



Department of English – Graduate Division

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Spring 2021 Graduate Course Descriptions

01/05/2021

Structure of English, English 314

Huynh, Juliet Thuy Phuong

MWF 9:55 AM - 10:45 AM, Room: ONLINE

[English Language and Linguistics] [Mixed 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.

Linguistic Theory and Child Language, English 320

Cho, Jacee

TuTh 2:30 PM - 3:45 PM, Room: ONLINE

*Students who have taken English 420 Universal Grammar and Child Language Acquisition prior to Spring 2020 may not enroll in this course.

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to the linguistic study of child language within the generative theory. According to this theory, humans are born with genetically determined linguistic knowledge called Universal Grammar, which guides children in learning language. Students will learn the basic concepts of the generative theory and learn to apply them to the study of child language. Topics include universal linguistic principles that govern children's acquisition of syntax and semantics and cross-linguistic influence in children acquiring more than one language from birth or early childhood. We will discuss empirical research studies testing the Universal Grammar theory of language acquisition.

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

Words: Grammar, Culture, Mind, English 413

Wanner, Anja

TuTh 11:00 AM - 12:15 PM Room: ONLINE

[English Language and Linguistics] Description not available.

Topics-English Language & Linguistics, English 420

Huynh, Juliet Thuy Phuong

[English Language and Linguistics] [Mixed Grad/Undergrad] This course introduces students to topics related to bilingual speakers and bilingualism. The areas that will be covered include different types of bilinguals/bilingualism, heritage language speakers, bilingual education, heritage language education, cognitive benefits (or disadvantages) of being a bilingual, and language processing in bilinguals.

English 879 (formerly Inter-LS 700): Public Humanities: Methods, Theories, Cases

Professor Sara Guyer

Th 1:00 PM -3:30 PM, Room: ONLINE

[Literary Studies] The aims of this course are at once ambitious and straightforward: 1) to introduce you to a range of methods, theories, and cases that represent the emerging field of the public humanities, both in the US and globally and 2) to establish a forum within which to examine your intellectual and professional trajectory and the trajectories of your research. Depending upon seminar members' interests, the final assignment either will involve a collaborative research project or a project related to career exploration.

Over the course of the semester, students will be expected to read closely, perform practical exercises, and test their assumptions. You will be asked to think about the limits, audiences, and outcomes of academic research, about the shape of "translational" research in the humanities (to borrow a term from the sciences), and about the variety of places where the humanities (and humanities scholars) can intervene in institutions including, but not limited to universities.

The course will be divided into two units.

The first unit will focus on critical approaches to the humanities and the public sphere, physical and digital, drawing upon work devoted to the university, the public (or engaged) intellectual, and the value of the humanities.

The second unit will focus on the public humanities as a practice, including careers beyond the classroom and public engagement as a humanities practice. How does the public humanities differ from or inform other forms of engagement? How is your scholarship a resource? What

are examples of interventionist bodies that operate adjacent to universities and what are their effects?

Because this course is by definition cross-disciplinary and because it aims to provide an overview of topics and themes, several guests from campus and beyond will join our discussions. Depending upon the state of the pandemic in Madison this spring, we may undertake site visits to local organizations. If we are not able to visit these sites in person, we will find other opportunities to meet with them. Students will be asked to lead one discussion, write an op-ed, complete various exercises, and produce a final project.

Readings are likely to include books and articles by Chris Newfield, Fred Moten, Michael Warner, Doris Sommer, Edward Said, Jean-Paul Sartre, Wendy Brown, and Anthony Grafton, as well as essays and reports from MLA's *Profession; Daedalus*; The American Academy of Arts & Sciences; etc.

NB: Inter-LS 770 (English 879) serves as the required core course for the Graduate Certificate in the Public Humanities and is open to all PhD students in the humanities as well as MFA students.

**Writing and Learning: Introduction to Writing Program Administration and Assessment,
English 701**

Young, Morris

M, 1:00 - 3:30 PM Room: ONLINE

[Composition and Rhetoric] This seminar will serve as an introduction to the work done by writing program administrators including assessment of student writing (both small-scale and large-scale), curriculum design, and the development of programs. We will read broadly to build a foundation in understanding how writing works and how to assess the teaching and learning of writing. We will also focus on what it means to create a writing program, develop a philosophy of administration, and cultivate a culture of writing.

Projects for this seminar may include creating a profile of a writing program; developing a Statement of Administrative Philosophy; and writing a Keyword essay that surveys the relevant scholarship about an issue relevant to assessment, curriculum design, or WPA work that you want to learn more about.

Research Methods-Composition Study, English 703

Druschke, Caroline Gottschalk

W 2:00 PM – 3:55 PM Room: ONLINE

[Composition and Rhetoric] This class will feature the advanced theory and practice of orthodox and innovative research methodologies in rhetorical studies, widely construed. Students will learn about a variety of methods and concepts, for example archival research, ethnographic research, interviews and focus groups, survey design, and community-based participatory research. The goals of the course include theorizing and practicing relevant methodologies in rhetoric and composition; designing research projects; and preparing for future work.

Advanced English Phonology, English 709

Purnell, Tom

MWF 2:25 PM – 3:15 PM Room: ONLINE

[English Language and Linguistics] English 709 (meets with Linguistics 510) is a mixed graduate and undergraduate course designed to introduce students to select contemporary issues in theoretical phonology. Note, we will examine how the issues are best understood in Modern American English, among other languages.

Topics-Contemporary English Linguistics: Statistics for Linguists, English 713

Raimy, Eric

MWF 11:00 AM - 11:50 AM, Room: ONLINE

[English Language and Linguistics] The goal of this course is to introduce students to tools in RStudio to support statistical analysis and data processing of research projects focusing on human language. Data visualization via ggplot2, data organization and processing via tidyverse, linear regression, and text mining using tidytext will be the main topics. All data sets used for instruction will be drawn from linguistic sources (e.g. phonetics, phonology, syntax, texts/corpus, etc.) and each student will pursue a research project of their own design.

Advanced Second Language Acquisition, English 715

Cho, Jacee

TuTh 4:00 PM - 5:15 PM, Room: ONLINE

Prerequisite: Eng 318 Second Language Acquisition or equivalent

This course continues the introduction to Second Language Acquisition (Eng 318) by focusing on a number of critical issues in SLA from linguistic (generative) and psycholinguistic perspectives. In this course we will discuss findings of recent research in SLA that address questions such as: (1) what is the role of Universal Grammar in L2 acquisition? (2) how does L2 knowledge develop over time? (3) how does abstract linguistic knowledge interact with other cognitive and psychological factors in real-time language performance (production & comprehension)? We will learn how to design various linguistic and psycholinguistic experiments, and you will carry out a research project to investigate second language acquisition within the generative or psycholinguistic theories.

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

Creative Writing: Grad Workshop, English 780

Nguyen, Beth

T 2:25 PM – 5:25 PM, Room: ONLINE

[Creative Writing] This workshop focuses on creative nonfiction, which can include memoirs, personal essays, narrative nonfiction, hybrids, and more. As we discuss the craft of nonfiction we will also talk about intention, context, audience, and concepts of narrative. We will read texts that provide examples of contemporary nonfiction and that include varying perspectives on craft. We will also cover central issues such as ethics, research, and the idea of truth. The workshop will be an unsilenced space, where open dialogue and discussion are encouraged. Creative nonfiction is a burgeoning field and this class will help fiction writers and poets broaden their craft.

Pre-Reqs: Admission to the MFA in creative writing; open to other graduate students by submission of writing sample.

Graduate Fiction Workshop, English 781

Shreve, Porter

M 2:25 PM – 5:25 PM, Room: ONLINE

[Creative Writing] Instructor's Description Not Available.

MFA Thesis, English 785

Creative Writing Faculty by Permission

By arrangement

[Creative Writing] For Creative Writing MFA students only.

Literary Studies Colloquium, English 795

Instructor

[Literary Studies]

Independent Reading, English 799

Faculty Permission

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

Topics in Early Modern Lit: The Global Renaissance, English 804

Bearden, Elizabeth B

Th 4:00 PM - 6:30 PM, Room: ONLINE

[Literary Studies] This course concentrates on global cultural crosscurrents that contributed to literary production in the period of cultural flowering in Western Europe referred to as the Renaissance. Though English literature will provide the core of the readings, the approach is comparative, and students are welcome to read texts in original languages other than English in consultation with me. In this regard, the course is appropriate for students working in areas other than English literature and for anyone who is interested in the history of global exchange. As indicated by Jyotsna Singh, the Global Renaissance "explores both the formation of . . . conceptions of the "global" and the impact of global economic, cultural, religious, and political developments on [European] society and culture during the sixteenth and seventeenth centuries." Social materialist, anthropological, and comparative approaches will be useful models for thinking about the global Renaissance. Adding to this current framework, we will explore how more corporeally-based insights from gender and sexuality, critical race, and disability studies might also help to trace aesthetic and political valences of early modern global literary production as well. The course will include formative Humanist authors such as Petrarch and Erasmus, canonical English authors such as Shakespeare and Marlowe, as well as a wide selection of travel narratives, plays, and poetry by authors that may be new to class members. The course will certainly include transatlantic and Euro-Levantine exchange, but some of the course readings can be adjusted to the geographical areas of interest of class participants as

well, assuming they are within the period under study. Oral presentations (depending on Covid mode of instruction), reading responses, and a 15-20 page research paper will be required.

Surveillance and the Literature of the Eighteenth Century, English 805

Vareschi, Mark

TuTh 11:00 AM – 12:15 PM, Room: ONLINE

[Literary Studies] Following on the 2014 revelations by National Security Agency contractor Edward Snowden that nearly every bit of international and domestic online and voice communication was or could be monitored, saved, and analyzed we have seen an explosion of scholarly and popular writing on surveillance. In this seminar, we will seek to understand the long history of surveillance from the 18th to 21st centuries including its literary representations, and those formations that precede current practices. Primary readings may include works from Aphra Behn, Daniel Defoe, Jonathan Swift, Samuel Richardson, Jeremy Bentham, William Godwin, Jane Austen, and George Orwell. Secondary reading may include work by Michel Foucault, Simone Browne, David Lyon, Ramesh Mallipeddi, Nicholas Mirzoeff and others.

American Literature: Visualizing Race: Pain, Pleasure, Spectatorship, English 817

Bow, Leslie

W 11:00 AM - 1:30 PM, Room: ONLINE

[Literary Studies] How does racial meaning depend upon the visual? This course explores racial embodiment in texts that exploit, revise, or otherwise play with the notion of race as something seen on the surface. Working beyond the visual epistemologies of medical eugenics, colonial surveillance, and spectacle of the 19th and early 20th-centuries, we will engage millennial representations of race particularly as they coalesce around *positive* feeling.

The course is divided into three sections: I. On Being Seen; II. “Posthuman” Racial Things; and III. Racial Abstraction, Racial Latency. Beginning with bell hooks’ “Eating the Other,” will investigate racial difference as it is conceived to be a source of pleasure. How is race part of an “affective economy” (Ahmed), a conduit of aesthetics, eroticism, or communal celebration? Considering the social construction of race, authenticity, and passing, we will first engage issues of human categorization based on visual cues. Analyzing the affective structures underlying stereotyping, caricature, and profiling, we will consider visual representation as injury, harm, or micro-aggression. We will interrogate the liberal imperative to “represent” diversity as well as issues of commodification and fetishism. Finally, we will look at texts that invoke race as a form of abstraction, as disembodied signs. Exploring the notion of racial latency, will look at texts in which racial meaning is not dependent upon the body, but circulates abstractly or through the nonhuman: animals, objects, machines.

In addition to the primary texts such as Kip Fulbeck’s work of portraiture, *Part Asian/100% Hapa* and Monique Truong’s novel, *Bitter in the Mouth*, we will engage performance and studio

art by Yoko Ono, Kara Walker, Nikki S. Lee, and Laurel Nakadate. Reading will be supplemented by independent short film and video such as *Real Indian* and M.I.A.'s "Born Free" as well as other media. Secondary reading will include work by Homi Bhabha, Freud, Kobena Mercer, Judith Butler, Linda Williams, Wendy Brown, Sianne Ngai, Nicolas Mirzoeff, Bill Brown, Bruno Latour, Ian Bogost, and Michael Harris among others.

Course requirements: research paper or weekly posting; discussion-leading; participation.

On Groundlessness, English 822

Fawaz, Ramzi

Tu 1:00 PM – 3:30 PM, Room: ONLINE

[Literary Studies] On Groundlessness In her essay, "Personal Responsibility Under Dictatorship" (1964), the political theorist Hannah Arendt suggested that times of crisis—the rise of a totalitarian government, an economic crash, a pandemic—are often preceded by the moral collapse of a society. She contended these moments reveal that by relying on the idea of a universally shared ethical standard of conduct—by assuming that everyone has been following prescribed rules like not killing, lying, or stealing—we become complacent and ignore all signs of our culture's moral bankruptcy. Rather than lament this state of affairs or seek solace in another set of rules, Arendt argued that true radical democracy seeks only new forms of unpredictable collective action in the face of atrocity. For Arendt, to be groundless is to be free, not in the sense of sovereignty or free will, but in the capacity to invent political associations the world has never seen. We are living in such groundless times. The question is, what do we do about it?

This class will explore critical, cultural, and political theories of groundlessness in the twentieth and twenty-first centuries. We will study Arendt's conception of political freedom as unpredictable collective action; postmodern theories of contingency and fragmentation; deconstruction's commitment to indeterminacy and *différence*; anti-identitarian projects in feminist, queer, transgender, and critical race theories; eco-criticism's decentering of the "human"; and popular Buddhism's description of the existential groundlessness of life. While concepts like contingency, indeterminacy, and anti-essentialism are now so common in critical discourse as to be cliché, most of us still hold fast to our most cherished concepts, identities, ideologies, or frameworks, each providing the illusion of a ground upon which we might base all our inquiries. Questioning such tendencies, we will ask: what kinds of theories refuse to hold fast to seemingly stable, essential or fixed assumptions about their objects and methods of analysis? Why do so many intellectual and political projects of the last hundred years often fall back on totalizing or universalizing claims? Why do claims to certainty and knowability remain seductive despite our supposed commitment to anti-essentialism? And most importantly, how can groundless thinking provide a more labile, and methodologically open relationship to the world's unpredictability? In other words, when the ground beneath our feet crumbles at a touch, rather than grasp at air, how can we learn to fly? Our goal will be to reimagine the role of theory in our current moment of crisis, not as a set of universal standards or stable concepts

that give us false comfort in the face of chaos, but as equipment for living that facilitates an intellectual orientation to surprise, unpredictability, and change necessary for acting in concert.

We will begin by reading Arendt's magnum opus, *The Human Condition*, arguably the most sustained study of political contingency in the history of democratic theory. We will then read widely across a range of "groundless" theorists in varied fields including Stephen Best, Judith Butler, Lucas Crawford, David Getsy, Donna Haraway, Barbara Johnson, Lisa Lowe, Jennifer Nash, Eve Sedgwick, Dariack Scott, Ann Snitow, and Linda Zerilli. Finally, throughout the semester we will engage with an eclectic archive of literature and popular culture that includes: Joanna Russ's lesbian feminist speculative novel *The Female Man* (1974); Yoko Ono's book of imaginary instructions *Grapefruit* (1964); the HBO fantasy television series *Lovecraft Country* (2020); Pema Chodron's bestselling Buddhist self-help book *When Things Fall Apart: Heart Advice for Difficult Times* (1996); Edie Fake's experimental trans* graphic novel *Gaylord Phoenix* (2010); *The Invisible Committee's* radical anarchist manifesto *NOW* (2017); and Jeff VanderMeer's epic science fantasy series *The Southern Reach Trilogy* (2014).

Topics in Lit and Environment: Queer Ecologies, English 825

Ensor, Sarah

TuTh 9:30 AM – 10:45 AM, Room: ONLINE

[Literary Studies] This course traces the contours of a field – queer ecocriticism – and a related ethical practice – queer environmentalism – that at least one prominent queer theorist has deemed impossible, a paradox, a contradiction in terms. And so one way to approach the question of "queer ecologies" is to ask what it means to do the impossible. Another, more modest, way to approach the topic is to ask what happens when things unexpectedly or non-normatively touch – when queer theory touches environmental criticism, when the human meets the animal, when the living caress the dead, when the past resurfaces in the present, when the human body comes into contact with (or becomes constituted by) a toxic environment, etc.

Through close readings of queerly environmental (or ecologically queer) texts, both on their own terms and in conjunction with ongoing theoretical conversations, we will both discuss why queer theory and ecocriticism historically have had trouble meeting, and explore what possibilities emerge when they do. In the course of our conversations, we will consider how queer theory's openness to a range of affects, pleasures, temporalities, and relational forms can help environmentalism refine its own definitions and practices of planetary investment. Along the way, we'll ask questions about the complex relationship between pleasure and restraint, promiscuity and commitment, vulnerability and persistence, liveness and extinction, intimacy and impersonality, strangeness and kinship, immunity and contagion, complicity and resistance, present desires and future needs. How might queer theory's capacity to think beyond norms – beyond the couple form, beyond the nuclear family, beyond reproductive futurity, beyond privatized uses of space – help us to develop an environmentalism (and an ecocriticism) that can similarly extend beyond the bounds by which it is currently defined – and, we might argue, by which it is currently constrained? How might attending to ecological forms

of relation (including questions of social ecology) help us to understand ongoing debates in queer theory anew? And how might the frictional meeting of the two fields cast a new light on terms and topics – embodiment, power, intimacy, temporality, kinship, and care, to name just a few – that have long interested them both?

In addition to engaging the thematic and political relationship between queer theory and ecocriticism, we'll also trace each field's prevailing methodologies, and predominant habits of readerly attention. Together, we'll seek to develop a readerly/critical practice that hybridizes queer theoretical and ecocritical methods, and/or that brings the methods of one field to bear on the objects of the other. What might it mean, for instance, to read environmental damage *reparatively*?

Primary texts may include Rachel Carson's *Silent Spring*; Samuel Delany's *Times Square Red, Times Square Blue*; Jan Zita Grover's *North Enough: AIDS and Other Clear-Cuts*; Kazuo Ishiguro's *Never Let Me Go*; Todd Haynes's *[Safe]*; Werner Herzog's *Grizzly Man*; Brett Story's *The Prison in Twelve Landscapes*; poetry collections by Oliver Baez Bendorf, Franny Choi, Essex Hemphill, Craig Santos Perez, Tommy Pico, Danez Smith, and Brian Teare; David Wojnarowicz photographs and essays; Adele Clarke and Donna Haraway's *Making Kin, Not Population: Reconceiving Generations*; Christina Sharpe's *In the Wake: On Blackness and Being*; and many shorter pieces to be distributed in electronic form. No pre-existing familiarity with either ecocriticism or queer theory is presumed.

Migration and Diaspora, English 829 (formerly listed as ENGL 813)

Amine, Laila

M 10:00 AM – 12:30 PM, Room: ONLINE

[Literary Studies] Through representative writings, this course explores major conceptualizations of migration in the black diaspora in the 20th and 21st centuries. Some authors and protagonists describe themselves as exiles, refugees, expatriates, cosmopolitans, immigrants (legal or illegalized), “obruni” or strangers, as well as members of the lost generation, the African diaspora, and the global south. By examining these labels along with dominant tropes, we will investigate the co-construction of blackness and dislocation. Primary readings cover different histories of migration in the United States, the Caribbean, and West Africa. While we often think of the political and economic pull of migration, literature also uniquely registers affective dimensions. Along with the primary readings, literary criticism will provide some theoretical and methodological foundations for reading narratives of black mobility. We will discuss key notions and arguments raised by Carole Boyce-Davis, Frantz Fanon, Paul Gilroy, Stuart Hall, Simon Gikandi, Edouard Glissant, Yogita Goyal, Achille Mbembe, and José Esteban Muñoz. These selected readings will familiarize students with major voices in African diaspora studies as well as provide models for argumentative writing.

Tentative list of primary texts

Saidiya Hartman – *Lose Your Mother* (Farrar, Straus and Giroux, 2008)

Toni Morrison – *Tar Baby* (Vintage, 2004)
James Baldwin – *Collected Essays* (Library of America, 1998)
William G. Smith – *The Stone Face* (Farrar, Straus and Company, 1963). Out of print, PDF on Canvas
Aimé Césaire – *Notebook of a Return to the Native Land* (Wesleyan University Press, 2001).
Michelle Cliff – *No Telephone to Heaven* (Plume, 1996)
Teju Cole – *Every Day is for the Thief* (Random House, 2015)
Taiye Selasi – *Ghana Must Go* (Penguin books, 2014)
Imbolo Mbue – *Behold the Dreamers* (Random House, 2017)
Other listed required readings in the schedule are made available on the course site on Canvas.

Dissertation Research, English 990

Dissertation Chair by Permission
By Arrangement

Available to post-prelim examination PhD students by faculty 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 PhD Prelims, English 999

Prelim Chair by Permission
Meeting by Arrangement

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. Permission does not presume that prelim chair will serve as dissertation director.
