



Meeting times: MWF 1:30-2:25pm	Instructor: Dr. Tate Pedersen (x2260)
Meeting location: BAC 156	E-mail: bpederse@pointloma.edu
Final Exam: <i>Wednesday, May 3, 2017 10:30-1:00</i> <i>You must be present for this scheduled exam time.</i>	Office: Bond Academic Center 119

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Welcome to LIT 495: Literary Theory and Scholarship

Welcome to LIT495, the capstone course for Literature/English Education majors. In this course, we focus on reading, understanding, and applying literary theories, reviewing literary-historical eras, honing academic research and writing skills, and reflecting on the study of literature. The class is designed to prepare you for graduate school and/or for teaching literature. It will also sharpen critical thinking skills for a host of other professions and increase your ability to read critically using a variety of theoretical lenses. We will also examine the theories as products of their eras and cultures, as well as a mode of seeing philosophical evolution from the ancient through post-modern periods. Our primary focus, however, will be on contemporary literary theory. The final paper in this course will be part of your Senior Portfolio, and you will also take the Educational Testing Service (ETS) Field Test in English. Both of the portfolio and the field test are key assignments in our assessment of the Literature Program. The field test is also excellent preparation for the GRE Subject Exam in English for those of you going on to do graduate studies in literature.

Course Description

This capstone course provides an in-depth study of contemporary critical trends, such as Structuralism, New Historicism, Feminism, Deconstruction, Gender Studies, Reader-Response and Psychoanalytic criticism. Students will also familiarize themselves with the critical commonplaces to which these new approaches are a response as well as with a traditional overview of trends and styles from medieval through modern literature. Students will be expected to engage in some research and in written critical work. Preparation of a portfolio and summative evaluation will be an important part of this class.

Prerequisites: Literature 250 and senior standing

Course Texts

Required Texts:

- Guerin, Wilfred and others, eds. *A Handbook of Critical Approaches to Literature*. 6th ed. New York & Oxford: Oxford UP, 2011. [Referred to as *Handbook* on the schedule]
- Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton & Company, 2001. [Referred to as *Norton* on the schedule]

Recommended Reference Resources from LIT 250 (or other literature courses):

- Harmon and Holmon. *A Handbook to Literature*. Prentice Hall. 9th or later ed.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed.
- Bressler, Charles L. *Literary Criticism: An Introduction to Theory and Practice*. 4th ed. Boston: Longman, 2006.

Program Learning Outcomes

Students who complete the Literature Program will be able to:

1. Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.
2. Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.
3. Develop and support close readings of texts using literary theory and terminology.
4. Articulate the difference between a traditional pedagogical and a modern linguistics notion of language.
5. Employ strong research, rhetorical, literary, and analytical skills in their writing.
6. Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

Students who complete the French Program will be able to:

1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
4. Analyze and Interpret target language texts and data sets according to their cultural, literary, and/or linguistic content.
5. Display knowledge of the nature and structure of language.
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

Course Learning Outcomes

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. **(LPLOs 2, 3, 5, 6) (FPLOs 4)**
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts. **(LPLOs 2, 3, 6) (FPLOs 4)**
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives. **(LPLOs 1, 2, 3, 5) (FPLOs 4)**
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory. **(LPLOs 2, 3, 5, 6) (FPLOs 1, 4)**

Carnegie Unit

Credit is awarded based on the Carnegie unit of 750 minutes of seat time + 1500 minutes of out-of-class work = 1 unit of credit. This is a *minimum* benchmark. Some specific details about how this class meets the credit hour requirement are included in this syllabus; additional details can be provided upon request.

Undergraduate Catalog

Please see **Academic and General Policies** in the catalog for all information on university academic and general policies <http://www.pointloma.edu/experience/academics/catalogs>. Be sure to follow the catalog for the year you entered PLNU.

Important University & LJML Department Policies & Requirements

Please see the link ([LJML Department Syllabus Statements 2016-2017](#)) of these policies. These are also posted on Canvas.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

- Please read the [Class Attendance](#) section at the link above
- 10% of class meetings = 4 classes for a MWF course, 3 classes for a TTH course, 2 classes for a quad course
- 20% of class meetings = 8 for a MWF course, 6 classes for a TTH course, and 4 for a quad course
- De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in a student's financial aid.
- **DROPPING CLASS:** If you do decide to drop the course for any reason, please make sure you complete official record keeping so that you are removed from the course roster. (If you don't, university policy requires me to give you the grade left standing at the end of the semester in your course average.) Please let me know that you are dropping so I don't worry about what has happened to you. (Note: Be sure to pay attention to the last day to drop deadline on the university calendar.)

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

- The final examination schedule is posted at [Final Exam Schedule 2016-2017](#) (updated on November 7, 2016) Final Exams in Quad 1 courses are scheduled for the final class session of the quad. **You are expected to arrange your personal affairs to fit the examination schedule.**

- In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances, such as a death in the family, automobile accidents, hospitalization, etc. In such a situation, please contact me immediately and be ready to submit any necessary documentation to verify your situation. When you communicate with me right away, I am happy to help you in these difficult situations as best I can.

Course Requirements, Policies, and Guidelines

1. Class Participation:

- Your success in understanding and making meaning** of the texts we read will be directly related to a deliberate and systematic method of marking your texts and to your thoughtful reflection on and analysis of the ideas and questions presented in the texts.
- The quality of your course experience and grade** will be directly related to your completing the assigned reading, your thoughtful reflection on the readings, and your engaged participation in the community of readers that our class will become. The quality of our daily discussions depends so importantly upon you and your individual contributions to these discussions. Your contribution is truly invaluable to all of us in this community of readers, and it may appear in several different forms:
 - 1) questions you have about the text and/or its implied meanings,
 - 2) confusions about things you don't understand in the texts,
 - 3) new or deeper understandings about literary terms and their use,
 - 4) connections you see between this literature and the other material you are studying,
 - 5) connections you see between these texts and our contemporary lives,
 - 6) perspectives about what spiritual impacts the texts may have on you and/or others.

All of these intellectual curiosities and spiritual reflections will be the lifeblood of our reading and discussing together. All of this is especially true in a small seminar class like this one.

- The quality of our class community** will rest on your contributions to class discussion in meaningful ways and in ways that demonstrate your thorough preparation of the assigned materials. The impact of these readings on your lives, intellectual development, and the quality of our discussions together is more important than “grades;” but your grade for the course will be unavoidably influenced by the quality, quantity, and (to some degree) comparative merit of your participation in our class discussions.

2. Class Preparation & Assignments:

- All course books must be in your possession well before the class sessions dedicated to those books. No exemptions from quizzes or other required/graded work will be granted because you do not have course texts.
- This course is primarily a discussion seminar with some lecture. You are to prepare for class by reading and critically engaging with the material ahead of time, to enter into and conduct yourself civilly in debates, and to view this course as an entrée into the professional and academic arenas
- If you are using an electronic reader (Kindle, Nook, computer, etc.), please let me know and have no other “file” open on your device other than the class text/reading. If you wish to use your laptop or your smart phones to take notes or research information to support our class discussions, please do so, but please do not use your devices for any other reasons during our class sessions. Please silence all devices for the entire class period so they do not distract us.
- Completion of all assignments is required, and passing the course will be difficult without doing so. Readings, presentations, and papers must be prepared in advance of the date scheduled/due, show

thoughtful consideration, and demonstrate careful attention to the assignment's requirements and intents. Missed work may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.

- e. If you have a university-excused absence, turn in any assignments that are due during your absence early or electronically.
 - f. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
 - g. It is your responsibility to see to it that I receive your work.
 - h. Always keep multiple disc copies and hardcopies of your work on hand so that you can provide duplicate copies if you need to.
 - i. Handwritten assignments are never acceptable unless so specified.
 - j. You may be requested to attend office hours with the professor if a need arises.
- 3. Classroom Decorum:** Please manage your electronic devices appropriately and with consideration for others—see 2c above. In consideration for others in our class, please dress in appropriate attire for an academic workplace. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.
- 4. Writing:** *All standards of academic writing that you were taught in LIT 250 are required of your writing in this class as well.* Each student will complete Reading Responses, Abstracts, and a Major Paper (including an informal proposal, annotated bibliography, and abstract).
- 5. Exams:** Each student will complete a Midterm and Final Exam.
- 6. Research:** Follow your intellectual curiosities and start now. The primary text for your major paper will be chosen in consultation with me. You may use some of our course readings for secondary sources for your paper. Other secondary and tertiary sources are for you to search out, read, annotate, and evaluate as you research your major paper. Please read as much secondary material as possible and use what is appropriate for your paper. No Wikipedia or similar guides are to be used for papers or used as a substitute for the reading. This is a Senior capstone course, and you will need to seek out university-level sources.
- 7. Research Presentations:** You will present your major research paper in a department conference entitled *Literary Scholarship on Point*. The date for the conference is **Monday, May 1, 2017, 4:30-7:00pm**. You will receive a gmail invitation to this event. Please accept it and get this important assignment date on your calendars now.
- 8. Gmail, Canvas, and Live Text:** You are responsible for routinely checking your campus accounts for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed to these online sites. I will send messages only to these sites, so please let me know if you encounter any technical problems with them. Your Senior Portfolio must be submitted on Live Text and may be requested in hard copy as well.
- 9. Extenuating Situations & Grades:** No "Incomplete" grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, contact me immediately. You must submit, in a timely fashion, any necessary and valid documents to verify your situation (e.g., doctor's letter on letterhead).

Course Evaluation & Grades

Your grade will be based on the quality of your work in these areas.

- Abstracts, R/D Questions, ERBs, Presentations, In-Class Exercises 20%
- Literary Scholarship on Point, Portfolio Assignments & Submissions 20%
- Major Analytical Paper 20%
- Midterm Exam 20%
- Final Exam 20%

The following scale will be used:

A	93-100%	✓ +	B+	88-89%		C+	78-79%		D+	68-69%		F	0-59%
A-	90-92%		B	83-87%	✓	C	73-77%	✓ -	D	63-67%	✓ - -		
			B-	80-82%		C-	70-72%		D-	60-62%			

Course Assignments

Reading & Discussion (R&D) Questions for *Handbook* Chapters (9 Responses)

[Critical Thinking, Oral Communication]

Prepare responses to all of these questions for each Handbook Chapter assigned. Keep your responses concise (400 word limit). Be prepared to share your response to these six questions when called on during class discussion.

1. How did this theory develop—what are its origins? Who are some important practitioners of this approach? (Name three and briefly cite their significance.)
2. What are the goals of this critical-theoretical approach?
3. What are the underlying assumptions of this critical approach? What is the value-system of this theory?
4. What are the methods of this critical approach? If students were to apply this theory to an analysis of a text, what would they need to do?
5. What are the advantages of this approach? What can be learned through using it? How does this approach open up the text?
6. What are the problems/shortcomings of this approach? Is it self-contradictory or limiting in any ways?
7. Choose, list, and find in a library search two articles from the chapter bibliography that look like interesting examples of this critical approach. (The articles may be in a journal or in an edited collection.) Write one sentence annotation for each stating something informative that you discovered in your search of these sources.

Example / Response / Bibliography (ERB) (1-3)

[Information Literacy, Critical Thinking]

To Turn In to Me: Staple a cover page to your example critical essay. On your cover page include a heading with your name, date, course number and name, and the full bibliographic citation of the sample critical essay. Below this heading write your response to #2 below.

To Distribute in Class: Make 14 copies of your cover page & response to #2 and bring the copies to class on your assigned day.

1. Example: Find a journal article or essay from an edited collection (outside of our course texts) that uses a particular theoretical approach to examine a work of literature. I may assign you a literary work to use as the primary text in question; otherwise, try to choose a work of literature that class members are likely to have read, or choose the work of literature on which you are writing your major paper.
2. Response (400 words): What theory or theories are used in your journal article or essay? What are two or three key insights gained in the use of this approach to read the literary work?
3. Bibliography: What two or three scholarly sources in the bibliography of your example do you recognize (say how) or want to investigate further (say why)? List these sources in a bibliography at the bottom of your cover page response.

Abstracts (2-4 Abstracts)

[Critical Thinking, Written Communication]

You will **write and present** 250 word Informative/Indicative **abstracts of your assigned theoretical reading**. You will also be prepared to answer questions about your understanding of the theoretical reading and to pose follow-up questions about it to the class.

You will also **write and present** a 250 word Informative/Indicative **abstract of your Major Analytical Paper** to the class during the Research Colloquium.

Instructions, tips, samples, and helpful videos for writing abstracts may be found on these sites:

<http://writing.colostate.edu/guides/guide.cfm?guideid=59> (Informative & Descriptive)

<http://www.indiana.edu/~wts/pamphlets/abstracts.shtml> (Indicative)

<http://owl.english.purdue.edu/owl/resource/656/1/>

<http://writingcenter.unc.edu/handouts/abstracts/> (Informative & Descriptive)

<http://www.sccur.uci.edu/sampleabstracts.html> (Samples)

<http://users.ece.cmu.edu/~koopman/essays/abstract.html>

Capstone Key Assessment (additional guidance for these will be given separately)

[Critical Thinking, Written Communication, Oral Communication, Information Literacy]

1. Senior Portfolio: Reflective Essay, Upper-Division Research Paper, LIT 495 Major Paper (*Live Text*)
2. ETS Field Test (*Externally Benchmarked Exam*)
3. Literary Scholarship on Point—Research Colloquium (*Formal Oral Presentation*)

Literary Scholarship on Point—Research Colloquium

[Oral Communication]

On **May 1, 4:30-7:00pm** a special department colloquium will take place during which you will formally present your Major Analytical Paper to an audience of LJML students and faculty. Full guidelines for your oral presentation will be given in a separate document.

Your oral presentation will be assessed with the AAC&J Oral Communication Rubric which you may find here: http://assessment.pointloma.edu/wp-content/uploads/2014/05/AACU-VALUE_-Oral-Communica..1.pdf and on Canvas in the Rubrics module. *Please review this rubric carefully* so that you will know the criteria and level of quality we will be looking for in assessing in your oral presentation.

Approaching Academic Essays & Literary Theory

For this course, you will be expected to learn to read and analyze the language of the literary profession: you need to be able to understand the conversations of the interpretive community so that you can also engage in them in your own papers, as well as critically examine their premises. This task demands higher-level critical thinking in dealing with often abstract concepts and far-reaching implications. It is quite challenging to “decode” some of the rhetoric used by academics. Literary critics have their own language, as do practitioners in every academic discipline. Here are some tips to help:

1. Scan the essay first to gain a general idea of the thesis and approach—i.e. get an overview of the work.
2. Now read the essay rigorously, underlining and annotating major, irritating, and provocative points. A good reader is a re-reader who goes back through the work and marks up his or her text.
3. Outline the work. List the main claim (thesis), subpoints, and evidence used for support (backing).
4. Interrogate the text, writing in the margins or your notes what your questions are.
5. Consider what value system(s) the essay rests upon.
6. If the essay is theoretical (rather than applied theory), think about how you would apply it to a work of literature.
7. Decide if you accept or reject the essay in whole or in part, based upon its argument and premises. It is probably not very helpful for the purposes of this class to focus on whether or not you like the writing style of the essay, as we are trying to deal with concepts. This is a different type of reading than reading a work of literature (although some literary theories do not distinguish between categories of writing, but that is for another discussion). It is relevant, however, to consider the positive or negative effects of esoteric academic language for our profession and for the study of the humanities.
8. Don't allow yourself to be intimidated by the text or to give up.
9. Grapple with the reading first and then bring the questions you have concerning it to class. Chances are very good that other students may be wondering the same things, so you are doing a favor to all by raising the questions. We will grapple with the difficulties together.
10. Please see me in my office for further assistance.

Schedule of Readings and Assignments (adjustments TBD)

WEEK ONE					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	NOTES	WORK DUE
1 T (M)	1/10	Course Introduction: Syllabus, Schedule of Readings and Assignments Difference between Theory and Criticism <i>REVIEW MATERIAL: Handbook, Ch. 1 Getting Started (pp. 1-16) & Study Works: Marvell, Shelley, Walker (Appendices A and C)</i>			
2 W	1/11	<i>Handbook, Ch. 2 Traditional Approaches (pp. 17-73)</i> <ul style="list-style-type: none"> • Textual Scholarship, Genres, Source Study • Historical & Biographical Approaches • Moral & Philosophical Approaches 	56		R&D Questions Response #1
3 F	1/13	<i>Handbook, Ch. 3 Formalist Approaches (pp. 74-124)</i> <ul style="list-style-type: none"> • Formalism • New Criticism • Reader-Response 	50		R&D Questions Response #2

WEEK TWO					
Martin Luther King, Jr. Day—Jan 16					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	NOTES	WORK DUE
4 W	1/18	Handbook, Ch. 4 Materialism (pp. 125-68) <ul style="list-style-type: none"> • Marxism • British Cultural Materialism • New Historicism • Ecocriticism • Literary Darwinism 	43		R&D Questions Response #3
5 F	1/20	Handbook, Ch. 5 Literature and Linguistics (pp. 169-200) <ul style="list-style-type: none"> • Structuralism, Semiotics, Poststructuralism & Deconstruction • Dialogics 	31		R&D Questions Response #4
WEEK THREE					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	NOTES	WORK DUE
6 M	1/23	Senior Portfolio: Reflective Essays Bring your computers to class. In-class drafting.		JURY DUTY	First Submission Deadline for Reflective Essay (Live Text)
7 W	1/25	Handbook, Ch. 6 Psychological Approach (pp. 201-24) <ul style="list-style-type: none"> • Freud's Theories • Other Theories/Lacan 	23		R&D Questions Response #5
8 F	1/27	Handbook, Ch. 7 Mythological and Archetypal Approaches (pp. 225-52) <ul style="list-style-type: none"> • Archetypes—Images, Motifs, Patterns, Genres • Myth Criticism—Anthropology, Jung 	27		R&D Questions Response #6
WEEK FOUR					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	NOTES	WORK DUE
9 M	1/30	Handbook, Ch. 8 Feminisms and Gender Studies (pp. 253-304) <ul style="list-style-type: none"> • Definitions • Waves • Woman—Created or Constructed? • Gender Studies 	51		R&D Questions Response #7
10 W	2/1	Handbook, Ch. 9 Cultural Studies (pp. 305-60) <ul style="list-style-type: none"> • Definitions • U.S. Ethnic Studies • Postmodernism & Popular Culture 	55		R&D Questions Response #8
11 F	2/3	TAKE-HOME MIDTERM Distributed Handbook, Ch. 10 Postcolonial Studies (pp. 361-88) <ul style="list-style-type: none"> • Definitions • Figures & Emphases 	27		R&D Questions Response #9
WEEK FIVE					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER /	WORK DUE
12 M	2/6	University Core Competencies Assessment			MIDTERM TAKE-HOME ESSAY

13 W	2/8	FORMALISM John Crowe Ransom "Criticism, Inc." (1938) (<i>Norton</i> , pp. 1105-18) Intentional and Affective Fallacies—Highlights from Wimsatt & Beardsley (1946, 1949) in-class lecture Cleanth Brooks "The Formalist Critics" (1951) (<i>Norton</i> , pp. 1350-53, 1366-71)	13 9		Abstract
14 F	2/10	In-Class Planning & Research on Major Paper <ul style="list-style-type: none"> Selecting Primary Text Critical Approach(es) Exploratory Research Research Question/Tentative Thesis Working Annotated Bibliography <i>Last Day to Apply for May Graduation</i>		Bring computers, notes, sources	ERB Assign. Due
WEEK SIX					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE	
15 M	2/13	ARCHETYPAL CRITICISM Northrup Frye "The Archetypes of Literature" (1951) (<i>Norton</i> , pp. 1442-57)	15		Abstract
16 W	2/15	READER RESPONSE Stanley Fish "Interpreting the <i>Variorum</i> " (1976, 1980) (<i>Norton</i> , pp. 2067-89)	22		Abstract
17 F	2/17	TBD			Abstract Proposal & Annot. Bib. (1)
WEEK SEVEN					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE	
18 M	2/20	MARXISM Karl Marx and Frederich Engels from <i>The Communist Manifesto</i> (1848, 1888), from <i>Capital</i> , Volume I, Chapter 10 The Working Day (1867) (<i>Norton</i> , pp. 759-63, 769-73, 783-87) Antonio Gramsci "The Formation of the Intellectuals" (1948-51) (<i>Norton</i> , pp. 1135-43)	12 8		Abstract
19 W	2/22	MARXISM & CULTURAL MATERIALISM Raymond Williams from <i>Marxism and Literature</i> (1977) (<i>Norton</i> , pp. 1565-75) Terry Eagleton from <i>Literary Theory: An Introduction</i> (1983) (<i>Norton</i> , pp. 2240-49)	10 9		Abstract
20 F	2/24	NEW HISTORICISM Michel Foucault "What Is An Author?" (1969) (<i>Norton</i> , 1615-36), from <i>Truth and Power</i> (1977) (<i>Norton</i> , 1667-70)	21		Abstract
WEEK EIGHT					
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE	
21 M	2/27	PSYCHOANALYTIC APPROACHES: Freudian Sigmund Freud from <i>The Interpretation of Dreams</i> (1900, 1929) (<i>Norton</i> , pp. 913-29)	16		Abstract
22 W	3/1	PSYCHOANALYTIC APPROACHES: Lacanian Jacques Lacan "The Mirror Stage..." & "The Signification of the Phallus" (1949, 1958) (<i>Norton</i> , pp. 1278-90, 1302-10)	20		
23 F	3/3	PSYCHOANALYTIC APPROACHES: Kristevan Julia Kristeva from <i>Revolution in Poetic Language</i> (1974) (<i>Norton</i> , pp. 2165-79)	14		Abstract Proposal & Annot. Bib. (2)
Spring Break—March 4-12					

WEEK NINE				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
24 M	3/13	STRUCTURALISM & SEMIOTICS Ferdinand de Saussure from <i>Course in General Linguistics</i> (1916) (Norton, pp. 956-74)	18	Abstract
25 W	3/15	POSTSTRUCTURALISM/DECONSTRUCTION Jacques Derrida from <i>Of Grammatology</i> (1967) (Norton, pp. 1815-30)	15	Abstract
26 F	3/17	Helene Cixous "The Laugh of the Medusa" (1975, 1976) (Norton, pp. 2035-56)	21	Abstract
WEEK TEN				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
27 M	3/20	POSTMODERNISM Jean-Francois Lyotard "Defining the Postmodern" (1986) (Norton, pp. 1609-15) Jean Baudrillard from <i>The Procession of Simulacra</i> (1981) (Norton, pp. 1729-41)	6 12	Abstract
28 W	3/22	FEMINIST STUDIES Simone de Beauvoir from <i>The Second Sex</i> (1949) (Norton, pp. 1403-14) Monique Wittig "One is not Born a Woman" (1981) (Norton, pp. 2012-21)	11 9	Abstract
29 F	3/24	Sandra Gilbert & Susan Gubar from <i>The Madwoman in the Attic</i> (1979) (Norton, pp. 2021-35)	14	Abstract Proposal & Annot. Bib. (3)
WEEK ELEVEN				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
30 M	3/27	GENDER/SEXUALITIES STUDIES Judith Butler from <i>Gender Trouble</i> (1990) (Norton, pp. 2485-2501)	16	Abstract
31 W	3/29	<u>Susan Bordo</u> from <i>Unbearable Weight: Feminism, Western Culture, and the Body</i> (1989, 1990) (Norton, pp. 2360-76)	16	Abstract
32 W	3/31	Adrienne Rich from "Compulsory Heterosexuality and Lesbian Existence" (1980, 1986) (Norton, 1759-80)	16	Abstract
WEEK TWELVE				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
33 F	4/3	Eve Kosofsky Sedgwick from <i>Epistemology of the Closet</i> (1990) (Norton, pp. 2432-34, 2438-45)	11	Abstract
34 M	4/5	RACE & ETHNICITIES STUDIES Gloria Anzaldua from <i>Borderlands/La Frontera: The New Mestiza</i> (1987) (Norton, pp. 2208-23)	15	Abstract
35 W	4/7	RACE & ETHNICITIES STUDIES Zora Neale Hurston "What White Publishers Won't Print" (1950) (Norton, 1144-46, 1159-62) & bell hooks "Postmodern Blackness" (1990) (Norton, pp. 2475-84)	5 9	Abstract Proposal & Annot. Bib. (4)
WEEK THIRTEEN				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
36 F	4/10	RACE & ETHNICITIES STUDIES Henry Louis Gates Jr. "Talking Black: Critical Signs of the Times" (1988) (Norton, pp. 2421-32)	12	Abstract
37 M	4/12	POSTCOLONIAL STUDIES Edward Said from <i>Orientalism</i> (1978) (Norton, pp. 1986-2012)	16	Abstract

Easter Break—April 13-17				
WEEK FOURTEEN				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
38 W	4/21	POSTCOLONIAL STUDIES Homi Bhaba "The Commitment to Theory" (1989) (Norton, pp. 2193-2208)	20	Abstract Sr. Portfolio: Reflective Essay: Final Submission Due (Live Text)
39 F	4/19	POSTCOLONIAL STUDIES Gayatri Spivak from <i>A Critique of Postcolonial Reason</i> (1988, 1999) (Norton, pp. 2377-97)	15	Abstract
WEEK FIFTEEN				
DAY	DATE	TOPICS AND ASSIGNED READING(S)	#PP.	PRESENTER / WORK DUE
40 M	4/24	DISABILITIES STUDIES Lennard J. Davis from <i>Enforcing Normalcy: Disability, Deafness, and the Body</i> (1995) (Norton, pp. 2398-2421)	23	Abstract
41 W	4/26	TAKE-HOME FINAL EXAM Distributed CULTURAL STUDIES & INSTITUTIONALIZATION OF LITERARY STUDIES Thiong'o, Liyong, and Owuor-Anyumba "On the Abolition of the English Department" (1968) (Norton, pp. 2089-97) Gerald Graff "Taking Cover in Coverage" (1986) (Norton, pp. 2056-67)	6 11	Split Abstracts
42 F	4/28	ORAL PRESENTATIONS Guidelines & Coaching		MAJOR ANALYTICAL PAPER Due MAP ABSTRACT Due All Live Text submissions of Sr. Portfolio Components Due
Monday, May 1, 4:30-7:00 <i>Literary Scholarship on Point</i> (Oral Presentation)				
Wednesday, May 3, 10:30-1:00 FINAL EXAM (Take-Home) Literature Program Capstone Assessment: ETS FIELD TEST IN LITERATURE				

Undergraduate Literature Conferences (**Submission deadlines Jan. 15 & 17**)

- National Undergraduate Literature Conference, Weber State, Utah, <http://continue.weber.edu/nulc/>
- Northwest Undergraduate Conference on Literature, The University of Portland, Oregon, <https://college.up.edu/english/nucl/index.html>