



Department of English – Graduate Division

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Spring 2014 Course Descriptions

Rev. November 7, 2013

Old English, English 320

Zweck, Jordan Leah

MWF, 08:50 AM to 09:40 AM, 4208 WHITE

(Mixed grad and undergrad.) This course is designed to provide students with an introduction to the language, literature, and culture of England before the Norman Conquest of 1066. Because the English language has changed so much since 1100, Old English must be learned as a foreign language. In the first half of the class, we will cover basic pronunciation, grammar, and vocabulary, while doing short translation exercises. In the second half of the semester, we will put the skills you've learned to work, tackling major works of Old English poetry and prose. Because this is a language class, no papers will be required. Instead, there will be regular translation exercises, quizzes, and exams. Open to graduate students as well as undergraduates. No previous experience with Old English is required.

Structure of English, English 324

Cho, Jihyeon Jacee

TR, 11:00 AM to 12:15 PM, 4308 SOC SCI

(Mixed grad and undergrad.) An introduction to linguistic methods of analysis and description of English syntax and morphology.

Intro to the Syntax of English, English 329

Wanner, Anja

TR, 11:00 AM to 12:15 PM, 222 INGRAHAM

(Applied English Linguistics) This class is a twofold extension of "The Structure of English" (English 324): We will combine the analysis of sentences with an in-depth exploration of a particular theoretical framework, the Chomskyan Universal Grammar approach to syntax. The core assumption of generative grammar theory is that an infinite set of syntactically well-formed (grammatical) sentences can be generated on the basis of a finite set of principles, which are universal (valid in every language) and which may not be violated because they are an integral part of the human language faculty. We will contrast this approach with a traditional, more descriptively oriented analysis. Both data and analysis will be more complex than in the basic "Structure of English" course. For instance, we will look at infinitives and invisible subjects (He promised ___ to leave), relative clauses and invisible relative pronouns (the woman ___ I met on the train), resultatives and particle verbs (take in the

information/take the information in), and the interpretation of pronouns. One of the questions to be pursued is why certain structures are acceptable in English, while others - which look very similar on the surface - are not. Each student will write a paper on one particular construction, comparing traditional and generative approaches. There will also be regular graded and ungraded homework assignments. Towards the end of the semester we will discuss the relevance of Universal Grammar to issues in first and second language acquisition.

Textbook: TBA

Prerequisite: English 324 or equivalent.

English Phonology, English 330

Raimy, Eric S

MWF, 09:55 AM to 10:45 AM, 4281 WHITE

(English Language and Linguistics) This course offers an introduction to the sound system of English, including phonetics and elementary phonology. Topics include acoustic phonetics, articulatory phonetic descriptions of consonants and vowels, classic phonemic theory, the nature of phonological processes, linguistic change and the acquisition of phonological systems. By the end of the course, students will be able to describe and transcribe the speech sounds of English, recognize and describe phonemic and phonotactic patterns and account for basic phonological processes. Requirements: Regular homework assignments and three one-hour exams.

Second Language Acquisition, English 333

Cho, Jihyeon Jacee

TR, 04:00 PM to 05:15 PM, 2637 HUMANITIES

[Applied English Linguistics course; mixed grad and undergrad.] An introduction to the systematic study of how people learn ESL and other second languages. An interdisciplinary survey emphasizing research in linguistics, psychology, education, and sociology into the phenomenon of second language acquisition.

Introduction to TESOL Methods, English 334

Arfa, Sandra M.

TR, 01:00 PM to 02:15 PM, 1070 GRAINGER

(Applied English Linguistics) This course is an introductory survey of methods of teaching English as a second or foreign language, with a focus on theory and rationale, and techniques and materials. Emphasis will be on developing your ability to critically evaluate methods and materials, as well as familiarizing you with current issues in the teaching of ESL or other second or foreign languages.

Text: (available at the University Book Store or at Underground Textbooks)

Richards & Renandya (ed.) (2002). *Methodology in Language Teaching*. Cambridge University Press.

Additional readings will be on electronic reserve and assigned throughout the semester.

English in Society, English 336

Young, Richard F.

TR, 02:30 PM to 03:45 PM, B231 VAN VLECK

(English Language and Linguistics; mixed grad/undergrad) The English language is both an object of study in its own right and also a tool that people use to communicate information and to influence the behavior and opinions of others. Although it has been studied for centuries, what we know about the English language is strongly influenced by writing and written language and, because writing and reading are most often done in isolation, many linguistic theories have ignored the social life of language. Yes, language has a social life and, obviously, social interaction does not happen in isolation; it involves people doing things and influencing each other by what they do. To combine the English language and social interaction in a single thought means asking: How does social interaction happen through English? And how does our knowledge of the English language change when we consider it to be primarily a means of social interaction? These are the two questions that we will wrestle with over and over again in this course. If you are interested in language and if you are interested in social relationships, this course will help you develop those interests.

Readings

Young, R. F. (2008). *Language and interaction: An advanced resource book*. London & New York: Routledge. ISBN: 978-0-415-38553-4

A packet of 11 readings

Topics-English Language & Linguistics, English 338

Purnell, Thomas C.

MWF, 11:00 AM to 11:50 AM, 4208 WHITE

Description not available.

Introduction to Composition Studies, English 700

Young, Morris S

F, 10:00 AM to 12:30 PM, 2252A WHITE

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 some of the rhetorical theory—from antiquity through today—that has informed the field of composition and rhetoric and the teaching of writing. We will also read selected works in composition studies that address both 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 writing and rhetoric, whether that is designing a first-year writing course, doing historical and archival work about rhetoric or writing, or understanding the place of composition and rhetoric in and beyond the university.

Required work will include weekly discussion board posts, a couple of shorter writing assignments (5 pp. each), a longer paper (15-20 pp.), and leading the seminar.

Perspectives on Literacy, English 702

Vieira, Kate Elizabeth

T, 01:00 PM to 03:30 PM, 7105 WHITE

What are the consequences of literacy? In their 1963 article, anthropologist Jack Goody and literary critic Ian Watt posed this bold question, touching off debates that would animate literacy studies for decades to come. Along with others, they argued that literacy caused wide cognitive and societal transformations. The New Literacy Studies group countered that literacy is best understood not as technical agent of change, but instead as a context-dependent social practice. Subsequently, scholars have argued that context-dependent views of literacy can limit theorization of literacy's role in larger, macro-social trends. But what, the question remains, are literacy's consequences? This class examines key points in these debates, with the goal of teasing out a nuanced, updated answer to this question. In doing so, we will attend to methodologies for studying literacy, practices of teaching it, and the contemporary social currents that inform it.

Possible texts include work by: Goody, Olson, Street, Gee, Heath, Graff, Scribner and Cole, Brandt, Besnier, Baron, Gutiérrez, Cushman, Royster, Prendergast, Cintrón, Blommaert, Kress, Winn.

Modern Rhetoric (taught as Rhetoric in the Americas), English 705

Olson, Christa

M, 10:00 AM to 12:30 PM, 7105 WHITE

[Composition and Rhetoric course] Beginning from the destructive yet defining moment of colonial encounter, this course frames the modern history of rhetoric from the perspective of the Americas, particularly what we today call Latin America. The course's pan-historiographic approach makes rhetorical history multiple through case studies that track competing rhetorical theories and practices from the conversion strategies of Spanish monks in the 16th century through the continent-wide mobilization of First-Nations/indigenous communities beginning in 1992. Throughout the semester, we will supplement our primary source reading with secondary scholarship from within and beyond rhetorical studies, grappling with the effects and implications that the case studies hold for how we understand both rhetoric and the history of the Americas.

Advanced English Phonology, English 709

Raimy, Eric S

MWF, 12:05 PM to 12:55 PM, 7109 WHITE

This course develops segmental, syllabic and metrical 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 330 or instructor's consent.

Talk as Social Organization, English 710

Maynard, Douglas W.

TR, 02:30 PM to 03:45 PM, 6112 SOC SCI

This course is concerned with the structure and patterning of language and social interaction: how do people talk to one another, and perform social actions of various kinds in everyday life? How does social organization manifest itself in our talking and acting? The main orientation in this course derives from the field of Conversation Analysis (CA). CA is related to Ethnomethodology and we will discuss this influence on the field. This course is both a conceptual and involves "hands-on" work. Usually, we will spend one class session per week discussing reading and other background material along with relevant analytic concepts and strategies, including theoretical considerations. During the other class session, we will work in small groups, listening to audiotapes or watching videotapes and learning how to analyze naturally occurring interaction. Requirements include weekly summaries of a reading, two quizzes, and two exercises. A small paper is also required (usually 5-7 pages) at the end of the semester, the aim of which is to show competence at analyzing conversational and/or embodied interaction.

Advanced Second Language Acquisition, English 715

Young, Richard F.

TR, 08:00 AM to 09:15 AM, 7105 WHITE

Designed for advanced students of second language acquisition and foreign language pedagogy, this course focuses on the social and psychological processes of learning a second language in the classroom. The topic was introduced briefly in English 333, and in this advanced course we will ask and attempt to answer two basic questions: How is talk organized in a second language classroom? And how does the organization of classroom talk affect second language learning? Our approach to answering those questions will be within two contemporary theories: Conversation Analysis and Sociocultural Theory. Students in this course will prepare seminar presentations from the readings, and will design and carry out a research project on the organization of talk in a second or foreign language classroom. Prereq. English 333 or consent of instructor

Readings:

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.

Markee, N. (Ed.). (2004). *Classroom talks*. Special issue of *The Modern Language Journal*, 88(4).

Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Oxford, UK: Blackwell.

Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Organic Poetry in Renaissance England, English 763

Calhoun, Joshua Michael

T, 10:00 AM to 12:30 PM, 7105 WHITE

[English Language and Linguistics] This course will explore poetic texts in Renaissance England as organized bodies of words and as organic bodies of scattered animals, vegetables, and minerals. Throughout the semester we will consider the poet in her or his natural habitat, quill at hand,

negotiating the physical and metaphysical complexities of translating ideas into matter. Understanding the nature of texts in Renaissance England, we will then turn to broader questions about memory and erasure, remembering and dismembering, gathering and scattering. Course readings will include Dante, Petrarch, Shakespeare, Sidney, Wyatt, Surrey, Puttenham, Gascoigne, and Daniel, among others, however the course content should be useful to students interested in book history, media studies, ecology, poetics, and poetic form.

Creative Writing: Graduate Workshop, English 780

Nixon, Robert D

M, 11:00 AM to 12:55 PM, 202 BRADLEY MEMORIAL

This graduate workshop will give students the opportunity to write and read a variety of nonfictional forms, including memoir, lyric essay, public science writing, travel writing, and opinion writing. The class will give us the chance to engage outside readings by leading nonfiction writers as well as workshop essays by members of the class. If you have questions, please contact Ron Kuka (rfkuka@wisc.edu).

For Creative Writing MFA students or by permission of the instructor or MFA advisor after submission of sample manuscript. This will not be considered as a Literary Studies course.

Graduate Poetry Workshop, English 782

Johnson, Amaud Jamaul

M, 03:35 PM to 06:30 PM, 7105 WHITE

For Creative Writing MFA students or by permission of the instructor or MFA advisor after submission of sample manuscript.

MFA Thesis, English 785

Creative Writing Faculty

For Creative Writing MFA students only.

Independent Reading, English 799

Faculty by permission

If taken to meet graduate English course requirements, a 799 Approval Form must be submitted to the Graduate Division for approval by the Director of Graduate Studies. Also used when preparing for Applied English Linguistics comprehensive examination.

Diasporic Poetics, English 822

Yu, Timothy P

W, 10:00 AM to 12:30 PM, 7105 WHITE

[Literary Studies course] The concept of diaspora has assumed increasing prominence in literary and cultural studies. For its proponents, diaspora offers a flexible model of transnational migration and cultural influence that is not bound to restrictive or nationalist notions of race and ethnicity. But some critics express concern that diasporic perspectives may weaken the political and historical framework of nation-based and ethnic-studies scholarship. We will explore these controversies by reading widely in current theories of diaspora, seeking a more robust sense of the concept that bridges the gaps between diasporic, postcolonial, and ethnic-studies perspectives. We will further refine our understanding of

diaspora through a series of case studies drawn from around the Pacific Rim, focusing on poetry and prose by writers of Asian descent working in Canada, the United States, the Philippines, and Australia. The notion of a diasporic “poetics” suggests the way that transnational movements are registered in poetic and narrative forms.

Readings may include critical work by Paul Gilroy, Aihwa Ong, and Jahan Ramazani; poetry by Myung Mi Kim, Theresa Hak Kyung Cha, Fred Wah, Jose Garcia Villa, and Ouyang Yu; and prose by Ruth Ozeki, Junot Diaz, and Tom Cho.

From Work to E-Text: Textuality and Eighteenth-Century Literature, English 842

Vareschi, Mark

R, 10:00 AM to 12:30 PM, 7105 WHITE

[Literary Studies course] This course will consider transformations in the object of analysis in literary studies from work to text to material text to e-text. With recent developments in digital approaches to literary studies the question of what it is we mean when we talk about “the text” or “a text” has become more urgent. While poststructuralism asked us to consider the multiplicities inherent in textuality itself and textual studies has asked us to consider the variability across the same text over time, digital texts and computational approaches to those texts tend to instantiate the text in the singular, without variants.

While not seeking a definitive answer to “what is a text?”, we will approach this question by considering how it has been treated in bibliography, editorial theory, literary theory, e-texts, and more. Our literary examples will be drawn from the British eighteenth century and will be texts whose composition, “lives,” and “afterlives” can hardly be considered stable. This is a course whose literary historical focus will be primarily in the eighteenth century; however, as the theoretical range of the course will be far reaching, it will be useful to students broadly interested in book history, media studies, and digital literatures.

Eighteenth-century texts may include: *The Dunciad* (Pope), *Roxana* (Defoe), *Castle of Otranto* (Walpole), *Tristram Shandy* (Sterne), and *Vathek* (Beckford).

Secondary readings may include texts from: Roland Barthes, Jacques Derrida, W. K. Wimsatt and Monroe Beardsley, G. Thomas Tanselle, D. F. McKenzie, Jerome McGann, Gerard Genette, Margaret Ezell, Joseph Dane, Janine Barchas, Matthew Kirschenbaum, Franco Moretti, and Stephen Ramsay.

The Natural, English 845

Ortiz-Robles, Mario

M, 01:00 PM to 03:30 PM, 7105 WHITE

[Literary Studies course] This seminar will consider the pursuit of the natural as both stylistic credo and thematic constant in the traditional novel. Effortlessly combining ease of execution with social tact, the natural is that vaunted novelistic domain in which social experience is naturalized as formal expression. But if “the natural” is constituted by the way in which it is described, we could also perhaps argue that the conception of the natural as an embodied practice is inseparable from the elaboration of forms of subjectivity that take nature itself as their inspiration. To represent and to espouse the natural as a mode and as an object of social life is, at least implicitly, to propose varying attachments to the multiplicity and plasticity of the natural. We will test this hypothesis in novels by Austen, Balzac, Emily Brontë, Thackeray, Eliot, Zola, Huysmans, Wilde, Hardy, James, and Proust, aided both by key conceptualizations of nature and the natural (Darwin, Nietzsche, Horkheimer-Adorno, Foucault, Soper) and pertinent novel criticism (Forster, Lukács, Barthes, DA Miller).

The English Novel in India, English 868

Dharwadker, Aparna

R, 02:30 PM to 05:00 PM, 7105 WHITE

[Literary Studies course] The “English Novel in India” is a convenient umbrella term for fiction about India produced by British and Indian authors since the late nineteenth century, in colonial, postcolonial, and diasporic contexts that create varying relationships of proximity and distance between author and subject. Rudyard Kipling’s strong biographical connection to India led to pioneering stories and novels (1888-) in which the setting differed qualitatively from the “imagined India” of novels such as Thackeray’s *Vanity Fair* (1848) and Wilkie Collins’ *The Moonstone* (1868). Kipling’s imperialist perspectives were modified in turn by the liberal-humanist positions developed in later British classics such as E. M. Forster’s *A Passage to India* (1924) and Paul Scott’s *The Raj Quartet* (1965-75). As a genre practiced by Indian authors, the novel in English had an unexpectedly early beginning in Bankim Chandra Chatterjee’s *Rajmohan’s Wife* (1864), but gathered momentum only in the 1930s with major works by Mulk Raj Anand (*Untouchable*, 1935) and Raja Rao (*Kanthapura*, 1938). After a half-century of steady proliferation on the subcontinent, since the early 1980s the Indian-English novel has metamorphosed into an entirely new kind of literary commodity due to the catalytic effects of postcolonial migrancy and globalization, most clearly evident in the literary careers of authors such as Salman Rushdie, Anita Desai, Rohinton Mistry, and Amitav Ghosh. At one end of this inherently cross-cultural trajectory stands the novel about India by Western authors connected to India; at the other end, the novel about India by Indian authors connected to the West.

This course will therefore consider some major works of English fiction in relation to the colonial/ist, anticolonial, humanist, postcolonial, and globalized contexts that are relevant to their writing and reception. The novels by Kipling and Forster pose characteristic colonialist tensions between representation and self-representation, while anglophone novels by Indian authors emerge from the complex history of English as a creative medium in India, its relation to the modern Indian languages, and its enabling role in the reciprocal exchanges of intermodernism and cosmopolitanism. We will discuss the aesthetic, sociocultural, and political dimensions of this complex history, and locate the latter within the larger history and theory of the modern novel.

Tentative Reading List

Bankim Chandra Chatterjee, *Rajmohan’s Wife* (1864)

Rudyard Kipling, selections from *Plain Tales from the Hills* (1888)

E.M. Forster, *A Passage to India* (1924)

Mulk Raj Anand, *Untouchable* (1935)

Raja Rao, *Kanthapura* (1938)

R. K. Narayan, *The Guide* (1958)

Salman Rushdie, *Midnight’s Children* (1980)

Anita Desai, *Baumgartner’s Bombay* (1988)

Rohinton Mistry, *A Fine Balance* (1995)

Arundhati Roy, *The God of Small Things* (1997)

Amitav Ghosh, *The Glass Palace* (2000)

Postcolonial Cultural Studies, English 868

Olaniyan, Tejumola

W, 07:00 PM to 09:30 PM, 7105 WHITE

[Literary Studies course] A critical examination of the trans-disciplinary field of postcolonial cultural studies--its rationale, methods, canonical thinkers and critics, and, so far, impact. We will conduct inquiries into the nature of social and cultural conditions that characterize the ex-colonies, the diverse registers in which the conditions are discursively articulated, and the modes, spaces, and politics of their (re)production, circulation and consumption. We will read in and out of selected cultural forms and practices such as literature, history, politics, "theory," music, and film, using them to explore a range of very exciting defining issues of "postcoloniality": history and the (post)colonial, Western imperialism past and present, resistance and the western episteme, indigenous knowledge and its (im)possibility, postcolonial modernity and its antinomies, the postcolonial and the postmodern, the nation and its fragments (gender, genre, class, ethnicity), and internationalism and the demands of the local. In addition to the tentative list of main texts below, we will study selections from scholars and artists such as Stuart Hall, Anne McClintock, Fela Anikulapo-Kuti, Kwame A. Appiah, Chandra Mohanty, Bob Marley, Rey Chow, Walter Rodney, Gayatri C. Spivak, Amina Mama, and A. Mbembe.

Tentative list of main texts, alphabetically by author:

Chinua Achebe, *Arrow of God*Homi Bhabha, *The Location of Theory*Assia Djebar, *Fantasia: An Algerian Cavalcade*Frantz Fanon, *The Wretched of the Earth*Simon Gikandi, *Slavery and the Culture of Taste*Jamaica Kincaid, *A Small Place*Ngugi wa Thiong'O, *Devil on the Cross*Arundhati Roy, *The God of Small Things*Edward W. Said, *Culture and Imperialism*Robert Young, *Postcolonialism: An Historical Introduction*

The Ecology of Vowels, English 906

Purnell, Thomas C.

M, 01:00 PM to 03:30 PM, 7109 WHITE

[Literary Studies course] Vowels are arguably the workhorse of speech; they contain acoustic energy by carrying the pitch of a voice or word, giving a syllable substance, providing speakers with a social identity, and encoding history, etc. This seminar will consider how the environment around a vowel affects how it is produced, perceived, and used in speech and writing. Throughout the semester students will examine environments including articulatory, perceptive, discourse, social and historical instances. We eventually turn to broad questions about communication and the transformation of an essentially acoustic entity to a social and textual one. The content of the course content should be useful to students interested in applied linguistics, theoretical linguistics, sociolinguistics, discourse and language change, among other interests.

Research in English, English 990

Faculty member by permission.

Requires faculty permission. Dissertation advisor permission required.

Independent Reading, English 999

Faculty member by permission.

Independent study/Reading for prelims. Graded S/U. Faculty permission required.
