Engl 4355.001: Dr. Luanne Frank (lfrank@uta.edu)

Revoluitionary Theories English Dept (203 Carlisle: 817-272-2692)

**Fall 2018**, 5:30-6:50PM TR 119 Office Hrs (in classrm or 522 Carlisle) TTh-8:30pm-or appt.

 **Title and Thumbnail Course Description**

 Revolutionary Theories: An examination and application of literary-critical theories effecting revolutions in literary understandings.

 Anticipated outcomes: Students make the studied theories their own by writing one-page papers summarizing and applying each theory to a literary work of their choice.

 Scheduled Readings

Selected ways of knowing [as PDFs]):

Impressionistic: Walter Pater, *The Renaissance: Studies in Art and Poetry* (New York: Mentor: l959

 [1873]), “Preface,” “Sandro Botticelli,” “Conclusion.”

Structuralist/Semiotic: Ferdinand Saussure, [pp from] *Course in Gen’l Linguistics*; Juri

 Lotman and Boris Uspensky, “The Role of Dual Models in the Dynamics of Russian

Culture,” in *The Semiotics of Russian Culture* (Ann Arbor: U of Mich P 1972).

History of Ideas: Arthur O. Lovejoy, *The Great Chain of Being* (Cambridge: Harvard UP,

1936), “Preface” & Chs I & II.

Post-Structuralist: Friedrich Nietzsche, “On Truth and Lying in a non-Moral Sense”; [pp from] *The*

 *Birth of Tragedy*. (There is a major objection to this label.)

Post-Structuralist/Hermeneutic: Martin Heidegger, *Being and Time*, tr. John MacQuarrie and

 `Edward Robinson (New York: Harper, 1962), “Introduction” I & II; *Parmenides* [intro pp].

Post-Structuralist/Hermeneutic: Palmer, Richard, *Hermeneutics: Interpretations theory ….*

 (Evanston: Northwestern UP, 1969) [selected pp from Part I].

Post-Structuralist: Michel Foucault, *The Order of Things* (New York: Vintage, 1973 [1966]),

 “Foreword to the English Edition,” “Preface,” [pp from Chs 2, 3,7, & 9].

Race: Ralph Ellison, *Invisible Man*, Ch. I.

Not quite, or very early, Feminist: Eva Keuls, *The Reign of the Phallus: Sexual Politics in Ancient*

 *Athens* (U of California P, Berkeley)*,* “Introduction” & Ch I.

Back to a form of traditional theory (a unexampled form of explication des textes): Erich Auerbach,

 *Mimesis* (New York: Doubleday, 1953), “Odysseus’ Scar.”

**Reading schedule**: Engl 4355.001, Fall, ‘18. 5:30-8:20 TR, 119

 August 23 Introduction

 August 28 Pater

 August 30 Saussure

September 4 Paper #1: Pater

September 6 Review papers

September 11 Saussure

September 13 Lotman-Uspensky

September 18 Paper # 2: Saussure/Lotman-Uspensky

September 20 Lovejoy.

September 25 Nietzsche *from Birth of Tragedy*

September 27 Nietzsche “Truth and Lying”

 October 3 Midterm at home. 3 pages double-spaced on Lovejoy, Preface & Ch One.

 October 5 Midterm at home. 3 pages double-spaced on Lovejoy, Ch Two.

 Both papers: normal margins & line spacing, Times New Roman 12 pt.

 October 9 Paper # 3: Nietzshe

 October 11 Heidegger *BT*: read closely Intro I, & II (through ¶ 6).

 October 16 Heidegger *BT*

 October 19 Heidegger *BT*

 October 23 Heidegger *Parmenides* (intro pp).

 October 25 Palmer, *Hermeneutics* (selected pp)

 October 30 Paper # 4: Heidegger

 November 1 Foucault

 November 6 Foucault

 November 8 Foucault

November 13 Paper # 5: Foucault

November 15 Ellison

November 20 Keuls

November 22 Thanksgiving

November 27 Paper # 6: Ellison or Keuls

December 29. Auerbach, *Mimesis*, “Odysseus’s Scar”

 December 4

Final exam Dec 6, 5:30-8PM

**COURSE PROCEDURES**

We follow **Five chief procedures** having to do with assignments in two types of texts, literary and theoretical. An additional, optional procedure is available for extra credit: mark, and correct unconventional usages in others’ papers (spelling, grammar, usage, continuity [what you’ve learned to look out for in your own papers but sometimes difficult to locate in your own]).

 For procedures #1 through #5, you’ll proceed thus:

 1) Read and study a given assignment at home.

 2) Write in class for ten minutes on the assignment, indicating the sort of relation you have established with the text by noting three separate and specific items from different parts of the text that you find there (quote fragments if you like) and that do, or might, or don’t speak to you, address you, link you (or fail to link you) with it (the text), and noting the nature of the link (sympathy, awakened memory, inspiration, enlarged understanding, promptings to think, startling insight, or other). These items could be points made, memorable phrases (why, how memorable?), points of view, assumptions (acceptable or unacceptable) expressed or implied in the text, and/or stylistic characteristics.

 3) Read and discuss the assignment in class.

 4) Write a one-page paper **a)** summarizing the contents of the theoretical text assigned, and **b)** using these contents to elucidate an assigned literary text of your choice with respect to those of its characteristics that show up when one reads it via the assigned theory. There will be six such papers.

 5) Present this paper aloud to the class.

 [6] For extra credit: Read selected papers of other class members and mark them for improvement.

**Additional information regarding the 5 [-6] 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 (#1) is clear. It’s the indispensable basis for (#2) the 15-minute, writing of the given text into (or out of!) your existence insofar as possible and for (#3) the in-class reading and possible discussion. We’re after as **intimate** anassociation (i.e., not merely a nodding acquaintance) with the texts selected as possible in the short time at our disposal. (This is one reason that some assignments remain relatively short.) Knowing that you’ll be doing the 15-minute writing may contribute to your understandings in this first reading.

 2) Reading and discussion of assignment in class.

 a) This reading, too, is important. This has, among other things, to do with the fact that what is produced in the way of interpretation(s) during class is often heavily class- and moment- dependent--a function of conditions obtaining in the class at any given time (whom the class is made up of, *how* there they/you *are*, what they/you are thinking, and what they/you say or suppress). At this reading, an exchange and/or development of ideas sometimes takes place that resembles a dialectic. Thus, although a set of intentions (to uncover meanings) determines a set of goals for every class meeting, the actual intellectual destinations arrived at during the class period will inevitably differ from those *anticipated* by the goals precisely *because* of the dialectical nature of what may take place in class, if only in the mind of the individual student. One important aim of the class meeting: that the student *produce* unforeseen meanings for the text, and amplify, discard, or confirm previously apprehended meanings. Thus, while some of the “content” of a class meeting is available ahead of time (from reading the text) as well as after the fact (from someone else’s notes), much is not. What may be of special value could be what takes place generatively in the minds of those present during the class meeting).

 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 class as this). 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 by another. (That is, another’s notes are an indifferent substitute for one’s own apprehensions.) One may be more absent from a Procedure #2 class than from an info-retrieval-type meeting, the contents of which by design, follow a replicable textbook format.

 3) Writing a paper summarizing assigned theoretical material and, via it (in its terms and using its assumptions), elucidating a literary text.

 The paper exhibits a number of characteristics:

 a) It is **one page** in length. One page means one page, with print on one side. Page size: eight-and-one-half by eleven-inches. Line spacing: double. The one-page format allows space enough for thought development and condensation enough to enable everyone in class to present her/his paper aloud in its entirety.

 b) It leaves all but one vertical and one horizontal line of the page-space available exclusively for its text. That is**, no title**, **no margins**. Place line numbers (by computer or by hand) down the left-hand edge of the page (**be sure to include line numbers on your papers)**. The horizontal line runs across the top of the paper. It contains three items: 1) your last and first names (at left), 2) course number & identification of the assignment--i.e., 4356, Paper #2: Pater/Emerson, and 3) the date (at right). Please observe these conventions. Example of top line:

 Atlas, John 2329.Paper # 1 Pater/Iroquois... Sept 7, 2017

 Font: Times New Roman

 Font size: 12-point

 Contents: Two types of material, presented in this order:

 1) Material summarizing--as fully and in as much detail as possible--the contents of the theoretical assignment-in-question (this to take up at least, and no more than, two-thirds of the page) and

 2) “Application” of the assigned theory / methodology to a literary text (this to take up at least and no more than one-third of the page).

These limits may seem to shortchange your “special charge,” the application, but, already familiar with the literary text in question, you will already have been “applying” the theory to it as you read the theory to understand it. That is, once the theory is solidly understood, the application will have been largely self-generating. What remains, and what matters next (and what may be most challenging) is getting 1) the content of the theory and 2) the reading via it adequately laid out.

Acquainting oneself with and nailing the given theory is one of the two chief aims of these papers. The other is the understanding generated/achieved/arrivable at on the basis of the theory.

 **Due Dates of Papers**

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 paper requirement.

Assignments for whatever reason unfulfilled can be (and can only be) made up by **both** 1) Turning in the assigned paper at the class meeting immediately after its due date, *and* 2) By doing additional reading (related to the course content [check with me for suggestions or for the suitability of your choice]), and turning in a 1-page, single--spaced paper summarizing and commenting on this additional reading within two weeks of the due date of the paper in question.

 A student in class but unable (because of voicelessness) to read her/his paper aloud may designate another class member or the instructor to do this reading.

 **Item revisions**

 Specific, single-item by single-item revisions (**not paper re-writes)** may be turned **in for extra credit** at the class meeting immediately following receipt of a marked paper. For instructions for revisions, please see me.

  **Writing** **Assistance**:

Take advantage, in the UTA Library, of the Writing Center there, which is administered by the English Department.

**Grades**

 Final grades are to be arrived at as follows:

30% for the 15-minute identifications of notable points, ideas from the text, understandings on your part, etc.

30% for the four required papers read aloud. Presentation is an important part of this grade; thus, it asks special attention and practice.

10% for presentation.

30% for the mid-term and final.

Grades on the 15-minute writings will be arrived at on the basis of your including the noted identifications (see procedure # 2 above) and explaining your relation to them in conventional and clearly assessable, coherent English. In the 15-minute writings, unconventional spellings will be marked but will not count against you.

Grades on the required papers will be arrived at on the basis of the adequacy of the paper’s apprehension/comprehension of the theory it summarizes (inclusion and laying out of key/controlling ideas), adherence to directions for the paper’s form, conventional English usage, coherence (smoothness of flow of thought), insightful interpretation of points the theoretical text makes, insightful turns of phrase, etc.

Your grade on the mid-term, in which you’ll be answering questions with answers personal to you will be arrived at on approximately the same basis as that for the 15-minute writing. Form, however, (sp, grammar, recognizably English-language usage **will** count here).

Grades for participation and presentation of papers will depend heavily on emphatic, enthusiastic presentation, “presentation” indicating your ability to create a sense in your audience (if not the fact) that you’re convinced of what you’ve argued, a sense that you’re convinced of the value and importance of your paper and the points it makes, the insights it arrives at, your obvious investment in it as yours, a sense that you recognize the existence and importance of the audience you are addressing--this via eye contact with that audience, etc. It will be important to read emphatically rather than in a monotone; to project your voice; to read as if it mattered, rather than as if you were reading a phone book; to read with phrasings that serve to clarify the ideas you’re putting across, etc. Your aim: to wake your audience up, claim its interest, rather than administer a soporific. (Take a hint, here from Emerson.) You can do this by demonstrating your own interest in what you’re saying. Read as THOUGH you’re SAYING, rather than merely reading aloud. Words are meant to be SPOKEN.

 The grade on a paper is a grade that stands. Plan to use the markings of unconventionalities on any given paper to move toward improvement of the NEXT paper. NEVER RE-WRITE A PAPER—not for this class. All I need to know is that you understand the reason for a given marking and how the need it points to would be adequately attended to. As you get clear on certain conventions in your papers, you might make me aware of this with a note (:”Aha: I understand the difference between a restrictive and a non-restrictive clause/ a dangling and a non-dangling participle and I show these understandings in lines 12 & 22 respectively.

 **Attendance**

Attendance is important**. Two absences are permitted** for whatever reason (no reason need be given). Each absence is considered an absence. Having a reason for an absence is different from being in class. A reason does not count as being in class. Extra work (reading of and writing on a book related to the course content [check with me on the suitability of your makeup book]) can make up for an absence.

 **Plagiarism**

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

 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.

 **Ground rules for out of class study.**

The rule of thumb for preparing reading assignments is 3 hrs for each in-class hour.

 **Other**

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

 a) be on time;

b) bring only water to class (if you need to drink); open cans outside class (no exceptions);

c) whether or not you have special dietary requirements and schedules, eat food only outside of class (no exceptions);

d) chew gum outside of class (no exceptions);

 e) see to the ultimate needs of your digestive system before, or after class. If

 you are likely to suffer an attack, please let me know, and be sure to do the class the

 favor of noting you need to leave if, unexpectedly, your body tells you you must

 (leave).

f) plan to leave class only when the class’s scholarly considerations for its time period have come to a close. Walking out of class for whatever (even urgent) reason without an “I’m in need of,” or “May I?” will count as an absence.

 g) select another member of the class to receive your paper should you be un-present to receive it.

h) select another member of the class, or two, to be able to remind you of a coming assignment should you find you’ve not noted, or have forgotten, it. Be sure you have their e-mail address and/or phone number. We make every effort to stick to the schedule--here necessarily announced as tentative inasmuch as schedules *are* sometimes tentative.

i) Should you need to leave something for me, such as a paper or a note, leave it under the door of the main English office with my name on it or, with the help of one of the English Office (Carlisle 203) 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 (again: 522 Carlisle), please let me know it is there. I do not check regularly under that door.

**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.*

**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](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. 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.

Psychoanalytic: Freud, Sigmund, *Interpretation of Dreams,* Ch 7, tr. James Strachey (New

 York: Basic Books, 2010), 513-571.

Archetypal (Jungian) theory. Erich Neumann *The Great Mother,* Ch. 1 (pp. 1-17).