



## Department of English – Graduate Division

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

### Fall 2018 Graduate Program Courses and Descriptions

*Rev. 04/23/2018*

#### **Eng 314: Structure of English**

Anja Wanner

TuTh, 11:00 AM – 12:15 PM, Rm B223 Van Vleck

[English Language and Linguistics] (Mixed Grad/Undergrad) In this mixed grad/undergrad course we will 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 our goal is to make 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 change word order, such as passivization. One of the main points will be to develop an understanding of the relationship between word order, structure, and meaning in English. We will also address syntactic aspects of language change and of prescriptive rules like "Don't end a sentence on a preposition!" The methods of analysis you learn 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. Assessments for this class include two in-class exams (midterm and final), two graded and several ungraded homework assignments, and an in-class presentation in which you compare the syntactic characteristics from two texts from different genres (e.g., an op-ed and a scientific article on the same subject).

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#### **English 315: English Phonology**

Eric Raimy

MWF, 11:00AM to 11:50 AM, Rm 6240 Social Sciences

This course is designed to introduce students to the basic principles of phonetics and phonology as applied to the description of English and other languages. As part of this students will learn about the acoustic features of the phones of English and other languages, learn the articulatory description of the phones of English and other languages, learn how to discover and describe the distribution of phonemes in English and other languages, and learn about multiple levels of representation in the speech chain.

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

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### **Eng 318 Second Language Acquisition**

Jacee Cho

TR 9:30 am – 10:45 am, Rm B231 Van Vleck

[English Language and Linguistics] (Mixed Grad/Undergrad) A central characteristic of human beings is LANGUAGE as man is the only animal capable of language (*homo loquens*). The ability to acquire and use language is uniquely human. Another distinctively human capacity is the ability to learn languages other than the mother tongue throughout the lifespan. Indeed, data show that there are more bi/multilinguals than monolinguals in the world (~60% in Europe, ~25% in the US, 99% in Luxembourg!). In this course, we will discuss some of the current theories on how people acquire/learn a non-native, or second language (L2). We will survey both quantitative and qualitative research on how a second language is acquired, represented and processed in the mind/brain and discuss theoretical and practical implications of the current L2 research. Topics to be discussed in this course include formal (linguistic) characteristics of *interlanguage* (learner's L2), the role of Universal Grammar and native language in L2 acquisition, crosslinguistic influence (how L1 and L2 influence each other), and nonlanguage factors such as age of acquisition (whether and how much age of acquisition matters), verbal aptitude, and motivation.

There is no required textbook. All reading materials will be available on the course website.

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### **Eng 414: Global Spread of English**

Thomas Purnell

MWF 12:05 pm – 12:55 pm, Pending Room

[English Language and Linguistics] (Mixed Grad/Undergrad) Description not available.

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### **Eng 415: English in Society**

Thomas Purnell

MWF 1:20 pm – 2:10 pm, Rm. 4281 HC White Hall

[English Language and Linguistics] (Mixed Grad/Undergrad) Description not available.

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### **Eng 420 Topics in ELL: Experimental Syntax**

Jacee Cho

TuThu 2:30 pm – 3:45 pm, Rm B223 Van Vleck

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to conducting linguistic experiments to address theoretical questions in the study of syntax. We will discuss how to design linguistic experiments, collect and analyze data, and make generalizations beyond the data you have collected. This is a hands-on course which requires your active participation. Although the focus of this course is syntactic research, the fundamentals of research design and data analysis methods should carry over to research in other areas of language study such as semantics, pragmatics, or language acquisition. By the end of this course, you will have the knowledge and skills necessary to do your own linguistic experiments to explore theoretical issues in linguistics.

There is no required textbook. All course readings will be available on the course website.

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**English 516: English Grammar in Use**

Anja Wanner

TuThu 1:00 pm – 2:15 pm, Rm 1221 Humanities

[English Language and Linguistics] (Mixed Grad/Undergrad) In this class we examine the role of grammar in constituting genres, mostly in written language. You will learn to analyze texts by situational parameters (such as the function of the text, medium, and intended audience) and to give a functional analysis of patterns of language variation. For example, modern academic writing makes use of long noun phrases, while conversations show the use of pronouns. Emphasis will be put on the notion of "complexity". What is complexity in language, how do we measure it, how does it change over time? You will be introduced to working with linguistic corpora (electronic collections of texts and conversations). The end-of-semester project will be a poster presentation -- you will learn to create an effective research poster and to present your project to an audience. Graduate students will also submit a paper version of the poster. Other assessments include a series of homework assignments and two exams.

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**English 520: Old English**

Martin Foys

TR 1:00 pm – 2:15 pm, Education L150

[Literary Studies/English Language and Linguistics/Medieval] This course is designed to provide students with an introduction to the language, literature, and culture of England before the Norman Conquest of 1066. Because the English language has changed so much since 1100, Old English must be learned as a foreign language. In the first half of the class, we will cover basic pronunciation, grammar, and vocabulary, while doing short translation exercises. In the second half of the semester, we will put the skills you've learned to work, tackling major works of Old English poetry and prose. Because this is a language class, no papers will be required. Instead, there will be regular translation exercises, quizzes, and exams.

No previous experience with Old English is required.

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**English 700: Introduction to Composition**

Christa Olson

M 1:00 pm to 3:30 pm, Rm 7105 HC White Hall

[Composition and Rhetoric, Literary Studies] The field of Composition & Rhetoric is as varied in its foci, methods, and materials as any contemporary trans-discipline. This course aims to offer a sense of that variety, its historical roots, and its implications within and beyond English departments. It is organized around units highlighting how recent scholarship in Composition & Rhetoric's major sub-fields—composition, literacy, and rhetoric—addresses enduring scholarly and public problems.

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**English 722: Special Topics in Language and Composition Rhetorics of Race, Space, and Place**

Morris Young

R 1:00 pm – 3:30 pm, Rm 7109 HC White Hall

[Composition and Rhetoric] This seminar will take up two recent moves within the field of Composition and Rhetoric and consider the development of rhetorical theory and practices as informed by racial, ethnic, and cultural identities and postmodern geography. In particular, we will examine the

intersections of race, space, and place: How does the way we experience space and place inform the knowledge-making that occurs within these sites? What are the relationships between space/place and race, ethnicity, and culture or other categories of social identification or social experience?

We will try to identify specific case studies of rhetorical space and how these spaces are both informed by and create possibilities for expressions of racial identification and persuasive work. For example, how do material spaces such as the Japanese American internment camps of WWII or South Africa's Robben Island function to encourage rhetorical action by those who were detained? Or how/why are African American "hush harbor" rhetorics developed in contemporary spaces like barbershops and beauty salons? We will also consider classrooms as spaces for rhetorical action and imagine ways in which an increasingly diverse student population can draw on their rhetorical traditions and resources for specific curricular and/or extracurricular purposes.

Requirements include three writing projects, weekly discussion, and leading the seminar. Readings may include work by Lorraine Code, Michael de Certeau, Ralph Cintron, David Fleming, Nan Johnson, Doreen Massey, Roxanne Mountford, Vorris Nunely, Nedra Reynolds, Shaka Rome, Edward Soja, Dave Tell, and others.

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**English 781: Graduate Fiction Workshop**

Judith Mitchell

M, 3:00 pm – 6:00 pm, Rm 6110 HC White Hall

[Creative Writing] Graduate-level workshop for MFA creative writing students. Open to other graduate students by submission of writing sample.

Pre-reqs: Admission to the MFA in creative writing or permission of director of creative writing.

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**English 782: Graduate Poetry Workshop**

Jesse Lee Kercheval

M, 6:00 PM to 9:00 PM, 7109 HC White

[Creative Writing] Graduate level poetry workshop for MFA creative writing students. Open to other graduate students by submission of writing sample.

Pre-Req: Admission to the MFA in creative writing or permission of director of creative writing

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**English 783: Creative Writing Pedagogy Seminar**

Sean Bishop

Thu, 3:30 pm – 5:30 pm, Rm 6108 HC White Hall

"Creative Writing Pedagogy" is a graduate course targeted at candidates for the MFA in Creative Writing, familiarizing those student-teachers with the histories and theories of creative writing instruction in the United States, and directing them in the practice of teaching undergraduates to write fiction and poetry. The course is part seminar and part practicum, incorporating the students' week-by-week classroom experiences into larger theoretical discussions while at the same time offering strategies for classroom time management, grading and evaluation, and the construction of syllabi and lesson plans. The course also offers guidelines for teaching basic elements of craft including but not limited to "the line," "the lyric image," and "sonics" (in poetry), and "point of view," "scene," "exposition," and "dialogue" in fiction.

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**English 785: MFA Thesis**

Creative Writing Faculty by Permission

[Creative Writing] For Creative Writing MFA students only.

**English 790: Proseminar-Teaching of Writing**

Morris Young

Tu, 9:00 am-10:45 am or Tu, 1:00 pm – 2:15 pm

This one-credit course introduces graduate student instructors to the fundamentals of teaching writing. We will discuss the goals of the introductory composition course and best practices in teaching (including syllabus construction, assignment design, class discussion and group work, peer review, the revision process, and evaluation and grading). This is a required course for **and limited to** instructors teaching English 100 for the first time at UW-Madison.

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**English 795: Pedagogy Seminar for New Intro Lit Instructors**

David Zimmerman

TBA

This 8-week proseminar trains new Intro. Lit. TAs to become successful classroom instructors. Participants will learn effective practices and principles of Intro. Lit. teaching. Our focus will be on designing and leading effective lessons, teaching critical reading and writing skills, and designing and implementing an effective writing curriculum. While some of these aims overlap with English 100 and 201 training, all of our meetings will be tailored to Intro. Lit. instruction. Participants who enroll in English 795 will receive one credit for this course.

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**English 800: Literary Criticism**

Mario Ortiz-Robles

R 9:00 am – 11:30 am, 7109 HC White Hall

[Literary Studies] In this course we will examine the two foundational premises of our profession — the study of the "literary" and the practice of "criticism" — with the aim of appraising the present state of literary criticism while accounting for how and why these premises have come to occupy that not uninteresting place of obsolescence in which the activity of reading persists even when deemed by some to have run out of steam. Extensive and intensive readings across theoretical approaches by, among others, Blanchot, Kant, Burke, Derrida, Barthes, Cixous, Benveniste, Todorov, Empson, Sartre, Jameson, Foucault, de Man, Johnson, Horkheimer, Adorno, Glissant, Morrison, DA Miller, Williams, Deleuze, Balibar and Macherey, Bersani, Rancière, Butler, Ngai, Latour, and Felski.

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**English 803: Sensing Medieval Literature**

Prof. Jordan Zweck

W 1:00 pm - 3:30pm, 7109 HC White Hall

[Literary Studies] Sensory perception seems to be having a moment. Recent decades have seen calls for (as well as rejections of) a "visual turn" and then an "aural turn" in literary studies, museums like York's Jorvik Viking Centre promise to offer patrons the chance to "smell" 10<sup>th</sup>-century England, and the question of the role of embodiment in new media has animated scholars and makers alike. In this course, we will explore how the senses were imagined to make meaning in medieval culture, focusing especially on the representation of sound and hearing in literature. That is, although we will attend to scholars who seek to recreate the premodern soundscape as it "really" existed, our primary goal will be to think through how medieval people imagined sensory perception functioned in the literary imagination. Although we will focus on sound, we will also consider the history of the hierarchy of the five senses, the place of synesthetic metaphor, and the general tension between the medieval Christian fear that all earthly senses would lead to temptation and the medieval religious belief that vision could be associated with divine illumination. The course will draw on the history of science and medicine, affect theory, disability studies, and both modern and medieval theories of the senses. Other topics we might consider include: hearing vs listening; the distinction between sound, music, noise, and silence; the development of theories of voice (whether physical, linguistic, lyric, etc.); obscenity, bodily humor, and the humors; and the relationship between the senses and memory.

No previous experience with medieval languages and literatures is necessary.

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**English 804, The Global Renaissance**

Elizabeth Bearden

M 4:00 pm – 6:30 pm, 7105 HC White Hall

This course concentrates on global cultural crosscurrents that contributed to literary production in the period of cultural flowering in Western Europe referred to as the Renaissance. Though English literature will provide the core of the readings, the approach is comparative, and students are welcome to read texts in original languages other than English in consultation with me. In this regard, the course is appropriate for students working in areas other than English literature and for anyone who is interested in the history of global exchange. As indicated by Jyotsna Singh, the Global Renaissance "explores both the formation of. . . conceptions of the

"global" and the impact of global economic, cultural, religious, and political developments on [European] society and culture during the sixteenth and seventeenth centuries." Social materialist, anthropological, and comparative approaches will be useful models for thinking about the global Renaissance. Adding to this current framework, we will explore how more corporeally-based insights from gender and sexuality and disability studies might also help to trace aesthetic and political valences of early modern global literary production as well. The course will include formative Humanist authors such as Petrarch and Erasmus, canonical English authors such as Shakespeare and Marlowe, as well as a wide selection of travel narratives, plays, and poetry by authors that may be new to class members. The course will certainly include transatlantic and Euro-Levantine exchange, but some of the course readings can be adjusted to the geographical areas of interest of class participants as well. Oral reports, reading responses, and a 15-20 page research paper will be required.

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### **English 808, Planetary Modernist Studies: Issues and Debates**

Susan Friedman

Tu 1:00 pm – 3:30 pm, Rm 7109 HC White Hall

[Literary Studies] This seminar will explore various theoretical and methodological issues involved in what is variously called “planetary” or “global” or “transnational” modernist studies. The course is organized around a few key debates in this expansive and still expanding field, with reference to selected modernist literary texts from the long twentieth century.

While the field of modernist studies began with a focus on the avant-garde and experimental literature, arts, and philosophies of the late 19<sup>th</sup>-/early 20<sup>th</sup> century European and U.S., it has expanded in recent years along a number of different axes—the horizontal, taking into account the manifestations of modernity/modernism across the globe; the vertical, examining the interrelationships of “high” and popular or mass media cultures; and the temporal, extending the timeframe of modernism well into the long twentieth century, backward into the nineteenth century, and even further back into periods of massive change, disruption, and creativity.

What do these expansions mean for modernist studies today? What are the issues that are debated? What approaches have been developed to handle these expansions? How is the relationship between ‘modernity’ and ‘modernism’ theorized? What is the significance of concepts of multiple, recurrent, polycentric, alternative, marginal, peripheral, other, divergent, etc. modernities and modernisms? What “texts” (in any media) are part of the new archives of a planetary modernist studies?

Debates in planetary modernist studies to be addressed include: The Transnational Turn; Scale: Space and Time; Cosmopolitanism; Empire; and Planet/Oceans/Archipelagoes. Issues incorporated into these debates include: periodization; network and systems theory; translation; gender/sexuality/race/disability; circulation; transculturation; world literature; orality/literacy; environmentalism; etc. In reading the literary texts, we will emphasize what they contribute to an understanding of the key debates in planetary modernist studies. Students interested in medieval “modernities,” early modern “modernities,” “middle modernities,” and 21<sup>st</sup>-century “modernities” are equally welcome in the seminar and can design their papers around questions and archives related to their fields of study.

One of the seminar’s aims is to assist students in situating their interests in modernity and/or modernism (in any historical period or location) in relation to the expanding field of modernist studies. A

second goal is to enhance students' ability to identify key concepts in the scholarship relevant to their interests and to co-lead a class discussion of a literary text that integrates theoretical and aesthetic issues. A third goal is to improve students' ability to develop a research paper based on a dynamic research question, appropriate methodologies to answer that question, and archives of primary and secondary sources needed to make a compelling argument.

Required Books (all paperback):

T. S. Eliot, *The Waste Land*. Recommended edition: Norton Critical Edition, ed. Michael North. ISBN 0-393-97499-5.

H.D., *The Walls Do Not Fall*, in *Trilogy*. Recommended edition: Ed. Alik Barnstone. New Directions. ISBN: 0-8112-1399-4.

Joseph Conrad, *Heart of Darkness*. Recommended edition, Norton Critical Edition. Ed. Paul Armstrong, 4<sup>th</sup> ed. ISBN: 0-393-92636-2

Tayeb Salih, *Season of Migration to the North*. Three Continents Book. Lynne Rienner Publishers. (Boulder). ISBN: 0-89410-199-4

Theresa Hak Kyung Cha, *Dictée*. University of California Press. ISBN: 0-520-23112-0

Virginia Woolf, *The Waves*. Recommended edition: Ed. Molly Hite, Harcourt Harvest Book. ISBN-10:0-15-603157-4 [2006 edition]

Derek Walcott, *Omeros*. Noonday Press, Farrar, Straus, Giroux. ISBN: 13-978-0374523503

Work Requirements: Directions for assignments to be made available separately.

- Attendance in seminar; preparation of assigned readings; participation in class.
- Co-leading first hour of ONE class focused on a literary text: to be assigned.
- 2 discussion posts on theoretical reading: to be assigned.
- Abstract on one critical essay or book chapter: 1 single-spaced page.
- Research Paper with component parts:
  - Interest Statement.
  - Preliminary Proposal.
  - Final Proposal:
  - Potential journal or conference to which you could submit an abstract:
  - Final Paper, Abstract of paper (100words), 5 keywords:
  - Oral presentation: 5-6 minutes.

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### **English 829, Topics in Migration and Diaspora: Travel and the African Diaspora**

**Laila Amine**

**W 10:00am - 12:30pm**

[Literary Studies] This course will explore various forms of travel and mobility in the black diaspora in the 20<sup>th</sup> and 21<sup>st</sup> centuries. By examining a range of genres, including memoirs, essays, novels, and short stories, we will investigate the political and affective dimensions of travel. Primary readings cover different histories of migration and dislocation with Imbolo Mbue's *Behold the Dreamers*, Michelle Cliff's *No Telephone to Heaven*, Saidiya Hartman's *Lose Your Mother*, James Baldwin's *Notes of a Native Son*,



Toni Morrison's *Tar Baby*, and short stories by Chimamanda Ngozi Adichie among other texts. Additional readings will address key debates on the Black Diaspora (Stuart Hall, Ato Quayson, Michelle Wright), the Black Atlantic (Paul Gilroy, Yogita Goyal), and Afropolitanism (Simon Gikandi, Achille Mbembe). Through the juxtaposition of primary and secondary texts, the course aims for students to identify and interrogate how black travel has been conceptualized. Class requirements comprise active participation, weekly posts, a conference abstract and presentation, an annotated bibliography, and a research essay.

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### **English 879, Publication Seminar**

Russ Castronovo

T 9:00 am – 11:30 am, Rm 7109 HC White Hall

This seminar is designed to turn promising seminar papers from previous years into successful publications. Our reading list will be one another's work with an emphasis placed on bold, fearless revision. We will operate as a workshop. Special attention will be given to framing an essay as a publishable article and to situating your research as an intervention in the field. We will also discuss the nuts-and-bolts of the publication process involving journal submissions, special issues, and edited collections. Selected readings, many of them to be provided by the seminar participants, will serve as examples and models. The seminar is open to students whose work is in any area or time period.

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### **English 905, Practice Theory in Language Teaching and Learning**

Richard Young

M, 2:30 pm to 5:00 pm, 7109 HC White

[English Language and Linguistics] Practice theory is the name of a variety of theories of how social beings, with their diverse motives and their diverse intentions, make and transform the world in which they live. It is a dialectic between social structure and human agency working back and forth in a dynamic relationship.

In the first half of the semester, we will study versions of practice theory that have been proposed in sociology (Bourdieu, 1977; Pilario, 2005), in anthropology (Holland & Lave, 2001), in philosophy (Schatzki et al., 2001), and in applied linguistics (Young, 2009).

In the second half of the seminar, we will focus on existing data collected from 24 teachers of English in China in a project aiming to relate their everyday classroom practice to their beliefs and to the social milieu in which they work. Each seminar participant will develop a case study of one of the teachers to understand the dialectic relationships among the teacher's classroom practice, their implicit attitude to language teaching, their formative experience as a language learner, their professional training, and the institutional constraints and affordances with which they work.

In the first half of the semester, seminar participants will read from the cited texts and facilitate seminar discussion of the text. In the second half, they will conduct case studies using the data provided, prepare weekly reports on their research, and complete a final research paper.

This seminar will be of interest to graduate students of English linguistics, world languages, anthropology, sociology, communication arts, second language acquisition, and curriculum and instruction.

## Readings

- Bourdieu, P. (1977). *Outline of a theory of practice* (R. Nice, Trans.). New York: Cambridge University Press.
- Holland, D., & Lave, J. (Eds.). (2001). *History in person: Enduring struggles, contentious practice, intimate identities*. Santa Fe, NM: School of American Research Press.
- Schatzki, T. R., Knorr-Cetina, K., & von Savigny, E. (Eds.). (2001). *The practice turn in contemporary theory*. New York: Routledge.
- Pilario, D. F. E. (2005). *Back to the rough grounds of praxis: Exploring theological method with Pierre Bourdieu*. Leuven, Belgium: Leuven University Press. (Chapter 2: 'Theory of Practice and Practice of Theory')
- Young, R. F. (2009). *Discursive practice in language learning and teaching*. Malden, MA & Oxford, UK: Wiley-Blackwell.
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### **English 990, Dissertation Research**

Faculty by Permission

Available to post-prelim examination PhD students by permission. Students that have reached dissertator status should enroll in 3 credits. This is a variable credit course, however, and may be used in combination with other enrollment credits to satisfy minimum enrollment requirements prior to reaching dissertator status.

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### **English 999, Reading for Prelims/Independent Reading**

Faculty by Permission

This course is used primarily to satisfy enrollment requirements while preparing for preliminary exams. It requires faculty permission. The faculty member is normally the chair of the student's preliminary examination committee.

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