Department of English – Graduate Division

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7195 H Helen C. White Hall 600 N. Park Street Madison, WI 53706

Spring 2027 Graduate Course Descriptions

Second Language Acquisitions, English 318
Huynh, Juliet
MWF 09:55 AM - 10:45 AM, INGRAHAM 222

[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.

Linguistic Theory and Child Language, English 320
Cho, Jacee
TR 02:30 PM - 03:45 PM, HUMANITIES 2637

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to the linguistic study of child language within the generative theory. According to this theory, humans are born with genetically determined linguistic knowledge called Universal Grammar, which guides children in learning language. Students will learn the basic concepts of the generative theory and learn to apply them to the study of child language. Topics include universal linguistic principles that govern children's acquisition of syntax and semantics and cross-linguistic influence in children acquiring more than one language from birth or early childhood. We will discuss empirical research studies testing the Universal Grammar theory of language acquisition.

Note: This course does not count toward 50% graduate coursework requirement

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Quantitative Methods for Linguists I, English 420 - LEC 001
Raimy, Eric
MWF 1:20 PM - 2:10 PM, WHITE 3250

[English Language and Linguistics] Survey and introduction to descriptive statistics, visualization, and hypothesis testing for linguistic data with RStudio. Organization, manipulation,

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classification, and visualization of continuous and discrete data are the main focus. Identifying appropriate statistical approaches to both types of data will be developed. Example data are drawn from phonetics and sociolinguistics. Topics of fundamental statistical methods, null hypothesis significance testing, and others facilitate future acquisition of more sophisticated statistical methods.

Open to students (both undergraduate and graduate) with prior linguistics coursework with instructor approval.

Heritage Language and Bilingualism, English 420 - LEC 002
Hyunh, Juliet
MW 02:30 PM - 03:45 PM, INGRAHAM 122

[English Language and Linguistics] This course introduces students to topics related to various bilingual language users, such as heritage language users, and bilingualism. The areas that will be covered include different types of bilinguals/bilingualism, heritage language speakers, bilingual education, heritage language education, cognitive benefits (or disadvantages) of being bilingual, and language processing in various bilingual language users.

Global Spread of English, ENGL 414
Purnell, Tom
MWF 12:05 PM - 12:55 PM. HUMANITIES 2637

[English Language and Linguistics] English 414 examines the linguistic, social, and political impact of the spread of English around the world. Through readings, lectures, and discussions, we critically consider questions such as: Why and how is English spreading? Does English spread tend to perpetuate elites, or does it increase opportunity for the non-elites? What are some characteristics of new varieties of English? What are the issues surrounding standardization? Who "owns English? What happens to local languages in circumstances of English spread? What is happening regarding English and other languages in such geographical contexts as Singapore? Japan? Tanzania? Peru? And transcending geography, we'll also consider how English is an agent in the spread of American popular culture, the Internet, etc.

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Advanced Old English Lit. , ENG 521
Zweck, Jordan
TR 09:30 AM - 10:45 AM, VAN VLECK B223

[Literary Studies] In this course, we will read and discuss the poem Beowulf, translating it from the original Old English. 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 from relevant critical literature. Open to graduate students as well as undergraduates. PREREQUISITE: one semester's study of the Old English language (English/Medieval 520 or equivalent).

Postcolonial Theatre: Drama, Theory and Performance in the Global South, ENG 577
Dharwadker, Aparna
TR 2:30 PM - 3:45 PM, WHITE 7111

[Interdisciplinary Theatre Studies] The formal end of European colonialism in various parts of Asia, Africa, and the Caribbean since the 1940s has initiated a new phase in literary-cultural production that is now widely recognized as both chronologically and qualitatively "postcolonial." For more than four decades, however, the field of postcolonial studies has been dominated by the genres of fiction, non-fiction, and theory, deflecting attention away from the genres of drama, theatre, and performance. The main objective of this course is to consider post-independence urban drama and theatre in such locations as India, Nigeria, Ghana, Kenya, and the Caribbean as specifically postcolonial cultural formations that "perform" (rather than merely textualize) the tensions definitive of postcolonialism. The primary materials for the course will focus on such leading postcolonial playwrights as Wole Soyinka, Derek Walcott, Ngugi wa Thiong'o, Femi Osofisan, the Sistren Theatre collective, Ama Ata Aidoo, Mustapha Matura, and Girish Karnad.

For students unfamiliar with postcolonial studies, the class will provide an introduction to major theoretical issues and problems while also covering a range of significant authors. For students already familiar with postcolonial issues and interested in theatre, it will offer new perspectives on genre, language, textuality, intertextuality, sociopolitical contexts, performance, and reception. Note: The course will meet on Tuesdays and Thursdays from 2:30-3:45 pm. Open to English students.

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Writing and Learning: Introduction to Writing Program Administration, ENG 701
Young, Morris
M 10:00 AM - 12:30 PM, WHITE 7105

[Composition and Rhetoric] This seminar will serve as an introduction to the work done by writing program administrators including assessment of student writing, curriculum design, and the development of programs. We will read broadly to build a foundation in understanding how writing works and how to assess the teaching and learning of writing. We will also focus on what it means to create and sustain a writing program, develop a philosophy of administration and leadership, and cultivate a culture of writing, including what this means when we are faced with rapidly changing and challenging conditions, including: racism, state violence, or other forms of discrimination and hate; technology innovations that may transform the nature of writing; student enrollment and staffing pressures; or conditions for health, safety, and well-being. How can a writing program respond to any or all of these concerns which may impact the lives of our students and instructors, may affect the goals and practices of teaching and learning, and may shape our broader social experiences?
Projects will include examining and profiling a writing program, developing a statement of beliefs/principles for/about leadership, and creating a collaboratively-written working paper that identifies a concern for writing programs, provides context for situating and understanding the concern, and offers relevant information that can be used to shape policy, practice, and instruction.

Perspectives on Literacy, English 702
Lagman, Eileen
W 10:00 AM - 12:30 PM, WHITE 7105

[Composition and Rhetoric] This course will examine core texts in literacy studies research in the field of Composition and Rhetoric--as well as engage with texts from additional fields such as literary studies, history, education, information studies, and anthropology--in order to explore literacy studies as both an interdisciplinary field and a distinct area of research in writing studies that is foundational to the teaching and research of writing. Throughout the seminar, we'll examine literacy as it appears in cultural practice and communities; as it acts as a technology of modernity; as it participates in myths shaping crisis narratives of education, social justice, and development; and as a process of capitalist production. In doing so, this seminar will ask: what are the actual consequences of literacy? How is literacy's meaning and value taken up and shaped by specific cultural pursuits? How does literacy studies as a framework inform current

debates about writing technologies and literate culture? And how are methods and frameworks from literacy studies productive for research in writing, rhetoric, and related fields?

Adv Eng Phonology, English 709
Raimy, Eric
MWF 11:00 AM - 11:50 AM, EDUCATION L151

[English Language & Linguistics] Survey of contemporary issues in theoretical phonology focusing on representational questions. Distinctive features, autosegmental representation, and prosodic structure (writ large) in English and other languages are the main topics.

Prerequisite: Eng 315, Ling 310, or instructor's consent.

Advanced Second Language Acquisition, ENG 715
Cho, Jacee
TR 2:30 PM - 3:45 PM, WHITE 7115

[English Language & Linguistics] In this course, we will survey formal linguistic (generative) and cognitive linguistic research on the interaction between the existing (L1) and new linguistic systems (L2, L3, Ln) which is often referred to as language transfer or crosslingusitic influence. We will also learn how to conduct and report a replication study.

Independent Reading, English 799
Faculty by Permission
By arrangement

Independent study with a faculty member by permission. Requires submission of 799 approval form when course taken in lieu of required class. Contact the Graduate Division for more information.

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Black Life and Thought in the Long Eighteenth Century, English 805
Huang, Kristina
M 5:00 PM - 7:30 PM, WHITE 7105

[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.

Topics in Ethnic and Multicultural Literature, English 816, Elsewheres of Freedom
Laila Amine
W 1:00 PM - 3:30 PM, 7105 Helen C. White Hall

This graduate seminar examines twentieth and twenty-first-century African American and wider Black diasporic writing, cultural production, and thought that imagine leaving the nation as a response to racial injury and unbelonging, and as a search for more livable worlds. We will ask what departure promises and what it costs. We will also ask how exile, travel, and relocation reshape ideas of home, citizenship, and freedom. Readings include essays, fiction, and travel writing by James Baldwin, Richard Wright, and Saidiya Hartman, among others.

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African American Humor, ENG 817 SEM 001
Ozier, A.
T 01:00 PM - 03:30 PM, WHITE 7105

[Literary Studies] Laughter has a politics. This graduate seminar examines African American humor as a literary, cultural, and political practice from the nineteenth century to the digital present. We will explore how Black writers and performers use humor to challenge racial stereotypes, expose social contradictions, negotiate identity, build community, and resist oppression. The course treats humor not as an escape from politics but as a method of social and cultural analysis. We begin with classical theories of humor, including superiority, incongruity, relief, irony, and the unconscious, before turning to nineteenth-century American humor and blackface minstrelsy. We then examine African American folklore and vernacular traditions, including trickster narratives, signifying, the dozens, and dialect. Later units consider the Harlem Renaissance, Civil Rights-era satire, blues and Black feminist humor, stand-up comedy, television, theater, and contemporary Black media.

Students will read literary texts alongside folklore, criticism, performance, television, and digital media. Authors include Zora Neale Hurston, Langston Hughes, Ralph Ellison, Toni Morrison, Jackie Sibblies Drury, Damon Young, and Danielle Morgan, alongside performances by Richard Pryor, Moms Mabley, Chris Rock, Wanda Sykes, and others.
As an 817 seminar, the course emphasizes close reading, theoretical engagement, research, and sustained critical discussion. Students will develop independent arguments through seminar presentations, critical essays, a bibliographic essay, and a final research paper.

Complicity & American Literature, ENG 817 SEM 002
Zimmerman, David
M 01:00 PM - 03:30 PM, WHITE 7105

[Literary Studies] By what routes and on what grounds do moral blame and shame for social wrongs fall on individuals, groups, and institutions? To answer this question is necessarily to excite the moral imagination, to envision our moral connection to social, economic, and political harms that may appear remote or opaque. Since at least 1800, American writers trained this imagining. Delineating how moral complicity radiates across criminal conspiracies, political institutions, social structures, and economic systems, American writers and reformers

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developed arguments and admonishments that are at once ethical, analytical, affective, and aesthetic. This course examines how US writing since the antebellum period adapted old imaginative grammars and developed new ones to capture new forms of moral enmeshment and to convey their dynamics and danger.
This course features discussion and in-class activities to help prepare you for prelims, the dissertation proposal, and dissertation research.

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 students are 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.