

Fall 2013 Course Descriptions

COURSE NO: 5300-001

DAY & TIME: R 6:00-8:50 PM

COURSE TITLE: THEORY AND PRACTICE IN ENGLISH STUDIES

INSTRUCTOR: FRANK, LUANN

The following is an introductory graduate course in Literary Theory. It follows on two introductory undergraduate courses examining related material. Like those, it is designed to acquaint students with the range, depth, and variety of theories that have influenced literary studies most strongly since, and including, the late eighteenth and early and late nineteenth centuries, and to provide students an opportunity to acquaint or re-acquaint themselves with the conventions of the research paper.

The course's intentions are 1) to direct students to the work of specific theorists; 2) to encourage students to recognize the *nature of* the work of these theorists and then to familiarize themselves closely with it; and 3) to provide students with an opportunity to *produce* the sort of criticism that these theorists have either themselves produced or have influenced. That is, by the course's end, students will have had the opportunity a) to become acquainted with selected theorists through passive reading; b) to understand, through summarizing in writing, the major points made by the selected theorists; c) to make use of--in writing, in long, one-page papers--these theorists' methods as means of elucidating a literary work of each student's choice; and d) to recognize and correct such infelicities of punctuation, grammar, style, and usage as their and their classmates' papers may expose. The final paper, which can run to five pages, functions as an abbreviated research paper.

TEXTS:

(Brackets [] = on library reserve)

Leitch, Vincent B. *Norton Anthol of Criticism and Theory*. New York: Norton, 2010.

Foucault, Michel. *The Order of Things: An Archaeology of the Human Sciences*. New York: Vintage, 1973. (Les Mots et les Choses, 1966).

Freud, Sigmund. *The Interpretation of Dreams*, tr. John Strachey. New York: Basic Books, 2010 (*Die Traumdeutung*. 1900 [1899]).

{Possibly: Derrida, Jacques. *Of Spirit: Heidegger and the Question*.

Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. Oxford: Oxford UP, 2004 (or another perhaps already in your possession)

Turabian, Kate. *Manual for Writers of Theses, Term Papers, and Dissertations*. Chicago: Chicago UP, 1996. Or: *MLA Handbook for Writers of Research Papers*. New York: MLA, 2009.

[Auerbach, Eric. *Mimesis: The Representation of Reality in Western Literature*. Princeton: Princeton UP, 1968 (1953).]

[Bruss, Elizabeth. *Beautiful Theories*. Baltimore: Johns Hopkins UP, 1982.]
[Keuls, Eva. *The Reign of the Phallus*. New York: Harper, 1985.]
[Lotman, Jurij and Boris Uspensky. *The Semiotics of Russian Culture*. Ann Arbor: U of Mich. P 1972.]
[Lovejoy, Arthur O. *The Great Chain of Being*. Cambridge: Harvard UP, 1936.]
[Neumann, Erich. *The Great Mother*. Princeton: Princeton UP, 1955.]
[Pater, Walter. *The Renaissance*. New York: Mentor, 1959 {1873}. (Botticelli essay.)]

COURSE NO: 5306-001

DAY & TIME: W 2:00-4:50 PM

COURSE TITLE: VICTORIAN BRITISH LITERATURE

INSTRUCTOR: SMITH, JOHANNA

DESCRIPTION: In the popular understanding the term 'Victorian' connotes sexual prudery, moral earnestness, and rabid imperialism. This course will undertake to complicate such an understanding of the roughly 80 years of the period, from Victoria's accession in 1837 to the beginning of World War I in 1914. Questions of class and gender, of nation and empire, of labor and political economy, were under debate throughout the period. The early Victorians touted England as the workshop of the world; by the end of the period, socialists and anarchists were critiquing industrialization and global capitalism. The 'angel in the house' gave way to the New Woman, the earnest manly Victorian to the aesthete and the dandy. The sciences of evolution and their offshoots, such as social Darwinism and eugenics, were entangled with the new sciences of anthropology and psychology. All this and more will be our field of study for the semester.

REQUIREMENTS: attendance and participation; weekly page of speculations on the readings; a 5-page paper of textual analysis and a 15-page paper of research and textual analysis; presentation on research

TEXTS: TBA but will probably include

Boyd and McWilliams, eds., *The Victorian Studies Reader* (Routledge)

Leighton and Surridge, eds., *The Broadview Anthology of Victorian Prose, 1832-1900*

Davis, ed., *The Broadview Anthology of Nineteenth-Century British Performance*

Dickens, *Oliver Twist* (OUP)

Gaskell, *North and South* (Penguin)

Morris, *News from Nowhere* (Broadview)

Tennyson, *In Memoriam* (Norton)

Butler, *Way of All Flesh* (Dover)

Bronte, *The Tenant of Wildfell Hall*

Broughton, *Cometh up as a Flower* (Broadview)

Gissing, *Odd Women* (Broadview)

Collins, *Heart and Science* (Broadview)

Ford, *The Good Soldier* (Dover)

Conrad, *Under Western Eyes* (Dover)

COURSE NO: 5320-001

DAY & TIME: M 2:00-4:50 PM

**COURSE TITLE: SELECTED READINGS IN AMERICAN LITERATURE BEFORE 1800--
COLONIAL AMERICAN LITERATURES** **INSTRUCTOR: HENDERSON, DESIREE**

This course introduces students to the literatures of colonial America, with an emphasis upon transnational and multicultural authors and issues. Students will explore concerns central to early American studies including: the importance of non-English literatures; the representation and self-representation of Native Americans; conflicts between Puritan theology and Enlightenment ideals; the rise of print culture and popular genres such as the periodical and the novel; the place of women and slaves in the new nation; and debates over the nature and meaning of national identity. An emphasis will be placed upon pedagogy: strategies and best practices for teaching colonial literatures to students in a variety of educational settings.

COURSE NO: 5359-001

DAY & TIME: M 6:00-8:50 PM

COURSE TITLE: ARGUMENTATION THEORY **INSTRUCTOR: WARREN, JAMES**

The main objective and first priority of this course is to prepare GTAs to teach ENGL 1302 for the first time this semester, but it should also prove useful to anyone who teaches—or plans to teach—argument-based written composition. The course is strongly practical, with students completing the same major assignments as ENGL 1302 students, but also theoretical in that we draw on current rhet/comp research to examine the ENGL 1302 curriculum. The last part of the course comprises readings on argument theory more generally.

COURSE NO: 5360-001

DAY & TIME: TR 6:00-9:00 PM

COURSE TITLE: TOPICS IN CRITICAL THEORY: BAKHTIN AND DIALOGISM
INSTRUCTOR: PORTER, KEVIN

This course will concentrate on intensive readings of the major works of Mikhail Bakhtin and his colleagues, V. N. Vološinov and P. N. Medvedev, whose work on “dialogism” remains of ever-growing importance to researchers in English studies broadly conceived. We will also acquire a rich context for the work of these members of the so-called “Bakhtinian Circle” by reading through some of texts of their precursors and contemporaries, including Croce, Marr, Saussure, and Vossler. We will conclude the semester with an exploration of some recent explications and applications of dialogism by researchers in such disciplines as critical theory, cultural studies, literary theory, and rhetoric and composition studies.

COURSE NO: 5389-001

DAY & TIME: THURS 2:00-4:50 PM

COURSE TITLE: TOPICS IN TEACHING COMPOSITION

INSTRUCTOR: WARREN, JAMES

The main objective and first priority of this course is to prepare new GTAs to teach ENGL 1301 for the first time this semester, but it should also prove useful to anyone who teaches—or plans to teach—rhetorically-based first-year composition. The course is strongly practical, with students completing the same major assignments as ENGL 1301 students, but also theoretical in that we draw on current rhet/comp research to examine the ENGL 1301 curriculum. Particular attention will be paid to best practices for constructing writing assignments, providing formative and summative assessments of student writing, and conducting peer review.

COURSE NO: 6329-001

DAY & TIME: T 2:00-4:50 PM

COURSE TITLE: POSTCOLONIAL THEORY

INSTRUCTOR: INGRAM, PENELOPE

This course will introduce students to a burgeoning field in literary studies: postcolonial theory. We will begin with a study of the central tenets of postcolonial theory and then proceed to a sampling of literary texts that foreground a number of these issues. Postcolonial literature is literature produced by formerly colonized nations, including India, Pakistan, the West Indies, various countries in Africa, Australia, New Zealand, Canada, and others. Such literature is concerned with the way colonial subjects are produced in and by Empire. Postcolonial literature can be a tool by which the colonized subject “writes back” to Empire, engaging with themes like identity, belonging, exile, place, language, sovereignty, and hybridity. The course will explore the pervasive artistic, psychological, and political impact of colonization through a reading of both literary texts and critical essays.

COURSE NO: 6330-001

DAY & TIME: T 6:00-8:50 PM

COURSE TITLE: FOOD, WOMEN, AND MANUSCRIPT CULTURE

INSTRUCTOR: TIGNER, AMY

This course is designed for students to gain the skills to do archival research for early modern manuscript texts and to participate in the burgeoning scholarly conversations about 16th and 17th century receipt books, primarily written by women. We will begin with an intensive study of early modern paleography, or handwriting, enabling students to read manuscripts produced in the period. Students will participate in and contribute to the two

related digital humanities initiatives, Textual Communities and Early Modern Recipes Online Collective (EMROC) by collectively transcribing and making an online edition of a seventeenth-century cookbook. Each student will then choose another receipt book manuscript, about which s/he will become an expert. Students will blog about their experiences and their knowledge both on the class blog site and on a public access blog site devoted to recipe research. Throughout the course, we will investigate how to write about these texts, both as separate entities and in concert with literary production of the period.

COURSE NO: 6333-001

DAY & TIME: W 6:00-8:50 PM

COURSE TITLE: TOPICS AND THEMES IN COMPARATIVE LITERATURE

INSTRUCTOR: ROEMER, KENNETH

This course asks how do different forms of utopian expression affect the ways ideas about better imaginary worlds are composed and received. We begin with oral narratives and conclude with multi-genre texts, and virtual utopias. We examine myths, visions, dialogues, manifestoes, satires, autobiographies, plays, theme parks, intentional communities, fiction (including young-adult fiction and a graphic novel), multi-genre texts, museum exhibitions, and web sites. If possible, we will also visit the Whitehawk community north of Denton.

REQUIREMENTS: A short reader-response analysis, a brief presentation about a relevant Internet site, a research paper, and 2 exams.

TEXTS: *Walden Two* (Skinner), *Woman on the Edge of Time* (Piercy) or *Oryx and Crake* (Atwood), *Utopia* (More), *Always Coming Home* (Le Guin), *Connecticut Yankee in King Arthur's Court* (Twain), *Looking Backward* (Bellamy), *The Tempest* (Shakespeare) in graphic novel form, *The Giver* (Lowry), *Herland* (Gilman), selections from *The Utopia Reader* (Sargent and Claeys), selections from *The Cambridge Companion to Utopian Literature* (Claeys), *Utopianism: A Very Short Introduction* (Sargent), a packet of short readings.

COURSE NO: 6339-001

DAY & TIME: THURS 6:00-8:50 PM

COURSE TITLE: TOPICS IN AMERICAN LITERATURE, READING AND RESEARCHING THE 18TH CENTURY, 1700-1835

INSTRUCTOR: MAY, CEDRICK

In this course, students will read various forms of writing from the late 17th century through the early part of the 19th century, focusing mainly on early literature by and about Afro-British and African-American writers. A major component of the course will be the discussion and use of modern research methods and skills necessary for archival research and analysis of writings from the period under investigation. The course will introduce

students to paleography, genealogical research, theories of textual editing, and how to digitize original manuscripts into machine-readable form for electronic interchange and study. It is highly recommended that students have some type of ebook reader or tablet device (such as an Nook, Kindle, or iPad) in order to complete course assignments.

The reading list for the course will include:

- *Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the 18th Century*
- *Electronic Textual Editing*
- *Understanding Colonial Handwriting*
- *Reading Early American Handwriting*
- *The Rhetorical Nature of XML*