

**Carleton University  
Winter 2022  
Department of English**

**ENGL 6004W: Approaches to the Production of Literature**

**Topic: The Production of Literary Criticism at the Present Time**

**Fridays 10:05am-12:55pm**

**Location: *confirm on Carleton Central***

**Format: Online (in January) and In-person**

**Note: January 14th, 21st, and 28th classes will be held on zoom (see Brightspace for zoom link)**

**Instructor: Prof. Julie Murray**

**Office Phone: 520-2600 ext. 2315**

**Email: [julie\\_murray@carleton.ca](mailto:julie_murray@carleton.ca)**

**Office: 1803 Dunton Tower**

**Office Hours: by appointment on Zoom**

**Please note: The information in this course outline may be subject to change in response to evolving public health guidelines related to the COVID-19 pandemic. In January we will meet on zoom. The zoom link is posted on Brightspace.**

**Course Description:**

This course focuses on the current state of literary criticism as a bellwether of the discipline of literary studies more broadly. We will explore critiques of the discipline from a range of perspectives, including but not limited to: defences of disciplinary specificity in the various returns to form, formalism, and form-as-politics versus the “salvaging” of the discipline seen in recent years in the surging popularity of creative writing programs and the digital humanities; the flight from criticism/critique on view in the form of Latourian “post-critique”; and the current work of “undisciplining” visible in many fields/periods/areas of literary studies in response to the ongoing reckoning with racism, anti-blackness, and the anti-black foundations of the profession as such.

**Learning Outcomes:**

To refine your ability to write and speak persuasively, to engage directly with different ideas, and to express yourself in clear, effective language.

To refine your ability to analyze literary, critical, and theoretical texts and make coherent and well-supported arguments.

To gain experience in giving oral presentations and to gain confidence in public speaking.

### **Required Texts:**

All course material is available on ARES. There are no course texts that you need to buy.

### **Course Requirements and Evaluation:**

Participation and Weekly Discussion Board Posts: (25%)

Seminar Facilitation: (30%)

Research Essay Proposal and Bibliography (5%)

Research Essay: (40%)

### **Participation and Weekly Discussion Board Posts: 25%**

This is a very small seminar and its foundation is discussion. We will spend our time together each week (at first online, and hopefully, later, in-person) discussing what we have read, discussing our posted responses to what we have read, and reflecting at length on both. It should go without saying that your presence and willingness to participate in seminar discussion will be essential to your success in this course. If you cannot make it to class due to illness or something very serious, please let me know in advance, if possible. I am not going to penalize anyone for missing class in a pandemic, but please know that your presence and participation is crucial, given our small group.

Discussion Board Posts: By Thursday at 6pm each week, please post on Brightspace a 300-500 word response to the week's reading. Your post can take a number of forms: a reflection on an issue raised by the reading; a focus on a particular paragraph or small section of the reading – a "close reading"; a series of questions you have, whether ones you can answer or ones for us to wrestle with together. Your weekly responses will provide the point of departure to our discussion in class each week.

### **Seminar Facilitation: 30%**

In the first class you will sign up for a week in which you will lead the class with a seminar presentation. Your presentation will involve discussing/explaining/analyzing one of the texts from the week's readings and should be roughly 20 minutes in length. You will also facilitate discussion for another 15 minutes. Your focus should be to help us to identify and understand the main ideas, argument, and issues of the assigned text. You're welcome to focus your presentation on any aspect of the text that interests you and engages with the main concerns of the course.

Your objective is to help us all come to a new understanding of some feature of the text: a key passage, a critical, theoretical, or political issue the text explores, or anything else you find worthy of note. Your analysis should not try to deal with the entire text; focus on a specific feature or issue and explain its significance. In order to promote new insight into the text, you will need to develop an analysis and make an argument – though it doesn't have to be stated in a formal thesis statement like in your research essay. The main point is to persuade us of how and why the feature you've focused on is interesting and important and how it might change our understanding of the text in question.

You are free to read a scripted presentation, or, if you prefer, you can use talking points, or Power-Point, etc. Either way, you should submit on Brightspace a 5-7 page (double-spaced) write-up of your seminar presentation before 10am on the day you present. Your write-up should follow MLA format, include a Works Cited, etc.

### **Research Essay Proposal and Bibliography (5%)**

**Due: April 8, 2022**

You will write a 2-page (double-spaced) proposal for your research essay which establishes the topic of your paper, sketches out the argument or thesis you will pursue, and generally lays out the parameters of what you will cover. If you are planning to use the course readings to analyze a literary text of your choosing, then please include a list of the critical or theoretical texts you plan to consult. We will exchange and share proposals and workshop them together in the last class on April 8th. The essay is due one week later, on April 14th.

### **Research Essay (40%)**

**Due: April 14, 2022**

**Length: 15 pages** (double-spaced, 12-point Times New Roman font, 1-inch margins)

You have two options for the essay. You can treat one or two of the major texts (ie, not the shorter pieces like reviews) on the course as *primary* texts and write an essay that develops an argument by situating your chosen texts in the midst of a current conversation in literary criticism and theory. We will generate possible topics each week as we work through the course. Or, you can choose a literary text of your own (maybe something from another course you are taking) and use one or two of our course readings as the theoretical context or frame for your argument. The first option is admittedly the more difficult because you probably have less experience treating theoretical and critical texts as “primary” sources. Whatever you choose to do, you will need to consult with me about your essay well before the proposal due date. The essay must conform to the conventions of academic writing and use MLA style and documentation, and use correct grammar, spelling, and be free of typos.

Essay format: Your essay should conform to the MLA style, as laid out in the *MLA Handbook for Writers of Research Papers*. The *MLA Handbook* (in various editions) is available in the reference section and in the stacks of the library. Or check out the website at [www.mla.org](http://www.mla.org).

**Note:** Remember to keep an electronic copy of your assignment when you submit any piece of work.

## **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.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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/>

## **VIII. Special Information Regarding Pandemic Measures**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food is permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **IX. 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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/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 will 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>