

Course Descriptions Spring 2004

322 Beowulf

Professor Alger "Nick" Doane

8:50:00 AM- MWF

6108 H C White

An intensive study of the Old English poem Beowulf in the original language. Daily work will concentrate on translation and close commentary, but the course will also cover larger issues of language, manuscript, cultural milieu, and criticism. Grade based on daily recitation and two exams plus a short paper. Note that this is a course in a foreign language; English 320 (Introduction to Old English) or equivalent course work is the absolute prerequisite.

324 The Structure of English

Professor Cecilia Ford

325 English in Use

Professor Cecilia Ford

4:00:00 PM-7:00:00 PM

H C White

Prerequisite: English 324 or an introductory linguistics course in any language.

This course is intended to build an understanding of language through attention to language use in everyday life. In an introductory course in linguistics, students will have learned about language structures; English 325 moves to an analysis of the functions of language in contexts of use. We examine how contexts and functions are related to linguistic forms, and we look closely at language in its "natural habitat": socially consequential discourse. Readings and other materials cultivate curiosity about and knowledge of language practices in speech and in writing.

* While course readings are primarily on varieties of English, student projects may be on any

700 Introduction to Composition Theory/ Environments for Literacy

Professor Martin Nystrand

11:00:00 AM-12:15:00 PM TR

7105 H C White

Like all human sign systems and inventions, writing and ideas about writing are largely a product of sociocultural, historic, and semiotic environments in which they arise and function. In this course, we will examine many of these environments to see their formative influence on literacy practices, writing instruction, and ideas about writing. We will first examine the invention of writing in the ancient Mesopotamia as prompted by the rise of commerce, legal, and cultural practices. We will then examine how changing literacy practices, especially an expanded reading public, helped establish and shape writing instruction first in the eighteenth-century provincial British colleges and then in America as colleges and universities responded to demographic changes in both the nineteenth and twentieth centuries. Finally, we have a close look at classroom environments, especially classroom discourse, as they shape writing instruction in courses like English 100. Course will examine pedagogical matters in the context of this evolution of Composition & Rhetoric.

* Two books (Schmandt-Besserat, How Writing Came About, & Miller's The Formation of College English) and course pack

* Three course papers

* Regular attendance and class participation

702 Perspectives on Literacy

Professor Deborah Brandt

3:00:00 PM-5:30:00 PM R

H C White

This is a rapid reading course focusing on works from the New Literacy Studies. This movement treats writing and reading as pluralistic cultural practices whose forms, functions, and influences take shape as part of larger contexts-social, political, historical, material and, always, ideological. The New Literacy Studies arose in reaction to earlier theories that treated literacy as an autonomous technology delivering certain predictable consequences, social and cognitive, to its users. Among other questions, we will assess the implications of this research for literacy teaching and learning in school contexts. We also will try to identify the next frontier in new literacy studies: What should be studied now and how? Finally, we will ask whether the premises of new literacy studies have themselves reached a level of orthodoxy worthy of questioning and, perhaps, overturning.

706 Special Topics in Rhetoric: Value and Evaluation in Composition Studies

Professor David Fleming

10:00:00 AM-12:30:00 PM F

7109 H C White

What do we mean when we value writing, when we praise one text and criticize another, when we celebrate some discourse practices and denigrate others, when we talk about writers in terms that suggest access to their very character? In this seminar, we will examine prominent vocabularies of "goodness" in composition studies. Despite the ubiquity and force of such vocabularies, we are often, I believe, surprisingly unreflective about them, incoherent in our use of them, and sometimes uncomfortable about their very existence. I see the course fulfilling three main goals: helping us as scholars better understand the place of value in the study of discourse; helping us as readers develop more reflective practices of text evaluation; and helping us as teachers become more thoughtful evaluators of student writing. For the Spring 2002 syllabus, see

711 Research Methods in Applied English Linguistics

Professor Richard Young

9:30:00 AM-10:45:00 AM MW

7109 H C White

This course is designed to prepare graduate students in second language acquisition and other branches of applied linguistics to critically evaluate published research in their field and to design their own research studies. It is divided into two parts. In the first part, we will discuss and compare qualitative and quantitative approaches to the design of research studies in applied linguistics. Topics to be covered include deciding on a paradigm, stating a purpose for the study, identifying the research questions and hypotheses, using theory, and defining and stating the significance of the study. In the second part of the course, we will concentrate on quantitative research methods and develop skills in applying statistics to research problems. Topics to be covered include: describing variables, constructing research designs, coding and displaying frequency data, describing interval and ordinal values, locating scores and finding scales in a distribution, probability and hypothesis testing procedures.

A sample syllabus for this course is on the web at
<http://www.wisc.edu/english/rfyoung/spring2002.711.syllabus.html>

Prerequisites: Graduate status and consent of instructor.

715 Advanced Studies in Second Language Acquisition

Professor Richard Young

1:00:00 PM-2:15:00 PM MW

7109 H C White

Designed for advanced students of second language acquisition and foreign language pedagogy, this course focuses on the process of learning a second language in the classroom. The topic was introduced briefly in English 333, and in this advanced course we will ask and attempt to answer two basic questions: How is talk organized in a second language classroom? And how does the organization of classroom talk affect second language learning? Our approach to answering those questions will be within two contemporary theories: Conversation Analysis and Sociocultural Theory.

Students in this course will prepare seminar presentations from the readings, and will design and carry out a research project on the organization of talk in a second or foreign language classroom.

Readings:

Lantolf, J. P. (Ed.). (2000). Sociocultural theory and second language learning. Oxford: Oxford University Press.

Markee, N. (2000). Conversation analysis. Mahwah, NJ: Erlbaum.

Ohta, A. S. (2001). Second language acquisition processes in the classroom: Learning Japanese. Mahwah, NJ: Erlbaum.

Seedhouse, P. (In press). The interactional architecture of the language classroom: A conversation analysis perspective. Oxford: Blackwell.

van Lier, L. (1988). The classroom and the language learner. New York: Longman.

Prerequisites: English 333 or consent of instructor.

727 Out of Europe--History, Memory and Exile Since 1945

Professor Michael Bernard-Donals

1:00:00 PM-3:30:00 PM W

7105 H C White

This course will examine the relation between remembrance and forgetfulness insofar as that relationship complicates how writers see and describe exile, genocide, and national and cultural history in the US, in Europe, and the middle east since 1945. That year serves as something of a watershed: it marks the end of the second World War (and the Shoah), the beginning of the final push toward Israeli independence, and the wind up to what would become the Cold War. And yet it is a year as much forgotten as it is remembered. In the years that followed, survivors of the Shoah leave the DP camps for the US, Palestine and elsewhere; people in the colonies of the victorious Allies begin working for independence while also moving to France, Britain and Germany; Jews attempt to redefine their relation with the non-Jewish world as both exiles and as (potential) members of a national entity—in short, memories are replaced (and displaced) as individuals become displaced. History and memory, since 1945, are up for grabs, and the representations from these years often involve this double displacement -- a displacement of peoples and the displacements of memory that define and are defined by those peoples. We will examine this displacement in fiction, film, memoir, and theoretical writing. This course is being co-taught with Professor Keith Cohen from Comparative Literature, Amy Kaminsky from Women's Studies (University of Minnesota) and Leslie Morris from German and Jewish Studies (University of Minnesota).

737 General Theory: Paranoid Empire: Masculinities and Other War Zones

Professor Anne McClintock

1:00:00 PM-3:30:00 PM M

7105 H C White

NOTE: This is a new, interdisciplinary, graduate seminar organized through the Borders Research Circle. Although the course is listed under the English Department, the seminar will include graduate students and faculty from a number of departments. Graduate students from all humanities departments are invited to register (through permission of instructor only). The primary instructor is Professor Anne McClintock, but other faculty from UW will be co-teaching the course. The course is interdisciplinary and will include graduate students and faculty from a number of departments.

Paranoid Empire: Masculinities and Other War Zones
(English 737: Feminist Theory and Criticism)

Kofi Annan, Secretary General of the United Nations, has warned: "We have entered the Twenty First Century through a gate of fire." Can the upsurge 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: Masculinities and Other War Zones" offers a rubric for inquiring into the relationship between masculinities, imperialism and globalization. Reading feminist, psychoanalytic, and cultural theories, as well as viewing films, we will 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.

The course will engage 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, that are unequally situated with respect to privilege and power.

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

A critical question of the course is power: in a variety of contexts, we will ask, how is power constituted, transgressed, appropriated and subverted? The course will be engaged in exploring how pleasure, power and profit are mediated through the technologies of desire, money and the law. Resisting the theoretical separation of psychoanalysis and social history, we will engage, in particular, the concepts of abjection, fetishism and paranoia, and will undertake the challenge of exploring them, psychoanalytically and historically, in the context of globalisation and the new United States imperialism. Some of the following themes will circulate:

- paranoid masculinity and imperialism;
- militarized masculinity and the culture of killing;
- race, masculinity and prisons;
- sexuality, performance and the body;
- the male privilege of pleasures;
- marriage, monogamy and the female body as property;
- sexual violence;
- fetishism, S/M and the sex industry;
- working-class and racially subordinated masculinities;
- cross-dressing and female masculinities
- nationalism, race and gender;
- power and resistance;

Throughout the course, the question will recur: what does it mean to say, again, that the body is constructed?

752 Religious Traditions in Late-Medieval Religious Literature

Professor Sherry Reames

11:00:00 AM-12:15:00 PM MW

7109 H C White

Although it was once assumed that medieval religious literature always expressed the views of the clergy and that the clergy themselves were all of the same mind, rereadings of this literature in the past two decades have found an enormous variety of competing voices and interests, including those of political radicals, women, Wycliffites, and other marginalized groups. The volatility of the traditions can be seen in Chaucer's *Canterbury Tales*, and is even clearer in certain genres which flourished outside London and court society in the late 14th and 15th centuries: satirical poems on religious themes, popular drama, saints' legends, and spiritual autobiographies. During the semester we will study some of the richest and most significant works from these genres, along with some of the best current critical discourse on such literature and the culture or cultures that produced it. The reading list will include *Piers Plowman*, plays from the York Cycle, Pearl, selected adaptations of saints' legends by Chaucer and others, the *Book of Margery Kempe*, and the *Revelations of Julian of Norwich*.

782 Graduate Poetry Workshop

Professor Ron Wallace

9:00:00 AM-11:30:00 AM M

7105 H C White

provides professional training in the writing of poetry. Some time is spent on theory and technique, some time is spent reading the work of established writers as models, and some short writing exercises are assigned, but the major focus of the course is the analysis of student writing in the classroom and in individual conferences. Topics for discussion include the workshop poem, the ekphrastic poem, the new formalism, the comic poem, and the discursive poem. Required texts are: Quan Barry, *Asylum*, David Clewell, *The Low End of Higher Things*, Carl Dennis, *The Practical Gods*,

795 The Later Wittgenstein

Professor Eric Rothstein

11:40:00 AM-12:40:00 PM M

7105 H C White

One-credit reading course focusing on *Philosophical Investigations*, but also including Wittgenstein's remarks on Frazer's *The Golden Bough*, and *On Certainty*. We will explore such standard Wittgensteinian concepts as language games, the "private-language argument," use-as-meaning, and "seeing-as." Collateral reading will include Marie McGinn, *Wittgenstein and the "Philosophical Investigations"*. No experience with Wittgenstein or surrounding philosophical traditions is prerequisite.

There will be no papers. The course will meet from ten to twelve weeks rather than for the full semester, and will have a pace of reading that takes into account that class members have other three-credit course and work obligations. However, this is not an informal reading group: the course carries with it the same assumptions about obligatory attendance and participation as does any other

823 20th Century Postcolonial Cultural Studies

Professor Tejumola Olaniyan

4:00:00 PM-6:30:00 PM R

7105 H C White

A critical examination of the trans-disciplinary field of postcolonial cultural studies—its rationale, methods, canonical thinkers and critics, and, so far, impact. We will conduct inquiries into the nature of sociopolitical and cultural conditions that characterize the ex-colonies, the diverse registers in which the conditions are discursively articulated, and the modes, spaces, and politics of their (re)production, circulation and consumption. We will read in and out of selected cultural forms and practices such as literature, history, "theory," music, and film, using them to explore a range of very exciting defining issues of "postcoloniality": history and the (post)colonial, Western imperialism past and present, resistance and the western episteme, indigenous knowledge and its (im)possibility, postcolonial modernity and its antinomies, the postcolonial and the postmodern, the nation and its fragments (gender, genre, class, ethnicity), and internationalism and the demands of the local. Stuart Hall, Assia Djebar, Anne McClintock, C. Achebe, J. Kincaid, F. A-Kuti, Chandra Mohanty, Salman Rushdie, Oyeronke Oyewumi, Walter Rodney, Gayatri Spivak, Wole Soyinka, Homi Bhabha, Frantz Fanon and Edward Said are a sample of the writers, artists, and scholars we will study.

845 Nation, Race, and Empire in Victorian Literary Studies

Professor Susan Bernstein

2:30:00 PM-5:00:00 PM T

7190 H C White

The course will explore late nineteenth-century British literature around concepts of nation and nationalism, race, and colonialism, as well as postcolonial theories of imperialism and globalization, particularly those focusing on spatiality such as orientalism, third space, and heterotopia. The course will encompass differently colonized or racialized identities in Victorian Britain: Irish, Jewish, African, 'Oriental' in relation to late-nineteenth century literary 'movements' and concepts: aestheticism and decadence, the new woman/man, naturalism. Although we will focus primarily on the late 19th-century novel and short fiction, we'll also read Victorian texts on eugenics and degeneration, ethnology, and cultural tourism. For further information, students should contact Prof. Bernstein with any questions

867 Graduate Seminar: The Late Henry James

Professor Rebecca Walkowitz

6:00:00 PM-8:30:00 PM T

7105 H C White

This seminar is open to graduate students in English and to other students by permission. The course will focus on the late work of Henry James; on the importance of tardiness, belatedness, and other manners in James's writing; on later versions of Henry James in contemporary fiction and film; and on the question of whether the work and styles of Henry James are still timely in literary studies, cultural studies, and the tradition of social critique. The course as a whole will provide an introduction to critical and theoretical approaches to the novel; the first half of the course will be devoted to the late work of Henry James and the second half to later twentieth-century fiction in the Jamesian style, which may include Wharton, Greene, McEwan, Ishiguro, and Hitchcock, and perhaps also Nabokov, Barker, and Kincaid. The theoretical and critical readings will include work by Felman, Miller, Sedgwick, Moon, Litvak, Bersani, Dimock, Freedman, Ellmann, Adorno, Butler, Althusser, and others.

905 Language and Gender: Methods and Theories

Professor Cecilia Ford

1:00:00 PM-3:03:00 PM F

7105 H C White

This seminar will begin with a review of historic and contemporary perspectives on language and gender. We will proceed to an inquiry into taken-for-granted notions regarding gender and language and explore discourse and language use, both spoken and written, in data supplied by seminar participants. We will critically engage our preconceived notions regarding language social categories, with the aim of coming to understandings of ways that social roles and identities are performed, indexed, imposed, and resisted through language as social action. In addition to readings and collaborative analyses, seminar participants will, conduct research projects, individually or in groups, focusing on talk, writing, and/or literary works in the language(s) of their choice.

Readings will draw from (but not be limited) to the following volumes:

- Cultural Performances. M. Bucholtz, A.C. Liang, L.A. Sutton and C. Hines. Berkeley Language and Gender Group. 1994.
- Discourse Analysis. J. Gee. Routledge. 1999.
- Discourse. S. Mills. Routledge. 1997.
- The Feminist Critique of Language: A Reader. 2nd Edition. Ed. by D. Cameron. Routledge. 1998.
- Gender and Conversational Interaction. Ed. by D. Tannen. Oxford. 1993.
- Gender Articulated: Language and the Socially Constructed Self. Ed. by Kira Hall and Mary Bucholtz. Routledge. 1995.
- Gender Belief Systems. Ed. by N. Warner, J. Ahlers, L. Bilmes, M. Oliver. S. Wertheim, and M. Chen. Berkeley Language and Gender Group. 1996.
- The Handbook of Language and Gender. J. Holmes and M. Meyerhoff. Blackwell. 2003.
- He-said-she-said: Talk as social organization among black children. M. H. Goodwin, University of Indiana Press. 1990.
- Language and Gender. M. Talbot. Polity. 1998.
- Language and Gender. P. Eckert and S. McConnell-Ginet. Cambridge. 2003
- Language and Masculinity. S. Johnson and U.H. Meinhof. Blackwell. 1997.
- Language and Sexuality. D. Cameron and D. Kulick. Cambridge. 2003.
- Linguistic Anthropology. A. Duranti. Cambridge. 1997
- Reinventing Identities: The Gendered Self in Discourse. Ed. by Mary Bucholtz, A.C. Liang and Laurel A. Sutton. Oxford. 1999.
- Queerly Phrased. Ed. by A. Livia and K. Hall. Oxford. 1997.
- Rethinking Language and Gender Research: Theory and Practice. Ed. by V.L. Bergvall, J.M. Bing and A. F. Freed. Longman. 1996.
- Talking Difference: On Gender and Language. M. Crawford. Sage. 1995.

942 Nineteenth-Century American Women's Writing

Professor Jeff Steele

1:00:00 PM-2:15:00 PM TR

7105 H C White

The 8000+ volumes of the Cairns Collection of American Women's Writing in Memorial Library represents one of the most important archives of American women's writing in existence, rivaling the holdings of the Library of Congress, New York Public Library, and Widener Library at Harvard. A primary goal of this course will be to expose students to these holdings and to encourage original avenues of archival research utilizing this wealth of material. At the same time, this course will examine a range of cultural studies' methodologies, as it addresses many of the following authors, works, and topics:

- 1) Catharine Sedgwick, Hope Leslie: the vicissitudes of sentiment in the early Republic,
- 2) Caroline Kirkland, *A New Home, Who'll Follow?*: writing on geographic and economic frontiers,
- 3) Margaret Fuller: the reconfiguration of the cultural imaginary, feminist mythologies,
- 4) Fanny Fern (and others): women in New York print culture at mid century,
- 5) Harriet Wilson, *Our Nig* & Harriet Jacobs, *Incidents in the Life of a Slave Girl*: race and images of 19th-century womanhood,
- 6) Louisa May Alcott, *Behind a Mask* & Harriet Prescott Spofford, "The Amber Gods": the power to be 'bad' and standards of moral valuation,
- 7) Rebecca Harding Davis, "Life in the Iron Mills" & Elizabeth Stuart Phelps, *The Silent Partner*: women, work, and labor reform in relation to visually-based aesthetics,
- 8) Charlotte Perkins Gilman & Mary Wilkins Freeman: the politics of space, feminist geographies,
- 9) Celia Thaxter & Sarah Orne Jewett: island myths of female nurturance, community, and creativity,

- 10) Pauline Hopkins & Frances Ellen Watkins Harper: models of black history and identity in the wake of Reconstruction,
- 11) Zitkala-Sa: American Indian identity in an age of colonization.

Prof. Steele is the author of *The Essential Margaret Fuller* and *Transfiguring America: Myth, Ideology, and Mourning in Margaret Fuller's Writing*. He is the current President of the Margaret Fuller Society

956 CANCELLED - Sir Philip Sidney & the English Renaissance

Professor Andrew Weiner

6:45:00 PM-9:15:00 PM R

7109 H C White

My seminar next spring will focus on the works of Sir Philip Sidney and upon the way that both his poetics in *The Defense of Poetry* and his example in *Astrophil and Stella* and *The Countesse of Pembrokes Arcadia* inspired a number of his associates (like Fulke Greville and *The Countess of Pembroke*) and those who used his works as a theoretical foundation for their own (like Spenser and Shakespeare). The seminar will read all of Sidney's major works (including *The Old Arcadia* in addition to those named above) and works by Greville (*A Life ... of Sir Philip Sidney*, *Caelica* and *A Treatie of Humane Learning*), the Countess of Pembroke translation of the Psalms (begun with her brother) and her dedicatory poem to the Queen, Spenser's *Astrophell*, Sir John Harington's *An Apologie for Poetrie* (1591), Daniel's *Delia*, and Shakespeare's *Midsummer Night's Dream*.

960 Restoration and 18th-Century English Lit: British Satire 1660-1750

Professor Howard Weinbrot

9:30:00 AM-10:45:00 AM TR

7109 H C White

This seminar will consider some of the major satiric modes and authors from about 1660-1750. Since there will be several works of Swift and Pope, students preparing for the Master's examination will be welcome. The class will read relevant portions of classical satirists, normally in English, who help to shape eighteenth-century British satiric modes of proceeding, especially Horace, Persius, and Juvenal. We also will read basic theoretical texts regarding satire from the later seventeenth and eighteenth centuries, as well as modern practical and contextual criticism.

The seminar probably will be organized around the following topics and kinds of satire: 1) The mock heroic: Dryden's *Absalom and Achitophel*, Mac Flecknoe; Pope's *Rape of the Lock*; Swift's urban poems; 2) Satire and the senses: John Wilmot, Lord Rochester; Swift's "Scatological" poems; 3) The imitation: Rochester, Pope, Swift, and Johnson; 4) Apocalyptic satire: Swift's *Tale of a Tub* in its volume, including the *Battle of the Books*; Pope's *Dunciad in Four Books*.

There will be two exercises of about five pages each. In one the student will review a modern book on satire and discuss its reception by other critics. These will be duplicated or electronically distributed to the entire seminar. In the other, the student will select a word, group of words, or concept and look it up in at least five seventeenth and eighteenth-century dictionaries and encyclopaedias, including Samuel Johnson's in 1755, and draw any inferences regarding the change, stability, or other important aspects of the word(s). There also will be a final term-paper that may build on either or both of these exercises.

With luck, the seminar will both introduce students to the pre-eminent period of satire in English and,

990 Dissertation Research

See professor for permission.

999 Reading for Prelims

See professor for permission.

