

English 2350.002:

INTRODUCTION TO TEXTUAL ANALYSIS AND INTERPRETATION

[Version 1, January 3, 2019; this may be revised]

Dr. Stacy Alaimo

Professor of English

Spring 2019

TuTh 11:00-12:20 Room PH 110

Office: Carlisle Hall 411

Office Hours: T/TH: 12:30-2 and by appointment.

English Dept. phone: 817 272 2692

Email: alaimo@uta.edu.



“All human knowledge takes the form of interpretation” (Walter Benjamin)

“My mother is a fish.” (Faulkner, *As I Lay Dying*)

Course Description

“Teaches students to identify characteristics of genres, to recognize and understand critical and literary terms, and to develop and use methods and strategies for analyzing and interpreting texts. Required for English and English/Education majors” (UTA Catalog). This course, a required core course for English majors, is an introduction to different practices of analysis and interpretation, from the basic to the more advanced skills and methods of English Studies. We will begin by developing everyone’s close reading skills, by learning to use the OED, and by analyzing and interpreting poetry, two novels, and a film. Much of the course however, will introduce students to a wide range of theoretical approaches to textual analysis and interpretation. Along with literary texts we will read theory and criticism that address the most significant questions in the Humanities as we discuss the benefits and the limitations of different critical approaches for literary and cultural analysis. Class time will consist of lecture, discussion, individual presentations, exercises, small group work, and small group presentations. Requirements include: a poetry analysis, an application paper on one critical theory and a presentation of that paper, a research paper,

and an exam. Careful, thoughtful reading and active, informed participation is crucial for success in this class.

Required books, films, and other materials [Please note that you will need paper copies of the books for class discussions and for the final exam.]

- Robert Dale Parker, *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, (third edition, 2014), ISBN-13: 978-0199331161
- William Faulkner, *As I Lay Dying* (the corrected text)
- Ana Castillo, *So Far From God*
- *A Short Guide to Writing About Film* (Corrigan, any edition)
- You will be required to obtain and watch Hitchcocks's film *Vertigo*
- Additional readings available on Blackboard. [You will need to print out these essays to mark up before class and bring to class for discussion.]
- Access to a computer, a printer, the internet, and a stapler.

Electronic requirements

English Department faculty are not allowed to distribute photocopies of syllabi, paper assignments, and other handouts. You will need to visit our class site on Blackboard to download the syllabus to your laptop or to print it out. Be sure to keep a copy of the syllabi, paper handouts, etc. in a folder—for when Blackboard is down or you don't have internet access. You will also need to print out various PDFs from Blackboard to discuss in class. Also, be sure to check your official UTA email for information about this class (I may email you information or let you know if class is cancelled.)

Coursework Requirements

(You must complete all the assignments in order to pass the course.)

4-page poetry explication: 15%

5-page application of theory to a novel, and oral presentation of that paper: 15%

7-page research paper: 25% (all parts of the assignment must be completed)

Final exam: 25%

Participation: 20%

Course Objectives

1. To introduce many different approaches to analyzing and interpreting texts, including close reading and theoretical approaches.
2. To prepare English majors for advanced courses in the major.
3. To improve students' skills not only in analysis and interpretation, but, more generally, in reading, writing, researching, and public speaking.

Student Learning Outcomes

1. Students should be able to demonstrate an informed understanding of the many different approaches to analyzing and interpreting texts and films. Students should be able to explain the similarities and differences of those approaches as well as their benefits and

limitations.

2. Students should be able to demonstrate an informed understanding of the different modes of inquiry and research within English studies.
3. Students should be able to analyze and interpret texts and films employing close reading skills as well as a variety of other theories and methods that were included in the class.
4. Students should be able to perform independent research, using the MLA bibliography and other methods.
5. Students should be able to express their ideas in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
6. Students should be able to define many terms within English studies and explain the significance of those terms.
7. Students should be able to respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
8. Students should be able to write an original, cohesive, organized research paper that draws upon at least one mode of theory and several works of literary criticism.

Descriptions of major assignments and examinations with due dates:

4-page poetry explication: Thursday, February 21.

5-page application of theory to a novel, and oral presentation of that paper: (You will sign up for this) _____ [fill in date yourself]

Exam: Thursday, April 18.

7-page research paper: 3 copies of rough draft due Thursday April 25; final paper and 3 minute flash presentation of paper due Tuesday April 30, (both deadlines must be met to pass the class).

Informed, active, productive, prepared participation: due every class period

Exam: The exam may contain some identifications, definitions, applications, comparisons, and/or other short-answer questions, as well as an essay questions. The essay will be the most important part, and will consist in comparing different critical theories. Bring bluebooks, loose paper, and pens for the exam.

Papers: Paper assignments will be posted on Blackboard. All papers must be “typed,” stapled, and have a significant title. Please do NOT use plastic folders for your paper—a staple is sufficient. Always keep an extra copy of your paper for yourself in case of emergencies and always back up your drafts. You must submit an electronic version to Safe Assign on Blackboard before class and hand in a paper copy at the very start of class. I will mark down papers one grade for every day that they are late, starting ten minutes after class begins. Note the two solid deadlines for the research paper, both of which must be met in order to pass this course. All papers should use MLA parenthetical documentation: “like this” (Butler 33).

Please Note: plagiarism is a serious offense and will be punished to the full extent, according to university procedures. You must always give people credit for their intellectual property by citing them properly—this includes ideas and language. The paper must be submitted electronically through Blackboard’s SafeAssign and you will be required to do an online plagiarism tutorial (see paper assignment handout).

Presentation: You will sign up to present your 5-page application paper. Your paper and presentation are due on the day that we discuss that theory. (You may not “make up” the presentation; you must present on the day for which you sign up.) Be sure to write the date and text that you signed up for on your own syllabus—you must present on that day. Your presentation should last 10 minutes, which is how long it should take you to read a 5-page paper out loud. The presentation and the paper have three parts: 1) brief introduction to the specific theoretical methods, questions, concepts or approaches you will use (citing their source), 2) an application of the theory to *As I Lay Dying* or *So Far From God* and 3) a concluding evaluation of the strengths and limitations of this theory. Please pay particular attention to the “primary” readings for the day—i.e., not the textbook chapters from Parker, but the essays by Freud, Marx, Sedgwick, Snitow, etc. Do NOT just summarize Parker’s chapter—that is not useful for other class members. Be sure to organize and time your presentation, in advance, so that it is exactly 10 minutes.

Participation: Your active, informed participation is crucial for your own ability to learn and for the success of the course. Carefully prepare for each class period by doing the reading in a rigorous and inquisitive manner. Keeping your own journal or notebook would be very helpful. Every day that you come to class you should have something valuable to say. You will learn more, enjoy the course more, and perform better on your written work if you actively participate in class. The participation grade will be determined by a holistic assessment of the quality and quantity of each student’s contributions to the class discussions, including the quality of their presentations. Participation grades may range from A+ to F. Please note that participation WILL most likely affect your final grade! Please see the boxes below for a list of some of the things that affect your participation grade.

HOW TO RAISE PARTICIPATION GRADE

- Come to class on a regular basis, missing very few, if any, classes.
- Come to class on time, with the book or other required reading for that class period.
- Come having read the texts carefully, bringing ideas, interpretations and questions.
- Participate in class discussions, small group work, etc. in a knowledgeable, engaged, and productive way. Listen to other students.
- Be civil and thoughtful and respectful.
- Make the most of your education!

HOW TO LOWER PARTICIPATION GRADE

- Missing classes. Coming in late.
- Failing to bring the book or other to class/ not having read the book or other texts.
- Not really being present in class, because one is sleeping or on electronic devices.
- Not participating while in class.
- “Participating” with comments that are irrelevant, unproductive, uninformed by the reading or lectures, rude, or disrespectful.
- Students who are not prepared for class, who are sleeping, who are not respectful or who are on electronic devices will be asked to leave in order that other students will not be distracted.

Attendance/Punctuality: If you miss class four times, your course grade will suffer and if you miss five classes you will fail the course. Everyone gets three free absences; use them wisely. You do not need to tell me why you were absent—that is your own private business--just don't miss more than three classes. Because I am in no position to verify or judge various excuses, there are no "excused absences."

If you come in after I have marked the rolls, that will count as an absence—so come to class on time. Attending class means that your mind is actually in class with us. You need to be mentally --not just physically--here. So if you are sleeping, checking email, looking at websites, texting, or otherwise not paying attention, etc., you will be counted absent that day and you will be asked to leave. Those behaviors not only signify that you are not really in class with us but they also detract from the ability of the other students to learn. Also, you need to bring the appropriate texts and materials to class. This is crucial for English classes.

Grading: The final grade will be calculated by adding up all the grades, in accordance with their weight (percentages), using a scale from A+ to F, then translating that into UTA grades of ABCDF. Grades won't be posted on Blackboard, but you can do the math yourself.

RESOURCES:

Communication with the Professor: Please be sure to check your UTA email and Blackboard for announcements. The best way to contact me is through email: alaimo@uta.edu. I do not have a phone in my office but you can leave a message with the English Department if you'd like. But email is best. Please do not contact me through Facebook regarding anything having to do with this class. I do not accept emailed or faxed papers. If you would like to discuss the class you are welcome to meet with me during my office hours or schedule an appointment.

Office Hours: Feel free to talk with me during my office hours: T/TH: 12:30-2 and by appointment. Note: although I will usually be in my office during those times I may have to attend meetings, graduate student defenses, etc. Please email me to confirm that I will be in my office or to arrange an appointment at another time. My office is 411 Carlisle.

The Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Library & Research Assistance: "University-level research requires university-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and credible news magazines and newspapers. The UTA Library <http://library.uta.edu/> offers a plethora of resources and subject specialists to help you

select and locate appropriate sources. Find library staff at the Service Zone on the first floor of the UTA Central Library, by phone at (817) 272-3395, by text at (817) 727-8395, email at AskUs@uta.edu, or the chat widget on the library's homepage, <http://library.uta.edu/>. For a list of useful guides to help you start your research, visit: <http://libguides.uta.edu/>. Your librarian is **Diane Shepelwich**, dianec@uta.edu. Diane is available through email, individual or group meetings, or phone appointments. If you need help getting started with your research or course assignment or have questions along the way, please contact Diane for personalized research assistance."

Library Data Bases: Use the MLA International Bibliography for most of your research; it is the essential bibliographic tool for English Studies. If you use Project Muse or other shortcuts you will miss articles and books on your subject.

For a helpful guide to MLA Formatting see:

<https://owl.english.purdue.edu/owl/resource/747/01/>

On plagiarism: <http://writingcenter.unc.edu/handouts/plagiarism/>;

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>. Please take this tutorial before writing any papers for this class:

<http://library.uta.edu/plagiarism/>

OFFICIAL INFORMATION THAT UTA REQUIRES FACULTY TO INCLUDE ON ALL SYLLABI FOLLOWS, VERBATIM, WITHOUT QUOTATION MARKS [With comments by Dr. Alaimo in red]:

Official Information about Attendance at UTA: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. [See Dr. Alaimo's actual policy above.] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with*

Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** <http://www.uta.edu/disability/> or calling 817-272-3364. 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/)

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. **[CAPS is located at 303 Ransom Hall—please learn where that is in case you or someone you know needs emergency assistance. More emergency numbers are here: <https://www.uta.edu/caps/emergency/index.php>.]**

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

Academic Integrity: Students enrolled all UTA courses are expected to adhere to the UTA 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

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>.

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/> **[SINCE OPEN CARRYING OF HANDGUNS IS NOT ALLOWED, I WILL CALL THE POLICE IF I SEE A GUN, DR. ALAIMO]**

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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 individuals with disabilities. **[Our classroom is on the first floor, so just go out the closest door.] [Please notify me if you have a disability that would require assistance in the event of an emergency evacuation. Dr. Alaimo]**

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 <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

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. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number **817-272-3381**

COME TO CLASS, ON TIME, CELL PHONES OFF, BRAINS TUNED IN. BE PRESENT!



1. **TURN OFF and PUT AWAY** all cell phones, laptops and other electronic devices while in class! You may not text message or read email or engage in any other electronic activities during class. You may not use laptops in class; the only exception is the use of laptops for accessing the PDFs, the OED or other materials in the course. [Anyone who is looking at anything other than our class materials on line will be counted absent that day and will be asked to leave the class.]

2. Arrive to class **ON TIME**. It is distracting to both the professor and the students to have someone come in late. If you come in late, you will be marked absent.

3. Always arrive **PREPARED** to work. Every day we will have work to do in class. Some days we will work in small groups. If you are not prepared then you will not be able to contribute to the class or to your small group. You may be asked to leave class if you are not prepared. Also, remember that for English classes you **MUST BRING** whatever **TEXTS** we are discussing that day to class.

3. Treat your classmates with **RESPECT**. Learn to disagree without being disagreeable. We will discuss controversial, volatile topics, so everyone needs to learn how to disagree with someone's views, beliefs, or perspectives while maintaining a sense of civility—or even compassion! This is a rare skill, but one that is necessary for an educated, humane, democratic society. Public discourse may have gone to the gutter but our class will not follow.



Course Schedule

Please note that this schedule may be changed.

PDF= PDFs available on Blackboard.

Parker = *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*, listed by chapter number.

Always come to class prepared to discuss the readings and films. Bring your own interpretations, comparisons, analyses, and questions. Always bring the books or other readings we are discussing.

Week One. January 15 & 17

Introduction: What is Interpretation?

Tuesday:

Introductory comments; Wallace Stevens, "Thirteen Ways of Looking at a Blackbird." Cary Nelson "Problematizing Interpretation: Some Key Questions." In-class exercises: What is interpretation?

Interpretation I: Close Reading

Words

Thursday: Before class: Access the OED (Oxford English Dictionary) online from the UTA Library. Read the entire entry for either "Nature" or for both "Man" and "Woman." In class, briefly present two things you found that were striking or significant. For most of the class period you will be using the OED to interpret the poem "Against a Comely Coystrowne," which I will distribute in class. [Please bring your laptop to class if you have one!]

Poetry

Week Two. January 22 & 24

Tuesday:

Figurative Language and Diction.

Parker, Ch. 2, "New Criticism"

Poems: Christopher Marlowe, "The Passionate Shepherd to His Love," Eliot, "The Love Song

of J. Alfred Prufrock;" H.D. "Oread" and "Sea Rose;" McKay, "Harlem Shadows," and "If We Must Die," and Mina Loy, untitled [Poetry PDF].

Thursday:

Structure and Form.

"Organization of Poetry" [PDF].

Poems: Shakespeare, Sonnet 130, Andrew Marvell, "To His Coy Mistress;" Eliot, "The Love Song of J. Alfred Prufrock;" Claude McKay, "The Lynching;" H.D. "Sea Rose," Ntzo Shange, "Advice;" Carolyn Forché, "The Colonel" [Poetry PDF].

Week Three. January 29 & 31

Time off to read the two novels and/or work on poetry paper. Dr. Alaimo will be in Estonia. No class.

Week Four. February 5 & 7

Tuesday:

Sound and Rhythm.

"excerpt on rhythm, meter, and sound" [PDF]

Poems: Marlowe, "Passionate Shepherd;" Hopkins, "No Worst There is None" and "Pied Beauty," Keats, "Ode on Melancholy;" Cummings, "anyone lived in a pretty how town;" Sylvia Plath, "Daddy;" Judy Grahn, "Carol." [Poetry PDF]

Novels

Thursday:

William Faulkner, *As I Lay Dying* (first half)

Week Five. February 12 & 14

Tuesday: Faulkner, *As I Lay Dying* (second half)

Thursday: Ana Castillo, *So Far from God* (first half)

Week Six. February 19 & 21

Tuesday: Ana Castillo, *So Far from God* (second half)

Thursday: Poetry Explication Due at the start of class.

Please take this quick tutorial before handing in any papers for this class:

<http://library.uta.edu/plagiarism/>

Watch excerpts from *Examined Life*, by Astra Taylor in class

Interpretation Part II: Theories

Week Seven. February 26 & 28

Tuesday: Structuralism.

Parker, Ch. 1. "Introduction" and Parker, Ch. 3, "Structuralism."

Ferdinand de Saussure, *Course in General Linguistics*, [PDF]; V. Propp, *Morphology of the Folktale* [PDF], Stallybrass and White, "Thinking with Pigs," [PDF]. In class: small group structuralist analysis of one genre of literature, film, gaming, or popular culture.

Thursday: Deconstruction

Parker, Ch. 4, "Deconstruction."

Roland Barthes, "From Work to Text" [PDF], excerpt from Jacques Derrida, "Structure, Sign, and Play" [PDF], Rolfe, "Deconstruction in a Nutshell" [PDF]. In class, deconstruct a Robert Frost poem.

Week Eight. March 5 & 7

Tuesday: Psychoanalysis

Parker, Ch. 5, "Psychoanalysis"

Excerpt from *The Interpretation of Dreams* [PDF].

Thursday: Marxist Theory

Parker, Ch. 8, Marxist Theory

Marx, Excerpts [PDF].

Week Nine. March 12 & 14: Spring Break!

Week Ten. March 19 & 21

Tuesday:

Historicism and Cultural Studies

Parker, Ch. 9, "Historicism and Cultural Studies;"

Dick Hebdige, excerpt from *Subculture: The Meaning of Style* [PDF]; Rose, excerpt from "Prophets of Rage" [PDF].

Thursday:

Gender Theory

Parker, Ch. 6, Feminism;

Ann Snitow, "A Gender Diary" [PDF]; Sara Ahmed, "Feminist Killjoys" [PDF]; Kimberlé Crenshaw, "I wanted to come up with an Everyday Metaphor,"

<https://www.newstatesman.com/lifestyle/2014/04/kimberl-crenshaw-intersectionality-i-wanted-come-everyday-metaphor-anyone-could>

and "Why Intersectionality Can't Wait," https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.725820dadb46

Week Eleven. March 26 & 28

Tuesday:

Major/Minor Day: A celebration of English minors and majors. Pizza. Fun. Games. Room TBA

Thursday:

LGBTQ Theories

Parker, Chapter 7, "Queer Studies;"

Sedgwick, excerpts from *Epistemology of the Closet* [PDF].

Week Twelve. April 2 & 4

Tuesday:

Indigenous and Decolonial Studies

Parker, Chapter 10: "Postcolonial and Race Studies," Leanne Betasamosake Simpson, "Land as Pedagogy" [PDF].

Thursday:

Attend Library Session with UTA librarian, Diane Shepelwhich, in Central Library. Meet in room 315A in Central Library.

Check out: <http://libguides.uta.edu/literarycriticism>

Week Thirteen. April 9 & 11

Tuesday:

Critical Race Theory

Hall, "Race: The Floating Signifier," [PDF]; Gloria Anzaldua, *Borderlands* [PDF]

Thursday:

Ecocriticism, Animal Studies, Posthumanism, Disability Studies

Parker, Chapter 12, "Ecocriticism and Disability Studies."

Sunara Taylor, "Beasts of Burden," [PDF], Jenny Price, *Thirteen Ways of Seeing Nature in L.A.* [PDF], Sarah Jaquette Ray, "Risking Bodies." [PDF].

Film Studies and Final Exam

Week Fourteen. April 16 & 18

Tuesday: Read *A Short Guide to Writing About Film*: chapters 1-4, before class. Watch Alfred Hitchcock's *Vertigo* before class. Apply two different theories from the class to *Vertigo* (be prepared to discuss your applications in class).

Thursday: Exam

Research Papers

Week Fifteen. April 23 & 25:

Tuesday: Time for writing papers.

Thursday: In-class research paper writing workshop. Bring three copies of a draft of your research paper to class. If you do not have a draft of your research paper ready at the start of class, you cannot pass this course. Your draft must include all parts of the paper.

Week Sixteen. April 30 & May 2:

Tuesday: Research Papers Due at the start of class. Flash presentations of papers (just 3 minutes each) in class.

Thursday: Day to adjust for cancelled classes due to ice storms, illness, etc.