

LIT4095: Literary/(Pop Culture) Theory and Scholarship
Spring 2021
Section 1, W 6:00-8:45pm
Classroom: BAC 156

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Catalog 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.

Required Texts

- Aristotle, Michelle Zerba, and David Gorman. *Poetics*. 2017.
- Eagleton, Terry. *Literary Theory: An Introduction*. Malden, MA: Blackwell Pub, 2008.
- Rivkin, Julie and Michale Ryan. *Literary Theory: A Practical Introduction*. New York: Wiley-Blackwell, 2017.
- Szeman, Imre and Susie O'Brien. *Popular Culture: A User's Guide*. Hoboken, NJ: Wiley Blackwell, 2017.
- Additional reading assignments TBD.
- *Various handouts distributed by the professor and required films.*

“Welcome to LIT495, the capstone course for Literature/English Education majors. In this course, we focus on reading, understanding, and applying literary theories, and honing research and academic writing skills. The class is designed not only to prepare you for graduate school and/or for teaching literature, but 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 a mode of seeing philosophical evolution from the ancient through post-modern periods. 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 as part of our assessment process. This test is also excellent preparation for the GRE Subject Exam in English.” – Dr. Carol Blessing

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. Employ strong research, rhetorical, linguistics, literary, and analytical skills in their writing.

5. 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)

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.

Course Policies and Requirements

Attendance: *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog.* 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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Class Preparation: All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

Class Participation: *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

Late Paper Policy: Please note: Reading Notes will receive a "0" if submitted late. Regarding other assignments: be sure to hand in your assignment on time, or make a prior arrangement to submit the assignment before the assigned due date. Otherwise, a late submission will be penalized by one letter grade if handed in after the due date and time, and by an additional letter grade for each day late following the assignment due date. Unless pre-arranged, assignments more than a week late will not be graded.

E-Mail: Please use e-mail (not Canvas email) for simple, logistical questions or clarifications. Write: "LIT495" in the subject line. Allow 24 hours/ 1 business day for a reply.

Canvas Messages: Please use Canvas messages (not Canvas email) for all information regarding assignments submitted to Canvas.

Smart phones and laptops: may be used for classroom related activities only.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

Inclusive Language: *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

Academic Honesty/ Policy on Plagiarism: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or

malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Final Examination: *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

FERPA Policy: In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Academic Policies](#) in the (undergrad/ graduate as appropriate) academic catalog.

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.

Grading Scale

94-100	A	78-79	C+
90-93	A-	74-77	C
88-89	B+	70-73	C-
84-87	B	60-69	D
80-83	B-	0-59	F

Grading

20%	Reading Notes
30%	Term Paper: 1) Proposal 2.5%, 2) Works Cited 2.5%, 3) first 5 pages 2.5%, 4) Rough Draft & Conferences 5%; 5) Final Draft 17.5%)
20%	Midterm and Final Exam
10%	Website and Associated Requirements
20%	Presentation & Portfolio Assignments

Assignment Descriptions

Paper Format: Papers are written in MLA style, typed, and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-pt. font and use 1" margins. No need for title pages. Include page numbers. Please use the MLA website or current MLA style guide for style, grammar, format & citation issues. Please submit files to Canvas in .doc, .docx, or .pdf format.

Reading Notes (and 1-page film notes) Assignments

Reading Notes Objective: Write and submit a 150-250 word reflection on each of the assigned readings to Canvas by 5pm on the days we have class. Prose format (not bullet points, etc.). Submit in .doc, .docx, or .pdf format. **Film notes requirement:** 1 page of notes, bullet point style is fine. Late work for reading notes and film notes will not be accepted for a grade.

Form: MLA style, double-spaced. Include (and underline) three sentence styles.

20% MLA Format/follows syllabus and in-class writing instructions

20% Point of view: demonstrates an awareness of how the argument being proposed fits into the larger set of claims in our course content

20% Inclusion of evidence: includes relevant evidence/ does not omit relevant evidence, considers counter-arguments as necessary, includes qualifiers

20% Analysis of Evidence: offers sophisticated commentary on the text

20% Writing Clarity/Sentence Mechanics: the paper is professional so it reads smoothly

Note: If the word count is not achieved, the highest grade possible is 50%

Term Paper

Objective: Use a critical-theoretical approach to an approved literary work or works plus your analysis, theoretical grounding, research, and critical engagement with your sources.

Form: 10-12 page Major Analytical Paper, MLA style, double-spaced. At least 10 superior sources.

Midterm and Final Exams Based on Quiz Scores

Objective: Use relevant examples from the lectures, readings, and films to respond to questions that take into account the content of the course.

Form: In-class, comprehensive.

Website and Associated Requirements

Objective: Create a Website including: Navigation Bar // CV // Cover Letter // Blog + 1st post // Intro video // LinkedIn // Social Media links (optional)

Presentation: Literary Scholarship on Point, Research Colloquium [Oral Communication]

During Finals Week a special department colloquium will take place during which you will formally present your Term Paper to an audience of LJWL students and faculty. Full guidelines for your oral presentation will be presented in a separate document.

Your oral presentation will be assessed with the AAC&U Oral Communication Rubric.

Portfolio Assignments (Capstone Key Assessment) —more information to follow

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

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

Evaluation of Papers and Quiz/ Exam/ Essay Questions

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper fulfill the assignment objective?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Evaluation Standards

- An “A” essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.
- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

Four Tiers: Theory / Pop Culture / Term Project / Career Preparation

Schedule (subject to change)

P: *Poetics*

LTRR: *Literary Theory Rivkin & Ryan*

LTE: *Literary Theory Eagleton*

Pop: *Popular Culture*

Wk.	6-6:50pm	7-7:50pm	8-8:45pm
1 3/3	Course introduction	Read P 3-23	Read P 23-43
2 3/10	The Rise of English Literature Read LTE 1-31	Formalism Read LTRR 3-7; Brooks 15-20; Beardsley & Wimsatt 29-41	Careers: Website Expectations
3 3/17	Formalism Read LTE 31-46	Pop Culture: Read Pop Chapter 1	Pop Culture: Read Pop Chapter 2
4 3/24	Phen. & Reception Theory Read LTRR 297-8; LTE 47-78	Phen. & Reception Theory Read LTRR Bourdieu 331-47	Careers: Interests & About Me Due: Term Project Proposal
5 3/31	Structuralism Read LTRR Barthes 196-204; Bakhtin 205-216	Structuralism & Semiotics Read LTE 79-109	Pop Culture: Read Pop Chapter 3
6 4/7	Post-Structuralism Read LTRR 445-465	Post-Structuralism Read LTE 110-130	Careers: CV/ Cover letter / LinkedIn
7 4/14	Post-Structuralism Read LTRR Barthes 518-521; 522-27; Johnson 528-535	Psychoanalysis Read LTRR 567-574	Watch <i>Persona</i> (Bergman, 1966) Due: Works Cited
8 4/21	Psychoanalysis Read LTE 131-168	Psychoanalysis and Lacan Read LTRR Freud 615-17; Lacan 618-23	Midterm Due: 5 pages & Website Rough Draft
9 4/28	Pop Culture: Read Pop Chapter 6 + summaries of chapters 4 & 5	Political Criticism Read LTE 169-189	Marxism // Read LTRR 711-16; Marx 730-5; Althusser 768-77 Due: Complete Rough Draft
10 5/5	Conferences + University ETS Exam		
11 5/12	Political Criticism Read LTE 190-208	Political Criticism: Biopower Read LTRR Foucault 778-91	Careers: Views from Education Due: Term Paper
12 5/19	Gender Stud./Queer Theory Rd LTRR 893-900; Rich 925-39	Gender Stud./Queer Theory Read LTRR Cixous 940-54	Careers: Planning Ahead
13 5/26	Gender & The Transnational Read LTRR Butler 955-62; Grewal & Kaplan 963-75	Postcolonial Theory Read LTRR 1099-1106; Spivak 1147-62	Pop Culture: Read Pop Chapter 7 Due: Website with Associated Requirements
14 6/2	Postcolonial Theory Read LTRR Morrison 1163-73; Kincaid 1174-1179	Transnational Theory Read LTRR Appadurai 1180- 90; Hall 1191-1201	Read Pop Chapter 9 + summary of chapter 8 Due: Reflection Rough Draft
15 6/9	Ecocriticism Read LTRR 1419-22; Marland 1507-22	Cognition and Emotion Read LTRR Nussbaum 382- 401	Pop Culture: Read Pop Chapter 10
Finals Week: ETS Field Test // Oral Presentation // Website // Due: Reflection Essay			