

**Carleton University
Winter 2020
Department of English**

ENGL 2005 A: *Theory and Criticism*

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

**Mondays / 2:35-5:25 p.m.
Location: Canal Building 3101**

**Instructor: John Coleman
Email: JohnColeman3@cunet.carleton.ca**

Office: DT 1906

Phone:

Office Hours: Mondays 1:00-2:15 p.m. or by appointment

I. Course description: This 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 written work and discussions. Students will be encouraged to discuss their interpretations of readings during class and in assignments. These activities will allow students to compose and share different forms of critically engaged expressions about course material, and to practice and develop academic reading, writing and communication skills.

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 made available on Ares. Scheduled readings are listed on the course calendar below.

V. Course calendar:

Date	Readings and Activities	Due
January 6	Introduction to the course	
January 13	<ul style="list-style-type: none"> • Hugh Garner, “The Moose and the Sparrow” • Boris Eichenbaum, “The Formal Method” 	
January 20	<ul style="list-style-type: none"> • Warsan Shire, “Backwards” • Guerin, Labor, Morgan, Reesman and Willingham, “Feminisms and Gender Studies” 	
January 27	<ul style="list-style-type: none"> • Audre Lorde: <ul style="list-style-type: none"> ○ “The Master’s Tools Will Never Dismantle the Master’s House” ○ “A Litany for Survival” ○ “Who Said It Was Simple” 	Reading Response 1
February 3	<ul style="list-style-type: none"> • Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction” • Bertolt Brecht, “A Short Organum for the Theatre” **pages: 511-521 (#33-62)** 	
February 10	<ul style="list-style-type: none"> • Louis Althusser, “Ideology interpellates individuals as subjects” • Midterm exam preparation 	
February 17-21	READING WEEK	NO CLASS
February 24	Midterm Exam	
March 2	<ul style="list-style-type: none"> • Robert Dale Parker, “Postcolonial and race studies” • Chinua Achebe, “Dead Men’s Path” 	
March 9	<ul style="list-style-type: none"> • Stuart Hall, “Cultural Identity and Diaspora” • Beryl Gilroy, “Black Teacher” 	
March 16	<ul style="list-style-type: none"> • Silvia Federici, “Women, Globalization, and the International Women’s Movement” • Warsan Shire, “Home” and “Ugly” 	
March 23	• Essay-Drafting Workshop	Workshop Assignment
March 30	<ul style="list-style-type: none"> • Claire Squires, “Publishing Contexts and Market Conditions” **pages: 19-26, 35-39** • Graham Huggan, Introduction to <i>The Postcolonial Exotic</i> 	Reading Response 4
April 6	<ul style="list-style-type: none"> • David Park, “Oranges From Spain” • Michael L. Storey, “Sectarian Violence: The Story of Terrorism” **pages: 150-155, 164-166** 	Research Essay

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, examinations and participation will be subject to the following general evaluation criteria:

Each student is encouraged to critically engage with course material by clearly and effectively expressing nuanced ideas about assigned readings, lecture material and class discussions. Students are encouraged to communicate ideas through critically informed statements supported with concrete textual evidence. Broadly articulated, generalized or overly obvious claims will not be interpreted as reflecting a genuine attempt at critical engagement.

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

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 term work must be guided by a clear argumentative focus, articulated in a thesis statement. A thesis statement is expected to convey a nuanced position about the text(s) being analyzed in the assignment.
- 2) Written assignments are to be presented in MLA citation style and format. All references to texts must be cited parenthetically in your prose. Written assignments must 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*, on reserve in the library.

- 3) 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.

Examinations:

Midterm Exam, February 24, 20% of final grade:

In class on February 24, students will write a summative midterm exam consisting of multiple-choice questions and short answer responses structured in argumentative paragraph format. The exam will cover ideas in readings and class discussions which have been covered thus far in the course. Marked midterms will be returned to students in a class following the midterm.

Term work:

Reading Responses, 5% each for a total of 20% of final grade:

Students will write a total of four reading responses, each worth 5% of the final grade. The first reading response will be due on January 27, and the last reading response will be due on March 30 (noted on the class calendar). The due dates for the other two reading responses are unscheduled; for these, students will choose any two readings scheduled on other, separate dates, write a response on each, and submit the response on the date of the scheduled reading. Each response should be one typed, double-spaced page. 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 the first few classes.

Reading Quizzes, 2% each for a total of 20% of final grade:

In each class with scheduled readings, students will be given a quiz on the readings that have been assigned for that day. Students will be expected to display accurate and extensive knowledge of, and genuine engagement with, the readings.

Research Essay, due April 6, 4-5 double-spaced pages, 25% 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 outline well in advance of the due date.

Research Essay Workshop and Assignment, due March 23, 10% of final grade:

On March 23, we will hold a workshop in which students will get feedback on ideas they are working on for their research essays. Students will be assessed on their preparation for and participation during the workshop, as well as on a written workshop assignment. Further explanation will be provided well before the date of the workshop.

Other forms of evaluation:

Participation and Attendance, 5% of final grade:

Students are expected to come to class with all readings completed and to reflect thorough knowledge and engagement with readings by participating in class discussions and activities. Students are also encouraged to contribute to this component of their final grade by raising questions or continuing discussions about course material on discussion forums that will be opened on cuLearn.

Policy on handing in assignments: All term work written outside of class time is due in hard copy at the beginning of the class in which it is due *and* in digital format on cuLearn. Submission portals where students can submit digital versions of assignments will be made available on cuLearn. Submission of an assignment outside of class time will not be accepted unless prior arrangements have been made with the instructor, aside from submissions which conform to the policies on late papers and extensions outlined below.

Late Paper Policy: After its due date, term work is to be submitted in class or to the English Department Essay Dropbox (18th floor Dunton Tower). Each 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, must be provided.

Policy on Absences: For a student's absence from class to be excused, and for him or her to be allowed to complete an alternate assignment in place of an in-class assignment, test, midterm or

quiz, official documentation noting the student's inability to attend class, such as a doctor's note or documentation of a personal emergency, must be provided.

Policy on lost assignments: If a student claims to have handed in an assignment in class or to the English Department Essay Dropbox, 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 Attendance: Students are expected to attend each class, and to come prepared by having read all assigned material and being ready to discuss it.

Policy on handing back assignments: The instructor will strive to hand back all graded assignments within two weeks of submission. Graded assignments will always be handed back in class, unless other pickup arrangements are made.

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

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre Website: carleton.ca/pmc

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 its 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/focus/sexual-violence-prevention-survivor-support/>

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. Please contact your instructor 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>