An Introduction to Forensic Linguistics
English 450 (87343) / English 550 (87323)
Tuesday/Thursday: 4:00 to 5:50 PM
Colson G06
Instructor: Kirk Hazen
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Course Specific Purpose:
The primary purpose of this course is to introduce students to the analysis of language for legal purposes and provide them first-hand experience in forensic linguistics.

As the course is taught by a sociolinguist, social justice will be a reoccurring theme throughout the course. Forensic linguistics - the application of linguistic theory, research and procedures to issues of the law - augments legal analysis by applying rigorous methods of language analysis to evidence such as letters, confessions, contracts, and recorded speech. In the same way that biology and physics can play crucial roles in the interpretation of medical and ballistic evidence, linguistics enables a deeper understanding of language and the law.

Course Purposes:
☐ To develop a respect for and understanding of human language;
☐ To examine legal cases where language is crucial evidence;
☐ To explore principles of linguistics applied to legal cases;
☐ To understand how linguistics can further social justice.

Specific Learning Outcomes: As part of the work, students will:
☐ Demonstrate a basic understanding of human language;
☐ Evaluate different methods used in forensic linguistics;
☐ Analyze a variety of language evidence;
☐ Create forensic linguistic arguments for specific legal contexts.

The graduate class will have an original, research project as part of their semester work.
This course examines the theories that inform and validate the practices of academics and professionals working in the broad field of professional and technical communication (PTC). PTC is often used as an umbrella term to cover the expanding work performed by professionals that ranges from usability studies, to proposal writing, documentation and web content development, and even project management. Indeed, one of the objectives of the course will be to explore the boundaries of PTC including a look at the historical relationship between rhetoric and composition and technical writing. We will examine journals in the field, evaluate potential textbooks for technical and business writing courses, explore key issues by researching/writing a conference-length paper, and develop syllabi that apply the pedagogical theories and concerns identified through class discussions and assignments.

While the course is designed for PWE students, it is ideal for any student who wishes to expand their understanding of rhetorical and professional writing theory, PTC practices, and research methods as well as those interested in potentially teaching ENGL 304 Business and Professional Writing and ENGL 305 Technical Writing.

By completing the course, students will

- Understand available methods for investigating questions about writing including qualitative and quantitative methods for conducting PTC research.
- Know the theories that inform and validate the practices of academics and professionals working in the broad field of PTC.
- Evaluate the role of ethics and the law in the professional writing classroom and workplace.
- Analyze critical approaches to the uses of technology in the professional writing classroom and workplace.
- Comprehend the similarities, differences, and disputes regarding definitions for professional, technical, and business writing and/or communication.
- Apply theories of PTC to English 304 Business and Professional Writing and English 305 Technical Writing classroom pedagogies.

**Required Texts**


Students will receive a DropBox invitation with access to the additional readings. If you do not have a free DropBox account, please visit dropbox.com to sign up.
What do we value about writing? How do we learn to write? How do we teach others? These are the questions we will keep coming back to as we read, analyze, and critique current scholarship on composition, and as we share ideas and experiences about teaching writing.

GOALS
This course invites you to situate your own practices within the context of current discussions and debates within the field of composition. You should:

- Gain a solid understanding of the major pedagogical approaches to teaching writing and the research and theory that informs those approaches
- Develop your own teaching philosophy
- Research & address a question related to your own teaching of composition
- Develop an argument related composition research, theory, or pedagogy

REQUIREMENTS
You will write about 25 polished pages over the course of the semester, plus informal writing, drafts and additional research. We will provide more detail on eCampus (WVU’s course management system) as the semester progresses.

- Weekly reading questions/response (individual response by midnight the evening before class)
- Collaborative discussion/presentation handout. About 500-750 words. 2 pp.
- Teaching observation memo. About 750 words. 3 pp.
- Reflective teaching statement to introduce final portfolio. 500-750 words. 2+ pp
- Final Portfolio

REQUIRED TEXTS (subject to some changes before August)
- Lutkewitte, Claire, ed. Multimodal Composition.
- Other readings posted on eCampus (WVU’s course management system)
By the time Kant wrote his seminal essay “An Answer to the Question: ‘What is Enlightenment?’” (1784), the international recognition of the United States with the 1783 Treaty of Paris had apparently provided one kind of answer—the prospect of political liberation through self-determination. But for whom? The proposed course will pursue the interrelation of two Enlightenment projects that came together in this moment: 1. The pursuit of political subjectivity for all “men” and its subsequent extension in anti-slavery and feminism. 2. The attempt to put politics on a purely rational foundation (a project that Max Weber famously characterized as the “disenchantment of the world”). The latter project, according to critiques leveled by the Frankfurt school and others, eventuated in the technological domination of external nature and the repression of internal nature; one effect in early America was the attempt to “civilize” indigenous peoples. To what extent are these projects intertwined and to what extent can the negative trajectories of the latter (since critique, as Bruno Latour puts it, has “run out of steam”) be uncoupled from the positive trajectory of the former? The proposed course will return to the American eighteenth century to examine the problems and prospects of enlightenment by investigating keywords such as nature, reason, natural law, natural rights, liberty, individualism, and benevolence in a range of texts. The course will attempt to address head-on the apparent incompatibility of literary-historical approaches such as Ferguson’s with critical-theory approaches such as Adorno’s, tracing their divergence to the 18th century.

**Secondary texts:**
Immanuel Kant, “An Answer to the Question: ‘What is Enlightenment?’” (1784)

**Possible Primary texts:**
William Bartram, *Travels* (Dover)
Charles Brockden Brown, *Edgar Huntly* (Hackett)
Olaudah Equiano, *Interesting Narrative* (Penguin)
Thomas Jefferson, *Notes on the State of Virginia* (Penguin)
Hannah Foster, *The Coquette* (Oxford)
Judith Sargent Murray, *Selected Writings* (Oxford)
*Thomas Paine Reader* (Penguin)
David Shields, ed. *American Poetry: The 17th and 18th Centuries* (Library of America)
Royall Tyler, *Algerine Captive* (Modern Library)
Phillis Wheatley, *Complete Writings* (Penguin)

**Graded work:**
- Weekly reading responses
- Presentation on recent scholarship on a week’s primary readings
- Conference-length final paper (~8pp.)
ENGL 693F: Public (Literary) Humanities
Tuesdays, 4-6:30pm
Ryan Claycomb

This course asks:

- How do we address humanities scholarship to a public audience?
- What ways do laypeople consume humanities knowledge—particularly about literature—in terms of genre, medium, and content?
- What tools do emerging scholars in the humanities need to engage a broader public without compromising rigorous scholarly research, thinking, and interpretation?

Over the semester, we will juxtapose scholarly readings on cultural-studies topics about the public consumption of literature and literary knowledge (fan culture, literary tourism, banned books discourse) with examples of publicly oriented scholarly work, and genre-study of the various modes of para-scholarly communication that might be used to bring literary and other humanities scholarship to a broader lay-audience: podcasts, op-eds, magazine features, writing for arts events, websites and other digital media, social media, etc. Guest lecturers will supplement the regular meetings of the course.

Assignments will include one academic paper of cultural studies analysis, along with a portfolio of publicly addressed samples that convert your own scholarly writing into publicly accessible media.
Borders and Refugees: Displacement in Contemporary World Literature

ENGL 771
Professor Rose Casey

Today’s global refugee crisis has reached unprecedented levels. Across the world, forcibly displaced persons can be found in refugee camps, undertaking dangerous journeys, or in temporary accommodations in often unwelcoming host nations. Precarity is a common feature of refugee life: many displaced persons are stateless, meaning they lack the protections of citizenship, while 80% are domiciled in developing nations that have limited funds to support new arrivals. Fiction writers have been quick to respond to the scale of the crisis, producing work of exceptional richness, provocation, and innovation. Yet it is only recently that literary critics have turned to address the contemporary geopolitical conditions of mass displacement: to explore the causes, effects, and consequences of forced migration as represented in literature.

This course brings together contemporary fiction from diverse genres, along with theoretical material primarily from literary studies, philosophy, and political theory, to examine how displacement is represented, interrogated, and theorized in fiction. We’ll consider specifically literary questions about the representation of refugees, including formal or aesthetic analysis, the ethics of depicting suffering, and the material conditions of book publishing and contemporary canon formation. We’ll read work from political theory and philosophy to examine the conceptual structure of ideas about displacement and loss, global responsibility and complicity, and hospitality and hostility. And we’ll explore the ways in which emerging research into contemporary forced migration has both shaped and been molded by ongoing disciplinary debates about the overlapping fields of postcolonial studies, contemporary world literature, and global south studies.

Course work will involve a conference-style presentation, annotated bibliography, research paper, and public humanities activity such as a keyword contribution to the Global South Studies at the University of Virginia’s digital platform. There will be opportunity to connect your work in this class to your research area even if you work on non-contemporary literature: the theoretical questions discussed lend themselves to pretty much all fields, whether 19th century American studies, Medieval literature, ecocriticism, etc.

**Literary Texts:**
J. M. Coetzee, *Life & Times of Michael K*
Kate Evans, *Threads*
Yaa Gyasi, *Homegoing*
Mohsin Hamid, *Exit West*
Bessie Head, *Maru*
Layli Long Soldier, *WHEREAS: poems*
Phillip Metres, *Sand Opera*
M. NourbeSe Philip, *Zong!*
Solmaz Sharif, *Look: Poems*

**Scholarship:**
Rebecca Walkowitz, from *Born Translated: The Contemporary Novel in an Age of World Literature*
Debjani Ganguly, from *This Thing Called the World: The Contemporary Novel as Global Form*
Hannah Arendt, from *Origins of Totalitarianism*
Yogia Goyal, “Slavery and its Transatlantic Afterlives”
Christina Sharpe, from *In the Wake: On Blackness and Being*
Rob Nixon, from *Slow Violence: the Environmentalism of the Poor*
Amitav Ghosh, from *The Great Derangement: Climate Change and the Anthropocene*
Jacques Derrida, *Of Hospitality*
Jasbir K. Puar, from *The Right to Maim: Debility, Capacity, Disability*
Joseph Carens, from *The Ethics of Immigration*