



## Department of English – Graduate Division

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Telephone: (608) 263-3751 Fax: (608) 263-3709 english@wisc.edu www.english.wisc.edu  
7195 H Helen C. White Hall 600 N. Park Street Madison, WI 53706

### Spring 2017 Graduate Course Descriptions

#### **Eng 314, Structure of English**

Anja Wanner

MWF 12:05 PM – 12:55 PM, RM B215 Van Vleck

[English Language and Linguistics] [Graduate/Undergraduate Course] In this course we 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 we aim at making 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 target specific functions (e.g., passivization, question formation, focalization). One of the main points will be to develop an understanding of the relationship between word order, structure, and meaning in English. In a group project of your choice you will have the opportunity to explore a common myth about language, such as the belief that babies acquire language by imitation or that English spelling is "kattastroffik". The methods of analysis you acquire 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.

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#### **Eng 315, English Phonology**

Eric Raimy

MWF 11:00 AM – 11:50 AM, RM L185 Education

[English Language and Linguistics] [Graduate/Undergraduate Course] This course offers an introduction to the sound system of English, including phonetics and elementary phonology. Topics include articulatory phonetic descriptions of consonants and vowels, classical phonemic theory, the nature of phonological processes, linguistic change and the acquisition of phonological systems. By the end of the course, students should be able to describe and transcribe speech sounds of English, recognize and describe phonemic and phono tactic patterns and account for basic phonological processes.

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

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**Eng 420, Topics in ELL: Universal Grammar and Child Language Acquisition**

Jacee Cho

TR 9:30 AM – 10:45 AM, RM 4281 HC White

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to the linguistic study of child language acquisition. Children attain adult-like linguistic knowledge by the age of 5-6 without any explicit instruction or correction from their caregivers. In this course, we will examine the properties of the human mind that make language so easily accessible to all normally developing children and discuss evidence for the claim that children are born with built-in universal linguistic principles (Universal Grammar) that constrain language acquisition. We will discuss experimental methods on child language acquisition. We will cover child first language/monolingual acquisition as well as child bilingual acquisition (children acquiring two languages simultaneously). We will also discuss language development of blind children, children with autism, and children with SLI (specific language impairment). All reading materials will be available electronically on the course website.

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**English 514, English Syntax**

Anja Wanner

TR 11:00 AM – 12:15 PM, RM 4208 H.C. White

[English Language and Linguistics] In this mixed grad-undergrad 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, 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 in linguistics 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.

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**English 703, Research Methods in Composition-Rhetoric Studies**

Morris Young

F 10:00 AM – 12:30 PM, RM 7105 HC White

[Composition and Rhetoric] This course will be a survey introduction to historical and qualitative methods of inquiry in the field of composition and rhetoric. We will read broadly to understand the research traditions and innovations in the field as studies of writing, rhetoric, and literacy have evolved to examine the use of writing in a variety of cultural contexts, the transformation of communication technologies, and to ask a fundamental question: how does writing/rhetoric/literacy work and for what purposes?

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**Eng 706, Writing, Healing and the Body**

Kate Vieira

W 10:15 AM -12:45PM, RM 7105 HC WHITE

[Composition and Rhetoric] Recent popular and scientific literature has claimed that writing can heal emotional and physical trauma. But under what conditions? for whom? and how?

In this course, we will first explore the possibility that writing has the potential to heal because, as writing studies scholars have shown, it is embodied. That is, writing issues from bodies, sometimes causing them pain (Van Ittersum and Hensley Owens), sometimes measuring "disabled" bodies against social constructed literate norms (Miller); sometimes with physical movement that shapes meaning (Haas and Witte); and often with differential rhetorical effects based on writers' race, gender, class (Ashanti Young). But how might the embodied nature of writing promote healing (and might other embodied practices also help us write?)? To grapple with this question, in the second part of the class we will read a range of texts in neuroscience (Flaherty; Davidson), psychology (Pennebaker and Evans), kinesiology (Todd), neurology (Wilson); and cognitive science and philosophy (Varela, Thompson, and Rosch). Finally, in the third part of the class, students will focus on a small-scale field project exploring the potential and limits of writing to heal.

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**Eng 709 – Advanced English Phonology**

Eric Raimy

MWF 11:00 AM – 11:50 AM, RM 7105 HC WHITE

[English Language and Linguistics] This course develops segmental and syllabic analyses of English along with morphophonemic alternations. As part of these analyses, the role distinctive features and other specialized representations in accounting for the sound pattern of English will be identified. Focusing on English provides a vehicle for creating specific detailed analyses for reasonably well-understood phenomena. Developing comparative analyses of languages other than English is encouraged in the research based term project. Both qualitative and quantitative approaches are encouraged.

Prerequisite: Eng 315 or instructor's consent.

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**Eng 715 Advanced SLA**

Jacee Cho

TR 1:00 PM – 2:15 PM, RM 7109 WHITE

This course continues the introduction to SLA (Eng 318) by focusing on a number of critical issues in SLA from linguistic, psycholinguistic, and cognitive 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, psycholinguistic, or cognitive theories. All reading materials will be available electronically on the course website.

Prerequisite: Eng 318 SLA or equivalent

### **English 731 Advanced Research in Theatre History, 500 BCE to 1700**

Mary Trotter

TR 9:15 am – 10:30 am, RM 7105 WHITE

[Cross-listed with Theatre and Drama] This course surveys a number of significant theatre traditions from the ancient to the early modern periods. While this course emphasizes historical staging practices (acting style, design, economics, celebrity, censorship, etc.), we also will discuss dramatic structure and genre, historical theorizations of theatre and performance, and theatre's cultural roles and relation to ritual or other performance practices.

Subjects to be covered include Medieval European Theatre, Sanskrit Drama, Spain's Golden Age, Early Modern English Theatre, Bunraku and Noh Theatre, 17<sup>th</sup> Century France, Restoration England, Latin American theatre before 1700, and ancient Greek and Roman theatre.

Students will write a research paper on a subject of their choosing relevant to the scope of the course, give a class presentation, and complete a few very short projects. Along with our study of historical periods we will also reflect on the nature of historiography generally, and the unique challenges concomitant with studying and writing about the theatrical past.

**This class welcomes students from all departments who are interested in studying theatre and performance history.**

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### **Eng 737, Feminist Disability Studies**

Ellen Samuels

R 12:30 PM – 3:00 PM, RM 7105 WHITE

[Literary Studies] [Cross-listed with Gender & Women's Studies] This course will explore a broad range of contemporary feminist and queer disability writings with a focus on literary texts and concerns. We will consider how bodyminds, embodiment, neurodiversity, and capacity/debility are figured and configured in intersection with race, gender, sexuality, nation, and citizenship. Texts assigned will include Alison Kafer, *Feminist Queer Crip*; Nirmala Erelles, *Disability and Difference in Global Context*; Rosemarie Garland-Thomson, *Extraordinary Bodies*; Cynthia Wu, *Chang and Eng Reconnected*; Robert McRuer, *Crip Theory*; Margaret Price, *Mad at School*; Eunjung Kim, *Curative Violence*; Julie Avril Minich, *Accessible Citizenship*; as well as short writings by Carrie Sandahl, Eli Clare, Sami Schalk, Jasbir Puar, Susan Wendell, Aurora Levins Morales, the *Sins Invalid* Collective, and many others.

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### **English 782, Graduate Poetry Workshop**

Jesse Lee Kercheval

M 7:00 PM – 9:00 PM, RM 7109 WHITE

[Creative Writing] Graduate level poetry workshop for MFA creative writing students. Open to other graduate students by submission of writing sample. Students write poems, critique the work of fellow students and read contemporary poetry. Admission to the MFA in creative writing or permission of director of creative writing.

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## **English 799, Independent Study**

By consent of English graduate advisor and instructor. When taken in lieu of a regular classroom course to fulfill a major requirement, student and instructor must submit 799 approval form before authorization.

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## **English 804, Book Ecology: Then to Now, There to Here**

Josh Calhoun

T 10:45 AM – 1:15 PM, RM 7105 HC WHITE

[Literary Studies] In this course, we will explore the nature of books and the times and biomes that they inhabit. The subtitle of the course gestures toward the challenges of assigning a book to a particular time and place (and vice versa). Students will be encouraged to think broadly about media and/as matter across a range of spacetimes, but course readings will focus on texts first created in sixteenth- and seventeenth-century England. Primary readings may include works by Aristotle, Lucretius (Lucy Hutchinson trans.), George Gascoigne, William Shakespeare, Mary Sidney, John Donne, George Hebert, and Henry Vaughan, among others. Secondary readings will include work by Jane Bennett, Mary Crane, Lisa Gitelman, Jonathan Gil Harris, N. Katherine Hayles, Bruno Latour, Vin Nardizzi, Kristen Poole, Michel Serres, and Julian Yates, among other scholars and theorists who are thinking provocatively about spacetime, ecology, mediation, presentism, and material culture. Course grades will be based on participation as well as short response papers, one in-class presentation, attendance and presentation at a special one-day symposium on a Saturday late in the semester (in tandem with Prof. Lynn Keller's graduate course), and a final paper (approx. 15-20 pages). For the final paper, students not specializing in Early Modern literature are welcomed and encouraged to explore book ecology in other areas of interest. Note that this class will often meet in Memorial Library's Special Collections; by the end of the course, students will have a basic toolkit they can use to do archival research in any area of interest.

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## **English 811, American Environments**

Jeffrey Steele

MW 1:00 PM – 2:15 PM, RM 7109 HC WHITE

[Literary Studies] Building on a foundation of spatial, cultural, and affect theories, this course will look at the simultaneous emergence in the 19th and early 20th centuries of American nature writing and urban writing. In the major periodicals of the day, regional writers such as Sarah Orne Jewett and Mary Wilkins Freeman, were published alongside urban authors such as William Dean Howells. Thus, the idea of "environment" had multiple referents. If Henri Lefebvre is correct in his assertion that the concept of "nature" was an urban invention, then the connection between the imagination of urban and non-urban spaces is closer than previously imagined. Urban dwellers needed conceptions of nature and wilderness areas as antidotes to urban crowding. In addition to focusing on representations of the city, it is likely the course will also consider some of the more remarkable portraits of 'nature' in early 20th-century writing, such as Ellen Glasgow's vivid sketches of rural Virginia in *Barren Ground* and Mary Austin's portraits of Death Valley in her short stories. The course will have a strong theoretical component that relates the concept of "environment" to imagined places, ideological climates, affective zones, and public feelings. The title, of course, pays homage to Don DeLillo's *White Noise*, where Jack Gladney teaches in the department of American Environments.

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### **English 813, Enchanting Modern: African Literature, African State**

Teju Olaniyan

T, 3:00 PM to 5:30 PM, RM 487 VAN HISE

[Literary Studies] In this course, we will bring into systematic interaction three composite entities that are traditionally the objects of different study areas and therefore are studied together rarely or only perfunctorily: contemporary African literature, the postcolonial African political state, and the larger global modern context that subtends the two. African literature is renowned for its “highly charged political character.” We will historicize this settled knowledge by exploring the evolution of the literary tradition’s fixation with macro-political state matters. We will also pay close attention to the postcolonial state and its transformations, to understand why it attracts such absorbed scrutiny, especially of the oppositional kind. The literature and the state, we will learn, are really intimate siblings of the same parent, the global modern. We will study this modernity and its particular inflections in the African context. Our course goal is to have a better grasp of not just Africa’s literary history but also a political history of its literature, and a literary-cultural history of its politics. Some of the literary texts we will study include Chinua Achebe’s *A Man of the People*, Sembene Ousmane’s *Xala*, Tahar Ben Jelloun’s *Corruption*, Lynn Nottage’s *Ruined*, Nawal El Saadawi’s *Memoirs from the Women’s Prison*, Ngugi wa Thiong’o’s, *Devil on the Cross*, and Teju Cole’s *Every Day is for the Thief* and *Open City*. In addition to literature, we will incorporate film, music, and cartoons, as well as scholarship from literary theory, history, political science, philosophy, and sociology.

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### **English 820, Recent North American Poetry and Ecocriticism**

Lynn Keller

M 10:00 AM – 12:30 PM, RM 7105 HC WHITE

[Literary Studies] We will begin the course by reading criticism and poetry that allow us to consider received ideas of wilderness, nature, and the human relation to or place in the natural world, particularly as they come to us through the traditions of Romantic nature writing and the pastoral. Most of the course, however, will focus on more experimental poetics and on recent work (mostly from the 21<sup>st</sup> century) that treats environmental challenges of the Anthropocene, such as climate change, various kinds of environmental degradation and toxification, urban nature, mass extinction, eco-apocalypticism, environmental justice issues, and issues of hope and survival. We will read major environmental critics and theorists from Lawrence Buell to Timothy Morton, from Ursula Heise to Catriona Sandilands, Jane Bennett to Stacy Alaimo to Rob Nixon. In addition, we will read volumes (usually, a volume a week) by some of the following poets from the U.S. and Canada:

Gary Snyder, Wendell Berry, Mary Oliver, Dan Beachy-Quick, Joan Naviyuk Kane, Alison Hawthorne Deming, Ed Roberson, Brenda Hillman, Myung Mi Kim, Cole Swensen, Adam Dickinson, Evelyn Reilly, Allison Cobb, Forrest Gander, Sherwin Bitsui, a. rawlings, Juliana Spahr, Christopher Dewdney, Mark Nowak, Joan Retallack, Jonathan Skinner, Rob Halpern, Jorie Graham, Christian Bok, Lisa Robertson, Oni Buchanan, C.S. Giscombe, Bhanu Kapil, Alicia Cohen, Jay Millar. (Obviously, with a continually expanding archive of possible texts, I haven’t yet made up my mind.)

The course assignment structure will include a mini-conference developed in conjunction with another Spring course that involves environmental material, Professor Calhoun’s course on Book Ecology. The conference will be held on a Saturday late in the semester. (Students

enrolled in both courses will present work relevant to one or the other.) Preparing an abstract and a conference paper version of the seminar paper will enable students to get both guided practice in preparing for an academic conference and valuable feedback on the conference version of the 15-20 page seminar paper to be submitted later.

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**English 905, Bad Grammar**

Anja Wanner

R 2:30 PM – 5:00 PM, RM 7109 HC WHITE

[English Language and Linguistics] In this seminar, which is open to graduate students of any linguistic background, we will explore the vexed relationship between descriptive and prescriptive grammar. While the field of linguistics has long rejected prescriptive accounts of language use as irrelevant and damaging, the broader culture is fascinated with such accounts, even if they are brought forward by individuals who openly profess that they have no interest in the structure of language per se. In the spirit of Anne Curzan's suggestion to "engage rather than dismiss" prescriptive voices in public discourses about language, we will discuss different forms of prescriptivism, the history of prescriptive grammar, as well as constructions that have been/are targets of such approaches. Everybody is expected to engage in a research project on a specific linguistic construction that has been singled out as an example of "bad grammar". (This includes classics like not ending a sentence on a preposition and more recent phenomena like the use of singular "their".) You will present your research at an end-of-semester student-organized symposium. Ideally, your work in this class will be the basis for a conference presentation.

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**English 990, Dissertation Research**

Dissertation Advisor or DGS

Taken post-prelim examinations by consent of dissertation advisor.

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**English 999, Reading for Preliminary Exams**

Taken prior to prelims to fulfill enrollment requirements while preparing for prelims. Requires permission of prelim committee chair.