

Course Descriptions Fall 2004

320 Old English

Professor Alger "Nick" Doane

MWF 8:50 - 9:40 4208 H C WHITE

Prerequisites: 6 credits of introductory literature or graduate standing. An intensive introduction to Old English language and literature. About six weeks will be spent on an introduction to basic grammar. Language work will continue throughout the semester but with an increasing emphasis on reading important literary texts. By the end of the semester the student is prepared for reading Beowulf in the original and has a good outline of comparative Germanic grammar and phonology. This course is recommended for graduate students planning a specialization in medieval and renaissance literature, narrative literature, or English language/linguistics. Several examinations, no papers, daily homework

324 Structure of English

Professor Anja Wanner

MW 5:45 - 9:00 4208 H C WHITE

(Prerequisite for MA in Applied English Linguistics) In this course we discuss the fundamentals of the syntactic structure of English sentences. Our approach is that grammar is not something scary "out there" -- it's part of every speaker's intuitive knowledge of language and we aim at making 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 target specific functions (e.g., passivization, question formation, focalization). 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 of your choice you will have the opportunity to explore a common myth about language, 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 your study of literature, creative writing, English education, English as a second language, and further studies in Linguistics.

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

Textbook: Elly van Gelderen (2002): An Introduction to the Grammar of English. Syntactic Arguments and Socio-Historical Background. Amsterdam: John Benjamins.

330 English Phonology

Professor Various

TR 5:30 - 6:45 434 Education

Basic principles of phonetics and phonology applied to the description of English.

330 English Phonology

Professor TBA

TR 5:30 - 6:45 434 Education

Basic principles of phonetics and phonology applied to the description of English.

333 Second Language Acquisition

Professor Richard Young

MW 8:00 - 9:15 4281 H C WHITE

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

Second language acquisition, or SLA, is a theoretical and experimental field of study which, like first language acquisition studies, looks at the phenomenon of language development, in this case the acquisition of second languages. The term, "second" includes "foreign" and "third", "fourth" (etc.). The dominant aim behind this research is to extend our understanding of the complex processes and mechanisms that drive language acquisition.

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

Required Texts

-Gass, S. M., & Selinker, L. (2001). *Second language acquisition: An introductory course*. (2nd edition). Mahwah, NJ: Erlbaum.

-Gass, S., Sorace, A., & Selinker, L. (1999). *Second language learning: Data analysis*. (2nd edition). Mahwah, NJ: Erlbaum.

334 Introduction to TESOL Methods

Professor Jane Zuengler

TR 11:00 - 12:15 4275 H C WHITE

This course, for graduate and undergraduate students, is an introductory survey of methods of teaching English as a second or foreign language, with a focus on theory and rationale, and techniques and materials. Emphasis will be on developing your ability to critically evaluate methods and materials, as well as familiarizing you with current issues in the teaching of ESL or other second or foreign languages.

(While the focus will be on English, I encourage students with interests in the teaching of other languages to participate, as we can relate what we are reading to those languages.)

Required texts/packet: to be determined.

Required work for the course:

2 take-home essay examinations;

a practical experience involving assisting a second language teacher/or tutoring a language learner;

observations of several second/foreign language classes; (grad students only) a materials project; with other students, help lead a class discussion.

591 Multicultural Women's Writing: Becoming a Woman, Becoming American

Professor Nellie McKay

TR 9:30 - 10:45 B235 Van

This is a course in which students will read a number of first person narratives by women whose primary racial/ethnic identification is not western European. Each of them chronicles her journey from "girl" to "woman," and from non-American to becoming American. We read to understand the following: (a) the relationship or patterns in public narratives or personal experiences, (b) divergencies and convergences of the definition of "woman" or "becoming woman" across time and space, © the challenges of differences in telling about if not experiencing it, and what it means to an individual woman to feel her un-Americanness vs. her Americanness. Is that different for people born outside of U.S. territory and those born in the U.S.?

Books in the course include Leila Ahmed's "A Border Passage: From Cairo to America—A Woman's Journey," Sandra Cisneros's "The House on Mango Street," and Maxine Hong Kingston's *Woman Warrior*." For undergraduate students there will be three papers and no exams. Two of the papers will connect to two interviews each student will conduct with women: one a family member and the other a non-family member (preferably, but not compulsory, someone outside of her or his racial/ethnic background). These interviews (one at a time) will become part of two short papers each student will write during the semester. For the third paper students will choose one of the texts from the class list for a paper that explores the theme of the course.

Graduate students in this course will have an extra bi-weekly meeting for additional discussion of the

701 Language and Learning: The Case of Writing

Professor Martin Nystrand

TR 1:00 - 2:15 7109 H C WHITE

English 701 will situate issues about writing and learning in the context of more general inquiry about language and learning, and we will examine the potentials of both writing and talk for learning and shaping understandings. We will read a wide variety of research on classroom discourse and learning, plus work on writing and learning, and writing across the curriculum. We will do a lot of reading, which we will discuss seminar style.

You will have ample opportunity to put your learning into action, by writing and discussing intensively the insights you take from the course. Through the end of October, you will keep a journal, making one entry a week, reflecting on our readings and, especially, on possible relationships between oral and written discourse, on the one hand, and learning and understanding, on the other. Topics for reflection: Consider classroom discourse, everyday conversation, and writing, especially your own, both in and out of class. What do language and learning have to do with each other? When do they seem most related? How do they support each other? When don't they? Why not? What are the conditions of their relationship? During this part of the course, we will devote about one out of three classes to small response groups (of 4-5 people each) where you will present and discuss your developing ideas with peers. These pieces will serve as the basis for a more focused inquiry which will become your course paper due at the end of the semester. About half way through the semester, I'll ask you to do an "inventory" of your reflections to assess just where you see your ideas are headed, and to plan the final paper.

Coursepack plus Books:

Applebee, A. (1996). *Curriculum as Conversation*. Chicago: University of Chicago Press.
Geisler, C. (1994). *Academic Literacy and the Nature of Expertise: Reading, Writing, and Knowing in Academic Philosophy*. Hillsdale NJ: Erlbaum.
Nystrand, M. (1997). *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. New York: Teachers College Press.
Olson, D. (1997). *The World on Paper*. Cambridge: Cambridge University Press.
Wells, G. (1999). *Dialogic Inquiry: Towards a Sociocultural Practice and Theory of Education*. Cambridge: Cambridge University Press.

704 Classical Rhetoric: Intellectual Sources of Contemporary Composition Theory,

Professor David Fleming

TR 11:00 - 12:15 7105 H C WHITE

An important intellectual source of contemporary composition studies is classical rhetoric, a collection of texts, theories, and techniques concerning public writing and speaking which developed in Greek and Roman antiquity during the thousand or so years from c. 500 BCE to c. 500 CE. We will concentrate on Greek rhetorical theory, but rather than reduce that topic to the views of Plato and Aristotle, we'll spend a good bit of time rummaging through both pre- and post-4th C., BCE, material, looking at the 5th C. political and cultural situation that led to the "disciplining" of rhetoric and the 3rd and 2nd C. institutionalization of that discipline. The rough plan is to spend a couple of weeks on archaic "rhetoric"; the next five, on the political, cultural, and pedagogical context of classical Athens (5th and 4th Cs., BCE); weeks 8-12, on the philosophers-rhetoricians Isocrates, Plato, and Aristotle; and the last two weeks, on Hellenistic and Roman developments. Readings will include Homer's Iliad, Havelock's Preface to Plato, Jarratt's Rereading the Sophists, Thomas Cole's Origins of Rhetoric in Ancient Greece, Thucydides' History of the Peloponnesian War, Hansen's Athenian Democracy in the Age of Demosthenes, Plato's Gorgias and Phaedrus, Aristotle's Rhetoric, Marrou's History of Education in Antiquity, the Rhetorica ad Herennium, Cicero's On Oratory and Orators, Quintilian's Institutio Oratoria, and Kennedy's Classical Rhetoric and its Christian and Secular Tradition. The syllabus from the last time I taught this course is available at <http://www.wisc.edu/english/jdfleming/english704.html>.

710 Discourse Analysis

Professor Cecilia Ford

F 1:00 - 3:30 7105 H C WHITE

This course provides a practice-intensive introduction to the analysis of talk-in-interaction. E.A. Schegloff calls real time interaction the "primordial site of sociality". Our work in 710 will be on learning the craft of analyzing language as social action. Each class will have required background readings, and class sessions will involve focused practice in the analysis of language as action. We will attend to turn construction, turn taking, collaborative courses of action, the interactional emergence of stories, practices for repair and correction, and the local construction of (and resistance to) roles, relationships, and institutional structures.

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713 Academic Practices in Language and Linguistics

Professor Jane Zuengler

M 4:00 - 6:30 7105 H C WHITE

An important part of graduate student training—for PhD students as well as advanced MA students interested in academic scholarship—is socialization into the practices of researchers and theorists in the academic field in which the student will become a member. English 713 seeks to provide such students with guidance in some of the academic practices. Specifically, the course will offer guided experience in a practice integral to conferences in one's field, namely, preparing and delivering a paper to an academic audience. Activity in the course will involve developing plans for, writing, and presenting a paper on one's research or theoretical interests. The event will be a symposium, organized by and consisting of presentations by the participants in English 713. It will be held here on campus toward the end of the semester. Students will ask fellow students and faculty in their area to attend.

English 713 is organized as a seminar in which several of the English Language and Linguistics faculty participate through the semester. Faculty will serve as advisors in the planning of the symposium and the presentations, and relevant ELL faculty will evaluate the written paper which is presented in the symposium. As a seminar, English 713 normally has no more than 12 students, and is student-centered with input from the faculty participants. While the course is required for PhD students in English Language and Linguistics, we strongly encourage any PhD or advanced MA students from any area related to language or linguistics (regardless of the particular language/s) to participate. In fact, we prefer the stimulation that such interdisciplinarity brings with it.

Please let me know if you have any questions about the course. Thank you for considering it, Jane Zuengler (zuengler@wisc.edu)

723 Critical Methods: Criticism, Ideology, Reading

Professor Jacques Lezra

T 6:30 - 9:00 7105 H C WHITE

This course is intended to bring into relief contemporary debates concerning the understanding and teaching of literary and other broadly "cultural" works. It assumes some prior knowledge of the history of literary criticism and the rise of "theory" in literary studies. Its aim is to furnish a nuanced understanding of the practices of reading, interpretation and pedagogy, as they occur in various determining and enabling contexts (the University, certain class- and socially coded milieus, one or another speech-situation). We will draw on literary, philosophical and psychoanalytic works in the line of continental theory and political philosophy that winds from the figures of the Enlightenment (Sade, some Kant, some Hegel), to Marx, Freud and Nietzsche, and through Bourdieu, Williams, Derrida, Althusser, Fanon, Agamben, Braidotti, Negri, Butler, de Man and Laclau; we will also read with care "literary" works (Melville, Borges, Poe, Woolf, Lispector, Gibson, among others) and visual texts like Pontecorvo's film *The Battle of Algiers*, Frank Miller's graphic novel *The Dark Knight Returns*, selected paintings by Norman Rockwell, and photographs of Sebastiao Salgado. It is more than probable that we will conclude with a unit in which we treat the cultural impact, and the impact on thinking about the notion of culture, of the twin notions of "terror" and "terrorism." English 723 is required of all graduate students except those for whom it is waived by the Director of Graduate Studies.

751 Chaucer and the Courtly Tradition

Professor Sherry Reames

MW 11:00 - 12:15 7109 H C WHITE

During the semester we will read most of Chaucer's "courtly" poetry, including *Troilus and Criseyde*, the *Parliament of Fowls*, the *Legend of Good Women*, and the parts of the *Canterbury Tales* that make the most use of courtly conventions, plus selected works by other medieval authors that help to illuminate the courtly tradition or traditions-- probably including selections from Malory's *Le Morte Darthur* and some of its sources, *Sir Gawain and the Green Knight*, the *Lais of Marie de France*, and Christine de Pisan's *Book of the City of Ladies*. In addition to the literary texts themselves, we will read and discuss a variety of critical essays, chosen to illustrate the major schools of recent thought on medieval courtly

773 Eighteenth-Century British Novel

Professor Eric Rothstein M 4:00 - 5:15 7109 H C WHITE
7:15 8:30

English 773 surveys significant works of eighteenth-century British fiction, including work by Fielding, Lennox, Richardson, Sterne, and Smollett, plus novels by two or more of Burney, Defoe, Edgeworth, Godwin, and Inchbald. The course will emphasize not only close attention to the novels themselves but also the placement of eighteenth-century novels in the history of the novel as a genre, and the novels' participation in current eighteenth-century discourses.

781 Graduate Fiction Workshop

Professor Lorrie Moore W 7:00 - 9:00 7105 H C WHITE

Available to Creative Writing Students only

782 Graduate Poetry Workshop

Professor Amy Quan Barry M 7:00 - 9:00 7105 H C WHITE

Available to Creative Writing students only

790 Proseminar in the Teaching of Writing

Professor Michael Bernard-Donals TBA - TBA H C WHITE

The purpose of this one-credit proseminar is to provide a firm grounding for the teaching of first-year writing. In practical terms, it will (1) to serve as an introduction to the teaching of writing to first year college students in courses like English 100, and (2) to do so in the context of UW's Communications A and B courses and of the field called Rhetoric and Composition studies. Though it will involve some reading, the intention of the course is to serve as a forum for the discussion of several key facets the teaching of first-year writing, discussion that will help as you design and implement a workable first-year writing course in an efficient, professional manner.

The seminar is designed for first-time teachers of English 100, graduate students who wish to teach English 100 or develop courses like it in the future, and anyone interested in a practice focused course in writing pedagogy. The major text for the seminar is the English 100 instructors' Manual, and we will essentially walk through the template syllabus for English 100 as a platform for discussing the issues of course design, the sequencing of assignments, collaborative student work, the writing process, the observation and evaluation of writing courses, and the design and implementation of methods of assessment of student writing. We will also examine the relationship between first-year writing and the

799 Independent Study

Professor Various - H C WHITE

Requires the consent of English Grad advisor and director of English Grad Division

799 Independent Study

Professor TBA - H C WHITE

Requires the consent of English Grad advisor and director of English Grad Division

802 Rethinking Form and Power: The Case of Victorian Poetry

Professor Caroline Levine

T 1:00 - 3:30 7105 H C WHITE

What does literary form have to do with the powerful hierarchies and institutions that shape social life? Traditionally, critics have argued that form transcends or evades politics, or they have contended that literary forms express or reflect political realities. But recently critics have begun to propose new claims about the relationship between literary forms and social and subject-formations—including race, gender, class, sexuality, disability, and nationality. In order to take part in a newly invigorated discourse of form, this course asks whether literary forms wield a kind of political agency of their own: might form actively participate in the making of the social world? We will consider recent theoretical work on form and politics, including texts by Frances Ferguson, Catherine Gallagher, Fredric Jameson, Franco Moretti, and Susan Wolfson. We will also read theorists of political power: Michel Foucault, Pierre Bourdieu, and Arjun Appadurai.

Our literary test case for this course will be Victorian poetry, a field that, like formalism, has attracted a new surge of critical attention in recent years. Victorian Britain made itself the proud center of a global empire, promoted new racial norms, generated ferocious debates about gender and sexuality, and oversaw the consolidation of powerful national subject-formations. It was also the site for the development of a startling array of new poetic forms. We will investigate the remarkable poetic innovations of the Victorian period—the dramatic monologue, the verse-novel, and sprung rhythm, among others—and we will use the case of Victorian poetry to seek to articulate new ways of thinking about links between literary forms and social formations. Poets we will consider will be Alfred Tennyson, Elizabeth Barrett Browning, Robert Browning, Matthew Arnold, Arthur Hugh Clough, Christina Rossetti, Algernon Swinburne, George Meredith, Amy Levy, Augusta Webster, Oscar Wilde, Gerard Manley Hopkins, Rudyard Kipling, Michael Field, and Thomas Hardy, as well as nineteenth-century theorists of poetry who were known for their impact on political life: Jeremy Bentham, Thomas Macaulay, J. S. Mill,

809 Milton and the Culture of Dissent

Professor David Loewenstein

M 1:00 - 3:30 7105 H C WHITE

This graduate course will examine the writings of Milton and several of his contemporaries in terms of the culture of dissent in seventeenth-century England. We'll study Milton's great poems: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* along with Lucy Hutchinson's great republican text, the *Memoirs of the Life of Colonel Hutchinson*, and John Bunyan's major Puritan text, *Pilgrim's Progress*. If time permits, we may also study Lucy Hutchinson's *Order and Disorder*, the first epic poem by an Englishwoman. Our aim will be to consider how all these Puritan and republican works contribute to a rich and varied literary culture of dissent in seventeenth-century England. Thus we'll be discussing these works both in terms of the upheavals of the English Revolution, as well as the hostile political climate of Restoration England.

A large part of the course will be devoted to Milton himself. We'll start out by sampling selections from his early poems and major prose works to see how they illuminate his literary, political, and religious development, including his radical Puritan orientations. In reading Milton we will consider the following topics, among others: the evolution of his prophetic sense of literary vocation before, during, and after the English Revolution; his political radicalism and theological heresies in relation to his great poems; his striking revision (and subversion) of the European epic tradition in *Paradise Lost* and *Paradise Regained*.

We will also consider the following questions: What impact did the English Revolution have on the religious politics of the great poems (all published during the Restoration)? What happens in these poems to the language of radical politics and republicanism? Does the intense Puritan inwardness of the great poems preclude active engagement or dissent in the temporal world? Or do the great poems reveal a poet who chooses eternal verities over temporal politics and who, as a recent critic has claimed in discussing *Paradise Lost*, withdraws from politics into faith? Juxtaposing Milton's great poems with texts by Hutchinson and Bunyan will enable us to see how other notable writers associated with republicanism or religious dissent struggled with the failures of the English Revolution and the hostile culture of the Restoration, while producing texts of remarkable imaginative power and originality.

As we consider these texts in relation to the culture of seventeenth-century English dissent, we will also address some of the theoretical and methodological issues involved in reading literary texts historically and in terms of the political and religious culture of Milton's England.

823 Poets and Poetics: Selected American Figures

Professor Cyrena Pondrom

TR 11:00 - 12:15 7109 H C WHITE

This intensive course will address itself to four basic tasks: reading texts by selected American modernist poets, considering some of their fundamental essays on poetics, reading a small selection of major secondary sources on both writers and movements, and considering a few theoretical essays which illuminate modern American poetry. This course will focus not on the earliest high modernists—Pound, Eliot, H.D, and Moore—but on six figures who gained attention slightly later or whose work initially seemed at a tangent to high modernism: Cummings, Stein, Oppen, Zukofsky, William and Stevens. The course will have three successive foci: avant garde practices in American poetry (Cummings and Stein); objectivism and after (Oppen and Zukofsky), and two divergent implementations of the long poem (Williams and Stevens). (Several of these figures could of course be illuminated by more than one of these emphases.) Two central goals of the course will be understanding the nature of modernism in English and American poetry and gaining a good understanding of poems written by a half dozen significant modernist poets.

867 Literature and Globalization

Professor Grace Hong

R 1:00 - 3:30 7105 H C WHITE

While the nation-state and nationalism has been the preeminent mode of cultural, political, and economic organization for the last three centuries, we are now living in an era that is witnessing a new role for the nation-state and nationalisms. As many theorists of “globalization” have argued, this term describes the displacement of the nation-state and nationalist epistemologies. This course examines this transition, and asks what new kinds of cultural formations and intellectual projects might be possible beyond those suggested by nationalist narratives, and asks what it means to study literature in this era.

905 Seminar in Applied English Linguistics "Interactional Competence

Professor Richard Young

T 6:30

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9:00

7109 H C WHITE

The focus of interactional competence is the structure of recurring episodes of face-to-face interaction, episodes that are of social and cultural significance to a community of speakers. We will call these episodes discursive practices. Participants co-construct a discursive practice through a configuration of interactional resources that is specific to the practice. This approach to language-in-interaction takes a view of social realities as interactionally constructed rather than existing independently of interaction, of meanings as negotiated through interaction rather than fixed in advance, of the context-bound nature of discourse, and of discourse as social action. In this course we will review the ways in which anthropologists, sociologists, and applied linguists have described discursive practices and we will apply their theories to the analysis of videotaped data. The course concludes with a discussion of how novices acquire competence in a new practice and how interactional competence may be assessed.

These eight topics will be covered in the seminar:

- Meaning and Context
- Methods for Analyzing Interaction
- Topics and Scripts
- Managing Turns-at-Talk
- Participation Frameworks
- Genre
- Acquiring Interactional Competence
- Assessing Interactional Competence

Readings

There are two short readings associated with each of the eight topics that we will cover in this seminar. When the seminar meets we will spend some time discussing the readings. Some of the concepts and terms we cover in this course may be unfamiliar. If so, I strongly recommend that you refer to this excellent collection of very short essays, which covers the major terms in the field:

Duranti, A. (Ed.). (2001). Key terms in language and culture. Malden, MA: Blackwell.

939 Paranoid Empire: Masculinities and Other War Zones

Professor Anne McClintock

M 1:00

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3:30

7109 H C WHITE

Paranoid Empire. Masculinities and Other War Zones is an interdisciplinary, graduate seminar on masculinities, imperialism and globalization.

Kofi Annan, Secretary General of the United Nations, has warned: "We have entered the 21st Century through a gate of fire." Can the surge in violence and the world's increasing militarization be understood, in part, as a crisis of masculinities emerging within globalization and the new United States imperialism?

Paranoid Empire offers a rubric for investigating the relationship between masculinities, imperialism and globalization. Reading feminist, psychoanalytic and cultural theories, as well as novels and films, the course explores masculinity not as a single (implicitly universal) identity position, but rather as masculinities -- that is, as constellations of historically changing social practices and identity formations, unequally situated with respect to power. A central interest of the course is to explore how masculinities can be understood only in articulated relation to other social categories: among them, race, class, nationalism, ethnicity and sexualities, if in contradictory, and often violent, ways.

Some of the following themes will circulate throughout the course:

- paranoid masculinity and imperialism;
- militarized masculinity and war trauma;
- regimes of discipline and the right to punish;
- race, prisons and masculinity;
- white masculinity, performance and the body;
- the male privilege of pleasure;
- marriage, monogamy and the sex industry;
- fetishism and race;
- working-class and racially subordinated masculinities;
- queer sexuality, cross-dressing and female masculinities;
- sexual violence and resistance;
- nationalism, fetishism and gender;

The course engages not only dominant masculinities and the uneven subordination of women, but also taboo, transgressive and abjected masculinities. These include queer, transgender, racially subjected masculinities, working-class, and female masculinities. Throughout the readings, we will elaborate and historically situate three notions of masculinity in particular: paranoid masculinity, militarized masculinity, and wounded masculinity.

Resisting the theoretical separation of psychoanalysis and social history, the course engages the concepts of abjection, fetishism and paranoia, and undertakes the challenge of exploring these concepts historically, in the context of globalization and the new United States imperialism. Throughout the course, the question will recur: what does it mean to say, again, that the body is constructed?

Readings include selections from the writings of R. W. Connell, Michel Foucault, Frantz Fanon, Sigmund Freud, Judith Halberstam, Michael Kimmel, Tobias Wolff, Philip Capoti, James Gilligan, Julia Kristeva, William Pietz, Chyam Selvadurai, John Coetzee, and short stories by ZZ Packer and Annie Proulx, among others. Film screenings include "Robocop," "Fight Club," "Bowling For Columbine," "Personal Services," "Before the Night Falls," "Battle of Algiers" "Ma Vie en Rose."

971 Conspiracy and American Literature before 1914

Professor David Zimmerman

W 1:00

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3:30

7105 H C WHITE

Focusing on a range of texts from the early Republic through the Progressive Era, this course studies the racial, gender, political, economic, religious, ethical, and ideological work performed by representations of conspiracy in United States literature. We will also trace the evolution of conspiracy (or, more precisely, conspiracism) as a cultural and cognitive resource--one of many--for making sense of unfamiliar forms of collective agency, intentionality, and historical change. Finally, we will interrogate the ways conspiracist narratives routinely take on features of the conspiracies they describe or claim to unveil, especially the urge toward totalization, where conspiracist proofs, no less than conspirators' designs, cohere as a plot or design. Conspiracy, we will see, reveals as much about literature as literature reveals about it. Our investigation will necessarily consider questions of melodrama, sensation, the sublime, paranoia, chance, apocalypse, formalism, and structuralism.

Possible primary texts: Brockden Brown, *Wieland*; Poe, *Arthur Gordon Pym*; Melville, "Benito Cereno"; Thomas Gray, "Confessions of Nat Turner"; George Lippard, *Quaker City*; Maria Monk, *Awful Disclosures of the Hotel Dieu Nunnery*; Henry James, *The Princess Casamassima*; Ignatius Donnelly, *Caesar's Column*; Harold Frederic, *The Damnation of Theron Ware*; Jack London, *The Iron Heel*; Upton Sinclair, *The Moneychangers*; Thomas Dixon, *The Leopard's Spots*.

990 Dissertation Research

Professor

H C WHITE

See professor for permission.

999 Reading for Prelims

Professor

H C WHITE

See professor for permission.