1969)
Utpal Dutt, *Mahavidroha* (The Great Rebellion, Bengali, 1973/1985)
Girish Karnad, *The Dreams of Tipu Sultan* (1997)

Introduction to Composition and Rhetoric, English 700

Young, Morris

F 10:00 AM - 12:30 PM, White 7105

[Composition and Rhetoric/Literary Studies] This course serves as an introduction to the field of composition and rhetoric. Given the long history of rhetoric and a growing history of composition, rhetoric, and writing studies as a discipline, it will be impossible to provide a comprehensive survey of the field in just one semester. What we will do, however, is read broadly across theories, methods, and sites to trace the development of the field and the scholarly and pedagogical work we do. Our goal is to use these materials to inform the work that we do as scholars and teachers of composition and rhetoric, whether that is designing a first-year writing course, doing historical and archival work about rhetoric, writing, or literacy, or understanding the place of composition and rhetoric in and beyond the university.

Recent Rhetorical Theory and Today's "Wicked Problems", English 705

Olson, Christa

W 10:00 AM - 12:30 PM, White 7105

[Composition and Rhetoric] This course puts rhetorical theory to the test. In it, we tackle a set of contemporary "wicked problems"—social or cultural issues that are difficult (or impossible) to solve because of their inherent complexity and competing interests—and see if recent rhetorical theory and criticism can help us along the way. While we will certainly not solve our wicked problems over the course of the semester, we will use the tools of rhetoric to better understand those problems and identify both the utility and the limits of our theorizing. This course links theory and practice, suggesting that complex understandings of rhetorical theory may help us address deep-seated practical problems and arguing that rhetorical theory ought to engage with complex matters of public concern. The wicked problems we're tackling each include a significant rhetorical aspect, but they also require us to develop new contextual knowledge. Reading long-form journalism, reviewing case studies, debating theory, and writing our own analyses, we will engage in a portion of the public work of rhetoric. This course

provides three hours of graduate credit. You can expect to spend an average of 10-12 hours per week on this class over the course of the semester.

Research Methods in Applied Linguistics, English 711

Cho, Jacee

TR 4:00 PM - 5:15 PM, White 7105

[English Language and Linguistics] This course provides an introduction to both quantitative and qualitative research methods in applied linguistics and second language acquisition.

Advanced Theatre History - 500bc-1700, English 731

Trotter, Mary

TR 9:30 AM - 10:45 AM, Education L177

[Literary Studies] In this course we will take a fast-paced journey through about 2500 years of (mostly) western dramatic literature and theatre practice. Each week we will explore a different tradition of theatre practice through history and critical readings and read at least one dramatic text. By taking this course you will 1) gain a foundational understanding of how theatre was written, performed and received in several major historical periods; 2) read significant dramas from diverse periods, nations and genres; 3) gain exposure to different modes of theatre historiography, criticism and theory through reading and discussion of secondary texts.

No previous knowledge of theatre history is required to take this course, but both novices and old pros of theatre studies will have an opportunity to gain a richer understanding of how drama, theatre and performance functioned within the art, politics and culture of particular communities, and how their innovations, prejudices, discoveries and traditions continue to shape how we think about theatre, performance and the world today.

Theatre traditions we will explore include: Classical Greek Theatre, Classical Indian Theatre, Roman Comedy, Noh Theatre, Medieval Theatre, Early Modern English Drama, Golden Age Spanish Theatre, Commedia dell 'Arte, Early Opera, French neoclassicism, and theatre of the English Restoration.

Graduate Fiction Workshop, English 781

Nguyen, Beth

T 1:30 PM - 4:30 PM, White 7109

[Creative Writing]

Graduate Poetry Workshop, English 782

Kercheval, Jesse

M 6:00PM - 9:00PM, White 7105

[Creative Writing] Graduate level poetry 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

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Creative Writing Pedagogy Smr, English 783

Johnson, Amaid

T 10:00 AM - 12:00 PM, White 7109

"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

Thesis Director

[Creative Writing] For Creative Writing MFA students only.

Proseminar-Teaching of Writing, English 790

Young, Morris

R 9:30 AM - 10:45 AM, White 7105, Section 001

R 1:00 PM - 2:15 PM, White 7105, Section 002

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.

Colloquium Credit, English 795

Allewaert, Monique

[Literary Studies]

Pedagogy Seminar for New Literature TAs, English 795

Zimmerman, David

R 8:00 AM - 9:15 AM, White 7105

This course is required for new Literature TAs, with a one-credit option available.

Independent Reading, English 799

Faculty by Permission

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.

Literary Criticism: "What's the difference?", English 800

Ortiz-Robles, Mario

T 1:00PM - 3:30PM, White 7105

[Literary Studies] Difference has historically structured the field of literary criticism through practices of distinction and discrimination: between literary and non-literary language; epic, comedy, and tragedy; poetry and prose; fiction and non-fiction; form and content; beginning, middle, and end; ancient and modern; high and low; major and minor; majority and minority; canonical and non-canonical; national and world literatures; etc. In this, literary criticism is no different from other disciplines that ground their practice in comparison. But difference also structures the theory of literature in the sense in which the aim of literary theory is to distinguish the literary from that which does not distinguish itself from literature; its task, that is, is to determine that which makes a difference as literature. Put differently: literature, in theory, is that which makes a difference. This course will explore difference in and across a series of registers, including conceptual elaborations of difference, historical instantiations of alterity, practical accounts of making (a) difference, as well as literary encounters with otherness. Readings are likely to include works by Paul de Man, Jacques Derrida, Gilles Deleuze, Émile Benveniste, Jacques Lacan, Maurice Blanchot, Hélène Cixous, Franz Fanon, François Lyotard, Michel Foucault, Roland Barthes, Emmanuel Lévinas, Jean Baudrillard, Barbara

Johnson, Toni Morrison, Edward Said, Henry Louis Gates Jr., Gayatri Spivak, Elaine Scarry, Trinh T. Minh-ha, Leo Bersani, Judith Butler, Catherine Malabou, Donna Haraway, Sara Ahmed, and Christina Sharpe.

Topics in Early Modern Lit: Cool & Collected, English 804

Calhoun, Joshua

W 11:00 AM - 1:30 PM, White 7109

Collections and classrooms cooled by jet fuel are, in this course, spaces in which we will think about cultural records and climate change. In other words, we will need to confront the carbon non-neutrality of scholarly research even as we explore an exciting array of archival collections here on campus. Our course readings will focus on the history of media as presented in primary and secondary literature, and we will consider media-making in various times and places. Early Modern English texts will be our starting point, but we will range as far afield as collections and student interests allow.

In addition to discussion of primary and secondary texts, this course will teach archival research skills while introducing participants to many different kinds of collections. At least half of the class sessions will be held at some or all of the following: Ebling Library Historical Reading Room, Special Collections, the Lakeshore Nature Preserve, the Kohler Art Library, the Currie Lab (Bacteriology), the Wisconsin State Herbarium, and the UW Zoological Museum. By the end of the semester, participants should feel confident visiting and beginning research in unfamiliar archives.

This course is also designed to encourage participants to think about public-facing scholarship and to give students opportunities to develop skills that will be valuable in future academic and/or alt-ac careers. Some of our coursework will dovetail with events hosted by the Holding History program (www.holdinghistory.org), so class participants will have opportunities to share parts of their work with public audiences.

Topics in Contemporary Literature, English 814

Yu, Tim

Th 1:00 PM -3:30 PM, 7109 HC

[Literary Studies] Description not yet available.

Media Theory, Literary Studies, English 822

Wells, Sarah

Th 4:00 PM to 6:30 PM, 7109 White

[Literary Studies] This graduate seminar analyzes major debates and terms of media theory over the long 20th century. “A medium is a medium is a medium”: what exactly does Friedrich Kittler have in mind with this famous tautology? We will read approaches to the concept of medium — including medium specificity, material metaphor, intermediality, prosthesis, camera reality, and adaptation — by Siegfried Kracauer, Walter Benjamin, Sergei Eisenstein, Mary Ann Doane, Siegfried Zielinski, Niklas Luhman, Haroldo de Campos, Kaja Silverman, Gilles Deleuze, N. Katherine Hayles, Eduardo Cadava, Robert Stam, and more. We will also be reading a few works of literature. Media theory provides an entry point to defamiliarize literary studies and query its premises, but we will also consider the inverse: the extent to which literary studies might afford specific operations and concepts to finetune or trouble media theory. In this context, modernism offers a specific inflection point, for reasons both historical and disciplinary — media theory has rapidly transformed the field of modernist studies over the last decade. Students working in other periods are encouraged to bring the specific histories of the media ecologies and materialities they study (e.g., stone, broadside, codex, computer screen) to the table. A final overarching goal is to consider how practical criticism — the stuff of our conference presentations, seminar papers, and publications — mediates between media theory and literary studies.

Course requirements: a research paper, a book review, and frequent and active course participation/discussion-leading.

Narratives of Guilt and Innocence, English 879

Grunewald, Ralph

M 10:00 AM - 12:30 PM, White 7105

[Literary Studies] This seminar focuses on questions of narratology, especially legal narratology.

The underlying question this course poses is if, and to what extent, guilt is a narrative construction. How much can law and narrative be distinguished from each other, and how do other truth-oriented disciplines (medicine, history, sciences) address questions of truth and its underlying discourse? The texts we will be reading address guilt in its many facets so we can discuss the many understandings of that concept. A tentative reading list might include parts of H. Porter Abbott’s Introduction to Narrative, Peter Brooks’ Narrative Transactions, court cases, texts on the jury, parts of Luhmann’s system theory, and texts on authorship (Barthes) and false confessions. We will also be reading fiction. A preliminary reading list includes anti-detective fiction by Friedrich Dürrenmatt, Bernhard Schlink’s The Reader, William Shakespeare’s Macbeth, Sophocles’ Oedipus, and Albert Camus’ The Fall.

Dissertation Research, English 990

Dissertation Advisor

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.
