

## English 5300-002 – Theory and Practice of English Studies

Professor Johanna M Smith  
Fall 2009, M 2:00-4:50, CAR102

OFFICE: Carlisle 609  
OFFICE HRS: TT 2:30-4:30, or any time via email  
EMAIL: johannasmith@uta.edu  
HOMEPAGE: <http://www.uta.edu/ra/real/faculty/jmsmith>  
VOICE MAIL: (817) 272-2679 from off campus, X22679 on campus  
ENG. DEPT. PHONE: (817) 272-2692  
EMERGENCY PHONE: (214) 559-2662

### REQUIRED TEXTS:

- MLA Handbook for Writers of Research Papers*, by Gibaldi, 6<sup>th</sup> ed.
- Lodge and Wood, ed., *Modern Criticism and Theory: A Reader*, 3d ed
- Selden, et al., *Reader's Guide to Contemporary Literary Theory*, 5<sup>th</sup> ed.
- Churchill, *Plays: Two*
- packet of readings (available at Bird's Copies on East Street in Arlington)

### INFORMATION

**Course Description.** Core graduate course, introduction to graduate study in English. Covers a wide range of methodological and theoretical approaches to, as well as current issues in, English

studies; also provides an introduction to the profession of English studies.

**Course Objectives.** See above.

### Requirements:

- ❖ Attendance is required. If you must miss a class because of illness or emergency, inform me before the class meets (by email is OK). **I allow only one absence** before your grade suffers. While I am sympathetic to illness and emergency, I am less so to conflicts between work and school schedules when it is the school schedule that suffers. In any event, the work we do in class is essential, and you will not pass the course unless you attend class regularly.
- ❖ Classroom etiquette is required. Along with turning off personal computers and cell phones, etiquette includes on-time attendance.
- ❖ All the textbooks listed above are required. You will not pass the course unless you purchase them and read the assigned materials.
- ❖ Participation is required. Hence, students are required to do the assigned reading before class meets and bring to each class a page of speculations on the readings. These are not reading notes but speculations—questions, musings, penseses; the aim is to kick off discussion by the group. Bring enough copies for everyone in class, including me. I do not grade these pages, but I do use them as an indication of quality of thought and commitment to the course.
- ❖ Further writing assignments are an annotation of an article, a field report, a short paper of critical analysis (5pp), and a long paper of research and critical analysis (15 pp). If you like, the last two of these may both work with the same primary text. All these assignments are required, all will be graded, and all will count toward your final grade. All papers must conform to MLA format, and the research paper must conform to MLA documentation format; for formats, consult Gibaldi. All papers must also be grammatically correct; errors in format and/or grammar will lower the paper grade. All paper grades count toward your final grade. Most importantly, **I do not accept late papers—there are no exceptions to this rule.** I do give extensions in cases of illness or emergency, if the illness or emergency is documented and if the extension is requested in advance of the due date.

Re the annotation: I'm 19C section editor of the Annotated Bibliography of English Studies (ABES), and I will sign each of you up as a temporary contributor. More on this and the field report later.

**E-Culture Policy:** The University of Texas at Arlington has adopted the University email address as an official means of communication with students, and so have I. It's your responsibility to have a working UTA email address and to check your UTA email for announcements about the course.

**Grading policy:** I do not grade according to a percentage scale, because in my view that system does not adequately measure overall student performance. I assume attendance, so there is no attendance grade, nor is there a participation grade. Since there will be no final exam, your course grade will be based primarily on paper grades. Pay attention to + and – grades on papers, because they indicate that your final grade may be borderline.

**University statement on Academic Dishonesty:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, part One, Chapter VI, Sec. 3, Subsec. 3.2, Subdivision 3.22)

**Instructor's statement on Plagiarism.** For writing assignments, plagiarism includes submitting as your own any work that was written or corrected, in whole or in part, by another person. For research papers, plagiarism includes using any source, whether in direct quotation or summary or paraphrase, without citing the source. A student who plagiarizes will automatically fail the course and may be subject to disciplinary action.

#### **OTHER THINGS THE UNIVERSITY MAKES ME TELL YOU**

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112--The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of the need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). For more information, visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs, including learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring academic, personal, or social assistance should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

## WEEKLY CLASS SCHEDULE

- 24 Aug** Introduction to course; field trip to UTA library
- 31 Aug** **New Criticism, formalism, reader response**  
Readings: Selden, chaps. 1 and 3; Iser, "The reading process: a phenomenological approach" and Fish, "Interpreting the *Variorium*" (both in Lodge and Wood)
- 7 Sep** **No class—Labor Day**
- 14 Sep** **Russian formalism**  
Readings: Selden, chap. 2; Todorov, "The Typology of detective fiction" and Bakhtin, "From the prehistory of novelistic discourse" (both in Lodge and Wood); excerpt from Voloshinov (packet),
- 21 Sep** **Linguistics, structuralism**  
Readings: Selden, chap. 4; Saussure, "The object of study," Jakobson, "The Metamorphic and metonymic poles," and Kristeva, "The Ethics of Linguistics" (all in Lodge and Wood)
- 28 Sep** **Poststructuralism**  
Readings: Selden, pp. 144-53 of chap. 7; Barthes, "The death of the author" and Foucault, "What is an author?" (both in Lodge and Wood)  
**Short paper due in class**
- 5 Oct** **Deconstruction**  
Readings: Selden, pp. 164-78 of chap. 7; Derrida, "Difference" (in packet); Miller, "The Critic as Host" (in Lodge and Wood)
- 12 Oct** **No class—attend Hermanns**
- 19 Oct** **Psychoanalysis; review of poststructuralism and deconstruction**  
Readings: Selden, pp. 153-64 of chap. 7; Freud, "The Uncanny" (in packet); Stuart Hall video  
**Field study due in class**
- 26 Oct** **Marxism**  
Readings: Selden, chap. 5 and pp. 206-09 of chap. 8; Marx & Engels, from *The German Ideology*; Bertolt Brecht, "Study of the first scene of Shakespeare's *Coriolanus*" (both in Lodge and Wood); Gramsci, "Hegemony" and Althusser "Ideology and Ideological State Apparatus" (both in packet)
- 2 Nov** **New historicism**  
Readings: Selden, pp. 178-97 of chap. 7; Williams, selections from *The Country and the City* and Greenblatt, "Circulation of Social Energy"; Churchill, *Fen*
- 9 Nov** **Foucault**  
Readings: from *Discipline and Punish* and *History of Sexuality* (both in packet) Churchill, *Softcops*

**16 Nov**

**Postcolonialism**

Readings: Selden, chap. 9; Fanon, "The negro and language," Said, "Crisis"; Spivak, "Questions of multiculturalism and The post-colonial critic" (all in Wood and Lodge)

**23 Nov**

**Feminism**

Readings: Selden, chap. 6 and pp. 209-17 of chap. 8; Cixous, "Sorties" (in Lodge and Wood); Newton & Rosenfelt (in packet); Churchill, *Top Girls*

**30 Nov**

**Queer theory**

Readings: Selden, chap. 10; Sedgwick, "The beast in the closet"; Butler, "Critically Queer"; Weeks, "The Sphere of the intimate" (all in Lodge and Wood)

**Dec 7**

**Final paper due in plastic thingie on my door by noon**

## **Field Reports: Practice in English Studies** (with a tip of the hat to Neill Matheson)

For this project, identify a field of English studies to investigate in the course of the semester. Because the purpose of this exercise is to explore the forms of practice actually taking place in English studies, this field should be a relatively standard area in which academics conduct research and teach courses; it should also be institutionalized enough to have a professional society, one or more regularly occurring conferences, at least one academic journal, etc. Choose a field that you're interested in, but keep the above guidelines in mind. A few examples: British Romanticism, African-American Literature, Medieval Literature, Composition Theory, American Indian Studies, Feminist Theory, Gay and Lesbian Studies, Postcolonial Studies, Popular Culture. We will discuss possible fields in class.

The report you write should contain relatively concise accounts of what you've found (say 6-10 pages total)—the value of this assignment is primarily in the exploration itself. You don't need to be exhaustive in your description, or to feel you've mastered everything; just try to get a sense of the territory.

### **Professional society, major conference, academic journal**

Identify and briefly describe a prominent professional society for your field (there may be more than one society, or your field may be represented within a larger organization that encompasses other fields as well). Choose a major conference in your field; it may be the annual meeting of this professional society, but needn't be (the main point is for it to be an important conference for people working in the field). Locate a call for papers or a program (or both, preferably) for this conference, and read through it to get a sense of the kinds of panels and papers that are being presented. Finally, choose an academic journal which publishes work in your field. As with the conference, you should aim for a significant journal that is representative of work in the field. Read recent issues of the journal and try to get a sense of the field, looking again for trends and patterns, recurrent areas of focus, significant primary or secondary texts, shared methodology or theoretical frameworks.

### **Scholarly/creative website**

Choose a website that serves as a resource for people working in your field. This could be a scholarly database, an email list archive containing email exchanges between professionals in the field, or a hypertext archive (an electronic archive that contains documents or images that may not be readily available elsewhere—the Dickinson Electronic Archive [[www.emilydickinson.org](http://www.emilydickinson.org)] or William Blake Archive [[www.blakearchive.org](http://www.blakearchive.org)] are two excellent examples). Explore this website, and give an account of what it has to offer and how professionals in your field are using it.

### **Institutions**

Identify two colleges or universities which are known for programs in your field. Review the courses offered, to get a sense of how these programs conceive the field.