**English 6340, Spring, 2014. Metacritical Theory:**

**Heidegger,** **Foucault, and Derrida.**

Spring 2014

Instructor: Dr. Luanne Frank

Office: 522 Carlisle

Engl. Dept. Phone #: 817-272-2692

E-mail: [lfrank@uta.edu](mailto:lfrank@uta.edu)

Office Hrs: TTh 7PM (in classroom) & by appt.

W9PM (in classroom) & by appt.

Section Info: Engl. 6340.001

Day & Time of Class Meetings: W 6PM

Place: 301 Preston Hall

**Description of Course Content**:

The present 6340 focuses on three still-contemporary thinkers indispensable to understanding the backgrounds and most invigorating currents of literary-cultural theory and criticism today: Martin Heidegger, Michel Foucault, and Jacques Derrida—Heidegger for grounding what, in the hands of his “children” (Foucault and Derrida), would become known in part as post-structuralism and deconstruction; Foucault for anchoring post-structuralism definitively; and Derrida for carrying it to the varied extremes and unpredictable and fruitful openings that repeatedly earn for him the label “obstreperous.”

**Student Learning Outcomes**:

Close acquaintance with the theoretical texts assigned and a developed ability to put them to use, in writing, to elucidate selected literary works.

**Required Textbooks & Other Course Materials**:

Heidegger, Martin. *Being and Time*, tr. John MacQuarrie & Edward

Robinson (New York: Harper, 1962).

\_\_\_\_\_\_\_\_\_\_\_\_. *Parmenides*, tr. André Schuer & Richard Rojcewicz

(Bloomington: Indiana UP, 1992).

Foucault, Michel. *The Order of Things*. (New York: Random House,

1970).

\_\_\_\_\_\_\_\_\_\_\_\_. *The History of Sexuality* (New York: Vintage, 1980)

\_\_\_\_\_\_\_\_\_\_\_\_. Excerpt from *Discipline and Punish*.

Derrida, Jacques. *Of Grammatology,* tr. Gayatri Spivak (Baltimore: Johns

Hopkins UP, 1974 & (corrected edition) 1998).

\_\_\_\_\_\_\_\_\_\_\_\_. *Of Spirit: Heidegger and the Question*, tr. Geoffrey

Bennington & Rachel Bowlby (Chicago: U of Chicago P, 1989

\_\_\_\_\_\_\_\_\_\_\_ . “Structure, Sign, and Play in the Discourse of the Human Sciences.”

**Major Assignments & Exams:**

Seven one-page papers.

One exam.

**Attendance:**  Required.

**Grading**: Average of the seven papers 90%; paper-presentation 5%, exam: 5%.

**Schedule of Reading Assignments, Papers Due, and Exam,**

Procedures sheets describing the course’s approach to its subject matter follow, below this schedule, and clarify the nature of the treatment each assignment receives on days devoted tolecture and- discussion and on those featuring the presentations of students’ papers.

**Tentative Schedule of Readings, Lecture/Discussions, Papers**

January 15 BT Intro, Part I & Division One, Chapters One, Two, (and Three)

January 22 BT Division One: Chapters Four, Five, and Six

January 29 Paper # 1, & BT Division Two: Chapters 2 & 3

February 5 BT Division Two, Chapters 3 and 4

February 12 Paper # 2, & *Parmenides*

February 19 *Parmenides*

February 26 Paper # 3, & Order *of Things* (Foreword to the Engl ed, Preface, & Ch. 2).

March 5 *Order of Things*; excerpt from *Discipline and Punish*.

March 8-16 Spring Vacation

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March19 Paper # 4, & *History of Sexuality*

March 28 Last day to drop

March 26 *History of Sexuality*

April 7 Paper # 5, & *Of Grammatology,* “Exergue” (3-5) & “Transltr’s Pref” (ix-xc)

April 14 *Of Grammatology*, Part I, Ch. 1: “ The End of the Book and the Beginning of

Writing (6-26); Ch. 2: “Linguistics and Grammatology (17-73); Chapter 3:

“Of Grammatology as a Positive Science” (74-93); Part II, “Introduction

to the ’Age of Rousseau’” (97-100); Ch. 1: “The Violence of the Letter: from

Lévi-Strauss to Rousseau” (101-46); Ch 2 “…That Dangerous Supple-

ment”(141-64); Ch 3: “Genesis and Structure of the ‘Essay on the Origin of

Languages’” (165-268).

April 23 Paper # 6, & “ Structure, Sign, and Play in the Discourse of the Human

Sciences” and “Freud and the Scene of Writing”(PDFs or *Writing and Diff)*

April 30 *Of Spirit*

May 1 Paper # 7

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May 7 Exam

I reserve the right, as the instructor of this course, to adjust this schedule in accordance with the requirements of the material under examination and of the students enrolled.

**COURSE PROCEDURES**

We follow **FOUR main procedures** in this course, procedures having to do with assignments in two types of texts, literary and theoretical.

Students do the following:

1) Read and study a given assignment at home.

2) Read and discuss this assignment in class.

3) Write a one-page paper **a)** summarizing the contents of the theoretical text assigned, and **b)** using these contents to elucidate a chosen literary text with respect to those of its characteristics that show up when one reads it across the assigned theory. Run a copy for each class participant and bring these copies to class.

4) Present this paper aloud to the class and after all papers have been read aloud, distribute a copy to each class member.

**Additional information regarding the four procedures:**

1) Reading a given assignment at home.

a) The date appearing beside the name of an author or work (or its abbreviation) on the tentative schedule (a schedule of anticipated assignments) is the date by which this reading is due to have been completed).

b) The importance of this initial reading cannot be overestimated. It provides a base for the in-class reading and discussion to build on. Roughly estimated, three times as much of the text-covered-in-class becomes apprehendable during class if read ahead of time as if not, and is approximately 40% more retainable (because of the immediate review). We’re after an intimate (i.e., not merely nodding) familiarity with the assigned texts--better said: an intimate relatedness to them. Take advantage of this first reading to begin to build this relatedness.

2) Reading and discussion of assignment in class.

a) This reading, too, is important, as is students’ being present for it. This has, among other things, to do with the fact that what is produced in the way of understanding(s) during class is often heavily class- and moment- dependent--a function of conditions obtaining in the class at any given time (including but not limited to whom the class is made up of, *how* there they are, what they are thinking, and what they say or suppress). At this in-class reading, an exchange and development of ideas occasionally takes place that resembles a dialectic. In any case, although a set of intentions may determine a set of goals for every class meeting, the actual intellectual destinations arrived at by any given student during a class period will inevitably differ from those *anticipated* by the goals precisely *because* of any or all of the following and more: the dialectical nature of exchanges, other factors already mentioned, experience (intellectual and other), and even and especially mood (more basic, according to Heidegger, than reason, i.e., *ratio*). All of these operative factors might be gatherable under the phrase “way of Being,” and way of Being will be different for different students at different times, and places, and in different situations.

One important aim of the class meeting: that the student *produce* unforeseen meanings for the text, and confirm, amplify, or discard previously apprehended meanings. Thus, while some of the “content” of a class meeting is unmistakably available both ahead of time (from reading the text) and after the fact (from some else’s notes), much is not. What may be of greatest value (as, for example, what takes place generatively in the minds of students and faculty during the course of the class meeting) will, given an absence, have been missed. Perhaps needless to say, then, absences are discouraged.

Said slightly otherwise: although much of Procedure #2 takes place in what appears to be a lecture format, making the course at times seem a sort of information-delivery and -retrieval system, much of what in fact gets produced (by instructor and students) is in fact not (or, ideally speaking, will not be) what is conventionally understood as *information* (a somewhat pejorative term in such a course as this, for a reason it is probably too soon to note, though you’re welcome to ask). What comes into Being in class will not be altogether predictable, and thus not available, either ahead-of-time *or* after-the-fact. (Much of what takes place of course does so in the minds of the individual participants, where, because of the size of the class and the class’s limited available time, it inevitably remains. But it is not lost to the given student. It cannot, however, be recuperated for one student by another. That is, another’s notes are an indifferent substitute for one’s own apprehensions. In short, students absent from a Procedure #2 class meeting are **more** absent than they would be were this a course of the information-retrieval type, whose contents, by design, essentially follow a replicable textbook format, for which, as a substitute for a class meeting, another’s notes are useful indeed.

3) Writing a paper summarizing assigned theoretical material and elucidating a literary text across it.

The paper exhibits a number of characteristics:

a) It is **one page** in length, single-spaced. It is only one page. Page size (**not** print size) is 8 &1/2” x 11”. Print size and type are 12pt Times New Roman.

b) It uses all but one vertical and one horizontal line of the page-space available exclusively for its text. That is, no title is and **no margins at all** are necessary or desirable.

c) Its lines are numbered, vertically, down the left-hand edge of the page, by computer or by hand. **Please include line numbers**. The top, the horizontal, line, receives the student’s name (at left), course number & name (6340 Heidegger, Foucault, Derrida), and identification of the assignment (“Paper #2: *Being and Time*).

d) Its font, again, is 12pt Times New Roman. Smaller print returns to its author for print-enlargement.

e) Its contents consist of two types of material, presented in this order: 1) material summarizing the contents of the theoretical assignment-in-question (this takes up one-fourth of the page-space) and 2) an “application” of the assigned theory / methodology to a literary text (this takes up the remaining one-fourth of the page-space). This may seem to shortchange the application, but you will already have been “applying” the theory as you read to understand it. Your nailing the theory is what is most important here. Once the theory is relatively well understood, the application—the ideas for it, at least--can be almost self-generating.

**Due Dates of Papers and Item Revisions**

Due date: A paper is due on its due date. A paper available for presentation aloud, **and by its author**, to the class on its due date fulfills the assignment. Assignments for whatever reason unfulfilled can be made up by providing the assigned paper in the week after its due date and doing additional reading—an additional Heidegger, Foucault, or Derrida text--to be accompanied by a 2-page, single-spaced paper summarizing and commenting on this additional reading within two weeks of the missing paper’s due date.

A student in class but because of illness unable to read aloud may designate another class member as reader.

**Grades**

The average of papers 90%, paper presentations 5%, exam 5%.

**Attendance**

The importance of attendance has been noted. Absence, for whatever readon, is discouraged.

**Plagiarism**

The course follows university rules on plagiarism (representation as one’s own of words, ideas, and other sorts of intellectual property generated by others, whether used verbatim or paraphrased).

**Other**

As a courtesy, please (and please note that a “please” precedes each of the following):

a) Be on time: repeated latenesses have to count as an absence. b) Bring only water to class if you need to drink; open cans outside class.

c) Whether or not you have special dietary requirements and schedules, eat food outside of class:

d) Chew gum outside of class.

e) See to the needs of your digestive and excretory needs before class. If you are likely to suffer an attack of some sort, or a pressing need, please let me know ahead of time, and be sure to do the class the favor of asking to leave if, unexpectedly, you decide you must. In short, plan to disrupt the class as little as possible, apart from astonishing it in ways it can appreciate: an unannounced disappearance is not one of these.

f) Plan to leave class only when the class’s scholarly considerations for its time period have come to a close.

g) Should you need to leave something for me, leave it under the door of the main English office with my name on it or, with the help of one of the secretaries, in my box in the mail/Xerox room. If you should decide that it makes special sense to you to leave it under my office door, please let me know this. I do not check regularly under that door.

End of procedures

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week ***unless specified in the class syllabus***. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, a stairwell, which is located at the east end of the 3d floor Preston Hall hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.