THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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 2025 Graduate Course Descriptions

Structure of English, English 314
Wanner, Anja
TR 09:30 AM - 10:45 AM, Engineering Hall 2355
[English Language and Linguistics] (Mixed Grad/Undergrad) This course introduces students to the study of English grammar from a linguistic perspective. Studying syntax enables us to step back and take a look at the intricate structure of something one normally takes for granted: the structure and interpretation of words and sentences. You will learn that grammar is not something external that is written down in a book to be memorized by speakers; rather, it is something that is part of every speaker's implicit knowledge about language, something that enables us to use language to express our thoughts. We will try to make some of that knowledge – also known as "linguistic competence" – visible. To that end, you will learn to apply linguistic terminology (such as "subject", "direct object", "auxiliary", "relative clause", "preposition") and methods to describe the structure of English words and sentences, both verbally and visually (in so-called "tree diagrams").

English Phonology, English 315
Raimy, Eric
MWF 11:00 AM - 11:50 AM, Comp Sci 1325
[English Language and Linguistics] Survey and introduction to the sound system of English, including phonetics and elementary phonology. Phonetics is the study of sounds (phones), while phonology examines how phones are mentally represented and form a contrastive network of phonemes. Course topics include acoustic phonetics, articulatory phonetic descriptions of consonants and vowels, classic phonemic theory, the nature of phonological processes, linguistic change, and the acquisition of phonological systems.

English Language Variation in the U.S, English 316
Huynh, Juliet
MWF 09:55 AM - 10:45 AM, Sterling 1333
[English Language and Linguistics] [Mixed grad/undergrad] The course examines the relationships of the different geographical varieties of English in the United States in relation to the social identities that are associated with these varieties. While no variety is more important than another, this course will explore how these various dialects of English stand in relation to standard language ideology.

THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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

Second Language Acquisitions, English 318
Huynh, Juliet
MW, 02:30 PM – 03:45 PM, Van Vleck B223
[English Language and Linguistics] (Mixed Grad/Undergrad) This course will introduce the field of second language acquisition. The course will cover research topics including the differences between first and second language acquisition, language perception and production and how the first and second language are affected, and what the second language teaching implications are.

Bad Grammar and Metalinguistic Awareness, English 412
Wanner, Anja
TR, 01:00 PM – 02:15 AM, Humanities 2637
[English Language and Linguistics] (Mixed undergrad/grad class) In this class we will explore the vexed relationship between prescriptive and descriptive approaches to grammar. A descriptive approach is grounded in actual language usage (for example, a descriptive grammar of English would account for the fact that, in informal situations, many speakers of English use double negation for emphasis purposes, as in "I didn't see nobody"), while a prescriptive approach sets up rules that should be followed (it would argue that the sentence just quoted is not acceptable and should be changed to "I didn't see anybody").

While the field of linguistics has long rejected prescriptive accounts of language use as irrelevant, misleading, and damaging, the broader culture is fascinated with such accounts, even if they are brought forward by individuals who have no interest in or knowledge of data- or theory-based learning about the structure of language.

We will learn about different forms of prescriptivism, the history of prescriptive grammar, the harm that it does, and we will discuss constructions that have been/are targets of such approaches. Specifically, we will discuss data-based research on specific linguistic constructions that are often criticized as examples of "bad grammar," such as studies of sentences ending on prepositions or so-called split infinitives. You will learn to work with linguistic corpora and to engage with the public on topics of grammar as a person with linguistic training.

Topics in English Language and Linguistics, English 420: Experimental Linguistics
Cho, Jacee
TR, 11:00 AM – 12:15 PM, Sterling 3425
[English Language and Linguistics] 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.

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

THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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

Really Old English, English/Medieval 520
Foys, Martin
TR 02:30 PM – 03:45 PM, Humanities 2637
[Literary Studies] Description: Old English is the earliest form of English - over 1,000 years old, it is the language of Beowulf and Grendel, of saints and sinners, of farmers, seafarers, and a surprising number of animals and objects that can talk. It is a language that is uncannily strange, alien, yet at the same time the backbone, the muscle, of modern English. This course will teach you an awful lot about the language we use every day: in the first half of the semester, we will study basic pronunciation, grammar, and vocabulary, with short translation exercises due in most class meetings; in the second half, we will put the skills you've learned to work, reading Old English texts and poems in the original — a rare opportunity. Because this is a principally a language class, no research papers will be required. Instead, there will be translation exercises, quizzes, a midterm exam, and final translation projects. No previous experience required, though some familiarity with studying another language at any level can be helpful.

Introduction to Composition Studies, English 700
Young, Morris
W, 10:00 AM – 12:30 PM, 7105 White
[Composition and Rhetoric] 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, literacy, 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 broadly across theories, methods, and sites to trace the development of the field and the scholarly and pedagogical work we do. In particular, we will focus on identifying and exploring the ways composition and rhetoric as a discipline has both regulated/restricted language and supported (or not) writers of diverse backgrounds, experiences, and identities and the texts they create. Our goal is to use these materials to inform the work that we do as scholars and teachers of composition and rhetoric, whether that is designing a first-year writing course, doing historical and archival work about composition, rhetoric, or literacy, or understanding the place of composition and rhetoric in and beyond the university.

All course readings will be available as open-access texts or provided as electronic texts.

Written work will likely include a proposal in response to a conference or edited collection CFP, an annotated bibliography to support the proposal, and an essay manuscript of 4000-5000 words.

Research methods in applied linguistics, English 711
Cho, Jacee
TR, 02:30 PM – 03:45 PM, 7111 White
[English Language & Linguistics] This course provides an introduction to quantitative, qualitative, and mixed research methods in applied linguistics. The main goals of the course are (1) to develop knowledge about fundamentals of research design and quantitative & qualitative research methods and (2) to design your own research study. To address the first goal, we will read book chapters on linguistic research methodology. We will also read and critically evaluate papers reporting studies that used

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

methods covered in this course. To address the second goal, we will learn to identify a research problem, formulate a research question, choose the type of research method appropriate for the research question, and develop research instruments. You will write a research proposal by Week 11 and will present your project in Weeks 14-15. We will also learn and practice writing a research report throughout the semester.

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

Quantitative Methods for Linguists 2, English 713
Raimy, Eric
MWF, 01:20 PM – 02:10 PM, 7111 White
[English Language & Linguistics] Continuation of "Quantitative Methods for Linguists 1" which explores regression methods as a statistical tool for linguistic data. Starting with simple linear regression, multiple and mixed effects models are discussed and developed. Logistic and ordinal logistic models to analyze categorical and Likert type survey data are explored.

Composition and Critical Theories, English 722
Bernard-Donals, Michael
M, 10:00 AM - 12:30 PM, 7105 White
[Composition and Rhetoric] Even for those who understand it, academic freedom is a contested notion. On the one hand, it's closely related to constitutionally protected rights of free speech, which grant citizens the ability to say (with few exceptions) what they wish – even things that are offensive or false – without interference by the state or federal government. On the other hand, a number of court decisions have limited what speech is protected, while others have questioned the relation of the 'freedom' that is held in common between free speech and academic freedom.

This course will examine the complexity of academic freedom and freedom of speech, and traces the conceptual development of academic freedom beginning with its recent history in US higher education (it was only encoded formally by the American Association of University Professors in 1940). Despite the AAUP's staunch defenses of it since that time, the term itself is strictly delimited even in the AAUP's own documents. Moreover, even without considering its relation to constitutionally protected speech, academic freedom isn't nearly as free as the term would suggest.

The seminar will take up this complexity along three axes (and by defining three key terms): in terms of the rhetoric of academic freedom and the rights and responsibilities discourse on which it is based; in terms of the idea of freedom in order to determine just how free academic freedom is and what the consequences of that freedom are for faculty members, for students, and for the general public; and in terms of the structures of rhetorical and structural violence that underwrite the project of academic freedom and that threaten it from both inside and outside the enterprise of higher education.

THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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

Graduate Fiction Workshop, English 781
T, 11:00 AM- 01:55 PM, 7109 White
[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.

Graduate Poetry Workshop, English 782
M, 02:25 PM- 5:25 PM, 7109 White
[Creative Writing] Graduate level poetry 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

---

Creative Writing Pedagogy Seminar, English 783
W, 01:20 PM- 3:25 PM, 7109 White
[Creative Writing] "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.

Proseminar in the Teaching of Writing, English 790
Kelm, Sara
R, 09:30 AM – 10:45 PM, White 7109 (Section 001)
R 01:00 PM – 02:15PM, White 7109 (Section 002)
[Composition and Rhetoric] 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.

Independent Reading, English 799
Faculty by Permission
By arrangement
Independent study with faculty member by permission. Requires submission of 799 approval form when course taken in lieu of required class. Contact Graduate Division for more information.

THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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

Critical Methods in Literature, English 800
Vareschi, Mark
R, 10:00 AM –12:30 PM, 7105 White
[Literary Studies] In this course, we will have two aims: 1) to tease out what exactly it means to engage in literary criticism as a professional scholar and 2) to survey the terrain of contemporary literary criticism and to become familiar with the questions and methods that shape our scholarship today.

Black Life and Thought in the Long Eighteenth Century, English 805
Huang, Kristina
W, 01:00 PM- 3:30 PM, 7105 White
[Literary Studies] In this graduate seminar, we will think with works (scholarly and creative) generated around Black life in the eighteenth-century, English-speaking world. This course is structured in three parts. First, we'll study published works by eighteenth-century, African diasporic authors whose writings overlapped with, but are irreducible to, national literary cultures. Second, we'll attend to space(s) of the slave ship and the production of diasporic life in the eighteenth century. Through the slave ship as a site of analysis (as theorized by Paul Gilroy, Stephanie Smallwood, among others), we will survey various contexts, archival materials, and methodological approaches produced by historians of eighteenth-century, African diasporic life. Third, we'll examine historical constructions of Blackness through arguments raised by Cedric Robinson and Sylvia Wynter. This course braids scholarly, creative, and popular writings together: throughout the semester, we will turn to creative works in noticing Black life ("black Atlantic livingness," as Katherine McKittrick puts it) that cannot be contained by analytic frameworks of the past that normalize the ongoing violence of colonialism, racism, and imperialism (Lisa Lowe). Among the writers mentioned here, other writers we'll think with include Quobna Ottobah Cugoano, Olaudah Equiano, Ignatius Sancho, C.L.R. James, Lorena Gale, and Paterson Joseph.

Life Signs: Semiosis and Science from the 18c-21stc, English 810
Allewaert, Monique
T, 11:45 AM - 2:15 PM, 7105 White

[Literary Studies] This seminar explores shifting ideas about the relationship between words and the world that emerged from the eighteenth through the twenty-first centuries, taking care to historicize different theories of the sign. We will consider if it might be possible to build alliances between seemingly incommensurable theories of language while also exploring if it's possible – and desirable – to intersect human languages with other-than-human signs as well as how doing so shifts literary critical interpretation.
In the seminar's opening unit, we will study mainline structuralist and poststructuralist accounts of language, including literary language (F. Saussure, R. Jakobson, P. de Man, T. Morton). In its second unit, we'll consider dissident accounts of language that developed in the eighteenth and nineteenth centuries and effloresced with the emergence of biosemiosis, biomimicry, and post- and decolonial scholars' elaboration of extra-Western theories of the sign (J. Priestly, C. Peirce, E. Viveiros de Castro, E. Kohn, W.

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

Wheeler, J. Hoffmeyer, B. Martínez-Ruiz). In its third unit, we will consider modes of translation and ritual that might stitch together the theories of the sign discussed in the first and second units (E. Garcia, A. Goldstein).
Over the second half of the semester, we will draw on the work we did in the first three units to investigate a series of cases. These cases will likely include: mosquito speech (T. Nagel, G. Spivak, T. Mitchell, E. Dickinson, J. Wideman "Fever," Jamaican oral stories); earth perspectives (D. Luciano, E. Denton, E. Poe's Pym, E. Darwin's Botanic Garden); the pathetic fallacy and its after- and alter-lives (J. Ruskin, M. Ziser, U. LeGuin's Tombs of Atuan, W. Stevens); vegetable traces (C. Darwin, S. Simard, R. Powers's Understory); and oceanic voices (K. Brathwaite, E. Glissant, N. Philip's Zong).
Assignments will likely include responding to a CFP, a pedagogically focused presentation, and a final paper or project, which may be collaborative.

Three Cosmopolitan Thinkers: Hannah Arendt, Edward Said, and Toni Morrison, English 822
Fawaz, Ramzi
M, 04:00 PM - 06:00 PM, 7105 White

[Literary Studies] In this advanced theory seminar we will journey through the writing of three luminary, twentieth century thinkers: the political philosopher Hannah Arendt, the literary historian Edward Said, and the Nobel Prize winning author Toni Morrison. Despite their vastly distinct personal and intellectual backgrounds and preferred genres of writing--including political theory, book history, literary fiction, the critical essay, memoir, documentary, and more--all three shared a distinctly cosmopolitan worldview. This is political perspective and temperamental disposition oriented toward mutually transformative encounters between people of vastly different identities, geographical locations, and fundamental values and beliefs. Whether arguing for a radical democratic politics grounded in the reality of human diversity (Arendt); the necessity of cultivating cultural interpretations of literature and art attuned to the specificity of artists' unique conditions of existence (Said); or dramatizing the internal incoherence and multiplicity of categories like race, gender, and sexuality (Morrison), all three held to the belief that we live in a universe inhabited by wildly heterogeneous minds who share a common world but witness and experience it differently. Consequently, they pursued intellectual and creative projects aimed at cultivating the capacity to encounter other consciousnesses, lifeworlds, and perspectives in a spirit of non-violent mutual exchange and continual growth. In the process of reading widely across each of these thinkers' prodigious oeuvres, we will ask ourselves how we might each learn to practice the cosmopolitan, open-hearted, multi-dimensional and groundless worldview Arendt, Said, and Morrison bequeathed to us as a potential remedy for the murderous xenophobia and nihilism that permeates our time.

THE UNIVERSITY of WISCONSIN MADISON

Department of English – Graduate Division

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

African Environmental Narratives, English 825
Sides, Kirk
T, 9:00 AM- 11:45 AM, 7109 White

[Literary Studies] From anti-colonial writers of the early-20th century to Afrofuturist and speculative fiction, we will focus on how land, the environment, and local ecosystems are imagined in writings, films, and arts from the African continent. How has colonialism impacted the ways land is portrayed by African authors? What is the place of the non-human within notions of ecological justice? How are climate change and environmental futures imagined? We will also be asking questions of certain disciplinary formations. For instance, in what ways can African literatures interrogate many of the assumptions and timelines of the Environmental Humanities broadly, as well as approaches to the postcolonial ecologies specifically.

Reading for Prelims, English 890
Graduate Faculty in English by Permission
Meeting by Arrangement
Variable credit course. Utilized when major course work has been completed and student is preparing for prelims.

Note: This course replaces English 999--for Reading for Prelims.

Dissertation Research, English 990
Dissertation Chair by Permission
Meeting by Arrangement
Available to post-prelim examination PhD students by permission. Students who have reached dissertator status should enroll in three 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 official dissertator status.
