



Department of English – Graduate Division

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Spring 2022 Graduate Course Descriptions

11/09/2021

Structure of English, English 314

Huynh, Juliet

MWF 09:55 AM - 10:45 AM, 2637 Humanities

[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.

Language, Race and Identity, English 319

Purnell, Tom

MWF, 12:05 PM – 12:55, 1111 Humanities

[English Language and Linguistics] (Mixed Grad/Undergrad) Language, Race and Identity--examines the role of language in the social construction of racial identity in the US. Combining research and theory from anthropology, biology, psychology, sociology, and linguistics, this course emphasizes the important relations between language, culture, and our genetic endowment specific to humans.

Essential Questions

How is language related to race through biology and culture?

How can we use formal linguistic, biological and cultural evidence to appraise any relationships?

To what extent do language rules of groups constrain our linguistic expression of racial identity?

How do speakers of ethnically-affiliated dialects of American English signal locality and translocality in their speech.

Child Language, English 320

Cho, Jacee

TR, 2:30 PM -3:45 PM, 2637 Humanities

Prerequisite: Sophomore standing

*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 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.

English Syntax, English 514

Wanner, Anja

TR, 11:00 AM -12:15 PM, L150 Education

[English Language and Linguistics] (Mixed Grad/Undergrad) In this class we will apply the framework of Generative Grammar to the analysis of sentences in English. You will learn to identify complex syntactic constructions in a sentence and give visual representations ('tree diagrams') of their structures. The type of constructions and the theoretical concepts that we will discuss goes well beyond the material from English 314 (The Structure of English). Every student will become the expert for one particular construction (such as the relative clause, the resultative construction, the subjunctive, or the imperative) and will compare and evaluate two different approaches to that particular construction. Tree diagrams will get fairly complex in this class, but what really makes this an advanced class is the focus on the ability to construct a syntactic argument: What makes a construction interesting/challenging from a linguistic perspective? Why is one analysis better than another? What are problems that remain unsolved? This class makes use of a textbook and is organized around weekly homework assignments. Assessments include a take-home midterm exam, an open-book final exam, an in-class presentation, and, for graduate students, a literature review.

Old English, English 520

Zweck, Jordan

TR, 9:30 AM -10:45 AM, 4208 H.C. White Hall

[Literary Studies] (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. Assignments will include regular translation exercises, quizzes, and exams. No previous experience with Old English or other languages is required.

This course is open to undergraduate and graduate students.

Perspectives on Literacy, English 702

Lagman, Eileen

M, 09:00 AM -11:30 AM, 7105 H.C. White Hall

[Composition and Rhetoric] This course will explore various perspectives on literacy research. We'll ask: what do we mean when we talk about literacy? How do we research literacy? And how are methods and frameworks from literacy studies productive for research in writing, rhetoric, and related fields? We'll read core texts in literacy studies to trace its development as a distinct area of research. We'll also engage with texts from additional disciplines, including literary studies, education, information studies, and anthropology, to examine the boundaries of literacy studies and trace its limitations and possibilities. Finally, we'll think about the future of literacy studies by examining research drawing on such approaches as materialism, embodiment and affect. Course readings may include works from Deborah Brandt, Catherine Prendergast, Amy Wan, Anne Haas Dyson, Paul Prior, Candace Epps-Robertson, Suresh Canagarajah, Harvey Graff, Brian Street, Nathan Snaza, Evan Watkins, Marcia Farr, and Kevin M. Leander and Christian Ehret.

Community Engaged Scholarship and Praxis, English 706

Druschke, Caroline Gottschalk

W, 09:00 AM -11:30 AM, 7105 H.C. White Hall

Topic: Community Engaged Scholarship and Praxis. This graduate seminar will offer students an introduction to community engaged research, pedagogy, and praxis that connects learning and doing. We will both practice and critique "The Wisconsin Idea" and the university's land grant history and mission. We will explore the productive possibilities and potential harm that come from university engagement in local communities. We will learn best practices for ethical engagement and consider available university resources for developing off-campus

relationships and supporting community projects. Finally, we will work together to find ways to appropriately support a community-driven effort.

Advanced English Phonology, English 709

Purnell, Tom

MWF, 09:55 AM -10:45 AM, 7109 H.C. White Hall

[English Language and Linguistics] (XL: 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.

Essential Questions:

How are the sounds human use to communicate best modeled as static and non-static objects?

To what extent are the sounds that we hear modified by predictable processes?

How do we model the processes modifying sounds?

Learning Outcomes:

- Upon successful completion of this course, enrolled students should demonstrate the following behaviors.
- Illustrate phonological concepts covered in class using data from a wide range of languages and language families.
- Remember, understand and apply advanced phonological concepts covered by class material.
- Draw on a sound grasp of linguistic methodology to appraise the extant research claims within the field of phonology.
- Adapt principles to new data, solving problems posed by the data
- Communicate complex ideas in a clear and understandable writing style in alignment with the course writing rubric.

Advanced Second Language Acquisition, English 715

Cho, Jacee

TuThu, 8:00 AM – 9:15 AM, 7105 H.C. White Hall

[English Language & Linguistics] (Graduate)

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.

Adv Theatre Hist-1700-Pres, English 732

Trotter, Mary

T, 2:30 PM - 5:30 PM, 2261 Humanities

[Interdisciplinary Theatre Studies] This course offers graduate students of theatre history the opportunity to acquaint themselves with some of the significant contributions to the art of theatre from around 1700 to the latter 20th century. Along with discussing the aesthetics of theatre during this time period, we will also consider each theatre movement's dynamic interaction within a particular cultural milieu, allowing us to think about matters like theatre's relationship to its community/nation/state; transnationalism in performance; science and technology's role in theatrical production and invention; and the varied ways in which theatres have cultivated (and been cultivated by) audiences along gender, class, race, and political lines. In addition to studying theatre history, we will also note issues surrounding theatre historiography, analyzing different approaches to writing about theatre, and considering ways to apply different historiographic methodologies to our own research. Please note that this is a fast-moving survey, intended for students wishing to build up a larger overview of the theatrical past.

Graduate Poetry Workshop, English 782

Chatti. Leila

[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.

MFA Thesis, English 785

Creative Writing Faculty by Permission

[Creative Writing] For Creative Writing MFA students only.

Literary Studies Colloquium for Credit, English 795

Foys, Martin

Meeting Places as Announced

This semester, the literary studies graduate program continues running its pilot program that allows students to gain 1-credit per term up to six times (for a max of 6 credits) for their

participation in current departmental colloquia: the six relevant colloquia are Medieval, LEAR (Renaissance), The Modernity Group (Mid Mod/18-19thc Anglophone), Americanist Colloquium (includes African American and ethnic studies), Modernism Modernity Colloquium (MMC), and the Postcolonial Colloquium. Goals of the program:

- Build community especially across cohorts
- Intensify intellectual energy
- Allow students to gain credit for intellectual and community-building work relevant to their professional and intellectual development
- Encourage students to build innovative methodological and pedagogical approaches to their fields

Independent Reading, English 799

Faculty by Permission

By arrangement

Independent study with faculty member by permission. Requires submission of 799 approval form when course taken in lieu of required class. Contact Graduate Division for more information.

Women and War, 1642-1660, English 804 Sec 001

Britland, Karen

R, 4:00 PM - 6:30 PM, L159 Education

[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 parliamentarian 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 long poem, *Order and Disorder*. 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

Shakespeare, Sort of, English 804 Sec 002

Calhoun, Joshua

T, 1:00 PM -3:30 PM, 7109 H.C. White Hall

[Literary Studies] As 2022 approaches, scholarly institutions around the world are busily preparing events, books, and exhibits to celebrate the 400th anniversary of Shakespeare's First Folio (1623). Such celebrations will echo the 2016 "deathiversary" of Shakespeare and its nationwide exhibits of "First Folio! The Book That Made Shakespeare." It might be fitting, then, to offer a course that explores the authentic brilliance of Shakespeare's First Folio, but this is not that course. Instead, this course will revel in much of the supposedly inauthentic Shakespeareana that has long swirled around Shakespeare and his printed works. Throughout the course we will consider forgeries and fakes, misguided biographies, media piracy, authorship debates, and historical fiction. Pericles, though shunned by the Folio, will be worthy of our attention. So too will be Dryden's attempts to fix Shakespeare's plays; modern directors' adaptations for stage and film; and YA authors' reimaginings of Shakespeare's plots and characters. Questions about literary authenticity, literary style, artistic license, and originality will be at the heart of the course. If our approach flirts with bardoclasm, it is purposeful: acknowledging the cultural institution that Shakespeare has become and exploring divergences from the official tradition will allow new kinds of conversations about representation and reality as we look ahead to 2023.

Logistics: Public Humanities will be a topic of emphasis throughout this course. Course grades will be based on a combination of participation, short written responses (including public-facing writing), research exercises in various University archives, in-class presentations, and a seminar paper or project (17-22 pages). Students not specializing in early modern literature are welcomed and encouraged to explore their own areas of interest in conversation with the course theme. Note that some class meetings will take place in Memorial Library's Special Collections and other University archives. Many of the course readings will be freely available in digital formats, but one book students should purchase and begin reading before the first class meeting is *What's the Worst Thing You Can Do to Shakespeare?* (Burt & Yates; ISBN 9781137270498)

Black Life and Thought in the Eighteenth Century, English 805

Huang, Kristina

W, 1:00 PM - 3:30 PM, 7109 H.C. White Hall

[Literary Studies] In this graduate seminar, we will think with works (scholarly and creative) generated around Black life in the eighteenth-century, English-speaking world. This course is structured in three parts. First, we'll study published works by eighteenth-century, African diasporic authors whose writings overlapped with, but are irreducible to, national literary cultures. Second, we'll attend to space(s) of the slave ship and the production of diasporic life in the eighteenth century. Through the slave ship as a site of analysis (as theorized by Paul Gilroy,

Stephanie Smallwood, among others), we will survey various contexts, archival materials, and methodological approaches produced by historians of eighteenth-century, African diasporic life. Third, we'll examine historical constructions of Blackness through arguments raised by Kim Hall, Cedric Robinson, Sylvia Wynter, and Frantz Fanon. This course braids scholarly, creative, and popular writings together: throughout the semester, we will turn to creative works in noticing Black life ("black Atlantic livingness," as Katherine McKittrick puts it) that cannot be contained by analytic frameworks of the past that normalize the ongoing violence of colonialism, racism, and imperialism (Lisa Lowe). Among the writers mentioned here, other writers we'll think with may include Quobna Ottobah Cugoana, Olaudah Equiano, Phillis Wheatley Peters, C.L.R. James, Lorena Gale, Gretchen Gerzina, and Paterson Joseph.

Black and Latinx in Literature and Visual Culture, English 816 Sec. 001

Delgadillo, Theresa Ann

MW, 11:40 AM -12:55 PM, 7105 H.C. White Hall

[Literary Studies] Chicanxs and Latinxs are frequently imagined in ways that erase the history, presence, and influence of African-descended peoples within these groups. However, this anti-Blackness does not go unanswered in Chicane and Latinx cultural production. In this course we will study literature and visual culture that takes up Black Latinx experience and/or that comparatively explores the African American and Latinx convergences in literature and film, exploring a rich vein of thought and representation in U.S. literatures that is often more transamerican than American, frequently grapples with varied conceptions and histories of race throughout the Americas, and troubles borders (of genre; of nation; of race, ethnicity, and gender). The course will engage with readings on racial paradigms in the Americas, paying attention to the differences between US and Latin American contexts, as well readings on decoloniality, intersectional feminisms, borderlands, and diaspora. Secondary readings may include Gilroy, Sharpe, Anzaldúa, Pérez-Torres, Saldívar, Rivera-Rideau, Aparicio. Primary texts will primarily be fiction and memoir and may include Grillo, Diaz, Cepeda, Thomas, Moreno Vega, Cisneros, Alvarez, Gaspar de Alba but will also include documentary film and some poetry selections. Readings in literary and cultural criticism Students will actively participate in seminar discussions, lead one seminar discussion, and complete a final research project on a topic related to course topic.

Ethnic and Multicultural Lit, Black Sound Systems, English 816 Sec. 002

Fecu, Yanie

R, 10:00 AM -12:30 PM, 7105 H.C. White Hall

[Literary Studies] This seminar explores the interplay between Black diasporic literatures and music as they circulate within the U.S. and the Caribbean. We will examine novels, poetry, albums, and documentaries alongside the emergence and influence of different musical traditions and new sound technologies throughout the twentieth and twenty-first centuries. This course considers the contours of the interdisciplinary field of sound studies, where race and ethnicity continue to have limited purchase. Primary readings are likely to include works

from authors and artists such as Claudia Rankine, James Weldon Johnson, Beyoncé, Paule Marshall, Gwendolyn Brooks, Kamau Brathwaite, Nalo Hopkinson, and Janelle Monáe. We will ground our examinations with criticism from scholars such as Daphne Brooks, Alexander Weheliye, Emily J. Lordi, Jennifer Lynn Stoeber, Nina Sun Eidsheim, and others.

Dissertation Research, English 990

Dissertation Chair by Permission

Meeting by Arrangement

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, English 999

Graduate Faculty in English by Permission

Meeting by Arrangement

Variable credit course. Utilized when major course work has been completed and student is preparing for prelims.
