

Graduate Level Course Descriptions

Fall 2005

320 Old English

Prof. Sherry Reames

MWF 8:50 AM - 9:40 AM

4208 HCW

An intensive introduction to the Old English language and aspects of Old English literature. The main purpose of the course is to develop a good reading knowledge of Old English, enabling students in subsequent semesters to read Beowulf and/or do more advanced studies in early English language and literature. In addition, students will acquire some knowledge of characteristic themes and genres in Old English literature, both prose and poetry, and a sense of the culture that produced the texts we read.

Requirements

Numerous quizzes and written exercises
Two mid-terms and a final exam (but no papers)

Regular attendance, daily homework (including the memorization and review of paradigms and vocabulary), and in-class recitation are also essential in this course. Such factors will have a substantial influence on the student's final grade, as will individual progress.

324 Structure of English

Asst. Prof. Anja Wanner

MW 5:45 PM - 7:00 PM

223 Ingraham

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

330 English Phonology

Staff

MWF 8:50 AM - 9:40 AM

434 Education

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

331 English Language Variation

Staff

MWF 11:00 AM - 11:50 AM

4208 HCW

No description available.

332 Global Spread of English

Prof. Jane Zuengler

TR 9:30 AM - 10:45 AM

4208 HCW

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

333 Second Language Acquisition

Prof. Richard Young

TR 2:30 PM - 3:45 PM

1221 Humanities

This course is a general introduction to scientific 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 a second language. The term "second" includes "foreign" and "third", "fourth" (etc.). Since the early nineteen seventies, SLA researchers have been attempting to describe and explain the behavior and developing systems of children and adults learning a new language. The dominant aim behind this research is to extend our understanding of the complex processes and mechanisms that drive language acquisition. By virtue of the fact that language itself is complex, SLA has become a broadly-based field and it now involves:

- Studying the complex pragmatic interactions between learners, and between learners and native speakers
- Examining how non-native language ability develops, stabilizes, and undergoes attrition (forgetting, loss)
- Carrying out a highly technical analysis and interpretation of all aspects of learner language with the help of current linguistic theory
- Developing theories that are specific to the field of SLA that aim to account for the many facets of non-native behavior
- Testing hypotheses to explain second language behavior

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.

334 Introduction to TESOL Methods

Sandra Arfa

TR 1:00 PM - 2:15 PM

2131 Humanities

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.

635.2 English 635: 20th Century Narratives: representing social history

Prof. Thomas Schaub

TR 11:00 AM - 12:15 PM

318 Education

The aim of this course is a research intensive exploration of intersecting narrative forms: political, historical, legal and aesthetic. The design of the course will work with several hubs centered on works of fiction which include representations of trials from American literature of the 20th century. Likely candidates include Dreiser's *An American Tragedy*, Sinclair's *Boston*, Wright's *Native Son*, and Doctorow's *Book of Daniel*. Research will include such documents as newspapers, journals, legal documents, court documents, histories. Other reading will include studies of narrative, and comparative narratology. This course should be of interest to those curious about the relations of literature and history, literature and politics, narrative and narrative theory, and to those who like the idea of tracking down information in libraries and archives. This undergraduate course is limited to 15 undergraduate and five Ph.D. graduate students.

702 Perspectives on Literacy

Prof. Deborah Brandt

W 12:50 PM - 3:20 PM

7105 HCW

This is a rapid reading course dedicated to recent books on literacy whose ideas have been particularly influential in the field of writing studies and whose methods are particularly exemplary. We will examine these books for the definitions of literacy that they presume as well as for the methodological approaches they adopt. Together and in this ground-up way, we will try to build workable understandings of the phenomenon of literacy that can inform research, teaching, and social action. We also will explore the limitations of the so called New Literacy Studies in order to plot potential directions for a next generation of research.

Tentative titles include:

Niko Besnier. *Literacy, Emotion and Authority: Reading and Writing on a Polynesian Atoll*. New York: Cambridge University Press, 1995.

Canagarajah, Suresh. *A Geopolitics of Academic Writing*. Pittsburgh: University of Pittsburgh Press, 2002.

Cobb, Amanda. *Listening to Our Grandmothers' Stories: The Bloomfield Academy for Chickasaw Females 1852-1949*. Lincoln: University of Nebraska Press, 2000.

Elizabeth Hill Boone and Walter Mignolo. *Writing Without Words: Alternative Literacies in Mesoamerica and the Andes*. Durham, NC: Duke University Press, 1996.

Ralph Cintron. *AngelsTown: Chero Ways, Gang Life, and Rhetorics of the Everyday*. Boston: Beacon Press, 1997.

Anne Haas Dyson. *Writing Superheroes*. New York: Teachers College Press, 1997

Harvey J. Graff, *The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth Century*. New York: Academic Press, 1979. Rpt. 1991.

Shirley Brice Heath, *Ways With Words: Language, Life and Work in Communities and Classroom*. New York: Cambridge University Press, 1983.

Jacquelyn Jones Royster. *Traces of a Stream: Literacy and social change among African American women*. Pittsburgh : University of Pittsburgh Press, 2000.

Sylvia Scribner and Michael Cole. *The Psychology of Literacy*. Cambridge: Harvard University Press, 1981. Rpt. 1999.

Brian V. Street, *Literacy in Theory and Practice*. Cambridge: Cambridge University Press, 1984. LC149 S77 1984

705 Contemporary Composition Theory II: Topic: Rhetoric, Poetics & Aesthetics
Prof. Michael Bernard-Donals M 1:00 PM - 3:30 PM 7105 HCW

Composition studies in the last fifty years has been heavily influenced by a number of subdisciplines of English studies, including linguistics, literary theory, rhetoric, speech-act theory, and language philosophy to name only the most prominent. In this course we will examine how three strands of language study -- rhetoric, poetics, and aesthetics -- affect how we understand the field of composition and rhetoric, and complicate traditional notions of language, instrumentality, and communication.

Beginning with key rhetorical, poetic, and aesthetic texts -- including those written by Aristotle, Plato, Longinus, Johnson, Sidney, Kant, and Schiller -- we will investigate how modern rhetoric and composition, from the early twentieth century to the early twenty-first, both does and doesn't come down to "the teaching of writing."

713 Topic: Contemporary English Linguistics
Prof. Richard Young M 4:00 PM - 6:30 PM 7105 HCW

This course offers an intensive research and peer support experience for advanced graduate students (Ph.D. students and advanced M.A. students in English linguistics or related fields in other departments). Students explore and share with one another their chosen areas of interest in linguistics and applied linguistics, with the goals of preparing for cross-field examinations, preparing research proposals, and developing research projects and publishable research papers. 713 is student-centered, with input and guidance from the English Linguistics faculty. While the course is required for Ph.D. students in English Language and Linguistics, motivated and engaged students from all related disciplines are invited to join the course: second language acquisition, rhetoric/composition, linguistics, communicative disorders, curriculum and instruction, educational psychology, psychology, sociology, and anthropology. Note that 713 students regularly explore linguistic issues in languages other than English, and interdisciplinarity is celebrated.

During our first few meetings, we will develop a friendly but serious seminar environment. Students will choose and commit to a goal for the semester. Goals may include developing research begun in other courses, engaging in a literature review, and/or writing a research paper that supports preparation for a comprehensive examination.

723 Critical Methods-British and American Lit
Prof. Jacques Lezra T 11:00 AM - 12:15 PM
Prof. Henry Turner R 11:00 AM 12:15 PM

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.

The course deals with the assumptions and arguments of contemporary "theory." There are two aims. One is that someone who completes the course will be able to understand the conceptual principles that underlie a very broad range of critical or literary-theoretical writings in currency. The other is that someone who completes the course will gain real proficiency in thinking about theoretical issues, both as prior to and as embedded in any piece of practical criticism.

Graduate Intensive: Orality and Textuality in the Middle Ages

This course has three primary goals:

- 1) to cover some important texts of the English Middle Ages, many of which appear on the Master's examination;
- 2) to explore the conditions of medieval text production as a prerequisite for a productive understanding of them;
- 3) to frame the assumptions that are brought to text production, reading, and criticism in the present academic environment.

The problematics of medieval textuality revolve around the paradox that medieval text production was to a great degree unconscious, "natural," "voiced," "popular," and invisible and yet on the other hand extremely rule-bound, highly theorized, prescribed, self-conscious, and visible in its materiality. Medieval texts were always produced by voice/hand and received by ear/eye. We can only receive these texts as they have been brought to us through the medium of manuscripts, and manuscripts as edited and translated; yet their production and reception was always to some degree in orality. Voice and manuscript texts share many characteristics that are foreign to the modern text: their specificity and boundedness in place and time (they are always unique), their idiosyncrasy (no text is ever the same twice), their somaticity (they are produced by bodies), hence, their materiality and their status as performance. Topics that will be discussed include orality, literacy, oral-formulaics, performance, internal features and structures of oral texts and medieval written texts, memory, social relations of oral production, manuscripts, medieval textuality and grammaticality, writing, voice, editing.

Students will be expected to read the medieval works on the syllabus (Latin and Old English in translation, Middle English in the original language), but they will have the status of examples and individuals will have scope to extend their work in relevant ways to topics and periods of their interest.

Requirements: regular attendance and participation in discussions; reading all the assigned material in time for scheduled discussions; several oral reports (the number to depend on the number of persons in the course); a short paper (about 5 pages) developed from one of the oral reports; a term paper (12-20 pages) on an appropriate topic developed in conjunction with the class and the instructor. The term paper will be presented in draft form to the entire class, critiqued by all, revised by the author, and resubmitted for grading.

762 Carnival and Festivity in Early Modern Theatrical Culture

Prof. Susanne Wofford

W 12:30 PM - 3:00 PM

7109 HCW

Carnival and Festivity in Early Modern Theatrical Culture

This class will investigate the uses made in Renaissance drama and prose of festive custom and inversion, the topos of the world upside down, and the discourses of carnival. The class will focus on the drama, especially on Shakespeare, and will include significant treatment of English Renaissance fiction. Readings in fiction will be used in part to extend study of the plays or of topics within the plays. The class will conclude by looking at circum-Atlantic carnival traditions, with readings from the work of Joe Roach, examples of New Orleans carnival, study of the film *Black Orpheus* (in Portuguese, *Orfeu Negro*, directed by Marcel Camus), and the reading of Paule Marshall's novel about the Caribbean *The Chosen Place, the Timeless People* (1969).

There will be some reading in social history and folklore about May Day, Midsummer's Night, Twelfth Night, Carnival, and other festive holidays, as well as in the history and theory of the carnivalesque (Rabelais, Bakhtin, C.L. Barber, Natalie Davis, Peter Stallybrass and Allon White, François Laroque). I am particularly interested in reexamining from the point of view of current scholarship the early work of C.L. Barber, and the theorization of carnival post-Bakhtin in the 1980's.

Topics of study will include: festive custom and holiday, and the kinds of performance and dramatic form that they enable; the role of genre and of social institutions such as the theatre and the guild; the question of the relation between festive transgression and actual rebellion or revolt; carnival and saturnalia versus the tradition of the philosophical symposium; Protestant responses to festive holiday and theatricality; fools, folly and wit; masks, disguises, and the performance of identity; the grotesque and humorous body; the role of the audience in carnival; charivari, "rough music" and carnival violence; erotic imitation and the inversion of gender roles in carnival; and the contrast of urban and rural in history (the effects of urbanizing rural custom was a major focus of Natalie Davis's work on this material) and in genres such as tragedy and pastoral. Briefer attention to the changing politics of festive holiday in the 17th century.

Texts:

Plato, *The Symposium*

Apuleius, *The Golden Ass*

Rabelais, selections from *Gargantua and Pantagruel*

Erasmus, an adage and a colloquy (*The "Silenus Alciabidis"* and the "*Convivium Religiosum*" or "*The Godly Feast*")

Giordano Bruno, "*The Ash Wednesday Supper*"

Sir Philip Sidney, *The Lady of May*

An entertainment for Queen Elizabeth (probably Elvetham) and her entry into London

William Shakespeare,

Two Gentlemen of Verona

A Midsummer Night's Dream, ed. Gail Kern Paster and S. Howard (Bedford/St. Martin's);

2 Henry VI

1 and 2 Henry IV

Merry Wives of Windsor

As You Like It

King Lear

The Winter's Tale

Dekker, *The Shoemakers' Holiday*

Deloney, *The Gentle Craft and Jack of Newbury*

Nashe, Summer's Last Will and Testimony, The Unfortunate Traveler, Lenten Stuff

Jonson, Bartholomew Fair; a Jonson Masque (perhaps "News From the New World Discovered in the Moon")

Middleton, The Roaring Girl

Pamphlets Hic Mulier and Haec Vir

Mikhail Bakhtin, readings from Rabelais and his World, and The Dialogic Imagination

Black Orpheus (in Portuguese, Orfeu Negro, directed by Marcel Camus),

Paule Marshall, The Chosen Place, the Timeless People (1969)

Some Bibliography:

Max Harris, Carnival and other Christian festivals : folk theology and folk performance (2003)

Joseph Roach, Cities of the dead : circum-Atlantic performance (1996)

Francois Laroque, Shakespeare's festive world : Elizabethan seasonal entertainment and the professional stage (1993)

Leah Marcus, The politics of mirth : Jonson, Herrick, Milton, Marvell, and the defense of old holiday pastimes (1986)

Peter Stallybrass and Allon White, The Politics and Poetics of Transgression (1986)

Michael Bristol, Carnival and Theater: Plebeian Culture and the Structure of Authority in Renaissance England (1985)

Emmanuel Le Roy Ladurie, Carnival in Romans (1979)

Natalie Davis, Society and culture in early modern France (1975)

C.L. Barber, Shakespeare's Festive Comedy (1959)

770 English Lit, 1660-1700

Prof. Eric Rothstein

M 4:00 PM - 5:15 PM

7109 HCW

7:15 PM 8:30 PM

Main texts and developments in later seventeenth-century English literature. The Restoration is (in)famous as a time of excess after the English-Civil War, 1600-1700, but also at a time when England's government and church tried to reestablish stability and began visibly to move towards their modern configurations. In two fields, the drama and satire, the Restoration is generally accepted as one of the greatest Aperiods@ in English literature. The course will devote five or six weeks to the trajectory of Restoration drama, and its rehabilitation of the passions so as to produce a tragic mode of extravagance and sentiment, and a comic mode of cynical wit, Realpolitik, lust, and aggression. One week will focus on the rapid growth of self-aware, politically aware, and out-spoken feminism as a corollary to the rehabilitation of the passions, Realpolitik, and lust. The course will devote the rest of the time to satire, especially to Samuel Butler, John Dryden, and the Earl of Rochester, and to intellectual history, especially the two towering Early Modern philosophers in English, Thomas Hobbes and John Locke.

781 Graduate Fiction Workshop

Asst. Prof. Judith Mitchell

R 4:00 AM - 6:30 PM

7105 HCW

A graduate level workshop in which students submit works of fiction to the peer review process. Also, selected works of contemporary fiction will be viewed through the lens of the writer. Required of all MFA fiction students. Other graduate students may apply for admission by submitting a manuscript to Ron Kuka (6195 Helen C. White) by 4 pm on Wednesday, March 9.

782 Graduate Poetry Workshop
Jesse Lee Kercheval T 7:00 PM - 9:00 PM 7105 HCW

Students write poems, critique the work of fellow students and read contemporary poetry.

Admission by submission of writing sample to Ron Kuka, 6195 Helen C. White by 4 pm on Wednesday, March 9

783 Creative Writing Pedagogy Seminar
Asst. Prof. Judith Mitchell M 7:00 PM - 9:00 PM 6108 HCW

Graduate level seminar on the techniques of teaching undergraduate creative writing workshops. Required of, and limited to, all incoming MFA students.

785 MFA Thesis
Various -

790.1 Proseminar-Teaching of Writing
Assoc. Prof. David Fleming R 9:30 AM - 10:45 AM 7109 HCW

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 rhetorical principles on which it is founded.

790.2 Proseminar-Teaching of Writing
Assoc. Prof. David Fleming R 1:00 PM - 2:15 PM 6110 HCW

795 One-credit Seminar
Prof. Deborah Brandt TBD -

Description not available. Contact instructor.

799 Independent/Directed Reading
Various -

Permission from instructor required. Also, submit a 799 Approval Form to the Graduate Division Office for approval by the Director.

822 Recent U.S. Experimental Poetry and Poetics

Prof. Lynn Keller

MW 11:25 AM - 12:40 PM

7105 HCW

The last thirty-five years have seen a boom in “linguistically innovative,” “experimental,” or “exploratory” poetics in the U.S., often accompanied by extensive theorization of the underlying poetics. Experimental poetics are now having a significant impact on what Charles Bernstein termed “official verse culture,” with major figures from outsider movements now holding prestigious university positions, teaching in AWP writing programs, or serving as chancellors for the Academy of American Poets. In this course, we will study a variety of influential experimental works published since the early 1970s along with key theorizing “paratexts” and responses by major critics in the field. We will begin with the Language movement, considering also more recent writing that reflects the influence of Language poetics, as well as innovations in visual poetics, in feminist experimentalism, in artists’ books, in poetry attempting to respond to current scientific theories and discoveries, and in electronic or digital poetics. We expect to have Rosmarie and Keith Waldrop—poets, translators, and editors of the important small press, Burning Deck-- on campus for several days in the fall, and their visit (which is likely include readings and lectures) will be integrated into the course.

823 Migrations, Diasporas, and Borders: Cultural Theory and Aesthetic Practice in the 20th Century

Prof. Susan Friedman

T 9:00 AM - 11:30 AM

7105 HCW

This seminar will examine current cultural theory around issues of migration, diaspora, and borders in conjunction with selected 20th-Century texts from a variety of genres (including fiction, memoir, poetry, film, and essay). The course will be interdisciplinary in scope, drawing especially on anthropology, geography, postcolonial studies, gender studies, and race/ethnicity studies. Literary texts will be selected from different national and continental traditions and put in dialogue with each other along with cultural theory. We will examine the increasing spatial orientation of theory that foregrounds location, positionality, and migratory flows of people, culture, goods, and money across borders of all kinds. We will also explore theoretical and literary concepts of the intercultural and transnational with a particular emphasis on notions of contact zones and borderlands. Issues of traveling cultures, traveling theory, indigenization, transculturation, and cultural hybridity will also be examined. The role of memory in the construction of individual and collective histories, homelands, and national imaginaries will be a significant focus. The divisions within national cultures of gender, religion, class, caste, sexuality (and so forth) will be explored as major complicating factors in the meanings of migration, diaspora, and borders. The sections of the seminar include:

- I. Cultural Theory: Space, Migration, Diaspora, and Borders;
- II. Aesthetic Practice: Migrations;
- III. Literary Practice: Borderlands;
- IV. Literary Practice: (Post)Colonial Diasporas;
- V. Literary Practice: Migrancy of the Subject;
- VI. Seminar Papers and Beyond.

Work requirements for the seminar include a variety of oral and written tasks and feature the production of a seminar paper that aims to make an original contribution and that could be revised for submission to a suitable conference or journal. Attention will be given to the formation of research questions and methodologies, abstract and manuscript preparation, and conference or journal selection.

867 Smr: Modern Literature: The Persistence of Memory: The Memoir, Displacement and Transculturation

Prof. Robert Nixon

R 1:00 PM - 3:30 PM

346 Birge

This course will focus on the aesthetics, psychology, and politics of memory in a range of twentieth literary and cultural contexts. There will be a strong focus on the power of the memoir to give voice to experiences of migration and transculturation. Issues to be considered include: the current resurgence and imaginative status of the memoir; the border zones between imagination and memory; the nexus between personal and collective memory; memory and the sensual body; memory and the body politic; trauma, amnesia, and testimony; oral history; the photographic past. Our readings will draw on writers from Botswana, Britain, the Caribbean, Germany, Poland, South Africa, Sri Lanka, and the U.S.A., as well as from the Jewish, Palestinian and South Asian diasporas.

Course requirements: regular attendance and participation and a final paper. The final paper for the course should be 15-16 pp. long. You may choose to write either a personal essay in the memoir mode or an analytical/literary critical essay.

906 Smr-The English Language: The English Passive

Asst. Prof. Anja Wanner

F 9:00 AM - 11:30 AM

7105 HCW

This is a graduate seminar for students in the English Language and Linguistics program and interested graduate students from other departments/programs. The seminar offers the opportunity to examine one prominent construction in English in depth and from different linguistic angles: structural (syntax of the passive), theoretical (status of the passive in linguistic theory), comparative (putting the English passive into perspective), psycholinguistic (acquisition of the passive), and functional (use of the passive). The seminar is centered around critical discussions of classic and current articles. Students will learn to put these articles in context and to compare and evaluate different analyses for the same construction. At the end of the semester, there will be a colloquium, for which each student will prepare a conference-like presentation on one aspect of the passive.

936 Adv. Smr.: The Cultural Institutions of the British Novel: Readers, Forms, National Traditions

Assoc. Prof. Caroline Levine

T 1:00 PM - 3:30 PM

7105 HCW

Prof. Rebecca Walkowitz

This course presents a critical approach to contemporary theories of the novel. At a moment when novel theory is being recast in a range of exciting new ways, we will consider those disciplinary activities that have produced the principal objects and methods of our analysis, and we will think about ways that these might be revised and combined to generate new objects and new methods. We will take a historical look at three major disciplinary paradigms that have shaped recent theories of the novel: the reader as both a real and imagined type of consumer, and "critical reading" as a type of consumption; form in two senses--both the formal dynamics of narrative and the material form of the book; and the national tradition as it is conceived by the anthology, the syllabus, ideas of citizenship, and other categorizing practices. Our materials will include works of criticism, theory, and literature from the early nineteenth century to the present. Our plan is to focus our discussions of the theory with six British novels that participants would agree to read or re-read in the two months before the start of the seminar. Those novels might be: Jane Austen's *Pride and Prejudice*; George Eliot's *Adam Bede*; Oscar Wilde's *The Picture of Dorian Gray*; Virginia Woolf's *Mrs Dalloway*; Kazuo Ishiguro's *The Remains of the Day*; and W. G. Sebald's *The Rings of Saturn*. Graduate students who are interested in the history and theory of the novel but whose main area of study is not nineteenth- or twentieth-century Britain are welcome to enroll.

939 Smr-Feminist Theory and Critics - Paranoid Empire: Masculinities and Other War Zones

Prof. Anne McClintock

M 1:00 PM - 3:30 PM

212 MUS HALL

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

965 Topics in 19th Century English Literature: Romanticism - The Poetics and Politics of Homelessness

Asst. Prof. Sara Guyer

R 4:15 PM - 6:45 PM

7109 HCW

This course will endeavor to trace a non-nostalgic, non-nationalistic, non-redemptive poetics of homelessness in romanticism, a poetics that figures home as a place of errancy and insecurity, and in which homelessness emerges not simply as homelessness, but more radically as ³homelessness from homelessness.² In order to undertake this course of study, we will focus on the poet John Clare.

Critics have recognized Clare as both a ³peasant poet² and a poet made homeless by the 1809 Enclosure Act; he is at once a vernacular poet of the local (the folk, the people) and a poet displaced from the very locality that he represents. We will begin by recognizing the contradictory nature of this position. Taking up from this internal division, we will begin the process of articulating an alternative account of romantic poetics, one that takes Clare's position - torn between populism and displacement - as its model. Reading Clare in relation to other poets, Wordsworth, above all, we will begin to see how the terms that conventionally ground national identity (language and place), instead generate a scene of resistance and non-self-identity. We will consider how a vernacular, ³minoritarian² poetry disarticulates, rather than sustains, belief in the organic relation between language, people, and place typically associated with romantic ideology.

In addition to reading intensively in Clare's poetry, we will widely in literary and critical theory. We will read major works of romantic criticism (Schlegel, Wordsworth, de Man, Abrams, etc.), critical work on romanticism and nature, including ecocritical accounts of romanticism (Barrell, Williams, Bate), contemporary theories of minority and diaspora (Derrida, Balibar, Agamben, Deleuze and Guattari, Appiah, etc.), as well as philosophical accounts of poetry and nativity (Heidegger, Hölderlin, Lacoue-Labarthe). By bringing together a range of theoretical discourses that often remain isolated, and by thinking theoretically about Clare's poetics - and the politics that they reflect - we will work to understand a version of romanticism based not on ³home² but on errancy, displacement, and homelessness.

971 Smr-19th Century American Literature

Asst. Prof. Cherene Sherrard

R 1:35 PM - 4:05 PM

7109 HCW

Henry Louis Gates, Jr's "discovery" of Hannah Crafts' *The Bondswoman's Narrative*, indicates the rich possibilities available in the field of nineteenth century cultural and literary studies. In this course, we will read a variety of texts written by nineteenth century African American women including: slave narratives, political speeches, short stories, poetry and novels. In addition to the required literature, this course has a fundamental research component designed to introduce students to scholarly archival investigation. Many of these writings were produced during the prolific 1890's and the historical research we conduct will help to contextualize the predominant themes of the era. We will peruse the periodicals, census reports and ephemera of nineteenth century African American culture. Students will learn the meticulous methodology of manuscript research as they examine library archives and utilize research guides, including dictionaries of literary biography and other more elusive and imaginative sources. From the literature and periodicals of nineteenth century women's social and political culture, students will assemble substantial portraits of the writers and activists who participated in the antislavery and the women's club movements.

990 Dissertation Research

Various

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English 990 is for Ph.D. students who have reached dissertator status. Students who have reached dissertator status must register for 3 credits of 990 each Fall and Spring semester unless he/she registers for three credits of another graduate level course directly related to research on the dissertation thesis. A student who has passed the preliminary examination but still has not met all requirements toward dissertator status may also register for 990 to fill out the number of credits necessary for maintaining a TAship and/or keeping loans at bay.

999 Independent Reading/Reading for Prelims

Various

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Permission from professor required to register.