



## Department of English – Graduate Division

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### Fall 2009 Course Descriptions

#### **Old English, English 320**

Robertson, Kellie

TR, 9:30 AM to 10:45 AM

This course explores the language, literature, and culture of England before the Norman Conquest of 1066. Primarily designed as an intensive introduction to Old English—the Germanic language spoken by the Anglo-Saxons in Britain from about the middle of the fifth century until around the end of the eleventh century A.D.—the main purpose of the course is to develop a good reading knowledge of Old English as well as to get a sense of the culture that produced the texts we will be reading. After completing this course, students will be prepared to read *Beowulf* and to undertake more advanced studies in early English language and literature in subsequent semesters. Unlike most upper division English courses, this class requires no papers; instead, requirements include numerous quizzes and written exercises; a mid-term and a final exam.

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#### **Structure of English, English 324**

Wanner, Anja

TR, 11:00 AM to 12:15 PM

(Applied English Linguistics) 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" or that it is a system of rules invented by scholars – rather, it is part of every speaker's intuitive knowledge of language. We will aim at making this knowledge visible through linguistic analysis. This course will provide you with basic tools of syntactic and morphological analysis and will enable you to describe and analyze English sentences on your own.

You will learn to classify parts of speech (nouns, verbs, determiners, adverbs etc.) and larger syntactic units (such as noun phrases or verb phrases) 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 specific syntactic constructions (such as passives or relative clauses). 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 you will have the opportunity to explore a common myth about language/grammar, 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 the 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, including online assignments, online quizzes, and podcasts. You will need regular access to the Internet and a UW e-mail address.**

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**English Phonology, English 330**

Raimy, Eric S

MWF, 9:55 AM to 10:45 AM

(Applied English Linguistics) This course introduces students to the sound system of English that underlies the perception and production of vowel and consonant sounds in dialects of English. Focus will be on learning the basic principles of phonetic description (both articulatory and acoustic), of contrastive and non-contrastive distributions in phonology and of how phonetics & phonology relate and interact with each other.

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**English Language Variation in the U.S., English 331**

Raimy, Eric S

MWF, 12:05 PM to 12:55 PM

(Applied English Linguistics) This course provides an introduction to the study of regional and social dialects in contemporary American English. Variation in different parts of English grammar (e.g. syntax, morphology, phonology, phonetics, etc.) based on historical, social & geographic sources will be identified and discussed. Causes of language variation and change, as well as social and educational implications of dialect diversity will also be discussed.

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**Second Language Acquisition, English 333**

Young, Richard F.

TR, 8:00 AM to 9:15 AM

(Applied English Linguistics) This course is a general introduction to scientific research into how people learn a second language. Although the course is designed to be accessible to students from a wide variety of backgrounds, some knowledge of the linguistic structure of English will be assumed.

Second language acquisition, or SLA, is a theoretical and experimental field of study which, like first language acquisition studies, looks at the phenomenon of language development -- in this case the acquisition of a second language. The term "second" includes "foreign" and "third", "fourth" (etc.). Since the early nineteen seventies, SLA researchers have been attempting to describe and explain the behavior and developing systems of children and adults learning a new language. The dominant aim behind this research is to extend our understanding of the complex processes and mechanisms that drive language acquisition. By virtue of the fact that language itself is complex, SLA has become a broadly-based field and it now involves:

Studying the complex pragmatic interactions between learners, and between learners and native speakers

Examining how non-native language ability develops, stabilizes, and undergoes attrition (forgetting, loss)

Carrying out an analysis and interpretation of all aspects of learner language with the help of current linguistic theory

### **English 333 cont...**

Developing theories that are specific to the field of SLA that aim to account for the many facets of non-native language and behavior

Testing hypotheses to explain second language knowledge and behavior

The goal of SLA is to understand how learners learn and it is not the same as research into language teaching. However, applied linguists whose particular interest is in facilitating the language learning process should find ways of interpreting relevant SLA research in ways that will benefit the language teacher. SLA, in this light, should become an essential point of reference for those involved in educational activities as well as researchers looking at how to facilitate the learning process.

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### **Introduction to TESOL Methods, English 334**

Arfa, Sandra M.

TR, 1:00 PM to 2:15 PM

(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)

1. Richards & Renandya (ed.) (2002). *Methodology in Language Teaching*. Cambridge University Press.
  2. Additional readings will be on electronic reserve and assigned throughout the semester.
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### **Gender and Language, English 341**

Ford, Cecilia E.

TR, 9:30 AM to 10:45 AM

(Applied English Linguistics) English 341 is designed for students interested in an open-minded exploration of language and gender. We reflect on beliefs, stereotypes, social class, cross-cultural variety, race, class, personal experiences, sexuality, and explore connections between what we understand as gender and other systems of social expression. In readings, discussions and analytic exercises, we question our taken-for-granted understandings of language and gender, being open to diversity of experience and perspective while also being ready to change our minds.

Final grades are based on the following:

- Weekly written responses to readings and other materials.
- Student presentations from readings.
- Special assignments on Transcription and Analysis
- Midterm and Final Exams
- Attendance and Participation

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**Introduction to Composition and Rhetoric, English 700**

Young, Morris S

T, 11:45 AM to 2:15 PM

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.

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**Writing and Learning: Focus on Genre, English 701**

Brandt, Deborah L.

MW, 1:00 PM to 2:15 PM

Genres have come to be understood as traveling sets of social relations that condition contexts for writing, reading and practical action. Genres are dynamic resources for making discourse work in the world. They can be crusty or emergent, primary, secondary, and really mixed up. Genres are often the grounds upon which writers can make bids to alter social relations and the social worlds in which they write. Developing writers expend a lot of effort in figuring out how genres work and how to inhabit them. This course serves as an introduction to contemporary genre theory, as it pertains to writing, with an emphasis on developmental and sociolinguistic perspectives. We will attend to the protean capacities of textuality to do genre work. We will look at how genre experience is connected to cultural opportunity and expression. A unique aspect of this course is that it will be both a reading and writing course. While we read and learn about genre, we also will experiment with genre as writers. About every third class period will take the form of a writing workshop in which we will write or share writing as a way to explore genre. Readings will tentatively include work by Halliday, Bakhtin, Miller, Besnier, Van Dijk, Dyson, Kachru, Barwashi, others. Enrollment by consent of instructor only.

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**Discourse Analysis, English 710**

Ford, Cecilia E.

F, 1:00 PM to 3:30 PM

(Instructor permission required.) An interdisciplinary approach to interactional aspects of English discourse. Designed for graduate students of English, composition and rhetoric, applied linguistics, linguistics, sociology, education, communicative disorders, communication arts, second language

## English 710 cont...

acquisition and related fields. Provides theoretical and methodological grounding for research on discourse as an interactional phenomenon.

Students must have instructor's consent to enroll.

Goals, Themes, Activities: This course introduces conversation analysis, a craft for analyzing a prevalent form of discourse:

talk-in-interaction. There will be required and recommended readings, but the bulk of our time will be spent analyzing naturally occurring talk, observing and accounting for ways participants in interaction display affiliation, disaffiliation, participation, resistance, and how they achieve "common sense" or intersubjectivity in emergent and provisional ways.

Students collect, transcribe, and analyze interaction (face-to-face and videotaped). Each student creates a highly detailed transcription of at least one minute of interaction, followed by two analytic papers: one on turn taking and another action sequences, including repair and its functions. Analysis, as we will discuss, begins with transcription, and each paper may incorporate and build on a previous one. Everyone is responsible for required readings, but as interests emerge, each of you (individually or in groups, as you choose) will develop a special knowledge of a particular research area. Your final paper is a formal research proposal, including conversation analysis as one of its methods.

Requirements:

- Class participation: Demonstrated engagement with materials and tasks through comments and questions (in class, on the course website and/or during my office hour).
- Group planning and fieldwork including taping, transcribing, and analyzing some span of naturally occurring interaction (i.e., talk that would have taken place whether or not you had planned to record it). At our first class meeting, we will begin planning for data collection
- One option is that we all work on the same data, producing one transcript.
- I strongly recommend that you become familiar with the AV support offered to graduate students at the Digital Media Center (you can do this before our first class meeting. You will be amazed at what is supported there):

[http://www.doit.wisc.edu/new\\_media\\_centers/](http://www.doit.wisc.edu/new_media_centers/)

• Written Assignments:

\* Typed transcription videotaped conversation.

\* A segment from a tape which you have collected with your group. If you have special needs in vision or hearing, please see me to discuss creative options for this assignment.

\*Single-page statement of research theme for final paper.

\*Two four-page (double-spaced) analysis papers, connecting ideas from readings and discussions to observations from your data.

\*Final Paper\*\* (due at last class meeting)

### **Research Methods in Applied Linguistics, English 711**

Young, Richard F.

TR, 1:00 PM to 2:15 PM

This course is designed to prepare graduate students in second language acquisition and other branches of applied linguistics to critically evaluate published research in their field and to design their own research studies. The course will introduce the main concepts of research in applied linguistics and especially in second language acquisition. The course aims to make you comfortable with critically evaluating published reports of both quantitative and qualitative research studies in our field. The methodology of quantitative research, especially the use of inferential statistics, will be the main focus of the second half of the course. If you intend to use statistics in your own research, however, I advise you to take an in-depth and hands-on treatment of statistics in education. Consider taking the series of two courses offered in the Department of Educational Psychology: 760 and 761, Statistical Methods Applied to Education I and II.

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### **Topics in Contemporary English Linguistics, English 713**

Wanner, Anja

TR, 2:30 PM to 3:45 PM

This course offers an intensive research and peer support experience for advanced graduate students (Ph.D. students and advanced M.A. students in English linguistics or related fields in other departments). Students explore and share with one another their chosen areas of interest in linguistics and applied linguistics, with the goals of preparing research proposals and developing research projects and publishable research papers. 713 is student-centered, with input and guidance from the English Linguistics faculty. While the course is required for Ph.D. students in English Language and Linguistics, motivated and engaged students from all related disciplines are invited to join the course: second language acquisition, rhetoric/composition, linguistics, communicative disorders, curriculum and instruction, educational psychology, psychology, sociology, and anthropology. Note that 713 students regularly explore linguistic issues in languages other than English, and interdisciplinarity is celebrated. During our first few meetings, we will develop a friendly but serious seminar environment. Students will choose and commit to a goal for the semester. Goals may include developing research begun in other courses, engaging in a literature review, and/or writing a research paper that supports preparation for a comprehensive examination.

In the spring I'll be teaching English 329 (Introduction to English Syntax, which is a required course in our MA program).

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

## English 713 cont...

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

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## Composition/Critical Theory: "Rhetoric and Ethics After Auschwitz", English 722

Bernard-Donals, Michael F

R, 9:00 AM to 11:30 AM

What is ethics? Is it an investigation of possible courses of action constrained by a definition of "the good?" Is it a description of how such an investigation is doomed to fail, given the contingency of any definition of "the good" we might hold? We'll ask and consider some answers to these and other questions while paying particular attention to the ways in which the discursive material we're mired in -- language -- plays a part in ethics, particularly over the last fifty years.

This course will examine the connection between the rhetorical enterprise and the ethical one in the work of several contemporary theorists of language. Their writing and thinking was shaped by different local circumstances -- the political turmoil surrounding the Soviet revolution, the destruction of European Judaism during the second world war, to name only two -- and they defined an ethical project that has at its heart a recognition of the radical otherness of the human subject, and the responsibility that such an otherness places upon an individual's speech and writing. It is this responsibility -- literally "response ability" -- that connects rhetoric and ethics, and that has profoundly affected theories of language (and of rhetoric in particular) in the last few decades. We'll examine what rhetoric and ethics look like after the catastrophic events of the middle of the last century, and how we're affected by them today. We will do so not only in theoretical terms b

ut also practical ones, through close readings of some seminal theoretical works and also some literary ones of classmembers' choosing.

Principal authors include: Agamben, Aristotle, Badiou, Bakhtin, Levinas, Lyotard, Nancy, Zizek.

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### **Critical Methods in British and American Literature, English 723**

Guyer, Sara

W, 12:45 PM to 3:15 PM

This course introduces graduate students in English to the range of critical approaches that will be essential to their coursework and future research. This is neither an introductory survey nor an historical overview of “theory,” but rather a course in ways of reading and thinking. That said, we will cover a wide range of theories. Our focus will be exclusively on theoretical writing, and students will be expected not only to learn how to “use” particular theories, but also – and more importantly – how to think theoretically about literature. In other words, students will be expected to “read” theory (in the strongest sense of reading, which also will be one of our topics). In addition to extensive readings across theoretical approaches, students also will be expected to become familiar with the field of Literary Studies. Topics may include: ideology, performance and performativity, history, affect, pleasure, rights, mimesis, rhetoric, reading, etc.

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### **From Manuscript to Print: Medieval and Early Modern Histories of the Book, English 753**

Robertson, Kellie

M, 2:30 pm to 5:00 pm

Johannes Gutenberg was recently declared to be the “man of the millennium” by a research team investigating significant paradigm shifts in world history. Gutenberg's invention of the printing press in the fifteenth century was seen to play the pivotal role in the creation of “modernity” and the sweeping social, economic, political and cultural changes that followed in its wake. This course looks at how ideas of reading and writing in Britain change over the course of the medieval to the early modern period. We will explore literacy and reading practices across the centuries by looking at specific acts of literature. These will include Anglo-Saxon poetry in the context of insular scriptoria; urban manuscript production and the editorial tradition of Chaucer's *Canterbury Tales*; as well as Shakespeare and the many varieties of Renaissance print culture.

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### **Sidney's Poetics and Renaissance Prose , English 763**

Witmore, Michael L

T, 9:00 AM to 11:30 AM

In this graduate seminar we will take an extended look at one of the landmark texts in Renaissance literary criticism – Sidney's *Apology for Poetry* – and ask how this writer's ideas about “making” (poiesis) are related to broader debates about literary invention and the theory of literary “kinds” in the period. Moving from theory to practice, we will look at a number of Renaissance prose works – including Sidney's own *Arcadia*, Nashe's *Unfortunate Traveller*, Bacon's *New Atlantis*, travel writings, Behn's *Oroonoko*, Cavendish's *The Blazing World* and Sprat's *History of the Royal Society*. Questions we will deal with in the class include the following: to what extent do the prose styles of individual writers suggest a particular interpretation of the nature of fictional invention and its place in the intellectual, theological and political landscape? What can a theory of “kinds” or genres offer us as critics of the period, and how might such a theory allow us to integrate readings of specific texts broader narratives about the rise of modernity, the division of knowledges, the alliance of book learning with imperial power, and the nascent “expert cultures” of science?

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**Graduate Fiction Workshop, English 781**

Kercheval, Jesse L.  
T, 7:00 PM to 9:00 PM

For MFA students (by very special permission of instructor only)

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**Graduate Poetry Workshop, English 782**

Barry, Amy Quan  
M, 7:00 PM to 9:00 PM

For MFA students (by very special permission of instructor only)

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**Creative Writing Pedagogy, English 783**

Kercheval, Jesse L.  
T, 2:00 PM to 4:00 PM

For MFA students (by very special permission of instructor only)

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**Proseminar Teaching of Writing, English 790,**

Young, Morris S  
Sem. 1, R, 1:00 PM to 2:15 PM  
Sem. 2, R, 2:30 PM to 3:45 PM

English 790 is an eight-week teaching practicum that meets concurrently with the required weekly staff meeting for all teaching assistants who are teaching English 100 for the first time. This practicum is designed to help train instructors during their first semester of teaching 100, but it is also designed to create a comfortable community in which instructors and course administrators can come together and discuss their experiences with teaching. In this course, our first task is to guide new instructors through the course materials, anticipating assignments that they will teach in the weeks to come. We will also read works that are central in the field of composition studies as well as selections from the course texts. While the course administrators are here to provide instruction and guidance, just as importantly, this is a course in which instructors teach each other.

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**Proseminar for the Teaching of Intermediate Writing, English 795**

Bernard-Donals, Michael F  
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This one-credit course, designed for English 201 instructors, is intended to supplement staff meetings, provide support for new and continuing teachers of the course, and to help develop their professional lives as they make their way into the profession. The course will meet eight times during the semester.

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## Directed/Independent Reading, English 799

Various Faculty

By permission of professor. If used in lieu of required course toward degree, a 799 Approval Form must be submitted to Director of Graduate Studies.

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## 20th Century Literature, English 823

Pondrom, Cyrena N.

TR, 2:30 PM to 3:45 PM

This intensive course will address itself to four basic tasks: reading texts by major American modernist poets, considering the basic primary documents of some of the most widely recognized "movements" in modern poetry, reading a small selection of secondary sources on both writers and movements, and considering a few theoretical essays which illuminate modern American poetry. Two central goals of the course will be understanding the nature of modernism in American poetry and gaining a good understanding of poems written by a half dozen significant modernist poets. Among the texts students will read in fall, 2000, will be selections from Pound's *Cantos* (including *Pisan Cantos*); Eliot's *Four Quartets*; H. D.'s *Trilogy*; Williams' *Spring and All* and *Paterson*; *The Bridge* by Hart Crane, and Marianne Moore's *Marriage*, as well as some selected shorter poems by each of these figures. Students may also develop independent projects on poetry by Gertrude Stein, Wallace Stevens, Louis Zukofsky, George Oppen, and e.e. cummings, should those be directions of special interest. Among the movements and special issues treated will be imagism, vorticism, and surrealism, the intersection of some modernist poetry with the visual arts, and the prominent use of legendary and historical figures drawn from frontier and early republican history of the United States. One of the recurring concerns of the class will be modern deployment of the long poem. At appropriate intervals an essay concerning contemporary views of poetry or poetics or a theoretical essay on modernism or modernist poetics will be assigned as outside reading. The class will prepare several graded shorter assignments which contribute to one of its four major tasks rather than a longer research paper.

Two added notes about this graduate intensive: it will seek to respond to the needs students have to prepare for the modernist poetry sections of modern literature, particularly modern American literature doctoral examinations.

### REQUIRED TEXTS

T. S. Eliot /Complete Poems and Plays / \_Faber edition only\_

Ezra Pound /Early Writings/, ed. Ira B. Nadel/ /and /Cantos/

H.D. /Collected Poems 1912-1944/

William Carlos Williams "Spring and All" and /Paterson/

Marianne Moore "Marriage" / /on electronic reserve or /Complete Poems/

Hart Crane "The Bridge" or /Complete Poems/, ed Marc Simon

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### **Modernism and Modernity, English 873**

Friedman, Susan S.

R, 9:00 AM to 11:30 AM

Course Description: This seminar on Modernism and Modernity will examine the field of Modernist Studies today, incorporating a variety of approaches to comparative and global modernisms primarily in English throughout the “long” twentieth century. We will consider different definitional approaches in Modernist Studies, giving consideration to some conventional literary histories of modernism as well as transnational, postcolonial, and world literature frameworks. The link between Modernism and Modernity—reflected in the field’s main journal, *Modernism/Modernity*, with its slash indicating both connection and separation—will be explored, drawing on contemporary cultural theory. The seminar will also examine a range of modernist texts, primarily literary, but possibly some consideration of film and/or the visual arts.

Syllabus: The syllabus is under construction and will be available at some point in June, 2009. Writers being considered for inclusion include Conrad, Joyce, Woolf, HD, Eliot, Forster, Larsen, Hughes, Barnes, Hurston, Lessing, Salih, Cha, Roy. Films under consideration include *Metropolis* and *Modern Times*. Recommended histories of modernism include books by Peter Nicholls; Pericles Lewis; Rita Felski; Bonnie Kime Scott; and Malcolm Bradbury and James McFarlane.

Summer Reading: Students may be advised to do some reading over the summer in preparation for the seminar.

#### **Work Requirements**

- Attendance and active participation in seminar.
- Questions posted on Learn@UW in advance of selected seminar sessions.
- Option of 3 reflection papers (7-8pp) or one seminar paper (c. 20 pages) based on original research.
- Miscellaneous small assignments a possibility.

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### **Seminar in Advanced Literacy Studies, English 900**

Brandt, Deborah L.

M, 3:00 PM to 5:30 PM

Dissertators only and permission of instructor required.

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**Topic: Issues in Multilingualism within Globalization, English 905**

Zuengler, Jane Ellen

W, 1:00 PM to 3:30 PM

In this seminar, we will address the very broad, very timely question of what “multilingualism” and “multilingual contexts” mean in the 21st century. We will endeavor to reach a critical understanding of the nature of, strengths, and issues surrounding multilingualism for individuals and for the specific contexts in which they live, whether here in the U.S. or in other locations around the world. Linguistic and social issues, ideologies attached to specific languages, and whether or not people have access to multilingualism and its implications are some of the themes we will address. Students will lead discussions and choose some of our reading, give a presentation on the topic they will pursue, and write a paper on some aspect of that topic.

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**American Indian Literature in the Civil Rights Era, English 940**

Teuton, Sean

W, 6:00 PM to 8:30 PM

In a 1970 lecture N. Scott Momaday asked this rhetorical question: “Do you see what happens when the imagination is superimposed upon the historical event? It becomes a story. The whole piece becomes more deeply invested with meaning. The terrified Kiowas, when they had regained possession of themselves, did indeed imagine that the falling stars were symbolic of their being and their destiny. They accounted for themselves with reference to that awful memory. They appropriated it, recreated it, fashioned it into an image of themselves—imagined it.” In this moment, Momaday invited Native people to recover their history and culture through imagination and narrative. So began a rebirth in Native American literature to last over a decade.

This course is set in the decade of Red Power, roughly the years 1969-1979, an era of profound change for Native Americans, when they began to awaken politically and to organize across tribe, region, class, gender, and race to imagine an alternative history and identity to champion Indian treaty rights and to reclaim lands. Responding to the Indian movement, American Indian writers, in novel and poetry, drama and address, both support and criticize the ideas and arguments of the era in appeals to Indians and other minorities writing during the Civil Rights Era. From this focus, the course situates the era’s literature and claims within a broader America mired in the Vietnam War and responding to the demands of multiple liberation movements led by women and people of color, whose writings show solidarity but also pose challenges to the Indian movement and its literature.

Placing the era and its literary texts under great critical scrutiny, the course asks: Is the novel adequate to cultural history? Does authorial voice serve or silence the communal? What vision of social change does the New Modernism offer? How do human rights claims serve or undermine liberation movements? Can solidarity across minority groups be achieved without compromise? What are the limits of nationalism? What is the role of imagination in colonial, national, and cultural memory?

This course assumes no prior training in Native American studies. Principal authors may include: Oscar Zeta Acosta, Paula Gunn Allen, Rudolfo Anaya, James Baldwin, Amiri Baraka, Claude Brown, Maria Campbell, Eldridge Cleaver, Rolando Hinojosa-Smith, Maxine Hong Kingston, Joy Kogawa, Audre Lorde, N. Scott Momaday, Tim O’Brien, Simon J. Ortiz, Tomás Rivera, Leslie Marmon Silko, Gerald Vizenor, Kurt Vonnegut, Alice Walker, James Welch, Ray Young Bear, and Malcom X. Throughout the readings the course engages the major theorists and their debates.

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## **Aesthetics and Politics in American Literature [sic], English 942**

Castronovo, Russ

W, 9:30 AM to 12:00 PM

As the fanciful editorial correction to the course title suggests, it might be easier to say what this seminar is not rather than what it is. For starters, it does not aspire to chronological coherence that comes with ideas of period, era, or movement. Next, the designation of “American” seems suspect since we will be scratching our heads over Kant, Adorno, Sartre, and Benjamin. So, too, “literature,” in the eyes of some, might seem a stretch since our readings in propaganda will test categories and criteria of expression. Engagement with visual forms raises further questions about the place and status of literature in this course.

What this course is can better be described as a series of experiments. At times, experiment takes the form of juxtaposition: Kant’s transcendental accord of *sensus communis* alongside Tom Paine’s partisan notion of “common sense”? At other times, the method entails a focus whose criteria look a lot like contingency: why zero in on Langston Hughes and not a different poet? At still other times, the approach requires the flexibility that comes with any leap of faith: how do novels about advertising men and hucksters such as Sinclair Lewis’s *Babbitt* or Jonathan Dee’s *The Liberty Campaign* fit into concerns about the community sense that is the mainstay of both politics and aesthetics? What does it mean to study “flawed” novels such as *The Iron Heel* or *Herland* that devolve into a series of lectures?

Readings are tentative and subject to change. And insofar as the reading list is imprecise, students will be asked to participate in identifying new directions, areas of further investigation, and gaps that will be used to round out the syllabus. In other words, portions of the syllabus will be provisional or open, and it will be the job of the seminar to act collectively in setting the reading for the final weeks.

Possible texts:

William Wells Brown, *Clotel*, or *The President’s Daughter*  
Jonathan Dee, *The Liberty Campaign*  
Jacques Ellul, *Propaganda: The Formation of Men’s Attitudes*  
Don DeLillo, *White Noise*  
John Dos Passos, *The 42nd Parallel*  
Charlotte Perkins Gillman, *Herland*  
Langston Hughes, *Selected Poems*  
Immanuel Kant, *Critique of Judgment*  
Sinclair Lewis, *Babbitt*  
Jack London, *The Iron Heel*  
Tom Paine, *Common Sense and The American Crisis*  
Jacob Riis, *How the Other Half Lives*  
Jean-Paul Sartre, *What is Literature?*  
Upton Sinclair, *The Jungle*  
Walt Whitman, *Leaves of Grass* (1855 edition)

\* plus readings by Theodor Adorno, Lauren Berlant, Randolph Bourne, Judith Butler, Terry Eagleton, Ralph Waldo Emerson, W.E.B. Du Bois, Fredric Jameson, Amy Kaplan, Walter Lippmann, John Reed, Alice Walker, Michael Warner, Patricia Yaeger.

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**Research in English-Dissertation Research, English 990**

Various Professors

By permission of advisor only. Post prelim students only.

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**Independent Reading/Reading for Exams, English 999**

Various Professors

By permission of professor only.

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