

ENG595.001: Research Literature and Techniques
M 6:00 p.m.-8:45 p.m.
University Center 214
Fall Semester (2013)
Texas A&M University-Texarkana
903-223-3022
brian.billings@tamut.edu

Dr. Brian C. Billings
University Center 222
2:30 p.m.-3:30 p.m. (MW)
12:30 p.m.-1:30 p.m. (TR)
(and by appointment)

Texts: Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 5th ed.
Boston: Longman, 2011. Print.

(ISBN: 978-0205212149)

Harmon, William. *A Handbook to Literature*. 12th ed. Boston: Longman, 2012. Print.

(ISBN: 978-0205031535)

Leitch, Vincent B., et al., eds. *The Norton Anthology of Theory and Criticism*. 2nd ed.
New York: Norton, 2010. Print.

(ISBN: 978-0393932928)

The Modern Language Association of America. *MLA Handbook for Writers of Research
Papers*. 7th ed. New York: MLA, 2009. Print.

(ISBN: 978-1603290241)

Description: This course provides a review of research by scholars in selected areas of English language and literature with emphasis placed upon critical approaches and research methodology. Students demonstrate competence in research methodology by investigating and formally reporting upon individually selected topics.

Student Objectives: 1) Investigate and discuss major schools of literary criticism.
2) Develop graduate research skills.
3) Identify an individual approach to reading literary texts.
4) Increase analytical facility by applying various hermeneutical methods to multiple readings.

Student-Learning Outcomes: 1) Analyze, synthesize, and evaluate information about assigned readings in literary criticism by completing four quizzes and collectively earning *one hundred and forty of a possible two hundred points* as evaluated by the grading parameters provided in the syllabus.

2) Analyze, synthesize, and evaluate information about assigned readings in literary criticism by completing seven in-class

exercises and collectively earning *two hundred and forty-five of a possible three hundred and fifty points* as evaluated by the grading parameters provided by the syllabus.

- 3) Evaluate the personal progress made toward understanding literary critical theory's development and application by creating a reflection journal and earning *one hundred and seventy-five of a possible two hundred and fifty points* as evaluated by the grading parameters provided in the syllabus.
- 4) Build ownership of and appreciation for literary critical theory's terminology by crafting a personalized vocabulary list supplemented by examples of critical concepts and earning *one hundred and seventy-five of a possible two hundred and fifty points* as evaluated by the grading parameters provided in the syllabus.
- 5) Practice applying critical approaches to texts and using MLA format by writing seven ten-page critical essays (based upon secondary texts provided by the instructor) and collectively earning *four hundred and ninety of a possible seven hundred points* as evaluated by the grading parameters provided by the instructor.
- 6) Create a twenty-page argumentative critical essay that analyzes and evaluates a work of literature (one of the secondary texts provided by the instructor) according to the guidelines of a specific critical approach (or compatible approaches) by synthesizing the primary work's content and information from multiple secondary sources (earning *seven hundred of a possible one thousand points* as evaluated by the grading parameters provided by the instructor).
- 7) Display graduate-level skill in literary criticism and scholarly deportment by participating in a convention-modeled seminar moderated by the instructor and earning *one hundred and seventy-five of a possible two hundred and fifty points* as evaluated by the grading parameters provided in the syllabus.

Projects: 1) Exercises: Each class session involving readings about literary critical theory will also contain an in-class exercise that will allow students to practice applying a specific critical approach to literature. Collectively, these exercises are worth *three hundred and fifty points*.

- 2) Paper Presentation: Each student will share his or her research project with the class on the date noted in the tentative schedule provided by the instructor. Each student must print copies of his or her project for all members of the class. The paper presentation is worth *two hundred and fifty points*.
- 3) Reflection Journal: After reading the selections assigned for a unit, a student must write a personal reflection about what has been read. This reflection should use a casual tone, colloquial language, and first-person point of view. The student will collect all reflections behind a properly labeled divider in the same folder that houses his or her vocabulary terms. The instructor may ask to review students' reflection journals during any class session. The reflection journal is worth *two hundred and fifty points*.
- 4) Research Project: Using one to three compatible analytical approaches, write a critical essay that does not exceed twenty pages in length. Thoroughly analyze one of the secondary texts read during this term. Use pertinent primary and secondary sources. Include an annotated bibliography with the essay that justifies the selected sources. This project is worth *one thousand points*.
- 5) Short Papers: After completing a class session about a specific critical approach to literature, each student must write a ten-page paper applying the recently discussed critical approach to one of the assigned secondary texts. Supporting evidence for a paper's argument should come from the chosen text and *The Norton Anthology of Theory and Criticism*. Students will share their papers on the dates noted in the tentative schedule provided by the instructor. Each student must print copies of his or her paper for all members of the class. (Once a text has been analyzed for a short paper, that text may not be analyzed for another short paper.) Collectively, these papers are worth *seven hundred points*.
- 6) Vocabulary List: After reading the selections assigned for a unit, a student must choose five to ten terms from the readings which he or she finds important. The student will define each term using his or her own language and provide an illustrative example for each term. The student will collect these terms behind a properly labeled divider in the same folder that houses his or her responses to the readings. The instructor may ask to review students' vocabulary lists during any class session. The vocabulary list is worth *two hundred and fifty points*.

Requirements: This course features numerous readings, a paper presentation, a reflection journal, a vocabulary list, four quizzes, seven in-class exercises, seven short papers, and one research project. Students should expect active class discussion during each class session. A work must be read by its assigned date on the syllabus.

Submissions: Assignments must be typed and submitted to the instructor as hard copies. Assignments must also be posted electronically to *Turnitin.com*. (The class identification number is 6358627, and the class password is *hermeneutics*.) Submit each assignment by the appropriate due date printed on the syllabus; a late assignment receives no grade.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. A student should miss no more than *one* class session to maintain a passing grade. Dropping the course is the student's responsibility.

University Drop Policy: To drop this course after the twelfth class day, a student must complete the *Drop or Withdrawal Request Form* located on the university's Web site (<http://tamut.edu/registrar/droppingwithdrawing-from-classes.html>) or obtained in the registrar's office. The student must submit the signed and completed form to the instructor of each course indicated on the form for his or her signature. *An obtained signature is not an approval to drop but confirmation that the student has discussed the drop or withdrawal with the faculty member.*

The student must submit the completed form to the registrar's office for processing in person, by e-mail (registrar@tamut.edu), by mail (7101 University Avenue, Texarkana, Texas, 75503) or by fax (903-223-3140). The registrar's office will not accept or process drop or withdrawal forms missing any required information. *Responsibility rests with the student to ensure that the registrar's office receives a properly completed form.* If a student stops participating in class (attending and submitting assignments) but does not complete and submit a drop or withdrawal form, that student will receive a final grade based upon whatever completed work exists.

Cellular Phones: Set all cellular phones to vibrate during class sessions. Do not send text messages during class.

Conferences: Students should conference with the instructor for assignment clarification or immediate writing feedback. Conferences are available during the instructor's office hours or by special appointment. Please arrange a date and a time for a conference by sending a request to the instructor using e-mail.

Academic Honesty: Students enrolled in this course should practice academic honesty. Cheating on examinations, unauthorized collaboration, falsification of research data, and plagiarism (the copying or undocumented use of materials from any source) constitute academic dishonesty and may be grounds for a grade of *F* in this course or disciplinary action. Each student is responsible for reading and understanding the University Policy on Academic Integrity (UPAI).

ADA Statement: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office (UC255A) by calling 903-223-3062.

E-Mail Statement: After applying to and being accepted into a program by Texas A&M University-Texarkana, an individual will receive an A&M-Texarkana e-mail account. Instructors and university officials will deliver official university correspondence to this account. Each individual is responsible for information sent and received via his or her university e-mail account, and each individual must check his or her official A&M-Texarkana e-mail account completely and frequently. Faculty members and students must use their university e-mail accounts when communicating about coursework.

Grading: Each assignment corresponds to a given point value. The instructor divides a student's accumulated points by the number of points possible to compute that student's grade.

Points by Assignment

Exercises (Collected)	350
Paper Presentation	250
Quizzes (Collected)	200
Reflection Journal	250
Research Project	1000
Short Papers (Collected)	700
Vocabulary List	250

Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Exercises (Collected)	275	350
Paper Presentation	200	250
Quizzes (Collected)	150	200
Reflection Journal	250	250
Research Project	850	1000
Short Papers (Collected)	625	700
Vocabulary List	200	250
Totaled Points:	2550	3000

$$\text{Grade} = 2550/3000 = 85.0\% = \text{B}$$

Tentative Schedule

- 08/26/13: Course Introduction
- 09/02/13: FORMALISM
“The Affective Fallacy” (Monroe C. Beardsley and William K. Wimsatt, Jr., *NATC*, 1246-1261)
“Criticism, Inc.” (John Crowe Ransom, *NATC*, 971-982)
“Form” (*Handbook*, 206)
“Formalism (or Formalist Criticism)” (*Handbook*, 207)
“Formalism (Russian)” (*Handbook*, 207)
from *The Well Wrought Urn* (Cleanth Brooks, *NATC*, 1217-1229)
“The Intentional Fallacy” (Monroe C. Beardsley and William K. Wimsatt, Jr., *NATC*, 1232-1246)
“New Criticism” (*Handbook*, 321-322)
“Russian Formalism and New Criticism” (*LC*, 48-64)
from “The Theory of the ‘Formal Method’” (Boris Eichenbaum, *NATC*, 925-951)
“Tradition and the Individual Talent” (T. S. Eliot, *NATC*, 955-961)
First Exercise
- 09/09/13: First Paper
- 09/16/13: READER-CENTERED CRITICISM
“Death of the Author” (Roland Barthes, *NATC*, 1322-1326)
from *Hermeneutics* (Friedrich Schleiermacher, *NATC*, 524-536)
“Interpreting the *Variorum*” (Stanley Fish, *NATC*, 1975-1992)
“Interaction between Text and Reader” (Wolfgang Iser, *NATC*, 1524-1532)
“Language” (Martin Heidegger, *NATC*, 985-998)
from “Literary History as Challenge to Literary Theory” (Hans Robert Jauss, *NATC*, 1406-1420)
“Reader-Oriented Criticism” (*LC*, 65-84)
“Reader-Response Criticism” (*Handbook*, 397-398)
from “*What Is Literature?*” and *Other Essays* (Jean-Paul Sartre, *NATC*, 1199-1213)
Second Exercise
- 09/23/13: First Quiz
Second Paper Due
- 09/30/13: FEMINISM
“Feminism” (*LC*, 143-164)
“Feminist Criticism” (*Handbook*, 196)
“The Laugh of the Medusa” (Hélène Cixous, *NATC*, 1942-1959)
from *Unbearable Weight: Feminism, Western Culture, and the Body*

(Susan Bordo, *NATC*, 2240-2254)
from *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination* (Sandra M. Gilbert and Susan Gubar, *NATC*, 1926-1938)
“Dancing through the Minefield: Some Observations on the Theory, Practice, and Politics of a Feminist Literary Criticism” (Annette Kolodny, *NATC*, 2048-2066)

QUEER THEORY

from *Between Men: English Literature and Male Homosocial Desire* (Eve Kosofsky Sedgwick, *NATC*, 2466-2470)
from “Compulsory Heterosexuality and Lesbian Existence” (Adrienne Rich, *NATC*, 1591-1609)
from *Epistemology of the Closet* (Eve Kosofsky Sedgwick, *NATC*, 2470-2477)
from *Gender Trouble* (Judith Butler, *NATC*, 2540-2553)
“Queer Theory” (*Handbook*, 395)
“Queer Theory: Gay and Lesbian Criticism” (*LC*, 220-229)
“Sex in Public” (Lauren Berlant and Michael Warner, *NATC*, 2600-2615)

Third Exercise

10/07/13: Third Paper Due

10/14/13: MARXISM

from *Dialectic of Enlightenment* (Max Horkheimer and Theodor W. Adorno, *NATC*, 1110-1127)
“The Formation of the Intellectuals” (Antonio Gramsci, *NATC*, 1002-1008)
from *Ideology and Ideological State Apparatuses (Notes Towards an Investigation)* (Louis Althusser, *NATC*, 1335-1361)
from *Literature and Revolution* (Leon Trotsky, *NATC*, 880-892)
“Marxism” (*LC*, 165-180)
“Marxist Criticism” (*Handbook*, 286-287)
from *The Political Unconscious: Narrative as a Socially Symbolic Act* (Fredric Jameson, *NATC*, 1822-1846)
from *Revolution in Poetic Language* (Julia Kristeva, *NATC*, 2071-2081)
“The Work of Art in the Age of Its Technological Reproducibility” (Walter Benjamin, *NATC*, 1051-1071)

Fourth Exercise

10/21/13: Second Quiz
Fourth Paper Due

10/28/13: PSYCHOANALYTIC CRITICISM

from “The Agency of the Letter in the Unconscious” (Jacques Lacan, *NATC*, 1169-1181)
“Archetypes of the Collective Unconscious” (Carl G. Jung, Provided)

“The Concept of the Collective Unconscious” (Carl G. Jung, Provided)
“Fetishism” (Sigmund Freud, *NATC*, 841-845)
from *The Interpretation of Dreams* (Sigmund Freud, *NATC*, 814-824)
“The Mirror Stage as Formative of the Function of the I as Revealed in
Psychoanalytic Experience” (Jacques Lacan, *NATC*, 1163-1169)
“Psychoanalytic Criticism” (*LC*, 123-142)
“Psychoanalytical Criticism” (*Handbook*, 388)
from *Revolution in Poetic Language* (Julia Kristeva, *NATC*, 2071-2081)
“The Signification of the Phallus” (Jacques Lacan, *NATC*, 1181-1189)
from “The ‘Uncanny’” (Sigmund Freud, *NATC*, 824-841)

Fifth Exercise

11/04/13: Fifth Paper Due

11/11/13: ETHNICITY STUDIES

“African-American Criticism” (*LC*, 210-219)
“African-American Literature” (*Handbook*, 8)
from *Borderlands/La Frontera: The New Mestiza* (Gloria Anzaldúa,
NATC, 2098-2109)
“Cultural Studies” (*Handbook*, 125-126)
“Culture” (*Handbook*, 126)
“Postmodern Blackness” (bell hooks, *NATC*, 2509-2516)

NEW HISTORICISM

“Against Theory” (Steven Knapp and Walter Benn Michaels, *NATC*,
2491-2506)
“Cultural Poetics or New Historicism” (*LC*, 181-196)
“The Historical Text as Literary Artifact” (Hayden White, *NATC*, 1536-
1553)
from “Resonance and Wonder” (Stephen Greenblatt, *NATC*, 2150-2161)
“New Historicism” (*Handbook*, 323)
“What Is an Author?” (Michel Foucault, *NATC*, 1475-1490)

POSTCOLONIAL CRITICISM

from *The Black Atlantic: Modernity and Double Consciousness* (Paul
Gilroy, *NATC*, 2556-2575)
“The Commitment to Theory” (Homi Bhabha, *NATC*, 2353-2372)
from *A Critique of Postcolonial Reason* (Gayatri Chakravorty Spivak,
NATC, 2114-2126)
from *Culture and Imperialism* (Edward W. Said, *NATC*, 1888-1904)
from *Empire* (Michael Hardt and Antonio Negri, *NATC*, 2621-2635)
from *Orientalism* (Edward W. Said, *NATC*, 1866-1888)
“Postcolonial Literature” (*Handbook*, 374)
“Postcolonialism” (*LC*, 197-209)
from *The Wretched of the Earth* (Frantz Fanon, *NATC*, 1440-1446)
Sixth Exercise

- 11/18/13: Third Quiz
Sixth Paper Due
- 11/25/13: POSTSTRUCTURALISM
 “Deconstruction” (*Handbook*, 132-133)
 “Modernity/Postmodernism: *Structuralism/Poststructuralism: Deconstruction*” (*LC*, 88-90, 105-122)
 from *Melville’s Fist: The Execution of Billy Budd* (Barbara Johnson, *NATC*, 2258-2277)
 from *Of Grammatology* (Jacques Derrida, *NATC*, 1688-1697)
 “Postmodernism and Consumer Society” (Fredric Jameson, *NATC*, 1846-1860)
 “Postmodern” (*Handbook*, 375)
 “Postmodernist Period in English Literature, 1965—” (*Handbook*, 375-376)
 “Poststructuralism” (*Handbook*, 376)
 “Semiology and Rhetoric” (Paul de Man, *NATC*, 1365-1378)
- STRUCTURALISM
 “The Archetypes of Literature” (Northrop Frye, *NATC*, 1304-1315)
 from *Course in General Linguistics* (Ferdinand de Saussure, *NATC*, 850-866)
 from “Linguistics and Poetics” (Roman Jakobson, *NATC*, 1144-1152)
 “Modernity/Postmodernism: *Structuralism/Poststructuralism: Deconstruction*” (*LC*, 85-87, 90-105)
 “Structural Analysis of Narrative” (Tzvetan Todorov, *NATC*, 2023-2030)
 “Structuralism” (*Handbook*, 458-459)
 “Structure” (*Handbook*, 459-460)
 from *Tristes Tropiques* (Claude Lévi-Strauss, *NATC*, 1277-1286)
- Seventh Exercise
- 12/02/13: Fourth Quiz
Seventh Paper Due
- 12/09/13: Paper-Presentation Session
Research Project Due