

**Carleton University**  
**Fall 2020**  
**Department of English**

**ENGL 2005 A: *Theory and Criticism***

**Prerequisites:** second-year standing or permission of the department.

**Mondays and Wednesdays / 1:05 – 2:25 p.m.**  
**Format: Blended**

**Instructor: John Coleman**

**Email:** [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca)

**Office Hours: Wednesdays, 12:00 – 1:00 p.m.**

**I. Course description:** This online course introduces students to a variety of approaches in literary and cultural theory, with emphasis on constructs of identity emerging from race, class, gender, and their intersections. A selection of short stories and poems will accompany theoretical readings, serving as the basis for assignments and discussions on representations of identity and inclusion in contemporary multicultural societies. These activities will allow students to compose and share different forms of critically engaged expressions about literature and theory, and to practice and develop academic reading, writing and communication skills.

This [online blended course](#) includes both asynchronous and synchronous activities. Our asynchronous activities will include watching pre-recorded lecture videos, participating in online discussion forums and completing assignments. Our synchronous activities will include optional class meetings held on Zoom during scheduled class time (please see Course Calendar for specific dates and times of each meeting). **Please note that all Zoom Class Meetings will be recorded and posted on cuLearn.**

- **Technological requirements:**
  - Computer or laptop
  - Internet and capability to access readings and course materials on cuLearn
  - Microsoft Word (available free here: <https://carleton.ca/its/ms-offer-students/>)
  - Zoom software and account (available free here: <https://zoom.us/freesignup>)

**II. Preclusions:** None.

**III. Learning Outcomes:**

The purpose of this course is for students to:

- Be introduced to a variety of approaches in literary and cultural theory
- Gain familiarity with and explore individual theoretical approaches
- Compare, contrast, and appraise different theoretical approaches

- Learn to produce critically engaged, theoretically guided interpretations of literary and cultural texts
- Practice and develop academic research, writing and communication skills

#### IV. Texts:

All required readings will be available on Ares. Scheduled readings are listed on the course calendar below.

#### V. Course calendar:

Date	Readings and Activities	Due
September 9	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>• <u>Read</u>: Course Outline</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	
September 14	<ul style="list-style-type: none"> <li>• <u>Read</u>: Boris Eichenbaum, “The Formal Method”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> </ul>	
September 16	<ul style="list-style-type: none"> <li>• <u>Read</u>: Hugh Garner, “The Moose and the Sparrow”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	
September 21	<ul style="list-style-type: none"> <li>• <u>Read</u>: Wilfred L. Guerin, “Feminisms and Gender Studies” <i>**pages 253-263</i></li> <li>• <b>Watch</b>: Lecture Video(s)</li> </ul>	
September 23	<ul style="list-style-type: none"> <li>• <u>Read</u>: Wilfred L. Guerin, “Feminisms and Gender Studies” <i>**pages 264-269, 275-278</i></li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b> <ul style="list-style-type: none"> <li>○ <u>Discussion Topic</u>: Feminisms in Today’s World</li> </ul> </li> </ul>	<b>Discussion Post 1 due at 1:05 p.m.</b>
September 28	<ul style="list-style-type: none"> <li>• <u>Read</u>: Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> </ul>	<b>Reply 1 due at 1:05 p.m.</b> <b>Quiz 1</b>
September 30	<ul style="list-style-type: none"> <li>• <u>Read</u>: Audre Lorde, “Who Said It Was Simple”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<b>Reading Response 1 due at 1:05 p.m.</b>
October 5	<ul style="list-style-type: none"> <li>• <u>Read</u>: Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> </ul>	
October 7	<ul style="list-style-type: none"> <li>• <u>Read</u>: Bertolt Brecht, “A Short Organum for the Theatre” <i>**pages: 511-521 (#33-62)</i></li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	

October 12	<b>Statutory holiday. University closed. No class.</b>	
October 14	<ul style="list-style-type: none"> <li>• <b>Watch:</b> Structuralism Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<b>Quiz 2</b>
October 19	<ul style="list-style-type: none"> <li>• <u>Read:</u> Louis Althusser, “Ideology interpellates individuals as subjects”</li> <li>• <b>Watch:</b> Lecture Video(s)</li> </ul>	<b>Reading Response 2 due at 1:05 p.m.</b>
October 21	<ul style="list-style-type: none"> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b> <ul style="list-style-type: none"> <li>○ <u>Discussion Topic:</u> Marxism and Structuralism</li> </ul> </li> </ul>	<b>Discussion Post 2 due at 1:05 p.m.</b>
<b>October 26-30</b>	<b>Fall Break. Classes are suspended.</b>	
November 2	<ul style="list-style-type: none"> <li>• <u>Read:</u> Robert Dale Parker, “Postcolonial and race studies” <i>**pages 285-300</i></li> <li>• <b>Watch:</b> Lecture Video(s)</li> </ul>	<b>Reply 2 due at 1:05 p.m.</b>
November 4	<ul style="list-style-type: none"> <li>• <u>Read:</u> Robert Dale Parker, “Postcolonial and race studies” <i>**pages 311-323</i></li> <li>• <b>Watch:</b> Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	
November 9	<ul style="list-style-type: none"> <li>• <u>Read:</u> Chinua Achebe, “Dead Men’s Path”</li> <li>• <b>Watch:</b> Lecture Video(s)</li> </ul>	
November 11	<ul style="list-style-type: none"> <li>• <u>Read:</u> Stuart Hall, “Cultural Identity and Diaspora”</li> <li>• <b>Watch:</b> Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<b>Reading Response 3 due at 1:05 p.m.</b>
November 16	<ul style="list-style-type: none"> <li>• <u>Read:</u> George Lamming, “The Emigrants”</li> <li>• <b>Watch:</b> Lecture Video(s)</li> </ul>	<b>Quiz 3</b>
November 18	<ul style="list-style-type: none"> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b> <ul style="list-style-type: none"> <li>○ <u>Discussion Topic:</u> Diasporic Literature</li> </ul> </li> </ul>	<b>Discussion Post 3 due at 1:05 p.m.</b>
November 23	<ul style="list-style-type: none"> <li>• <u>Read:</u> Silvia Federici, “Women, Globalization, and the International Women’s Movement”</li> <li>• <u>Optional Reading:</u> Wilfred L. Guerin, “Feminisms and Gender Studies” <i>**pages 270-272</i></li> <li>• <b>Watch:</b> Lecture Video(s)</li> </ul>	<b>Reply 3 due at 1:05 p.m.</b>
November 25	<ul style="list-style-type: none"> <li>• <b>Research Essay Workshop: 1:30 – 2:25 p.m.</b> <ul style="list-style-type: none"> <li>○ Instructor and TA available over email or Zoom</li> </ul> </li> </ul>	<b>Workshop Assignment due at 11:59 p.m.</b>
November 30	<ul style="list-style-type: none"> <li>• <u>Read:</u> Warsan Shire, “Home” and “Ugly”</li> <li>• <u>Read and listen to:</u> Shire Lecture Slides</li> </ul>	
December 2	<ul style="list-style-type: none"> <li>• <u>Read:</u> Claire Squires, “Publishing Contexts and Market Conditions” <i>**pages: 19-26, 35-39</i></li> <li>• <b>Watch:</b> Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	

December 7	<ul style="list-style-type: none"> <li>• <u>Read</u>: Graham Huggan, Introduction to <i>The Postcolonial Exotic</i> **pages 1-20</li> <li>• <b>Watch</b>: Lecture Video(s)</li> </ul>	<b>Quiz 4</b>
December 9	<ul style="list-style-type: none"> <li>• <u>Read</u>: Graham Huggan, Introduction to <i>The Postcolonial Exotic</i> **pages 20-33</li> <li>• <b>Watch</b>: Lecture Video(s)</li> </ul>	<b>Reading Response 4 due at 1:05 p.m.</b>
December 11 (Monday schedule)	<ul style="list-style-type: none"> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b> <u>Discussion Topic</u>: Exoticism and Postcolonial Literature</li> </ul>	<b>Research Essay due at 1:05 p.m.</b>

**Note:** The **Readings and Activities** section of our course calendar lists what you should read or watch for each class:

- Read indicates a reading to complete **before class**.
- **Watch** indicates pre-recorded lecture video(s) to watch during or after class. Each video will be available by 1:05 p.m. under the relative date on cuLearn.
- Our **Zoom Class Meetings** and **Research Essay Workshop** are live synchronous meeting times when you will be able to connect with the instructor and TA. The link to attend each Zoom Class Meeting will be posted on cuLearn under the date of the scheduled meeting.
  - ⇒ Please note that attendance at our Zoom Class Meetings and Research Essay Workshop is **optional**. **All Zoom Class Meetings will be recorded and posted on cuLearn**. The research essay workshop will not be recorded or posted.
- Please note that additional reading materials, such as lecture slides, factsheets or review materials, may be posted on cuLearn throughout the course.

## VI. Evaluation:

**General criteria that influence grading:** *All work completed for this course will receive a numerical grade that corresponds to the guidelines set out by the Faculty of Arts:*

- 90-100 – A+
- 85-89 – A
- 80-84 – A-
- 77-79 – B+
- 73-76 – B
- 70-72 – B-
- 67-69 – C+
- 63-66 – C
- 60-62 – C-

57-59 – D+  
53-56 – D  
50-52 – D-  
Below 50 – F

All term work will be subject to the following general evaluation criteria:

Each student is encouraged to critically engage with course material by expressing clear ideas about assigned readings, lecture material and class discussions.

Furthermore, it is paramount for students to display a genuine attempt at:

- (a) developing academic reading, writing and communication skills
- (b) formulating nuanced arguments based on critical engagement with course material

*Aside from the discussion posts and replies, all written assignments designated under “Term Work” will be subject to the following evaluative criteria in addition to any particular criteria stated in each assignment’s outline:*

- 1) Written assignments are to be presented in MLA citation style and format. All references must be cited parenthetically in your prose. Written assignments should be formatted following MLA style (typed, double-spaced, 12 point Times New Roman Font, numbered pages, identification info at top left-hand corner of page one). Students are encouraged to consult the Eighth Edition of the *MLA Handbook*.
- 2) Where applicable, significant consideration will be paid to:
  - (a) accuracy in identifying texts, authors and context
  - (b) effective expression and communication of ideas through proper grammar, spelling, punctuation and sentence and paragraph structure

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Term work:**

- **4 Reading Responses, 7.5% each for a total of 30% of final grade:**

Students will write a total of four reading responses, each 1 to 1.5 typed, double-spaced pages, or about 250-400 words. These are formal writing assignments, expected to be guided by a thesis statement and to be academic in tone. Further explanation will be provided in each reading response’s assignment instructions, which will be provided in advance of each due date.

⇒ Due dates (also noted on the course calendar):

- Reading Response 1: September 30 at 1:05 p.m.
- Reading Response 2: October 19 at 1:05 p.m.

- Reading Response 3: November 11 at 1:05 p.m.
- Reading Response 4: December 9 at 1:05 p.m.

- **4 Quizzes, 3% each for a total of 12% of final grade:**

Students will complete 4 quizzes on cuLearn consisting of multiple choice and/or short answer questions. Each quiz will be based on readings and lecture videos that have been assigned up to and including that day, aside from anything covered on a previous quiz. Students will be expected to display accurate and extensive knowledge of, and genuine engagement with, course material.

⇒ Quiz dates (also noted on the course calendar):

- Quiz 1: September 28
- Quiz 2: October 14
- Quiz 3: November 16
- Quiz 4: December 7

- **Research Essay Workshop and Assignment, due November 25, at 11:59 p.m., 10% of final grade:**

On November 25, we will hold an **optional** workshop in which students can get feedback on ideas they are working on for their research essays. Students will be assessed on a **required** written workshop assignment due that day. Further explanation will be provided in the assignment instructions in advance of the workshop.

- **Research Essay, due December 11 at 1:05 p.m., 30% of final grade:**

Students will write a formal research essay in response to one of a few writing prompts which the instructor will provide. Further explanation will be provided in the assignment instructions in advance of the due date.

- **3 Discussion Posts and 3 Replies, 18% of the final grade:**

- Posts: Students will post on a discussion forum on cuLearn by 1:05 p.m. on the dates noted below. Students have the option of writing or recording their posts. If written, a post should be 75-100 words in length. If recorded, a post should be about 1 minute in length.
- Replies: Students will reply to at least one other person's post by 1:05 p.m. on the dates noted below. Students have the option of writing or recording their replies. If written, a reply should be 30-40 words in length. If recorded, a reply should be about 20-25 seconds in length.

- Each post and associated reply are worth a combined 6% of the final grade. Further explanation on the structure of discussion posts and replies will be provided in the assignment instructions at the beginning of the term.

⇒ Due dates (also noted on course calendar; **each post and reply due by 1:05 p.m.**):

- Discussion Post 1: September 23 / Reply 1: September 28
- Discussion Post 2: October 21 / Reply 2: November 2
- Discussion Post 3: November 18 / Reply 3: November 23

**Policy on submitting assignments:** All term work is due in digital format on cuLearn on the date and time noted on the course calendar. Submission portals where students can submit assignments will be made available on cuLearn. Assignment instructions will specify the method of submission for each assignment; this will include typing or recording directly in an assignment portal on cuLearn, uploading an assignment as a Microsoft Word .docx file to an assignment portal on cuLearn, or another method to be specified by the instructor. Submission of an assignment outside of these specifications will not be accepted unless prior arrangements have been made with the instructor.

**Late Assignment Policy:** After its due date, each late assignment will be docked 2% per day up until one week after the due date, after which it will receive a grade of zero.

**Policy on Extensions:** Extensions for term work will be considered on a case-by-case basis. If a student is aware in advance that an extension will be needed, they must provide the instructor with a valid reason at least one week before the due date, and a new due date may be negotiated.

In emergency circumstances within one week of the due date, the instructor must be made aware of the situation and valid reasons necessitating an extension immediately, and a new due date may be negotiated.

For late assignments to be accepted without being docked late marks, official documentation noting the student's inability to attend class and/or complete school work, such as a doctor's note or documentation of a personal emergency, may be necessary.

**Policy on lost assignments:** If a student claims to have submitted an assignment and the instructor has not received the assignment, the student must email the instructor an electronic version of the assignment within two hours of email request by the instructor.

**Policy on returning graded assignments:** The instructor and teaching assistant will strive to return all graded assignments within two weeks of submission. The primary methods of returning graded assignments will be: via the assignment portal on cuLearn with edits and comments; the submitted Microsoft Word .docx file with the Track Changes function used to show edits and comments; or a PDF version of the submitted Microsoft Word .docx file with the Track Changes function used to show edits and comments.

**Policy on communicating with the instructor:** The instructor will be available during office hours (Wednesdays, 12:00 – 1:00 p.m.) over email and Zoom, when students can email the instructor and get a quick response, or connect to the Zoom office hours portal on cuLearn. Outside of office hours, the instructor can only be contacted by email; from Monday to Friday,

the instructor will strive to reply to emails within 24 hours; emails received on weekends or holidays will be replied to on the following weekday that the university is open.

**Statement on Accessibility:** A variety of measures will be made to make our course materials accessible. To request additional measures or alternate assignment submission formats, please contact the instructor at [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca).

## **VII. Statement on Plagiarism:**

### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>



## VII. Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>