

ENGL 5005F MA Seminar FALL 2018

PROFESSING ENGLISH: DISCIPLINARY DEBATES, PRACTICES, HORIZONS

Prof. Julie Murray

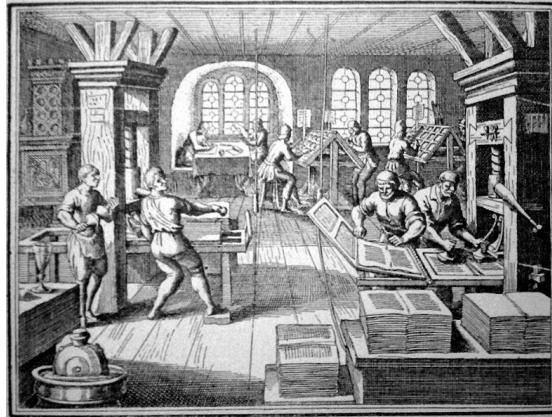
Thursdays 2:30-5:30pm, 501 SA

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COURSE DESCRIPTION

What does it mean, these days, to study “English”? What are the stakes involved in teaching it? And what, in fact, are we to study and teach, exactly? How—in practical terms—might graduate students most effectively navigate their own research and teaching at a time when disciplinary boundaries seem more porous than ever, and when the assumptions about what constitutes sound scholarship or even effective pedagogy are by no means self-evident or mutually agreed upon by members of the profession? This course provides MA students with a primer on the tumultuous history of English Studies and a roadmap to the current state of the discipline in several key areas: disciplinary boundaries and interdisciplinarity; methodological debates; and pedagogy. In addition to considering theoretical questions raised by these issues, the course will assist students with a range of practical concerns including: developing graduate research strategies, learning bibliographic tools (print and electronic), grading essays, leading seminars, crafting grant proposals, and understanding employment and academic opportunities available to graduates, both inside and outside the profession.

TEXT BOOKS AND READINGS (Textbooks are available at the University Bookstore)

Felski, Rita. *The Limits of Critique*. U of Chicago Press, 2015.

Showalter, Elaine. *Teaching Literature*. Malden: Blackwell, 2003.

All other readings can be downloaded from Carleton Library’s electronic reserve system, ARES.

PARTICIPATION AND ATTENDANCE

Your grade will in part be determined by your weekly participation. Be prepared to discuss any and all assigned readings in detail. **A perfect attendance record is mandatory.** If you must miss a class due to medical or personal reasons, please be sure to inform either instructor well ahead of time; for other reasons, follow the guidelines below.

ASSIGNMENTS

You must complete all assignments to pass the course. There are 4 types of assignments:

- 1) Short assignments noted by date on the course schedule below. These assignments must be handed in in class on the scheduled date. Please come prepared to share; these assignments will not be formally marked, but will form the basis of our discussions. Please bring a hard copy to hand in so that I can confirm that you have completed it.
- 2) Group reports on Pedagogy, due in class on October 11th. These will be based on Chapters 2-10/Conclusion of Elaine Showalter's *Teaching Literature*. Each group of 2-3 students must deliver a 5 minute (and no longer!) report on a chapter on teaching that they sign up for. Reports should summarize and comment on their chapter, and should provide classmates with one or two concrete tips for teaching based on the contents of their chapter.
- 3) Individual presentations on Disciplinary History and Theory, due in class between November 8-29th. These will be based mainly on Rita Felski's *The Limits of Critique*, as well as a few other articles and chapters. Presentations should be informative and approximately 10 minutes in length, and should summarize the chapter or article. Please include a handout listing your central points, copies of which should be distributed at the time of the presentation.
- 4) Attendance of two academically-oriented departmental events (either within the English department or within some other department within the university). These should be lectures by faculty, graduate students, or visiting scholars.

FOR STUDENTS WITH DISABILITIES

Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre for Students with Disabilities (500 University Centre) to complete the necessary forms.

FOR RELIGIOUS OBSERVANCE

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

FOR PREGNANCY

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an

appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

CLASS SCHEDULE

A NOTE ABOUT CLASS START TIMES: All classes will start at 2:35pm. There will be a 20-minute break at some point in each class. Attendance at the portions of classes designated as TA Training Workshops is voluntary. Attendance for the remainder of the class on those days is mandatory.

13 September Introduction to 5005 Developing a Research Project, Writing a Grant Proposal

Gemma Marr, TA Mentor – New TA Survey

Readings (these will be handed out in class):

Burt, Stephen, “All Possible Humanities Dissertations Considered as Single Tweets,” *New Yorker* 10 June 2015. Web.

“Planning and Conducting a Dissertation Research Project (Study Guide),” University of Leicester. Web.

Further Reading to Consult for Assignment due September 20th:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, “From Topics to Questions” and “From Questions to Problems,” *The Craft of Research*. Chicago: U of Chicago P, 2003. 40-74. ARES.

Turabian, Kate L., revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, et. al. “What Research Is and How Researchers Think About It,” “Moving from a Topic to a Question to a Working Hypothesis,” “Finding Useful Sources,” and “Engaging Sources,” *A Manual for Writers of Research Papers, theses, and Dissertations*. 7th Edition. Chicago: U of Chicago P, 2003, 15-54. ARES.

“SSHRC/OGS Proposal Workshop,” Department of English, Carleton University, Summer 2018.

20 September Preparing Grant and Grad School Applications

Readings:

Marcus, Sharon, “Introduction: The Female Relations of Victorian England.” *Between Women*. Princeton: Princeton University Press, 2007. 1-21. ARES

Assignment due in class: Outline for a Dissertation Project Proposal

Using the headings suggested by Booth, Williams, and Colomb in *The Craft of Research* (and reproduced in the handout on “Planning and Conducting a Dissertation Research Project”), write up a draft/overview of a potential research project that could serve as the basis for a grant proposal or application to a PhD program. In addition, bring a list of questions about your topic that follows the suggestions laid out in *A Manual for Writers of Research Papers, theses, and Dissertations*. 7th Edition, Section 2.1.3 “Question Your Topic.” Bring TWO hard copies of your completed project proposal summary as well as your topic-questions to class to workshop with another student.

Further Reading:

Sample successful SSHRC and OGS Proposals (these will be handed out in class)

N. B. Final SSHRC application DUE to Priya Kumar on October 12th; OGS is due online through Carleton Central on Nov 15th

27 September Graduate Tips & TA Training

**2:35-3:35: TA Training Workshop: Strategies for Success in the MA.
With TA Mentor Gemma Marr and guest panelists (TBA)**

Attendance for this part of the meeting is voluntary. To receive paid training hours for this module, students must attend and sign in.

**4:00pm-5pm: TA Training Workshop: What I Wish I had Known as a new TA.
With TA Mentor Gemma Marr and guest panelists (TBA)**

Attendance for this part of the meeting is voluntary. To receive paid training hours for this module, students must attend and sign in.

Readings:

“10 Ways to Foster Happiness and Productivity in Graduate School.” *Leaf and Leisure: Chronicles of a Wandering Medievalist*. 18 November 2013. Web.
Semenza, Gregory Colón, *Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities*, Second Edition, New York: Palgrave MacMillan, 2010. Chapters 1, 3, and 4: “The Culture of a Graduate Program,” “Organization and Time Management,” and “The Graduate Seminar” ARES

Assignment due in class: 1 question for each panel (informal)

**4 October Library Research: Databases, Citation Tools, Archives and Research Collections
Meet at the MacOdrum Library, Rm. 252 at 2:35pm**

Guest Speakers: English Literature Subject Specialist – Databases
Lloyd Keane, ARC – Archives and Research Collections
Aleksandra Blake – Citation Tools

11 October 2:35-3:35

**TA Training Workshop: Grading Without a Rubric and Other TA Issues
With TA Mentor Gemma Marr**

Attendance for this part of the meeting is voluntary. To receive paid training hours for this module, students must attend and sign in.

4:00-5:25

Approaches to Teaching Literature, Part 1

Readings:

Showalter, “The Anxiety of Teaching,” *Teaching Literature*. Malden: Blackwell, 2003. 1-20.

Sher, “The Man in the Well,” *Chicago Review* 41.4 (1995): 21-26. ARES.

Weissman, "The Virtue of Misreading: Interpreting 'The Man in the Well,'" *College English* 73.1 (2010): 28-49. ARES.

12 October SSHRC Applications DUE (please hand in to Departmental office before 4:00 pm)

18 October 2:35-3:35

TA Training Workshop: Preparing for Lectures and Leading Discussion

With TA Mentor Gemma Marr

Attendance for this part of the meeting is voluntary. To receive paid training hours for this module, students must attend and sign in.

4:00-5:25pm

Approaches to Teaching Literature, Part 2 *GROUP REPORTS*****

Readings:

Showalter, *Teaching Literature*. Malden: Blackwell, 2003. (Chapters 2-10 + Conclusion)

22-26 October FALL BREAK – NO CLASSES

1 November

2:35-3:35

PANEL: How I Research, How I Write

Guest Speakers: Phd students Hisham Al-Khatib, Jenna Herdman, and Gemma Marr

4:00-5:25

Research and Writing

Readings:

Semenza, Gregory Colón, "Chapter 5: The Seminar Paper," *Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities*, Second Edition, New York: Palgrave MacMillan, 2010. 90-115. ARES

Kreisel, Deanna K. "The Madwoman on the Third Story: Jane Eyre in Space," *PMLA* 131.1 (2016): 101-115. ARES.

Assignment due in class: Print up Kreisel's PMLA article and annotate it with an eye to understanding its rhetorical and argumentative structure. The goal of the assignment is to foregrounding the essay's **logic and the connective tissue** of directive words, phrases, and sentences that make that logic visible. Once you have done this, sketch a very rough outline of the essay's main parts, and come prepared to discuss how each part contributes to the argument's articulation.

8 November

The Rise and Fall of English / Theory: Disciplinary and Institutional Histories

*****PRESENTATIONS*****

Readings:

Eagleton, Terry, "The Rise of English," *Literary Theory*. Minneapolis: U of Minnesota

P, 2003. 15-46. ARES.

Graff, Gerald, "Tradition versus Theory," *Professing Literature: An Institutional History*, Chicago: U of Chicago P, 1987. 247-62. ARES.

Felski, Rita. *The Limits of Critique*. Chicago: U of Chicago Press, 2015. Introduction and Chapters 1-3

15 November 2:35-3:35

TA Training Workshop: Imposter Syndrome and Mental Health

With TA Mentor Gemma Marr. Attendance for this part of the meeting is voluntary. To receive paid training hours for this module, students must attend and sign in.

Assignment due in class: 1 question for the panel (informal)

4:00-5:25

Theory: Disciplinary and Institutional Histories (cont'd) *PRESENTATIONS*****

Readings:

Felski, *The Limits of Critique*, Chapters 4-5 plus Conclusion, "In Short"

Note: OGS is due today (online through Carleton Central)

22 November Responses to *The Limits of Critique* and Digital/Humanities

*****PRESENTATIONS*****

Readings:

Friedman, Susan Stanford. "Both/And: Critique and Discovery in the Humanities." *PMLA* 132.2 (2017): 344-51. ARES

Robbins, Bruce. "Not So Well Attached." *PMLA* 132.2 (2017): 371-76. ARES

Liu, Alan. "The Meaning of the Digital Humanities." *PMLA* 128.2 (2013): 409-423. ARES

Allington, Daniel, et al. "Neoliberal Tools (and Archives): A Political History of Digital Humanities." *Los Angeles Review of Books* (May 1, 2016). ARES

Kopec, Andrew. "The Digital Humanities, Inc: Literary Criticism and the Fate of a Profession." *PMLA* 131.2 (2016): 324-339. ARES

29 November "After" Theory / University Inc. *****PRESENTATIONS*****

Readings:

Best, Stephen and Sharon Marcus, "Surface Reading: An Introduction," *Representations* 108.1 (2009): 1-21. ARES

Harvey, David, "University, Inc.," *The Atlantic* 282.4 (Oct 1998): 112-16. Web. ARES.

LaCapra, Dominick, "'The University in Ruins?'" *Critical Inquiry* 25.1 (1998): 32-55. ARES.

6 December 2:35-4:00

Thinking Beyond the Degree: English, Career Planning, and Job Searches

Guest Speaker: Malie Teng, Career Services

Readings:

Lesiuk, Michael, "'Small Bets' and the PhD Process: Alt-Ac Careers for Humanities PhDs," *ESC 39.4* (2013): 17-20. ARES.

Other readings TBA