

ENGL 5300--001: Theory and Practice in English Studies

Instructor: Dr. P. Ingram

Semester: Spring 2014

Office: 203c Carlisle

Class Time & Room: W 2-4:50, CAR 212

Office Hours: By appointment. Please use the Acuity scheduler found here:

<https://www.acuityscheduling.com/schedule.php?owner=11136201&>

Email: pingram@uta.edu

COURSE DESCRIPTION: English 5300 is a core course of the graduate program in English. This course introduces a wide range of theoretical and methodological approaches to English studies, which serve as a foundation for subsequent courses. Along with interpretive methods, the course also includes an introduction to research methodology in the profession.

STUDENT LEARNING OUTCOMES:

- To develop knowledge of some of the key concepts in critical and literary theory in order to participate in a discourse appropriate to a graduate student of English.
- To understand the historical and philosophical tradition from which these theories developed in order to identify the methods, assumptions, and aims of each theoretical movement.
- To hone analytical and critical *thinking* skills in order to evaluate the implications and contributions of a given theorist or their work.
- To improve analytical and critical *writing* skills in order to apply sophisticated and complex critical ideas to literary or cultural texts.
- To learn research skills to aid in the formulation of ideas and the writing of advanced theses and dissertations.

TEXTS:

Required:

Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*

Recommended:

Childers and Hentzi, eds. *The Columbia Dictionary of Modern Literary and Cultural Criticism*.

Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Applications*

REQUIREMENTS:

Participation and presentations: 30%

10 weekly papers: 50% (5% each)

Final exam: 20%

Grading Scale:

A= 90-100 D= 60-69

B= 80-89 F= 59 and below

C= 70-79

Papers

During the course of the semester you will write 9, 3-page papers (double-spaced). (You are also required to do a 2-page paper on the profession—see below.) This means you do not have to write a paper every week ☺. There are three types of papers you can write: compare and contrast, evaluation, and application. **You must do three of each type.** Please identify the type of paper and its number and include your name in the file (eg. *John Smith Application 1* or *Angela Chang Evaluation 2*, etc.). **You should upload your paper under the correct category to BlackBoard.**

Look at the sign-up sheet at the end of the syllabus for the correct groupings of essays.

- The **compare and contrast** paper examines **two** essays from the week's readings. Your job is to compare and contrast the positions of the two theorists (or in some case two essays of the same theorist). You should begin with a succinct summary of each essay and its major points. What are the methods, assumptions or aims of each? Then you should examine each in light of the other.
- The **evaluation** paper is an in-depth examination of **one** of the week's essays. You should provide a summary of the essay and then examine the implications of the piece, as well as the contribution it (and perhaps the theorist) makes to the movement being studied. You should do some research for this. DO not simply repeat the material given to you in Leitch's introduction.
- The **application** paper requires you to apply one of the theoretical arguments or methods discussed that week to a literary or film text of your choosing. For instance, if you choose *Portrait of a Lady* (James) as your text for the semester, then your analytical paper for week 5 would be a psychoanalytic reading of the book, or parts of it, using Freud's "Interpretation of Dreams" or "The 'Uncanny'" or Lacan's "Mirror Stage". In week 10 or 11, you would do a feminist reading of the novel using one or more of the essays read for that week as a basis for your analysis.

The first paragraph of the application paper should contain a thesis statement and briefly explain the theoretical method being employed to make the analysis. The purpose of the analytical paper is to give you practice **using** critical theory as a means to uncover the variety of ways a text may be read or interpreted. It is an intellectual exercise in thinking and understanding the multiplicity of ways that a text may operate or **do work**, as a cultural artifact.

You should pick a text that you already know well and that is rich enough to support a number of readings. **You will use the same text for every application**

paper so make sure it is something you can live with for the semester! As the paper is only 3 pages long, you will most likely not be able to develop an extensive argument. What you should aim to do is begin an analysis of your text using the arguments raised by the theorists studied that week, giving appropriate examples from your text to support your reading. *Hint: The application essays in Hall will be a good guide for you.* **Please note that even though we often devote more than one week to a given theoretical method, you can only use a given method once to interpret your text.**

Journal/Conference Assignment Paper 1-2 pages (Due)

Journal Review

This assignment requires you to contact a member of the UTA English faculty that works in your (projected) area of interest. Make an appointment to see them during their office hours and ask them about their field and the key journals in that field. Be sure to email them in advance with your question, so they are prepared. This doesn't have to be a long meeting, but it will give you a chance to ask some questions.

Conference Abstract

Find a conference(s) in your field and submit an abstract. It doesn't matter if your paper is accepted or not. The idea is to encourage you to start thinking about research questions and the profession. If you don't have a field, then look for conferences that interest you.

The paper

Write down the information you received from your journal inquiry and your conference search and include the abstract of the paper you submit.

Presentations

You are required to deliver two presentations for the course. The formal part of the presentation should last for **30 minutes**, after which you will lead the class in discussion. There are two types of presentation: comparative and evaluative. During the course of the semester, you will do one of each.

- The **comparative** presentation is like the comparative paper, but it is more extensive. As in the paper, you will examine **two** of the week's readings. Your job is to compare and contrast the positions of the two theorists (or in some cases two essays of the same theorist). You should begin with a succinct summary of each essay and its major points. What are the methods, assumptions or aims of each? And then you should examine each in light of the other. On what key points do they agree or differ? Is one more accessible or useful for literary analysis? **This should include more content and go into greater depth than the comparative paper.**
- The **evaluative** presentation is like the evaluation paper but, again, goes into greater detail. You should provide an in-depth examination of **one** of the week's essays. You should provide a summary of the essay and then examine the implications of the piece, as well as the contribution it (and perhaps the theorist)

makes to the movement being studied. Feel free to go beyond the text and examine the real-world possibilities/implications of the theory. **This should include more content and go into greater depth than the evaluation paper.**

You will be evaluated on:

- The accuracy and clarity of your summary of the essay/s you are assigned.
- The quality of your analysis of the text's significance and evaluation of its aims.
- The coherence and organization of your presentation.
- The quality of your discussion questions.

Presentation Paper

PLEASE NOTE: You must hand in a written paper after your presentation. It should represent the content of the presentation, but will be a formal piece of writing, NOT bullet points. This will count as one of your papers for that category. But do NOT read your paper during the presentation. You may refer to it, of course, but don't read it word for word, please.

Final Exam

The final exam for the course will cover the material studied throughout the semester. You will be required to identify terms, concepts, and theorists, and demonstrate an ability to interpret a text using theoretical methods.

PLAGIARISM

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks (for a written assignment and referenced for an oral presentation) and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of a general knowledge must be cited.

4. All papers and presentations must be the student's own work.

Students who are confused about what constitutes plagiarism should meet with me.

Academic Honesty is expected of all students. Cheating and plagiarism are violations of academic honesty. Any student caught violating the academic honesty code will be failed for the entire semester and the matter will be reported, with documentation, to the Office of Student Conduct for further disciplinary action.

Accommodations for Students with Disabilities: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or earlier if accommodations are needed immediately. Bring a copy of all relevant paperwork to the meeting. If you do not have a notification for accommodations but need accommodations, make an appointment with the Office for Students with Disabilities, 102 University Hall,

2-3364.

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, or view the information at 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 a 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>.

Assignment Schedule (subject to change)

Readings are due on the date recorded and should therefore be completed BEFORE the corresponding class day.

DATE	ASSIGNMENT DUE/CLASS ACTIVITIES
Week 1 W 1/15	Introduction to Leitch Introduction to the Syllabus
Week 2 W 1/22	Formalism/New Criticism Eichenbaum 921; Brooks 1213; Wimsatt & Beardsley 1230
Week 3 W 1/29	Marxism/Materialism Gramsci 998; Althusser 1332; Stuart Hall 1779
Week 4 W 2/5	Psychoanalysis Freud "The Oedipus Complex" 814-818; Bloom 1648, Gilbert & Gubar 1923

Week 5 W 2/12	Lacan 1156 “Mirror Stage”; Mulvey 2081
Week 6 W 2/19	Structuralism Saussure 845; Foucault from <i>The Order of Things</i> pdf.; Barthes, “The World of Wrestling” pdf
Week 7 W 2/26	Deconstruction/Poststructuralism Barthes, 1316-1331; Derrida 1680-1685, “Dissemination” 1697-1729; Foucault 1469-1490
Week 8 W 3/5	Lyotard 1463; Baudrillard 1553 Gates, “The Signifying Monkey” pdf.
Week 9 W 3/12	SPRING BREAK
Week 10 W 3/19	Race/Ethnic Studies Hooks, 2507; Gates 2427; Gilroy 2553
Week 11 W 3/26	New Historicism Pechter, “New Historicism and its Discontents” pdf. Greenblatt 2146
Week 12 W 4/2	Feminist Theory Cixous 1938; Rich 1588 Beauvoir, 1261
Week 13 W 4/9	Feminist Theory cont. Butler 2536; Bordo 2237; Smith 2221
Week 14 W 4/16	NO CLASS Submit paper on profession and conference abstract by 5pm
Week 15 W 4/23	Queer Theory Foucault 1502- 1521; Sedgwick 2464; Halberstam 2635
Week 16 W 4/30	Postcolonial Studies Spivak, “Can the Subaltern Speak?”; Fanon, “The Negro and Language” pdf. ; Said 1861
5/7	****Final Exam 2-4:30 pm***

Presentation Sign-Up

You must sign up for two different kinds of presentation

DATE	Comparative	Evaluative
Week 2 W 1/22	Formalism/New Criticism Eichenbaum 921, Brooks 1213	Wimsatt & Beardsley 1230
Week 3 W 1/29	Marxism/Materialism Gramsci 998, Althusser 1332	Stuart Hall 1779
Week 4 W 2/5	Psychoanalysis Bloom 1648, Gilbert & Gubar 1923	Freud "The Oedipus Complex" 814-818;
Week 5 W 2/12	Lacan, "The Mirror Stage"; Mulvey 2081	
Week 6 W 2/19	Structuralism Saussure 845, Foucault, <i>The Order of Things</i> pdf	Barthes, "The World of Wrestling" pdf
Week 7 W 2/26	Deconstruction/Poststructuralism Barthes, 1316-1331 Foucault 1469-1490	Derrida 1680-1685, "Dissemination" 1697-1729
Week 8 W 3/5	Lyotard 1463; Baudrillard 1553	Gates, "The Signifying Monkey" pdf.
Week 9 W 3/12	Spring Break	

Week10 W 3/19	Race/Ethnic Studies Hooks, 2507; Gates 2427	Gilroy 2553
Week 11 W 3/26	New Historicism Pechter, "New Historicism and its Discontents" pdf. Greenblatt 2146	

Week 12 W 4/2	Feminist Theory Cixous 1938; Rich 1588	Beauvoir, 1261
Week 13 W 4/9	Feminist Theory cont. Butler 2536; Bordo 2237	Smith 2221
Week 14 4/16	No Class	
Week 15 W 4/23	Queer Theory Foucault 1502- 1521; Sedgwick 2464;	Halberstam 2635
Week 16 W 4/30	Postcolonial Studies Spivak, “Can the Subaltern Speak?”; Fanon, “The Negro and Language” pdf	Said 1861