**Introduction to Textual Analysis and Interpretation**

ENGL 2350 / Fall 2016

The University of Texas at Arlington

Meets M/W/F, 10-10:50

ARCH 329

Instructor: Dr. Kathryn Warren

E-mail: kwarren@uta.edu

Telephone: 817-272-0466 (I prefer to be reached by e-mail)

Office hours: W/F, 3-4:30 and by appointment, Carlisle 206

**Course Description:**

Contrary to popular belief, English Studies is not a field in which anything goes. Far from it—to be a literary scholar requires mastering a particular skill set and drawing on a common body of knowledge. But this shared knowledge has less to do with *what* one reads than with *how* one reads—and how one expresses her thoughts about that reading. Just as physicists have their lingo and economists have theirs, English Studies is a discipline with its own language, theories, methods, and conventions.

This course is designed to introduce English majors and potential majors to the field by helping them to become fluent, so to speak, in the language practices that inform English Studies. In this course students will study several influential schools of literary criticism, learning how they developed in response both to each other and to theories in disciplines such as philosophy, history, and sociology. Students will practice applying the various critical theories to primary texts, both in class discussion and by writing papers through the lens of a specific theory. They will also learn to identify and employ the discursive conventions of literary scholarship as they practice reading challenging critical texts and doing research for their final paper, which requires entering into an ongoing conversation in the field. After completing this course, students will find their reading experience enriched by having learned the strategies for reading, thinking, and writing that make English Studies not a book club, but a profession.

**Learning Outcomes:**

Upon completion of this course students will be able to

* explain and describe major fields of literary criticism
* identify various genres of literature
* apply different critical frameworks to the analysis of literary texts
* conduct literary-critical research—i.e., track down essays on a primary text that speak to each other, identify a gap in the research, and make a plan to fill that gap
* develop and present an original analytical argument about a work of literature
* write essays whose formatting, citation, mechanics, usage, and punctuation conform to conventions in the discipline of English Studies

**Materials:**

1. A MavMail address that you check *daily*.
2. Access to a computer, Microsoft Word, and a printer. Be sure to allow for printing in your budget for this course because several short texts will be available online. You are required to print them out and bring hard copies to class.
3. The following books, available at the UTA bookstore and/or online:

Kate Chopin, *The Awakening,* Dover Thrift Edition, ISBN: 978-0-486-27786-8

Gerald Graff and Cathy Birkenstein, “*They Say / I Say”: The Moves that Matter in*

*Academic Writing,* 2nd edition, Norton, ISBN: 978-0-393-93361-1

Robert Dale Parker, *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, 3rd edition, Oxford, ISBN: 978-0-19-933116-1

The *MLA Handbook for Writers of Research Papers*, 7th edition, ISBN: 978-1-603-29024-1, is recommended but not required

**Assignments and Grade Calculation:**

The prompts will be available on Blackboard before the due dates, and we will go over them in class.

Short Writings (2): 40%

Midterm: 15%

Scholarly Essay: 25%

Final Exam: 20%

**Grading:**

I grade holistically. The grades I assign indicate how well you meet the expectations of an assignment, which are explained in detail on every prompt. If you do not understand my expectations for a particular assignment, it is up to you to ask for clarification. This is how I think of the letter grades I give you:

A for work that exceeds expectations

B for work that meets expectations well, better than average work

C for competent work that meets the basic requirements listed in the prompt

D for work that fails to meet basic requirements

F for work that is incomplete or that flouts requirements

For the purpose of calculating your final grades, I convert letter grades to numbers like this:

A+ = 97 B+= 87 C+= 77 D+ = 67

A = 95 B = 85 C = 75 D = 65 F = 55

A-= 92 B- = 82 C- = 72 D- = 62

**A grade of C at the end of the semester indicates your performance was competent—in other words, you have succeeded, passing the class. An A indicates that your performance is excellent.**

**Historically, in a class of 25 there have been between 2 and 4 As at the end of the semester, but there is no reason you couldn’t all get As if you all perform at a uniformly excellent level. I don’t grade on a curve. You can find holistic descriptions of essays at different profficiency levels on Blackboard under Handouts.**

**What You Can Expect from Class and What I Expect from You:**

Unlike many English classes you will take, where class time is used mainly for discussion of various primary texts (poems, stories, novels, etc.), much of our class time is devoted to helping you understand, process, and digest the material in your theory textbook. That’s because this course, unlike other English courses, has a good deal of content for you to master, not just literature for you to think about. That content includes complex ideas, abstruse vocabulary terms, an intimidating roster of thinkers, and a historical timeline.

This is not to say that I stand there and lecture at you for 50 minutes, though. I expect our class time to be a dialogue, with me leading the review and you all chiming in, filling in the blanks, and asking questions. You should come to class every day having read the material we are going to cover *ahead of time.* In the past, students have bucked at this, telling me they prefer to hear what I have to say before doing the reading because the reading makes more sense that way. In my experience, however, students master the material best when they come at it via three passes: a first pass as you read the textbook before class, using the lecture notes to direct your focus; a second pass when you come to class and ask questions for clarification; and a third pass when you study for the exam.

The theory you’re learning this semester might not make a whole lot of sense on the first pass, and that’s OK. To help you understand the textbook, I’ve put together sets of Guiding Questions. You can find them on our Blackboard page. The questions are basically a list of what I want you to know and retain after having read each chapter. I strongly suggest that you print the questions out and answer them as or after you read because students who make use of the questions do better in the class than students who do not. I’ve also made my lecture notes available online. I recommend bringing those notes to class on lecture days; you can take your own notes directly on them, supplementing what I’ve included and clarifying concepts for yourself.

I won’t be presenting on the theories every day, though. There are also days where we read literature and talk about it through various theoretical lenses, days where we read literary criticism and try to make sense of it, and days when we discuss the writing process and your writing. On these days, I expect you to play a central role in the conversation, with me receding and serving not as a lecturer at all, but as a discussion moderator.

You must *always* bring the text under discussion to class. If we are discussing one of the readings available on Blackboard, be sure to print it out and bring a hard copy. You will not receive a grade for participation, but I will certainly take class contributions into account for students whose final average is borderline. Spending time on a device during class or falling asleep in class may count as an absence (I will let you know if your comportment in class falls into the “present but absent” category).

**Attendance and Punctuality:**

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the professor for this course, have established an attendance policy, explained below.

Regular class attendance is expected, and any absence is strongly discouraged. I record two kinds of absences: excused and unexcused.

I excuse absences under the following circumstances:

1. Military duty (documentation required)
2. Official university business (e.g., participation in a sporting event; documentation required)
3. Illness, *at my discretion* (doctor’s note required). Please note that I will not excuse your absence for a regularly scheduled doctor’s appointment. There is a limit of 4 absences due to illness. Should your health interfere markedly with your performance in the course, come talk to me.
4. Religious holidays (let me know ahead of time)

In some circumstances, I may excuse other kinds of absences, *with documentation*.

Everyone gets one unexcused absence with no impact on your grade. After that, every time you record an unexcused absence, you may not make up any in-class work fo that day. **If you record seven unexcused absences you will automatically fail the course.**

|  |  |
| --- | --- |
| 1 unexcused absence | No adverse impact on your grade |
| 2-6 unexcused absences | You cannot make up in-class work you miss for an unexcused absence.  |
| 7 unexcused absences | You fail the course |

Our class time is precious, and punctuality is essential. Coming to class late disrupts the rhythm of the class, and it is disrespectful to me and to your classmates. By missing the first few minutes of class, you miss important announcements. Egregious (15 minutes +) lateness (or leaving early) will be counted as an absence.

**Submission Requirements and Late Work:**

You will turn in all of your formal assignments on Blackboard (elearn.uta.edu). It is your responsibility to make sure that your submission goes through, which means going back after you have uploaded your assignment to double check that it is there. Computer problems are not a valid excuse for late or missing work. If you are having trouble uploading an assignment from your home computer, go to the library and upload it from there. Plan ahead.

I do accept late work. But be advised: late work will lose a letter grade (10 points) for each calendar day (*not* class day) it is late. Heads up: your assignments are due on odd days (not always class days), so be sure to write the due dates on a calendar ahead of time so that you don’t miss them.

Extensions are negotiable. If you anticipate needing more time for an assignment, you must get in touch with me at least two days before the assignment is due. Together we will arrive at a later due date. I will hold you to that new due date and deduct points if you miss it. Do not e-mail me the day before something is due to ask for an extension; I will refuse.Plan ahead. I reserve the right to refuse extensions.

Unless we have made a special arrangement, do notsend me essays by e-mail. I will not accept them. You may have a couple informal assignments that are due over e-mail; do not assume I’ve received your message until you hear from me.

If you know you will need to miss class on an exam day, talk to me ahead of time so that we can schedule your exam in advance of the exam date. Should you miss an exam due to illness, I will give you a makeup exam **only if** you can provide a doctor’s note. Other extraordinary circumstances (car accidents and the like) may also merit makeup exams **if you can provide documentation**. I reserve the right to decide whether a makeup exam is warranted on a case by case basis (the default is no).

**Formatting and Citation:**

All writing assignments should be Word Documents that are formatted according to MLA style: double spaced, with 1-inch margins, in 12-pt., Times New Roman font.

When citing secondary sources, follow the citation style outlined in the *MLA Handbook for Writers of Research Papers*, which is a recommended text for this course and is available both in the library and in bookstores.

**Academic Integrity:**

All UTA students are expected to adhere to the University’s 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.

The University’s policy is that 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.

My policy is to hold students to the highest standards of academic honesty, and I have zero tolerance for violations of academic integrity. Plagiarism of any kind will result in strict penalties, including the possibility of failing the course. You will be turning in all of your assignments via SafeAssign, a program available via Blackboard that checks your work against work on the web and a database of student work, thereby flagging potential instances of plagiarism.

*What is plagiarism?*

Plagiarism is presenting another person’s ideas or words as one’s own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person’s work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader’s guide like Cliffs Notes or Sparks Notes, another student’s paper, or any other source. *An entire essay is considered fraudulent even if only a single sentence is plagiarized.*Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

*How can I avoid plagiarism?*

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it’s way too easy for the language you read and ideas you’re exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person’s ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author’s ideas and indicating that you are doing so in your prose (e.g., writing, “As Brook Thomas has argued,” and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., “As Brook Thomas writes, ‘xxxxxxxxxxxxxxxx’”). Because most English classes will require you to use MLA citation guidelines, the *MLA Handbook for Writers of Research Papers* is a recommended text for this course.

*What are the consequences of plagiarism?*

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. If you deny responsibility, your case will be handled by the Office of Student Conduct, and you will receive an Incomplete in our course until the investigation is complete. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.) Without exception, I will report the incident to the Office of Student Conduct, whether or not the student accepts responsibility for the alleged plagiarism. Disciplinary probation for a year is a common penalty for plagiarism issued by the Office of Student Conduct.

If you have any questions about these policies or about what constitutes plagiarism and/or collusion, ask me. Be sure to visit the website for the Office of Student Conduct for clarification on any of the above:

http://www.uta.edu/studentaffairs/conduct/academicintegrity.html

**Etiquette:**

The way you comport yourself during the semester has a substantial effect on your ethos, or credibility. Please take the following etiquette guidelines into account:

1. No laptops, smart phones, tablets, or e-readers in class. The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. The use of any electronic device during class will result in a zero participation grade for that day. Check out these two articles if you’re interested in the research:

[http://www.sciencedaily.com/releases/2014/04/140424102837.htm](http://www.sciencedaily.com/releases/2014/04/140424102837.htm%22%20%5Ct%20%22_blank)

[http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom](http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom%22%20%5Ct%20%22_blank)

1. Visit me during office hours, make an appointment outside of office hours, or e-mail me for questions and help. Please seek help ahead of time. In general I do not check e-mail over the weekend.
2. Please be sure your e-mails have both a salutation and a closing. And you may benefit from reading this column on appropriate e-mail etiquette:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

**Writing Center:**

If you’re serious about your writing, you should take advantage of the Writing Center, located in Room 411 of the Central Library. The Writing Center offers guidance to UT-Arlington students on writing assignments. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments, and their draft to the appointment. Hours are 9 am to 8 pm Monday-Thursday, 9 am to 3 pm Fridays, and 12 to 6 pm Saturdays and Sundays. Walk-in “Quick Hits” sessions are available during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).

Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft to polishing a final document. However, the Writing Center is not a document editing service; consultants will neither identify every error nor rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation, and editing errors.

**The IDEAS Center:**

The IDEAS Center **(**2nd Floor of Central Library) offers free tutoring to all students, with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor e-mail IDEAS@uta.edu or call 817-272-6593.

**Syllabus and Schedule Changes:**

I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Syllabus as a Contract:**

You may have noticed that much of what’s written above begins with the pronoun “you.” I have made very clear what is expected of each of you in the course. This syllabus is more than a list of what *you* need to do, though; it’s also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within a week of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

**UNIVERSITY POLICIES**

**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/>).

**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 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.

**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 or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law Title IX such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Feedback Surveys:**

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, which are the stairwells at both ends of the hall outside our door. 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.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Working Course Schedule**

*Readings listed to the right of each date should be completed before that day’s class. Assignment due dates appear in* ***bold****. “Bb” denotes readings that can be found on Blackboard. This schedule is subject to change, and I will notify you of all changes in writing.*

8/26 Introduction to the course, policies, and each other

8/29 Parker, Chapter 1: Introduction (1-10); discussion of what the phrase “textual analysis and interpretation” means to you and to the field of English Studies

8/31 Graff and Birkenstein, Introduction and Part I, and scholarly intro (Bb)

9/2 Discuss the sequence of assignments in this course; read the prompts for short writing #1 and the scholarly argument (Bb) ahead of time

9/5 Labor Day (no class)

9/7 Begin Parker, Chapter 2: New Criticism (11-30)

9/9 Continue Parker, Chapter 2: New Criticism (30-42)

9/12 Discuss Theodore Roethke’s “The Waking” (Bb) using New Critical strategies

9/14 Begin Parker, Chapter 3: Structuralism (43-51) and Saussure handout (Bb); today we’ll focus on structural linguistics

9/16 Continue Parker, Chapter 3: Structuralism (51-62); in class you’ll chart the poetics of the romantic comedy and the superhero movie.

**9/17 First submission of short writing #1 due on Bb by 11:59 pm**

9/19 Graff and Birkenstein, Part 2, and discussion of English-major conventions handout (Bb)

9/21 Begin Parker, Chapter 4: Deconstruction (85-101), and Derrida handout (Bb)

9/23 Discuss John Donne’s “Death, Be Not Proud” (Bb) using a deconstructive lens

9/26 Continue Parker, Chapter 4: Deconstruction (102-110); complete identity worksheet

9/28 Review of structuralism and deconstruction (midterm prep) and go over prompt for short writing #2 (read it on Bb ahead of time)

**9/29 Final submission of short writing #1 due on Bb by 11:59 pm**

9/30 Begin Parker, Chapter 5: Psychoanalysis (111-131)

10/3 Continue Parker, Chapter 5: Psychoanalysis (137-147)

10/5 Ernest Hemingway, “Cat in the Rain” (Bb)

10/7 Begin Parker, Chapter 6: Feminism (148-159); we’ll focus on the history of feminism as a social movement and on the history of feminist scholarship in literary studies

10/10 Continue Parker, Chapter 6: Feminism (159-165, 178-183); we’ll focus on the influence of Gayle Rubin’s “sex/gender system” and the vexing question of essentialism when it comes to gender

10/12 Continue Parker, Chapter 6: Feminism (165-178) and the video on Laura Mulvey and the male gaze (Bb); we’ll focus on the way feminism is applied in literary criticism, using Mulvey as a case study

10/14 Parker, Chapter 7: Queer Studies (185-200)

10/17 Parker, Chapter 7: Queer Studies (200-219)

10/19 Discuss Adrienne Rich’s “Diving into the Wreck” through a Queer Studies lens

**10/21** **Midterm**

10/24 Graff and Birkenstein, Part 3, and handout on intros and conclusions (Bb); **first submission of short writing #2 due on Bb by 11:59 pm**

10/26 Kate Chopin, *The Awakening* (chapters 1-16)

10/28 Kate Chopin, *The Awakening* (chapters 17-28)

10/31 Kate Chopin, *The Awakening* (chapters 29- the end)

11/2 Michele Birnbaum, “‘Alien Hands’: Kate Chopin and the Colonization of Race” (Access this article via the MLA International Bibliography database; a full text pdf is available. Bring a print copy to class.)

11/4 Continue discussing Birnbaum’s essay; quick overview of how to use library databases to conduct research. **Final submission of short writing #2 due on Bb by 11:59 pm.**

11/7 Begin Parker, Chapter 8: Marxism (220-230)

11/9 Continue Parker, Chapter 8: Marxism (230-247)

11/11 Discuss William Blake’s “The Chimney Sweeper,” from *Songs of Innocence,* (Bb)

through a Marxist lens; **scholarly essay interlocutor assignment due on Bb by 11:59 pm**

11/14 Begin Parker, Chapter 9: Historicism and Cultural Studies (259-274)

11/16 Continue Parker, Chapter 9: Historicism and Cultural Studies (274-84)

11/18 Read up on Miley Cyrus’s VMA drama from 2013 (Bb); in class, trace a Cultural Studies reading of the phenomenon

11/21 Begin Parker, Chapter 10: Postcolonial and Race Studies (285-311)

11/23 Thanksgiving holiday (no class)

11/25 Thanksgiving holiday (no class)

11/28 Continue discussing Postcolonial Studies; **first submission of scholarly essay due on Bb by 11:59 pm**

11/30 Ruth Prawer Jhabvala, “Miss Sahib” (Bb)

12/2 Continue Parker, Chapter 10: Postcolonial and Race Studies (311-327)

12/5 Read “All About the Hamiltons,” by Rebecca Mead (Bb), and discuss songs from *Hamilton* TBD

12/7 Student Feedback Surveys and wrap-up

12/9 **Optional**: final exam review

**12/12 Final exam, 8-10:30**

**12/14 Final submission of scholarly essay due on Bb by 11:59 pm**