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Science Theatre 128
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Fall/Winter 2007-08
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FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH
COURSE OUTLINE

302.04: INTRODUCTION TO CONTEMPORARY THEORETICAL PRACTICES

Course Description

This course offers an introduction to the major recent theories of literary study, including formalism, New Criticism, structuralism, semiotics, post-structuralism, deconstruction, postmodernism, psychoanalysis, Marxism, feminism, queer theory, postcolonialism, new historicism, and cultural studies. We will situate the various methods within the historical and institutional contexts in which they developed and with respect to each other, asking how they offer different perspectives on persisting questions in literary study. We will evaluate the strengths and weaknesses of the various approaches, both on a theoretical level and in terms of their applicability to particular texts. We will gain practice in applying the theories, often using different approaches with the same text and comparing the results. Finally, we will read some examples of the applied theories and evaluate their strengths and weaknesses.

Required Texts

Lois Tyson, *Critical Theory Today*, 2nd Edition
Nella Larsen, *Passing*
Course Pack

Recommended Texts

Jeremy Hawthorn, *A Glossary of Contemporary Literary Theory*, 4th Ed.
F. Scott Fitzgerald, *The Great Gatsby*

Course Requirements

Percentage of Final Grade

Essay 1 (approx. 5 pages)	20%
Essay 2 (approx. 8 pages)	25%
Mid-Year Exam	20%
Final Exam.....	20%
Reading Responses	10%
Class Presentation/Discussion Facilitation	5%

Grading System

You must complete all written work to qualify for a passing grade.

Grade conversions on the University of Calgary's 4-point system are as follows:

A+/A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	F = 0
B+ = 3.3	C+ = 2.3	D+ = 1.3	

About Reading Responses

You will contribute to an ongoing, on-line discussion of our readings for five of the assignments in the fall session. Reading responses will be posted to the discussion board on Blackboard by noon the day before student-led class discussion of the readings. You may choose which of the seven eligible readings you wish to respond to. Contributions may take several forms: 2-3 thought-provoking questions to spark

discussion; a response to a posted question; a response to or elaboration on a previous response; an application of a particular theory or theoretical approach to a literary or other kind of text; an analysis, summary, and/or critique of an assigned text; a personal response; or some combination of the above. With the exception of the first kind (the questions), reading responses should be about 300 words in length. You will receive more information about reading responses in a separate handout.

About Class Presentations and Discussion Facilitations

Working in groups of three, you will be responsible for presenting material on or leading class discussion over assigned readings. Presentations or discussions may take many forms. You may summarize and comment on the day's reading, invite the class to apply the assigned theory to a text(s), summarize published scholarship that utilizes or challenges or develops the theoretical approach described by the day's reading, present historical and contextual material on our readings, ask questions and lead discussion over the assigned text(s), design an activity, or combine several of these things. Every student will do this activity once during the year. Student-led discussions will last approximately 30 minutes. I will pass around a sign-up sheet on the first day of class so that you may choose the readings you wish to help facilitate.

About Class Participation

Because this is a class that will demand considerable participation, your effort and involvement are essential to a successful learning experience (not only for you, but for your classmates). You should come to class with all necessary materials and prepared to take part in workshops, to participate actively in small- and large-group discussions, to offer considered responses to assigned readings, and to respond respectfully and thoughtfully to other students' ideas. A good way to gauge your level of participation is to ask yourself, "How would this class function if everyone participated exactly as much as I do?"

Late Papers

You have the option of turning in one writing assignment per term up to a week late without penalty. Possible late assignments include essays 1 and 2 and the reading responses. If you turn in an assignment more than a week late, or if you turn in a second assignment late, your grade on the work will be lowered by a third of a grade for each late day (i.e., an A paper that is one day late will receive an A-, two days late a B+, and so on; weekend days and holidays are counted in this total).

Turning in Assignments

Please make all efforts to turn in assignments directly to me. If this is not possible, take your assignment to Social Sciences 1152 and put it in the drop box, where your work will be date-stamped and placed in my mailbox. Please keep a copy of your assignment in case of loss. Papers cannot be returned by staff in the department office.

Students with Disabilities

Please contact me during my office hours and coordinate with the Disability Resource Centre (220-8237) if you have a disability that requires some modification of seating, evaluation, or other class requirements. I will be happy to make appropriate accommodations for you.

Student's Guide to the Presentation of Essays

The English Department offers useful information about expectations for student essays at the following website:

<http://www.ucalgary.ca/UofC/eduweb/grammar/guide.htm>

Academic Regulations and Schedules

Consult the calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is below.

<http://www.ucalgary.ca/pubs/calendar/2007/when/index.htm>

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offence. Consequences include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Please read the attached statement on plagiarism and consult the website below for additional information. If you are concerned about the possibility of plagiarism in any work you do in this class, talk to me before handing it in or consult *The MLA Handbook*. Plagiarism is both easy to commit and easy to avoid.

http://www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm

Grade Appeals

For information on the grade appeals process please consult the following University Calendar links. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

http://www.ucalgary.ca/pubs/calendar/current/how/How_J.htm

http://www.ucalgary.ca/pubs/calendar/current/how/How_JA.htm

English Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please consult our website.

<http://www.english.ucalgary.ca>

**302.04: INTRODUCTION TO CONTEMPORARY THEORETICAL PRACTICES
READING SCHEDULE**

Fall Session		
Sep. 11	Introductions	
Sep. 13	Assessing Our Background in Theory	Dickinson, "She rose to His Requirement"
Sep. 18	Overview, Formalism and New Criticism	Tyson, <i>Critical Theory Today</i> , Chapter 1 Tyson, Chapter 5
Sep. 20	Formalism and New Criticism	Shklovsky, "Art as Technique" Eichenbaum, "The Formal Method"
Sep. 25	Formalism and New Criticism	Brooks, "The Formalist Critics" Brooks, "The Language of Paradox" Richards, "Critics' Concern with Value" and "Art and Morals"
Sep. 27	Formalism and New Criticism Student Presentation	Wimsatt and Beardsley, "The Intentional Fallacy" Wimsatt and Beardsley, "The Affective Fallacy" Reading Response Due (Optional)
Oct. 2	Formalism and New Criticism	Bakhtin, "Discourse in the Novel"
Oct. 4	Applying Formalism and New Criticism	Shakespeare, Sonnet 138
Oct. 9	Marxism	Tyson, Chapter 3 Marx and Engels, "The Communist Manifesto"
Oct. 11	Marxism	Althusser, "Ideology and Ideological State Apparatuses"
Oct. 16	Applying Marxism Student Presentation	Zipes, "Breaking the Magic Spell" Reading Response Due (Optional)
Oct. 18	Applying Marxism	Bishop, "Filling Station"
Oct. 23	Structuralism and Semiotics	Tyson, Chapter 7 Ferdinand de Saussure, "Course in General Linguistics"
Oct. 25	Structuralism and Semiotics Student Presentation	Todorov, "Structural Analysis of Narrative" Propp, "Morphology of the Folk-tale" Reading Response Due (Optional)
Oct. 30	Applying Structuralism and Semiotics	Hemingway, "Cat in the Rain" Holmesland, "Structuralism and Interpretation"
Nov. 1	Post-structuralism & Deconstruction	Tyson, Chapter 8 Derrida, "Structure, Sign, and Play"
Nov. 6	Post-structuralism & Deconstruction Student Presentation	Barthes, "The Death of the Author" Reading Response Due (Optional)
Nov. 8	Post-structuralism, Deconstruction, & Postmodernism	Deleuze and Guattari, "A Thousand Plateaus" Baudrillard, "Simulacra and Simulations"
Nov. 13	Reading Day	No Class
Nov. 15	Applying Post-structuralism &	Marshall and Simpson, "Deconstructing Haiku" Two Haiku in Course Pack

	Deconstruction	
Nov. 20	Psychoanalysis	Tyson, Chapter 2 Freud, "The Interpretation of Dreams"
Nov. 22	Psychoanalysis Student Presentation	Freud, "Fetishism" Lacan, "The Mirror Stage" Reading Response Due (Optional)
Nov. 27	Psychoanalysis	Chodorow, "Pre-Oedipal Gender Configurations" van der Kolk and McFarlane, "The Black Hole of Trauma"
Nov. 29	Psychoanalysis Student Presentation	Mulvey, "Visual Pleasure and Narrative Cinema" Reading Response Due (Optional)
Dec. 4	Applying Psychoanalysis	James, "The Jolly Corner"
Dec. 6	Applying Psychoanalysis Student Presentation	Strout, "Henry James' Dream of the Louvre" Reading Response Due (Optional)
Dec. xx	Midyear Exam	Time, Date, and Location to Be Announced

Winter Session		
Jan. 15	Review and Discussion	Nella Larsen, <i>Passing</i>
Jan. 17	Feminism	Tyson, Chapter 4 Simone de Beauvoir, "The Second Sex" Irigaray, "This Sex Which Is Not One"
Jan. 22	Feminism Student Presentation	Rubin, "The Traffic in Women" Gilbert and Gubar, "Madwoman in the Attic"
Jan. 24	Feminism	Lorde, "Age, Race, Class, and Sex" Solomon-Godeau, "Male Trouble"
Jan. 29	Applying Feminism	Lieberman, "Some Day My Prince Will Come" Review Larsen, <i>Passing</i>
Jan. 31	Queer Theory	Tyson, Chapter 10 Rich, "Compulsory Heterosexuality and Lesbian Existence"
Feb. 5	Queer Theory	Zimmerman, "What Has Never Been" Sedgwick, "Between Men" Sedgwick, "Epistemology of the Closet"
Feb. 7	Workshop	Essay 1 (Rough Draft) Due
Feb. 12	Queer Theory	Butler, "Performative Acts"
Feb. 14	Applying Queer Theory	Meyer, "Rock Hudson's Body" Essay 1 (Final Draft) Due
Feb. 19	Reading Week	No Class
Feb. 21	Reading Week	No Class
Feb. 26	Applying Queer Theory Student Presentation	McDowell, "That nameless... shameful impulse"
Feb. 28	Postcolonial & Race Theory	Tyson, Chapter 11 Loomba, "Situating Colonial and Postcolonial Studies"
Mar. 4	Postcolonial & Race Theory Student Presentation	Said, "Narrative and Social Space" Lawson, "Anxious Proximities"
Mar. 6	Postcolonial & Race	López, "The Social Construction of Race"

	Theory	Baker, "Blues, Ideology, and Afro-American Literature"
Mar. 11	Postcolonial & Race Theory Student Presentation	Anzaldúa "Borderlands" Parker, "Tradition, Invention, and Aesthetics"
Mar. 13	Applying Postcolonial & Race Theory	Erdrich, "Snares"
Mar. 18	Cultural Studies & New Historicism	Tyson, Chapter 9 Benjamin, "Work of Art in the Age of Mechanical Reproduction"
Mar. 20	Cultural Studies & New Historicism Student Presentation	Horkheimer and Adorno, "Culture Industry" Hebdige, "Subculture"
Mar. 25	Cultural Studies & New Historicism	Sinfield, "Cultural Materialism"
Mar. 27	Cultural Studies & New Historicism	Montrose, "Professing the Renaissance" Belsey, "Reading Cultural History"
Apr. 1	Applying Cultural Studies & New Historicism	McClintock, "Soft-Soaping Empire" Hoover and Stokes, "Pop Music"
Apr. 3	Applying Cultural Studies & New Historicism	Cather, "Behind the Singer Tower" Sullivan, "The Tall Office Building Artistically Considered"
Apr. 8	Debates Over Theory	Fish, "Political Correctness" Said, "Opponents, Audiences"
Apr. 10	Debates Over Theory Student Presentation	Wellek, "Destroying Literary Studies" Christian, "The Race for Theory"
Apr. 15	Workshop	Essay 2 (Rough Draft) Due
Apr. 17	Wrap-up, Course Evaluations	Essay 2 (Final Draft) Due
Apr. xx	Final Exam	Time, Date, and Location to Be Announced