

Graduate English Major Course Descriptions

Spring 2009

324 Structure of English

Anja Wanner

TR 11:00 AM - 12:15 PM

1221 Humanities

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.

Textbook: tba

325 English in Use

Cecilia E. Ford

W 05:30 PM - 08:00 PM

4208 H.C. White

PREREQUISITE: ENGLISH 324, introductory linguistics course in the Linguistics Department or a language and literature department, consent of instructor.

This advanced course in English linguistics introduces a social account for language in use. It is through spoken interaction (or through manual signing) that humans first learn language, and it is through interaction that we establish and maintain our social lives. Interaction includes multiple modalities: everything in the hearable and visible field of our conversations.

Being an expert in English, or any language, means understanding the structuring of language in the everyday lives of its users. If using language is central to your work, you will want to cultivate your knowledge of and curiosity about language in use, along with your confidence and skill in its analysis. In English 324, or another introductory course in language studies, you have already practiced analyzing the structures of sentences. In English 325 we move into the realm of naturally occurring language. We ask, "What is the order in ordinary talk?" and "How do people make sense with one another through multiple systems and signs?"

In 325 you will practice looking at real language use, and you will gain the competence to continue pursuing your own questions about language in use, questions you come across in your research, teaching or other work with language in the future.

Expectations:

- (1) We will study essential properties and practices of language in interaction: turn taking, repair, building longer units of talk. This involves conducting hands-on analysis of naturally occurring spoken language.
- (2) As the course continues we will consider how these practices relate to the understanding of language structures.
- (3) We will conduct the class in a seminar fashion, focusing on discussion and analysis of data.
- (4) Attendance and participation are crucial. Missing scheduled classes will negatively affect your grade. Readings are preparation for class meetings; class meetings are for engaging in analysis.
- (5) We will all check and respond to postings on the 325 LearnUW Website and email on a regular basis (everyday on weekdays).
- (6) We will use Learn UW to support dialogue with one another. Students post comments on readings, discussions, and other specific issues as emerge in class and are assigned.
- (7) Students will systematically investigate a topic related to spoken language (individually or in groups). This is a required course project to be shared in class presentations and activities during the final weeks of class. The topic may involve

329 Intro to the Syntax of English

Anja Wanner

TR 02:30 PM - 03:45 PM

2251 Humanities

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 Principles & Parameters approach to syntactic analysis, introduced by Noam Chomsky. Both data and analysis will be more complex than in the basic "Structure of English" course. For instance, we will look at infinitives, relative clauses, resultatives and particle verbs, and will contrast the generative approach with a traditional, more descriptively oriented analysis. One of the questions to be pursued is why certain structures are acceptable (grammatical) in English, while others - which look very similar on the surface - are not. Each student will write a report-like paper on one particular construction. There will also be regular graded and ungraded homework and in-class assignments. The core assumption of generative grammar theory is that an infinite set of syntactically well-formed (grammatical) sentences can be produced (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. Towards the end of the semester we will also discuss the relevance of these principles to issues in first and second language acquisition.

Textbook: Andrew Carnie (2002): *Syntax. A Generative Introduction*. Oxford: Blackwell.

Prerequisite: English 324 or equivalent.

Note: This class will make use of online course software (Learn@UW) - you will need regular access to the internet.

332 Global Spread of English

Jane Zuengler

TR 09:30 AM - 10:45 AM

1217 Humanities

In this course, we'll examine the linguistic, social, and political impact of the spread of English around the world. Through readings, discussion, and engagement in conversations with guest speakers, we will critically consider the role and development of English in various world contexts--e.g., Morocco, Turkey, Switzerland, Tanzania, India, Singapore, France, Brazil, and others--and the issues surrounding the presence of English. Come of the questions we will address include: at what age do people start studying English? How is it taught? Is it a language confined to the elite, or is it more widespread? What model of English is promoted? Is English influencing local languages, and if so, how? Is there public debate about the impact of English--on the local culture and values, on people's access to literacy, on economic factors, on the country's future? Etc. While we will study English in various countries, we will consider as well topics which transcend geography, such as English on the Internet, and English as an agent in the spread of American popular culture.

334 Introduction to TESOL Methods

Sandra Arfa

TR 01:00 PM - 02:15 PM

4208 H.C. White

Description not currently available.

335 Techniques & Materials for TESOL

TR 09:30 AM - 10:45 AM

2111 Humanities

Description not currently available.

336 English is Society

Richard F. Young

MW 08:00 AM - 09:15 AM

4281 H.C. White

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 attitudes and relationships. We survey the ways in which English varies 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: systemic functional grammar (SFG) and conversation analysis (CA). The tools of SFG 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 SFG and CA will be methods that we use in this course.

If we understand that talk is fluid and changing, this helps us to recognize that the identities that we construct for ourselves and in which we cast others are not fixed either. 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.

Text: Language and Interaction: An Advanced Resource Book by R. F. Young. Routledge, 2008. ISBN: 978-0-415-38553-4.

359 Beowulf

John D. Niles

MWF 01:20 PM - 02:10 PM

4275 H.C. White

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).

706 Rhetorical Approaches to Writing Program Administration

Debra Dew

M 01:00 PM - 03:30 PM

6108 H.C. White

This seminar uses a rhetorical heuristic to explore the intellectual work of writing program administration as a subspecialty within the discipline of rhetoric and composition. We will balance breadth and depth of inquiry as we explore the following subsets of WPA scholarship: program creation, teacher preparation, assessment, curricular design and institutional critique and change (WPA advocacy on such issues as adjunct labor and the material conditions of writing's work). Our conceptual agenda includes a deep interrogation of the institution's interest in claiming and sustaining the WPA's professional identity as a category of suspect labor along what Jacqui Jones Royster calls the academy's "traditional tape of [scholarly] value."

710 Discourse Analysis: Language as Action

Cecilia E. Ford

F 01:00 PM - 03:30 PM

7105 H.C. White

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 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/
- 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)

727 Jacques Derrida and Modern Jewish Thought

Sara Guyer

W 12:45 PM - 03:15 PM

7109 H.C. White

This course will focus on the work of the French-Algerian philosopher Jacques Derrida (1930-2004) in order to examine how Judaism (or Jewishness) has played a major role in the development of critical theory and postwar continental philosophy. Readings will draw from across Derrida's career, with an emphasis on his later work (1990s and beyond). Readings will include autobiographical writings, interviews, films, books, lectures, and essays together with a broad range of readings in twentieth-century philosophy, political theory, and poetry.

753 Amor, Ars, Arthur, Auctor: Studies in Medieval Romance

Lisa H. Cooper

T 06:00 PM - 08:30 PM

7109 H.C. White

In this seminar we will become modestly familiar with one of the major literary forms of the high Middle Ages, the romance, and with its development from the late twelfth century in France to the end of the fifteenth century in England. Issues we will explore include: the way the romance genre draws upon and breaks with the traditions of classical literature and medieval epic; the interrelationship of romance and historiography; the concept of authorship and the conjuncture of the oral and the written in medieval culture; the legend of Arthur, the nature of kingship, and the meaning and function of knighthood; the chivalric ideal and the (rather vexed) concept of "courtly love"; and, last but certainly not least, the romance's juxtaposition of the public arena and the private self.

764 Ideas of the Renaissance

David Loewenstein & Michael Witmore

R 02:30 PM - 05:00 PM

7105 H.C. White

This wide ranging, team-taught course will examine the relations between the Renaissance imagination and intellectual history. This class aims to situate the English Renaissance in the broader context of the continental Renaissance. It will address a number of large questions including: What was the place of an idea in early modern culture, learned or popular?

How did Renaissance writers contribute to the creation and circulation of ideas? How were they embodied in cultural artifacts and performances? What were the material conditions that enabled or limited the expression of ideas? As we address these questions we will want to test or examine both long-standing and more recent definitions of the Renaissance, for example those offered by Jacob Burckhardt, Ernest Cassirer, and Lisa Jardine, among others. The course will consider and test a number of key concepts that have at various times been thought to define the Renaissance as an intellectual or cultural phenomenon. Some of the concepts we will consider include: the state as a work of art; redefinitions of the human and the individual; the re-conception of antiquity; display and self-fashioning; the role of curiosity in legitimating knowledge claims; inwardness and skepticism; and the cultivation of spontaneity and the expression of free will. Some of the key continental writers we will examine include: Petrarch, Pico della Mirandola, Castiglione, Machiavelli, Erasmus, Montaigne, and Descartes. We will also be testing out some of the concepts listed above on such early modern English writers as: More, Sidney, Elizabeth I, Marlowe, Shakespeare, Jonson (especially selected masques), Bacon, Hobbes, and Margaret Cavendish.

The course will be conducted by a mixture of informal lectures, discussion, and student presentations. Course requirements will also include a substantial term paper.

781 Graduate Fiction Workshop

Judith Mitchell

T 01:20 PM - 03:15 PM

7105 H.C. White

Creative Writing MFA students only or by special permission.

785 MFA Thesis

Creative Writing Faculty

Creative Writing MFA students only.

795 Tristram Shandy Reading Seminar

Theresa Kelley/Deirdre Lynch Hall

ONE CREDIT

Seminar on Tristram Shandy (see creative schedule below description)

The joke, famously, was on Samuel Johnson when he declared that "nothing odd [would] do long" and that Tristram Shandy therefore would "not last." Johnson's concern with the staying-power of modern literary productions will, however, give us our cue for our close study of Sterne's novel. This seminar will explore how Tristram Shandy engages eighteenth-century Britain's emerging preoccupation with the historical situation, how Tristram Shandy documents the eighteenth-century history of historicism. We will, in other words, treat Sterne's novel as a book centrally concerned with the memorializing of the past and centrally concerned, therefore, with the strange, elegiac manner in which literary artifacts speak out of their times and speak in and to eras not their own.

To pursue this project participants in the seminar will investigate how the story-telling inhabitants of Shandy Hall pass the time and tell the time and how they cite and recycle stories that precede their own. The seminar will attend, as well, to the peculiar historiographical strategies that My Uncle Toby develops when he attempts to restore the past and wage earlier imperial warfare all over again. Selected shorter readings by Sterne's contemporaries (Dr. Johnson included) will invite to consider how we might connect this book in particular (and eighteenth-century fiction generally) to cultural institutions such as the antiquarian cabinet and the literary anthology and to nation-making genres such as the epic, the historical register, and the historical novel.

Shandean schedule:

Note: this checkerboard schedule reflects our best efforts to avoid most conflicts with other graduate seminars. Room TBA.

Session 1, Thursday 4/16

4:30-6:30 PM

Volumes 1 and 2 of the novel (i.e. the volumes published in December 1759)

excerpt from John Locke's Essay concerning Human Understanding

Theodore Baird, "The Time-Scheme of Tristram Shandy"

Session 2, Monday 4/20

7-9 PM

Volumes 3 and 4 of the novel (the volumes published in January 1761)

excerpt from David Hume's A Treatise of Human Nature

excerpt from The Annual Register . . . of the Year 1758

excerpt from Thomas Babington Macaulay's The History of England ("Lillibulero")

Session 3, Tuesday 4/21.

1-3 PM

Volumes 5 and 6 of the novel (the volumes published in December 1761)

Session 4: Wednesday 4/22. **6-7:30 PM**

Volumes 7 and 8 of the novel (the volumes published in January 1765)

From the reader: excerpt from Sir Walter Scott's "Laurence Sterne"

Session 5: Thursday 4/23

4:30-6 PM

Volume 9 of the novel (published 1767)

Possible topics for reports:

Debates about man-midwifery (or, Mrs. Shandy's side of the story)

Fortifications and the eighteenth-century waging of war

"The hobbyhorse is forgot": Hamlet's (and Hamlet's) haunting of Tristram Shandy

Typography and the remaking of the printed book

"Print my self out before I die": Sterne and serial publication

Associationist psychology and theories of madness

The Tristapaedia, the novel, and the encyclopedic impulse

Is Locke (and/or Robert Filmer) the Key?

Sterne and eighteenth-century celebrity culture

Anthologizing the novel: *The Beauties of Sterne*

799 Selected professor

Selected Faculty by permission.

Permission and enrollment authorization required. Students taking 799 in lieu of a required course must submit a 799 Approval form to the Graduate Division office.

801 Romantic Visual Culture

Theresa Kelley & Jill Casid

M 04:00 PM - 06:30 PM

L170 Chazen

(Meets with AH800) This seminar provides a framework for thinking about the theory and practice of visibility in British Romantic culture (1780-1850). The readings and visual presentations will consider a wide trans-disciplinary range of objects, activities, and spectacles across the domains of Romanticism: travel, spectacle, high art and other modes/media, scientific illustration, exploration and colonization as well as questions about vision and visibility asked during this period about the role of perception and the physics of color; the politics and ethics of the gaze, the differences and commonalities of bodies; the personality of mechanisms and automata, the use of optical instruments and theatrical displays; the role of visibility in the discourses of empire and travel; and the interplay between the norms and practices of high art and those of popular print culture.

The work of this seminar emphasizes collective and individual work on digital practices and the description of digitized images of the Romantic era, its persons and its objects. Participants will build galleries of digitized images and develop descriptive information to accompany them when the results are folded into an on-line gallery of Romantic visual culture to be housed at Romantic Circles.

Course requirements: one seminar paper and a digital archive, with display of ten digitized images framed by accompanying materials and meta-data.

Likely texts (still developing)

WW Prelude. Book 7: London

Keats, Endymion Glaucus's Cloak; Hyperion fallen titans

Hegel, Aesthetics on the triumurti gods

Burke, Edmund. A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful (1757). In The Writings and Speeches of Edmund Burke. Volume 1. The Early Writings ed. T O McLoughlin and James T Boulton. Oxford: Clarendon Press, 1987

Some secondary reading:

Geoffrey Batchen, "Desire," in Burning with Desire: The Conception of Photography (MIT Press, 1999).

Laurie Garrison, "The Visual Subject, c. 1810-1840: Trends in Romanticism and Victorianism," in Literature Compass 4/4 (2007): 1078-1091.

821 Joyce, Beckett and Modernity

Richard J. Begam

TR 11:00 AM - 12:15 PM

7109 H.C. White

This course will break down into roughly three parts. We will begin by examining a number of theorists on the modern and the postmodern, and while I haven't quite fixed on a list the possibilities include Nietzsche, Rorty, Jameson, Lyotard, Adorno, Bürger, Eysteinsson, Heller, Giddens, Taylor. We will then consider Joyce and Beckett in light of these theoretical readings, devoting approximately six weeks to Ulysses and six weeks to selections from Beckett's fiction and drama – with occasional excursions into Heidegger, Derrida and Badiou. Discussions will focus on a number of debates in modern studies, including foundationalism (naturalism vs. constructionism), aestheticism (textual autonomy vs. social engagement), the "great divide" (high culture vs. popular culture) and the linguistic turn (grammatology vs. epistemology).

822 Recent American Poetry and Ecocriticism

Lynn Keller

MW 09:30 AM - 10:45 AM

7105 H.C. White

The significant place occupied by English language poetry in the field of "environmental literature" is insured by the Romantic nature lyric, and most environmental criticism concerning poetry has focused on "nature poetry" in the Romantic tradition. Consequently, our readings will begin with some selections from Wordsworth and with recent work more or less in that tradition by Wendell Berry, Mary Oliver, perhaps Gary Snyder, W. S. Merwin. Through these readings we will analyze assumptions about nature, wilderness, urban environments, and environmentalism that are bound up with poetic traditions of the personal lyric, the pastoral, the sublime.

However, this course aims to expand beyond "nature poetry" the poetic field recognized as suitable for ecocritical approaches. Consequently, we will next consider a few touchstone examples of earlier 20th C. work that might offer alternative visions of environmental poetry and poetics to those provided by the Romantic lyric (poems by Robinson Jeffers, Muriel Rukeyser's documentary work "Book of the Dead," selected poems by Lorine Niedecker, essays and poems by Charles Olson) before turning to the very recent volumes of poetry that will occupy us for the second half of the semester. Although the reading list has yet to be determined, these recent volumes--many of which will have a more experimental cast--may include A. R. Ammons, *Garbage*; Christian Bok, *Crystallography*; Brenda Hillman, *Cascadia*; Susan Howe, "Thorow"; Simon Ortiz, *After and Before the Lightning*; Ed Roberson, *City Eclogue*; Juliana Spahr, *The Connection of Everyone With Lungs*. Required course readings will also include ecocritical theory and criticism (by Lawrence Buell, John Elder, Leonard Scigaj, Ursula Heise, William Cronon, Jed Rasula, Scott Slovic, Jonathon Bate, etc.), much of which will not be bound to the genre of poetry.

900 Advanced Problems in Literacy Research

Deborah L. Brandt

R 01:00 PM - 03:30 PM

This is a seminar for students working on dissertations in which we will explore theoretical and methodological issues common to big projects of this kind. Students in the group will be responsible for regular presentations of questions and quandaries that arise in the course of research and as a group we will take them on. Enrollment by permission of the instructor.

905 Discursive Practice in Language Learning and Teaching

Richard F. Young

M 04:00 PM - 06:30 PM

7105 H.C. White

In this seminar, we will map out an approach to second language learning that has applications for second language teaching and testing. We will trace connecting lines between language and the contexts in which people use language. Although ways of describing language are well established by prestige and precedent, there is as yet no accepted way of describing context. There is no doubt that context is complex. It is a network of physical, spatial, temporal, social, interactional, institutional, political, and historical circumstances, and there is as yet no accepted way of drawing the lines between language and context. In this seminar, we will organize our search for context with five questions: When and where was an utterance said or written? Who said or wrote it? How and why did they do so? Answering those questions leads to a description of context, but a description is not enough. A description of context is only the first step in understanding how context influences how people use language and how people employ linguistic resources to construct context. What is needed in addition is a way of relating language to context and a way of explaining the relationship. In this seminar, we will adopt Practice Theory to make and to explain those connections.

With origins in social theory and anthropology, Practice Theory recognizes that human agents do what they do in the context of social forces that impinge upon them. The dilemma for previous theories of social action was whether individual actions are determined by social forces that transcend the individual, or whether human will is sufficient to allow freedom of action. Practice Theory resolves that dilemma by looking hard and long at human action and by considering particular practices in which a person participates. Those practices in which people use language are discursive practices and, in this seminar, we will study a number of different individuals participating in discursive practices and discuss how their linguistic actions are influenced by the social circumstances in which they perform those actions.

Topics to be addressed include:

- What is Discursive Practice?
- Foundations for the Study of Practice
- Investigating Context
- Discursive Resources
- Language Learning and Discursive Practice
- Contexts of Teaching and Testing
- Prospects for Practice

Texts: *Discursive Practice in Language Learning and Teaching* by R. F. Young. Wiley-Blackwell, 2009. ISBN: 978-1-405-18444-1.

Packet of readings

949 American Capitalism and Its Discontents

David Zimmerman

MW 11:00 AM - 12:15 PM

7105 H.C. White

This seminar studies how U.S. writers across the nineteenth century confronted the promise and problems associated with the development of American capitalism. We will discuss how writers responded to such phenomena as the antebellum market revolution, the commodification of slave bodies, theories of contract and labor value, corporate gigantism, economic catastrophe, and the emergence of mass culture. We will see how writers struggled to conceptualize economic modernity—a modernity Americans saw as cause and corollary of other forms of social transformation—and test their conceptualizations in narrative form. We will also see how market developments shaped writers' aesthetic practice and philosophy. Throughout, we will attend to the ways economic literary discourse shapes and is shaped by discourses of gender, nation, class, and race.

The reading for this course is heavy. We will read a thick novel or autobiography and several critical essays each week. Possible course texts include: Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vass, the African* (1789); Caroline Kirkland, *Home as I Found It. Who'll Follow?* (1839); Nathaniel Hawthorne, *The House of the Seven Gables* (1851); Henry David Thoreau, *Walden* (1854); P. T. Barnum, *The Life of P. T. Barnum, Written by Himself* (1855); Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852); Harriet Wilson, *Our Nig* (1859); Rebecca Harding Davis, *Life in the Iron Mills* (1861); Elizabeth Stuart Phelps, *The Silent Partner* (1871); Mark Twain and Charles Dudley Warner, *The Gilded Age* (1873); William Dean Howells, *The Rise of Silas Lapham* (1885); Edith Wharton, *The House of Mirth* (1905); Robert Herrick, *Memoirs of An American Citizen* (1905); Frank Norris, *McTeague* (1901); Theodore Dreiser, *Sister Carrie* (Penguin edition, [1981, 1900]); and Jack London, *The Iron Heel* (1907).

Students will write two short critical essays (10 pages) or one long one (20 pages). Students will also prepare several presentations and weekly discussion questions.

990 Dissertation Research

Selected Faculty by permission

Faculty member should be your dissertation director or Director of Graduate Studies with permission.

999 Directed Reading/Reading for Prelims

Selected Faculty by permission

With faculty permission and authorization only.