

Graduate Level Course Descriptions

Spring 2006

324.1 The Structure of English

Asst. Prof. Anja Wanner

TR 11:00 AM - 12:15 PM

6112 Social Sciences

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.

Note: This class will make extensive use of learn@UW. You will need regular access to the internet and a UW e-mail address.

Textbook: Elly van Gelderen (2002): An Introduction to the Grammar of English. Syntactic Arguments and Socio-Historical Background. Amsterdam: John Benjamins.

324.2 The Structure of English

Prof. Richard Young

R 6:30 PM - 9:00 PM

4208 HCW

In this course you will learn to describe how English sentences are constructed and you will develop the skills necessary to analyze sentence structure. In so doing you will use some of tools and methods of modern linguistics.

Describing how English sentences are constructed is not the same as telling people which sentences you consider examples of "good" or "bad" grammar. Rather it is a way of looking inside native speakers' heads in order to find out what they know about the English language that allows them to communicate clearly. What native speakers know about their language is called their "competence." Native speakers' competence includes knowledge about how to pronounce words and sentences (phonology), how to break down a complex word like "supercalifragilisticexpialidocious" into its component parts (morphology), and how to relate words and sentences to their meanings (semantics). In this course we will make only passing mention of phonology, morphology, or semantics; instead we will direct our attention to syntax -- the ways in which sentences are constructed from smaller units called phrases and how sentences are related to each other.

By the end of this course you should have acquired skill in analyzing simple and complex English sentences, and you should be able to explain and justify your analysis to other people. You will also be able to draw tree diagrams and will impress your friends by your confident use of technical syntactic terms like adjunct, complementizer, ellipsis, lexical category, modal, and wh-movement. If by the end of the course you have fallen in love with syntax, then you should nurture the relationship by taking more advanced courses such as English 329 (Introduction to the Syntax of English) and English 708 (Advanced English Syntax).

325 English in Use
Staff

TR 4:00 PM - 5:15 PM

7115 HCW

In this class we explore the functions of language forms in their natural habitat, spoken interaction. For a cross-linguistic perspective, our readings include studies of interaction in diverse languages, and for many analytic assignments, students may use languages other than English. However, in-class exercises concentrate on English data. Grading is based on analytic assignments, class preparation and participation, and exams (midterm and final).

Prerequisites: English 324 or an introductory descriptive linguistics course in another language.

Readings are drawn from recent issues of "Discourse Studies", "TEXT", "Pragmatics", and "Research on Language and Social Interaction".

We will also use chapters selected from-

**Duranti, A. 1997. "Linguistic Anthropology", Cambridge.

Ford, C.E., Fox, B.A., and Thompson, S.A. 2002. "The Language of Turn and Sequence". Oxford.

**Ochs, E, Schegloff, E.A., and Thompson, S.A. 1996. "Interaction and Grammar". Cambridge.

Selting, M. and Couper-Kuhlen, E. 2001. "Studies in Interactional Linguistics". Benjamins.

329 Introduction to the Syntax of English

Asst. Prof. Anja Wanner

8:00 AM - 9:15 AM

4281 HCW

This class is a twofold extension of "The Structure of English" (English 324): We will combine the analysis of complex sentences with an in-depth exploration of a particular theoretical framework, the Chomskyan Universal Grammar approach to syntax. The core assumption of generative grammar is that an infinite set of syntactically well-formed (grammatical) sentences can be generated on the basis of a finite set of universal principles. 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), 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 (such as the relative clause, the imperative, or the passive in English), 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.

Note: This class makes extensive use of learn@UW - you will need regular access to the internet and a UW e-mail address.

Textbook: TBA

Prerequisite: English 324 (or equivalent).

336 English in Society
Prof. Richard Young

M 4:00 AM - 6:30 PM

4281 HCW

Language is one of the most powerful ways in which we attempt to influence others. Whether we realize it or not, the way we use language tells other people a lot about who we are: whether we are cool or dorky, a fan of the Green Bay Packers or the Philadelphia Eagles, a high school student or a graduate student, honest and trustworthy or sly and shifty. And our impressions of other people are based in large part on the way they speak and write.

In this course we explore ways in which the English language is used to create, maintain, and challenge social relationships. We survey the ways in which English varies across the United States, across social classes, and across ethnic groups. We reflect on the prejudices that are associated with different varieties of English, and we consider the role of teachers and schools in creating, maintaining, and challenging prejudice.

We will use two approaches to examine the relationship between English and society: linguistics and conversation analysis. The tools of linguistics involve close analysis of the structure of language, especially its sound patterns, grammatical structures, and the ways in which words are formed, distributed, and used. And in this course we will analyze in detail the ways that formal properties of language connect with what people value about speakers. But the forms of language are neither rigid nor fixed, and just as our impression of a person can change within the space of one conversation, so the ways that language is used in interaction vary from moment to moment. Understanding the dynamics of talk in interaction involves going beyond the traditional concerns of linguistic analysis to the methods of conversation analysis. Both formal linguistics analysis and conversation analysis will be methods that we use in this course.

If we realize that talk is fluid and changing, this understanding helps us to recognize that the identities that we construct for ourselves and in which we cast others are not fixed. We will argue in this course that identities are fragmented and in flux, and that there is a close relationship between identities and the contexts in which they are constructed, and distinguish the contradictions inherent in identities.

Finally, we recognize that language is a means by which powerful people influence our thoughts and behavior. So we explore the application of linguistic knowledge in understanding the powerful influences of politicians and the media in the hope that by understanding how they influence us we can make more lucid life choices.

In this course you will become familiar with the specific structures, features, and discourse patterns of English that have been associated with social interaction. Analysis of specific instances of language in use is central to this course. Prerequisites: 6 credits of introductory English literature.

359 Beowulf
Prof. John Niles

MWF 1:20 PM -

6110 HCW

An intensive study of Beowulf in the original language. Line-by-line translation of the text will be supplemented by discussion of related issues (whether linguistic, thematic, or contextual) as well as by readings in the critical literature relating to the poem. Open to graduate students as well as undergraduates. PREREQUISITE, one semester's study of the Old English language (English 320 or equivalent).

401 Early Modern Witchcraft and Magic (Graduate and Undergrad)

**Prof. Susanne Wofford
Neil Whitehead**

W 1:20 PM - 3:45 PM

122 Ingraham

(Meets with Anthropology and requires consent of instructor for English graduate students)

The course examines witchcraft and shamanic practice world wide and in the context of both urban and rural settings, with special emphasis on the Early Modern period in Europe and the way in which that formed the framework for subsequent and current understandings of native and local practices of curing, killing and prophecy. This approach will be used to examine the nature of witchcraft and shamanism as a spiritual practice marginalized by the burgeoning of the nation state and its colonial empires and actively opposed by militant and evangelical Christianities. For these purposes not only standard anthropological materials but also literary representations and deployments of the idea of "witchcraft" will be relevant, as will the historical and contemporary testimonies of both witches and witch-hunters.

Course requirements: all participants will make regular in class responses to the weekly materials and will be required to lead at least one seminar discussion. Grades will depend on leading off a class discussion (25%), attendance and active participation in the weekly classes (25%) and a final term-paper (50%).

Course materials: The following books, available at the UBS, are required as they will form the basis of our weekly discussion and the term projects; additional materials and supplementary readings will be available in a course packet and through on-line holdings

Syllabus/ Class Readings

1. Course Introduction - Film - Witchcraft Among the Azande
2. Evans-Pritchard - Witchcraft and Magic Among the Azande
3. Ashforth - Madumo - A Man Bewitched
4. Whitehead - Dark Shamans
5. Taussig - Shamanism, Colonialism.... / The Magic of the State
6. Film - Spite
7. Scot - The Discoverie of Witchcraft, James VI of Scotland - Daemonologie
8. Rosen - Witchcraft in England 1558-1618
9. Shakespeare - Macbeth
10. John Dee and the School of Night (guest speaker/readings to be decided)
11. Rowley et al. - The Witch of Edmonton;
12. Jonson - The Masque of Queens, Caryl Churchill - Vinegar Tom
13. Witchcraft in the Colonial World - The Inquisition and the Extirpation of Idolatry N. Griffiths (or) Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico Laura A. Lewis
14. Gallegos - Canaima and/or Dona Barbara Carpentier - The Kingdom of This World
15. Film - The Gospel According to the Papuans

700 Introduction to Composition Studies

Prof. Michael Bernard-Donals

M 1:00 PM - 3:30 PM

7105 HCW

Is there really such a thing as composition studies? And if so, isn't it just the kind of work teachers of writing (as opposed to literature) do? In this course, we'll examine the rise of composition studies as a field through its economy: how did comp-rhet become a field that has little respect in many English department and is seen as a lower-caste stable of teachers; while at the same time it is the engine that feeds English departments, pays for its graduate programs, and staffs the colleges and universities of this country at three times the rate of any other field of English studies?

706 Special Topic in Rhetoric and Composition: Writing Program Administration in the 21st Century Writing Program Administration in the 21st Century
Assoc. Prof. David Fleming F 10:00 AM - 12:30 PM 7105 HCW

Running a writing program, whether it's first-year composition (FYC), writing across the curriculum (WAC), writing in the disciplines (WID), a writing center (WC), or some other entity, has become in less than a generation one of the main career paths of PhDs in composition-rhetoric - so much so that some observers worry that the field's center of gravity has shifted imperceptibly from teaching to the management of teaching. This seminar will look closely at the ways in which our research, teaching, and service intersect with program development and administration in the contemporary university and other institutional sites. We will treat the issue broadly, considering developments in FYC, WAC/WID, and WCs, as well as service learning and community literacy programs, writing majors, and other phenomena loosely associated with writing program administration. The course will be designed to serve not only fairly mundane practical goals, i.e., preparing future writing program administrators, but will also, in the spirit of David Smit's recent *The End of Composition Studies* and Marc Bousquet's *Tenured Bosses and Disposable Teachers*, encourage a critical attitude about just those practical goals. Readings and projects TBA. Interested students can read more about my teaching in general at <http://www.wisc.edu/english/jdfleming> or email me at jdfleming@wisc.edu.

711 Research Methods in Applied Linguistics
Prof. Jane Zuengler TR 9:30 AM - 10:45 AM 7105 HCW

The goal of this course is to introduce you to the research process in applied linguistics. Emphasis will be on helping you understand and critically evaluate language learning/language use research in such journals as *The Modern Language Journal*, *TESOL Quarterly*, and others. You will have an opportunity to read and evaluate some published research in an area of your interest, as well as undertake your own research.

715 Advanced Second Language Acquisition
Prof. Richard Young MW 1:00 PM - 2:15 PM 7109 HCW

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.

Required Texts

Lantolf, J. P. & S. L. Thorne. (In press). *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.

751 Chaucer and the Courtly Tradition

Prof. Sherry Reames

MW 9:30 AM - 10:45 AM

7109 HCW

During the semester we will read most of Chaucer's "courtly" poetry, including Troilus and Criseyde, the Parliament of Fowls, the Legend of Good Women, and the parts of the Canterbury Tales that make the most use of courtly conventions, plus selected works by other medieval authors that help to illuminate the traditions on which Chaucer is drawing -- probably including Boethius's Consolation of Philosophy, the Romance of the Rose, the Lais of Marie de France, Sir Gawain and the Green Knight, and selections from Gower's Confessio Amantis, Malory's Le Morte Darthur, and Christine de Pisan's Book of the City of Ladies. In addition to the literary texts themselves, we will read and discuss a variety of critical essays, chosen to illustrate the major schools of thought on late-medieval courtly literature and its cultural context.

763 Imagining "Science" in Early Modern England

Asst. Prof. Henry Turner

TR 2:30 PM - 3:45 PM

7105 HCW

This course is designed to introduce graduate students to the epistemological traditions concerning nature and technology that flourished in England during the period immediately preceding the so-called Scientific Revolution of the mid-seventeenth century and to the many imaginative forms that contemporaries employed in order to make sense of them. Our purpose will be to chart how intellectual categories inherited from the classical and medieval periods were adapted to new social, political, and institutional conditions and to compare the relative epistemological status of words, numbers, and images as rival systems for generating knowledge about the natural world. The major "literary" forms we will consider will include drama, poetry, dialogue, and the prose essay, although one of our major purposes will be to arrive at an account of how so-called "literary" and "scientific" forms of writing both inform and depart from one another during the period. Topics will include the dissemination of mathematics as a system of representing the terrestrial and celestial worlds; changing cosmologies and senses of metaphysical order; the authority of experience and eye-witness account; the Renaissance preoccupation with the relationship between "nature and art," or between natural processes and effects produced by artificial means; early natural history museums and collections of animal specimens, instruments, and machines; "secret" or occult forms of knowledge such as alchemy, astrology, and natural (white) and necromantic (black) magic; the emergence of the "fact" as a foundational epistemological unit; the space of the laboratory; and the importance of print culture. The reading load will be heavy and distributed equally between "historical" and "literary" texts; our pace will be quick, and emphasis will fall on breadth and comprehensiveness—the course is designed to stimulate dissertation research by introducing a wide range of questions. In addition to the assigned primary and secondary readings (many drawn from historians of science and technology), we will also pursue the implications of early modern paradigms for late modern problems: the uses of rhetoric and philosophies of language; the institutionalization and capitalization of science; the relationship between scientific expertise and the zone of "politics" (whether in the form of the State or the public sphere); theories of the environment and of eco-criticism; philosophies of subjectivity and of the posthuman.

Course requirements: perfect attendance at all seminar meetings; active participation in discussion; research bibliography exercise; short class presentation; abstract and office-consultation over final paper; 25-page final research paper; possible short writing assignments. Enrolled students are encouraged to attend the talks and discussions sponsored by the 2005-06 Mellon / UW Humanities Center Seminar on "Power and Machines in the Early Modern Period" (although doing so is not a requirement of the course).

764 Reinterpreting Genre: Literary Forms and Social Formations

Prof. Heather Dubrow

R 4:00 PM - 6:30 PM

7105 HCW

In studying genre, we will focus on pastoral as one of the most intriguing cases, though other genres such as romance and the masque will be discussed in relation to pastoral and students will be able to write on a range of genres. I chose pastoral because it is the epicenter of many exciting developments in the early modern period: questions about gender appear in intriguing form, political tensions and status/class rankings are negotiated in this genre, Elizabeth often figures in it, questions of form and style are explored, the publication and circulation of pastorals offers instances of the history of the book, and so on. A few samples from our reading list: Shakespeare, *Cymbeline*; Marvell, "Upon Appleton House" and the Mower poems; Wroth, selections from *Urania*; Spenser, Pastorella episode in *FQ* and Shepherdes Calender. As noted below, other readings will be added, including some chosen by individual students in our designer reading discussions.

I am in the process of deciding whether the course should focus on a particular genre, which would probably be pastoral though with considerable attention to its relationship to romance, or include two or three, which would almost definitely be chosen from among pastoral, romance, and the masque. (I have been inviting input on that issue from students interested in the course and would welcome more.) In any event, the texts would be chosen from a range of modes, especially drama and poetry. Most of them would be from the early modern period, but we would include a few from other eras, and students specializing in other periods could incorporate some texts from those periods both in their papers and in the "designer" classes, where participants have a choice among texts. This course is designed both for advanced graduate students specializing in the area and MAs, and the reading list will include a number of texts on the M.A. list.

Like all my classes, this one will emphasize "professionalizing." We will, for example, have a course conference in lieu of seminar papers, and as always we will discuss such issues as preparing an abstract, turning a course paper into a publishable article, and teaching.

771 Intensive Course in English Literature, 1700-1745

Prof. Howard Weinbrot

TR 1:00 PM - 2:15 PM

7109 HCW

This Intensive Course will examine some of the major texts and contexts of the seminal years from 1700-1745. It is designed to help students who plan to work in the late seventeenth century or in eighteenth-century studies, as well as students preparing for their M. A. examinations. We will read selected plays and one of James Thomson's "Seasons." The bulk of the course will concern Alexander Pope and Jonathan Swift. Pope's texts to be read include "The Rape of the Lock," "Windsor Forest," "An Essay on Criticism," "An Epistle to Dr. Arbuthnot," at least one imitation of Horace, and at least portions of the "Dunciad". Swift's texts include *The Battle of the Books*, *A Tale of a Tub*, "Gulliver's Travels," several of his other prose works and poems, and perhaps texts regarding Ireland or the Church of England. I will help you to recreate the intellectual and historical contexts of those works. I will assign various secondary sources as well.

There will be two exercises. One is a review of a scholarly book concerning an author to be read in the course. This will require reading several professional reviews of the book, both to gauge its place in the scholarly pantheon and to begin to determine the art of reviewing. The second exercise will examine a word or a series of words in several eighteenth-century dictionaries and encyclopaedias and draw appropriate inferences. I will ask you to read these in the Department of Special Collections on the seventh floor of Memorial Library. In addition, I will ask you to append a bibliography of a work that interests you, as drawn from the electronic Eighteenth Century Collections on Line (ECCO). Both of these assignments should be sent or given to all students in the class. There also will be a final term paper of about twenty pages.

782 Graduate Poetry Workshop

Prof. Roberta Hill

M 7:00 PM - 9:00 PM

7109 HCW

795 The Later Wittgenstein

Prof. Eric Rothstein

F 10:00 AM - 11:00 AM

7109 HCW

One-credit reading course in the philosophy of the later Wittgenstein. One meeting a week for perhaps twelve weeks, with no papers. Readings will include most of Wittgenstein's "Philosophical Investigations", Part 1 (completed in the mid-1940s, published posthumously 1953); his later "On Certainty"; and his remarks on Sir James Frazer's "The Golden Bough".

799 Independent/Directed Reading
Various

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Requires consent of instructor

821 Joyce, Beckett and Modernity
Assoc. Prof. Richard Begam

TR 11:00 AM - 12:15 PM

7109 HCW

This course will break down into roughly three parts. We will begin by examining a number of theoreticians on the question of modernity and postmodernity. Our readings will most likely include a selection of Nietzsche, Wittgenstein, Rorty, Sellars, Jameson, Lyotard, Eysteinsson, Adorno, Bürger, and Huyssen. We will then consider Joyce and Beckett in light of these theoretical readings, devoting approximately six weeks to Ulysses and six weeks to Molloy, Malone Dies, The Unnamable and Company. Discussions will focus on a number of recent debates in modern studies, including the question of foundationalism (naturalism vs. constructionism), the "great divide" (high culture vs. popular culture), and the "negative dialectic" (aesthetic autonomy and social engagement).

822 20th Century American Literature
Asst. Prof. Victor Bascara

MW 11:00 AM - 12:15 PM

7109 HCW

Just over a century ago, W.E.B. DuBois famously wrote that "the problem of the Twentieth Century is the problem of the color line." In apprehending 20th-Century American Literature, this course examines the modern management of difference at a time of both crisis and opportunity for American culture. In other words, we survey "The American Century" to examine how color and other lines were problematically drawn by the various institutions appointed to that task, from cultural canons to state apparatuses. Therefore, methodologically, this course combines literary and cultural studies with critical legal studies and critical race theory. We examine how form and rhetoric produce, reflect, and, at times, contradict the legal doctrine that was relied upon to address these problems of the 20th century. Our readings constellate three main genres: literary texts, landmark court decisions, and scholarly/theoretical writings. Through this interdisciplinary approach we interrogate and historicize such concepts as the citizen, the subject, the individual, the state, nationalism, gendered racialization, the borders between public and private and foreign and domestic, globalization, and of course, literature, and law. The reading and research to be done through this course will enable us to come to terms with the complex interplay between legal discourse and cultural politics as we analyze controversies that arose and were uneasily settled through legal argument and literary form.

900 Topics in Composition Study
Prof. Martin Nystrand

TR 1:00 PM - 2:15 PM

7105 HCW

Not yet available.

942 Early American Indian Writing

Asst. Prof. Sean Teuton

TR 9:30 AM - 10:45 AM

7109 HCW

This course will serve as an introduction to American Indian literature through the surprisingly large yet underexamined body of early writing by indigenous North American people from the earliest writings in the 1630s to 1887, the year the Allotment Act dissolved collective tribal lands. As early as 1633, when young tribal people began to attend Harvard, American Indians came to value the English language and European genres and rhetorical modes to serve historical, cultural, political, and expressive purposes. While the earliest Indian writing strove to demonstrate the ability of indigenous people to master western "civilization," Native prose soon developed sophisticated arguments in the polished form of sermon, address, and autobiography to assert the humanity of Indian people and expose the brutality of a steadily advancing settler culture. One refreshing discovery in this early literature is the timely, even uncanny tone of Native writers, who craft arguments to defend "people of color" and demand the liberation of Indian nations in the face of demonstrations of immense colonial power such as the 1830 Removal Act to displace Native nations west of the Mississippi. In this manner, early Native writing might well represent a postcolonial literature to rival even the most politically engaged Native literature today. The course will consider the efficacy of human-rights arguments and the pitfalls of tribal nationalism in the writings of early Native intellectuals and activists, as we put such writing in conversation with recent postcolonial theories and American Indian criticism.

In readings from Indian ministers such as Joseph Johnson, Samson Occom, and William Apess, we will investigate the adaptation of Christian language to champion Indian rights. Throughout the course, we will explore the role of early Indian writers as cultural translators of tribal world views between Native and European audiences, such as in the autobiography of Black Hawk, in the work of George Copway and Elias Boudinot, and in the letters of Indian women students at Christian missions. We will explore later writings in the coming Dawes Act of 1887, the disastrous plan to allot collective tribal lands to individuals to enforce the assimilation of Native people into the American mainstream, in reading the first Native novel, by John Rollin Ridge, the history writing of Peter Jones, and the autobiography of Sarah Winnemucca. During the course, we will investigate how Indian writers modify such European literary forms to serve an Indian discourse, at times infusing these forms with oral traditional narrative practices and other indigenous cultural and social ways of knowing.

990 Dissertation Research

Various

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Requires consent of instructor

999 Independent Reading for Ph.D. Candidates

Various

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Requires consent of instructor