

Literature: Theory and Pedagogy in Higher Education

English 644.NS1 | 3 credits | Summer 2022: 5/16/22 - 7/29/22

*This is an online synchronous course that meets Tuesdays, 5-7:45 pm Central /
6-8:45 pm Eastern*

Instructor: Charles Conaway

Office Hours: Tue 4:00-5:00 pm

Contact professor for Zoom link

Email: conaway@usi.edu

Online Meeting: Tue 5:00-7:45 pm

Central - contact professor for

Zoom link

Phone: 812-461-5435

Office Number: OC 3012

Course Description

ENG 644 reviews a variety of theoretical approaches to the study of literary texts – theories that may include but are not limited to a New Critical-like focus on literary form, Structuralism, Post-Structuralism, Psychoanalysis, Marxism, Feminism, New Historicism, Culture Studies, Queer Theory, Post-Colonialism, Disability Studies, and Ecocriticism. Akin to a professional seminar, the focus of the course is on the college-level reading and teaching of literature. Course readings and conversations foreground the importance of theoretical perspectives and the development of critical reading, thinking, and writing skills that are appropriate to the study of literature in dual-credit and university classrooms.

Prerequisites: Admission to the Master of Arts in English program (MAE) or permission of the director of the MAE.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

- Demonstrate the ability to write and speak critically about literature and literary theory.
- Evaluate your own initial conclusions about literature and theory through collaboration and discussion with your peers.
- Explain generic distinctions between prose, poetry, and drama, as well as the various subgenres that comprise them.
- Examine the exploration of social politics in literary texts appropriate to the various eras of English, American, and World literature in which they were composed.
- Analyze various critical and theoretical approaches to literature, including but not limited to Formalism, Deconstruction, Feminism, Queer Theory, Historicism, Postcolonial and Race Studies, and others.

- Examine issues related to literary texts, the social politics of their time and place, and the critical and theoretical perspectives through which others have approached them by conducting individual research.
- Defend with clarity and precision your own original arguments about literary texts, paying close and careful attention to the social politics of their time and place as well as the critical and theoretical perspectives appropriate to them.

Program Learning Outcomes

Upon completion of the MAE Program, students should be able to do the following:

- Read, interpret, and write about a diverse range of texts in English.
- Demonstrate a solid grounding in Literature, Rhetoric and Writing, and Creative Writing.
- Conduct independent research.
- Write critically and effectively in specific professional contexts.
- Critically examine and analyze texts from a diverse range of perspectives and through the lens of history and theory.
- Participate actively in academic discourse communities in written form, engaging in the theoretical discussions central to the field with current and relevant research-based information.

Communication Guidelines

Netiquette

All class communications and interactions with other students and the professor should follow common social standards for respect and courtesy. Learn about the [USI Netiquette Guidelines for Online Students](#) so that you can get the most out of your class.

Communication Expectation

If you need to get in touch with me, the best way to do so is via email: conaway@usi.edu. Generally speaking, you should expect a response from me within 24 hours. You can expect to receive feedback on your written work some time within two weeks of the due date.

Blackboard Course Site Overview

Features

We will use a number of the features on the Blackboard course site.

You should begin with the **START HERE** tab on the left-hand side of the page. Here you will find:

- A brief video Introduction that I have recorded for you,
- Links to the course Syllabus and Calendar,

- A Course Mapping worksheet indicating how the course objectives are tied to module objectives and individual assignments.

Under the **SYLLABUS / CALENDAR** tab on the left-hand side of the Blackboard page, you will find the course Syllabus and Calendar—the document that you are now reading.

My Office Hours are posted on the first page of the Syllabus and are listed under the **OFFICE HOURS** tab.

You will also find 12 Module tabs:

- Module 1: Formalism
- Module 2: Structuralism
- Module 3: Deconstruction
- Module 4: Psychoanalysis
- Module 5: Feminism
- Module 6: Queer Theory
- Module 7: Marxism
- Module 8: Historicism and Cultural Studies
- Module 9: Postcolonialism and Race Studies
- Module 10: Reader Response Theory
- Module 11: Recent and Emerging Developments
- Module 12: Research Paper Project

In each of these modules you will find links for weekly course meeting. These links include:

- Module Objectives for the week,
- Course Readings,
- Response Paper assignments, and
- Voice Thread assignments or Small Group Discussion assignments.

Modules 2-9 also include a link to the Discussion Leadership assignment.

Beneath the tabs for the 12 Modules, you will find tabs for:

- Response Paper Assignments
- Voice Thread Assignments
- Small Group Discussion Assignments
- Research Paper Assignment.

The tab for the Research Paper assignment includes all information for that project, including information about How to Write a Proposal, an Annotated Bibliography, and a Progress Report, as well as the Research Paper Assignment itself.

All of this information is **redundant** and can be found in the appropriate folder for each course meeting. The redundant links conveniently collect all information related to assignments throughout the semester.

Please note that all course assignments will be submitted through Blackboard's SafeAssign feature which will check your work for originality.

You will also find links allowing you to check your grade or send an email to me, as well as links to various student resources, including a link to USI's Rice Library.

Course Materials

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as Course Hero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of The Student Rights and Responsibilities: A Code of Student Behavior. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

Course Requirements

Textbooks and/or Course Materials

Mays, Kelly. J. *The Norton Introduction to Literature*. Shorter 14th ed. ISBN: 978-0393886306. REQUIRED. Available from USI Bookstore or directly from publisher (including eBook option): <https://wnorton.com/books/9780393886306>

Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*. 4th ed. ISBN: 978-0190855697. REQUIRED. Available from USI Bookstore or directly from publisher: <https://global.oup.com/academic/product/how-to-interpret-literature-9780190855697?q=how%20to%20interpret%20literature&lang=en&cc=us>

Additional required readings are available on the course Blackboard site.

Technical Requirements

- **A Reliable Computer:** a dedicated computer with an updated operating system, such as Windows 7 or later, or Mac OSX.

- **High-Speed Internet Connection:** (e.g. DSL or Cable). All USI online students are required to have a stable high-speed Internet connection. A wired Internet connection is recommended for online meeting, exams, and assignment submission.
- **Office 365** (USI login needed) & **Adobe Acrobat Reader** installed.
- **Supported Web Browser:** [Firefox](#) or [Google Chrome](#)
- Microphone & Webcam

More information on the system requirements for taking online courses can be found at [USI Online Learning System Requirements](#)

Minimum Technical Skills

As indicated above, we will use a number of the features on the Blackboard course site.

Students must be able to Navigate the course Blackboard site and Contribute to Voice Thread Assignments by posting comments and responding to the comments of others.

For all class meetings, including asynchronous Small Group Class Meetings, students must be able to access Zoom through their MyUSI account.

Minimum Digital Information Literacy Skills

All students must be able to:

- Use the Rice Library Databases to locate and gather appropriate information.
- Use computer networks to locate and store files or data.
- Use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Properly cite information sources.
- Prepare a presentation of research findings.

Assessments / Required Course Work

In order to receive a passing grade in the class:

- Students will write eight Response Papers (2-3 pages, or at least 600 words), in which they describe, analyze, and evaluate course readings on literature and literary theory.
- Students will participate in five Voice Thread Assignments, in which they confirm, assess, and revise their initial conclusions about literature and literary theory through collaboration and discussion with their classmates.
- Students will participate in three Small Group Discussions in which they describe, analyze, and evaluate their initial responses to course readings on literature and literary theory before confirming, assessing, and revising their initial conclusions through collaboration and discussion with their classmates.

- Students will write prepare discussion questions and take responsibility for leading about 20 minutes of classroom discussion.
- Students will complete one Research Paper Project, including a Proposal (2-3 pages, or at least 500 words), an Annotated Bibliography (8-10 entries), and one-page Progress Report—each to be turned in immediately prior to a Conference with me—as well as a final Research Paper (16-20 pages, or at least 4800 words) on a specific topic of their interest dealing with some aspect of literature and literary theory.

Grading Methods

Assignment	Point Value	Point Percentage
Eight Response Papers (12.5 points each)	100	10.0%
Five Voice Thread Assignments (5 points each)	25	2.5%
Three Small Group Discussions (25 points each)	75	7.5%
Discussion Leadership (100 points)	100	10.0%
Research Paper Project	700	70.0%
	Total:	1000
		100%

	A	B+	B	C+	C	F
Points	900-1000	875-899	800-874	775-799	700-774	0-699
Percentage	90-100%	87.5-89.9%	80-87.4%	77.5-79.9%	70-77.4%	Below 70%

Course & University Policies

Participation

Students are expected to attend, be prepared for, and participate in all class meetings and assignments.

Late Assignment Policy

All written work is due at the end of day on the appropriate due date, except for materials prepared for Research Paper Conferences: those materials are due on the date of the conference, before the conference begins. If you anticipate a problem with paper deadlines, talk to me, but do so as well in advance of the due date as possible. Otherwise, grades for late papers will drop one full letter grade for each day late.

Remember that your work is part of the University's intellectual mission, which means not only that you need to complete your assignments in a timely fashion but also that you should carefully revise and proofread all of your work and make sure that you apply rigorous logic to the specific bits of evidence that you pull from your research in order to support your thought-provoking conclusions. I will be treating you as professional peers, and I expect nothing less than professional work from you.

Academic Integrity

Students have the right and responsibility to pursue their educational goals with academic integrity, which is the hallmark of truth and honesty in an engaged university community. Please view the [Academic Integrity Policies and Procedures](#).

Civility Statement

The University is dedicated to a culture of civility among students, faculty, and staff. The university embraces and celebrates the many differences that exist among the members of a dynamic, intellectual and inclusive community, and strives to maintain an environment that respects differences and provides a sense of belonging and inclusion for everyone. If you have experienced discrimination, or know someone who has, you may seek help by contacting USI's Interim Affirmative Action Officer, Dameion Doss, at 812-464-1835 or at ddoss@usi.edu. Find more information in the [Student Rights and Responsibilities: Code of Student Behavior - PDF](#) and [Equal Opportunity and Non-Discrimination policy](#).

Class Withdrawal & Incomplete Policy

It is the student's responsibility to officially drop/withdraw from any courses before the deadline. The university does not withdraw students from any classes. Please refer to the [USI Academic Calendar](#) for specific dates. For more information, please visit [Registrar's Office Schedule Changes](#). Under special circumstances, students may petition for an incomplete grade. However, it is up to the course instructor to decide if an incomplete will be granted. Students receiving an incomplete grade will need to complete all course requirements by the agreed deadline to avoid an "F" grade.

Disability Accommodations

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at usi1disres@usi.edu as soon as possible. Students are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses, some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting. For more information, please visit the Disability Resources website at [USI Disability Resources](#).

SafeAssign

Plagiarism and cheating constitute academic misconduct and can result in both a grade penalty imposed by the instructor and disciplinary action including suspension or expulsion. As part of their responsibility to uphold the Student Code of Conduct, instructors reserve the right to have papers submitted through SafeAssign to check for plagiarism against a database of papers submitted previously at USI, a national database of papers, and the Internet. Self-plagiarism can also occur when you plagiarize yourself if you submit for credit a piece of work that is the same or substantially similar to work for which you have already gained or intend to gain university credit, at this or any other university. To avoid self-plagiarism, you must have prior permission from the relevant instructor(s) and give full attribution to the source (i.e. yourself). Safe Assign can be used to check against any earlier submitted student assignments or presentations.

Title IX, Sexual Assault and Gender Violence Policy

The University of Southern Indiana is committed to providing a safe learning, living and working environment free from discrimination. Sexual misconduct and incidents of interpersonal violence deeply interrupt the collegiate experience, and USI is dedicated to ensuring a campus that is free of these types of incidents in order to promote community well-being and student success. USI encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.

Confidential resources are available on campus at [Counseling and Psychological Services](#) (CAPS) and the [University Health Center](#) (UHC). For a full list of resources, support opportunities, and reporting options, contact Chelsea Keaton, the University Title IX Coordinator, at 812-464-1703 or Dameion Doss, Deputy Title IX Coordinator, at 812-464-1835, email the office at title.IX@usi.edu, or stop by the Title IX office located in the Wright Administration Building, Forum Wing, Suite 171.

Technical Support

Help Desk Support

Since your professors are not trained as technology experts, they will not be able to assist you with your technical needs. If you have any issues with Blackboard, Zoom, Panopto, VoiceThread, or any other technology, please contact the [Help Desk](#) at 812-465-1080 or send an email to it@usi.edu. To learn more about the USI helpdesk, please visit [USI IT Help Desk](#)

Additional Training Documentation

- [Blackboard](#)
- [Zoom](#)
- [Panopto](#)
- **VoiceThread**
 - [USI Online Learning VoiceThread Tutorials](#)
 - [VoiceThread How To](#)

Privacy Policies & Accessibility Statements

For detailed information about the privacy policies and accessibility statements of the course technologies, please visit [USI Online Learning Support Services](#)

Academic Support Services

Academic Skills

[Academic Skills- Tutoring](#)

This office offers tutoring and learning assistance to help you develop skills to succeed in your academic life. To contact them, please call 812-464-1743 or go to the website above to find the latest tutoring schedule. In addition to tutoring in math and other content areas in Academic Skills, please note that the Writers' Room (ED 1102) provides writing assistance in person and online. To use this service, please contact their office by calling 812-461-5359 or visit their website at [USI Writers' Room](#)

How to Cite Sources (APA, MLA, Chicago, Turabian, etc.)

[Rice Library Libguides for Citing Sources](#)

Research Guides

Research assistance, subject guides, and useful resources compiled by your friendly librarians. [USI Lib Guides](#)

Counseling Center

The Counseling Center is open every Monday through Friday from 8:00 am to 4:30 pm CST. You'll find the Counseling Center in the Orr Center, Room 1051; their phone number is 812-464-1867 [USI Counseling Center](#)

Disability and ADA Support

[Disability and ADA Support](#)

Student Grievances

[Student Grievances and Complaints Information](#)

Additional Student Resources

The university provides a comprehensive range of support services and activities for students. Please refer to [Student Support Services](#) for detailed information regarding academic advising, registration, financial aid, student affairs, counseling, career services, etc.

Financial Aid Office

Information about current or future financial aid (including the implications of withdrawal from courses) can be obtained from the University Financial Aid Office. The office open is every Monday through Friday from 8:00 am to 4:30 pm CST; phone 812-464-1767, or email them at finaid@usi.edu

Student Basic Needs

Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the [Dean of Students Office](#) and view a [list of resources](#).

University Health Center

The University Health Center is a full-service clinic offering medical services and health-related information to students, faculty, and staff. It located in the lower level of the Health Professions Center and is open Monday through Friday, 8 am to 4:30 pm CST. Click on this link to learn more about the [Health Services](#) offered at USI, or to make an appointment, please call 812-465-1250.

TENTATIVE CLASS SCHEDULE

Course readings can be found in *How to Interpret Literature*, *The Norton Introduction to Literature*, or the course Blackboard site (Blackboard).

All reading assignments should be completed before class meets.

Date	Reading Assignments and Topics of Discussion	Written Work
	FORMALISM	
Week 1 Tu 05/17	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 01: “Introduction.” pp. 1-10. • Chapter 02: “New Criticism.” 11-42. <p>on Blackboard:</p> <ul style="list-style-type: none"> • William K. Wimsatt, Jr. and Monroe C. Beardsley, “The Affective Fallacy” and “The Intentional Fallacy.” (pp. 1230-61) • Margaret Atwood, “Happy Endings.” (np) <p>from <i>Norton Introduction to Literature</i>:</p> <ul style="list-style-type: none"> • John Keats, “On First Looking into Chapman’s Homer.” p. 4. • Flannery O’Connor, “A Good Man is Hard to Find.” pp. 498-508. • Flannery O’Connor, “Good Country People.” pp. 509-22. • Flannery O’Connor, “Everything that Rises Must Converge.” pp. 523-33. • Raymond Carver, “Cathedral.” p. 682-92. 	
	STRUCTURALISM	
Week 2 M 05/23	Due by 11:59 pm	Response Paper 1
Tu 05/24	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 03: “Structuralism.” pp. 43-86. <p>on Blackboard:</p> <ul style="list-style-type: none"> • Ferdinand de Saussure, “Course in General Linguistics.” (pp. 845-66) <p>from <i>Norton Introduction to Literature</i>:</p> <ul style="list-style-type: none"> • Edgar Allen Poe, “The Black Cat.” pp. 181-87. • George Saunders, “Puppy.” pp. 188-94. • James Baldwin, “Sonny’s Blues.” pp. 659-81. • Amy Tan, “A Pair of Tickets.” pp. 727-41. 	

R 05/26	Initial Comment due by 11:59 pm on Thu.	Voice Thread 1
F 05/27	Responses to classmates due by 11:59 pm on Fri.	
	DECONSTRUCTION	
Week 3 Sun 05/29	Due by 11:59 pm	Response Paper 2
Tu 05/31	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> Chapter 04: "Deconstruction." pp. 87-113. <p>on Blackboard:</p> <ul style="list-style-type: none"> Jacques Derrida, "Of Grammatology" and "Plato's Pharmacy." (pp. 1680-1744) <p>from <i>Norton Introduction to Literature</i>:</p> <ul style="list-style-type: none"> Toni Morrison, "Recitatif." pp. 217-31. 	
R 06/02	Initial Comment due by 11:59 pm on Thu.	Voice Thread 2
F 06/03	Responses to classmates due by 11:59 pm on Fri.	
	PSYCHOANALYSIS	
Week 4 M 06/06	Due by 11:59 pm	Response Paper 3
Tu 06/07	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> Chapter 05: "Psychoanalysis." pp. 114-50. <p>on Blackboard:</p> <ul style="list-style-type: none"> Sigmund Freud, "The Interpretation of Dreams," "The Uncanny," and "Fetishism." pp. 807-41. <p>from <i>Norton Introduction to Literature</i>:</p> <ul style="list-style-type: none"> William Faulkner, "Barn Burning." pp. 146-58. David Foster Wallace, "Good People." pp. 232-37. Margaret Atwood, "Lusus Naturae." pp. 258-62. Karen Russell, "St. Lucy's Home for Girls Raised by Wolves." pp. 263-75. Jorge Luis Borges, "The House of Asterion." pp. 275-77. Nathaniel Hawthorne, "The Birthmark." pp. 366-77. Charlotte Perkins Gilman, "The Yellow Wallpaper." pp. 585-96. Ernest Hemingway, "Hills Like White Elephants." pp. 699-703. 	

W 06/08	Exact Day and Time to be Determined	Small Group Discussion 1
R 06/09		
F 06/10		
	FEMINISM	
Week 5 M 06/13	Due by 11:59 pm	Response Paper 4
Tu 06/14	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 06: "Feminism." pp. 151-90. <p>on Blackboard:</p> <ul style="list-style-type: none"> • Simone de Beauvoir, "The Second Sex." pp. 1261-73. • Hélène Cixous, "The Laugh of the Medusa." pp. 1942-59. • Laura Mulvey, "Visual Pleasure and Narrative Cinema." pp. 2081-95. <p>from <i>Norton Introduction to Literature</i>:</p> <ul style="list-style-type: none"> • Joyce Carol Oates, "Where Are You Going, Where Have You Been?" pp. 94-106. • Alyssa Nutting, "Model's Assistant." pp. 238-44. • Judith Ortiz Cofer, "Volar." pp. 289-90. • A. S. Byatt, "The Thing in the Forest." pp. 378-93. • Junot Díaz, "Wildwood." pp. 437-52. • Louis Erdrich, "Love Medicine." pp. 551-66. • Rita Dove, "Daystar." p. 820. • Sharon Olds, "Sex Without Love." p. 885. • Edna St. Vincent Millay, "[What lips my lips have kissed, and where, and why]." p. 996. • Edna St. Vincent Millay, "[Women have loved before as I love now]." p. 996. • Edna St. Vincent Millay, "[I, being born a woman and distressed]." pp. 997. • Edna St. Vincent Millay, "[I will put Chaos into fourteen lines]." p. 997. • Sylvia Plath, "Daddy." pp. 1159-61. • Robert Browning, "My Last Duchess." pp. 1188. • Marge Piercy, "Barbie Doll." p. 1205. • Sylvia Plath, "Lady Lazarus." pp. 1205-07. • Sylvia Plath, "Morning Song." p. 1208. • Susan Glaspell: <i>Trifles</i>. pp. 1253-63. 	

R 06/16	Initial Comment due by 11:59 pm on Thu.	Voice Thread 3
F 06/17	Responses to classmates due by 11:59 pm on Fri.	
	QUEER THEORY	
Week 6 M 06/20	Due by 11:59 pm	Response Paper 5
Tu 06/21	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 07: “Queer Studies.” pp. 191-228. <p>On Blackboard:</p> <ul style="list-style-type: none"> • Michel Foucault, “The History of Sexuality, Vol. I.” pp. 1502-21. • Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence.” pp. 1588-609. • Eve Kosofsky Sedgwick, “Between Men” and “Epistemology of the Closet.” pp. 2464-77. <p>from <i>Norton Introduction to Literature</i>:</p> <ul style="list-style-type: none"> • Adrienne Rich, “Aunt Jennifer’s Tigers.” p. 859. • Adrienne Rich, “Diving into the Wreck.” pp. 921-23. • Adrienne Rich, “At a Bach Concert.” p. 1026. • Adrienne Rich, “Storm Warnings.” pp. 1026-27. • Adrienne Rich, “Snapshots of a Daughter-in-Law.” pp. 1027-30. • Adrienne Rich, “Planetarium.” pp. 1031-32. • Adrienne Rich, “For the Record.” pp. 1032-33. • Adrienne Rich, “My mouth hovers across your breasts.” pp. 1033-34. • Adrienne Rich, “History.” pp. 1034-35. • Adrienne Rich, “Transparencies.” p. 1035. • Adrienne Rich, “Tonight No Poetry Will Serve.” p. 1036. • William Shakespeare, <i>A Midsummer Night’s Dream</i>. p. 1397-454. 	
R 06/23	Initial Comment due by 11:59 pm on Thu.	Voice Thread 4
F 06/24	Responses to classmates due by 11:59 pm on Fri.	
	MARXISM	
Week 7 M06/27	Due by 11:59 pm	Response Paper 6

Tu 06/28	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 08: “Marxism.” pp. 229-67. <p>on Blackboard:</p> <ul style="list-style-type: none"> • Max Horkheimer and Theodor W. Adorno, “Dialectic of Enlightenment.” pp. 1107-27. • Louis Althusser, “Ideology and Ideological State Apparatuses.” pp. 1332-61. • Arthur Miller, <i>Death of a Salesman</i>. pp. 1-113. 	
W 06/29	Day and Time to be Determined	Small Group Discussion 2
R 06/30		
F 07/01		
	HISTORICISM AND CULTURAL STUDIES	
Week 8 Sun 07/03	Due by 11:59 pm	Response Paper 7
Tu 07/05	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 09: “Historicism and Cultural Studies.” pp. 268-96. <p>on Blackboard:</p> <ul style="list-style-type: none"> • Stephen Greenblatt, “Resonance and Wonder.” pp. 2146-61. • William Wordsworth, “[Lines Composed a Few Miles Above] Tintern Abbey.” (np) • Samuel Taylor Coleridge, “The Eolian Harp.” (np) <p>from <i>Norton Introduction to Literature</i></p> <ul style="list-style-type: none"> • William Blake, “London.” pp. 886-87. • Samuel Taylor Coleridge, “Frost at Midnight.” pp. 959-61. • Percy Shelley, “Ode to the West Wind.” pp. 964-66. • William Wordsworth, “[The world is too much with us].” pp. 994-95. • W. B. Yeats, “The Lake Isle of Innisfree.” p. 1069. • W. B. Yeats, “Easter 1916.” pp. 1070-72. • W. B. Yeats, “The Second Coming.” p. 1072-73. • W. B. Yeats, “Leda and the Swan.” p. 1073. • W. B. Yeats, “Sailing to Byzantium.” pp. 1074-75. • William Blake, “The Lamb.” p. 1187. • William Blake, “The Tyger.” pp. 1187-88. • Samuel Taylor Coleridge, “Kubla Khan.” pp. 1189-91. 	

F 07/08	Research Paper Proposal Conferences	Research Paper Proposal
R 07/07	Initial Comment due by 11:59 pm on Thu.	Voice Thread 5
F 07/08	Responses to classmates due by 11:59 pm on Fri.	
	POST-COLONIALISM AND RACE STUDIES	
Week 9 M 07/11	Due by 11:59 pm	Response Paper 8
Week 9 Tu 07/12	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> • Chapter 10: “Postcolonial and Race Studies.” pp. 297-353. <p>On Blackboard:</p> <ul style="list-style-type: none"> • Edward Said, “Orientalism.” pp. 1861-88. • Nikole Hannah-Jones, “Preface.” pp. xvii-xxxiii. • Nikole Hannah-Jones, “Democracy.” pp. 8-36. <p>from <i>Norton Introduction to Literature</i></p> <ul style="list-style-type: none"> • Chimamanda Ngozi Adichie, “Apollo.” pp. 245-54. • Bharati Mukherjee, “The Management of Grief.” pp. 456-68. • Jhumpa Lahiri, “Interpreter of Maladies.” pp. 470-85. • Sandra Cisneros, “Mericans.” pp. 487-89. • Maya Angelou, “Africa.” pp. 845-46. • Derek Walcott, “A Far Cry from Africa.” pp. 846-47. • Cathy Song, “Heaven.” pp. 851-52. • Agha Shahid Ali, “Postcard from Kashmir.” pp. 852-53. • Danez Smith, “not an elegy for Mike Brown.” pp. 1129-30. • Ross Gay, “A Small Needful Fact.” pp. 1130-31. • Patricia Smith, “Sagas of the Accidental Saint.” pp. 1131-36. • Danez Smith, “dear white America.” pp. 1136-37. • Evie Shockley, “of speech.” pp. 1138-39. • Tracy K. Smith, “Unrest in Baton Rouge.” p. 1140. • Kevin Young, “Not Guilty [A Frieze for Sandra Bland].” pp. 1141-42. • Reginald Dwayne Betts, “When I Think of Tamir Rice While Driving.” pp. 1142-43. • Reginald Dwayne Betts, “Parking Lot, Too.” p. 1144. • Claudia Rankine, “Weather.” pp. 1144-45. • Claudia Rankine, from <i>The Condition of Black Life is One of Mourning</i>. pp. 1145-50. 	

	<ul style="list-style-type: none"> Tracy K. Smith, "Dear Black America: A Letter." pp. 1151-52. 	
W 07/13	Day and Time to be Determined	Small Group Discussion 3
R 07/14		
F 07/15		
	READER RESPONSE THEORY	
Week 10 Tu 07/19	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> Chapter 11: "Reader Response." pp. 354-78. <p>on Blackboard:</p> <ul style="list-style-type: none"> Henry Jenkins: "'Out of the Closet and Into the Universe': Queers and <i>Star Trek</i>." (171-79) Sara Gwenllian-Jones: "Histories, Fictions and <i>Xena: Warrior Princess</i>." (185-91) <p>from <i>Norton Introduction to Literature</i></p> <ul style="list-style-type: none"> Tennessee Williams, <i>A Streetcar Named Desire</i>. pp. 1925-91. 	
	RECENT AND EMERGING DEVELOPMENTS	
Week 11 Tu 07/26	<p>from Parker, <i>How to Interpret Literature</i>:</p> <ul style="list-style-type: none"> Chapter 12: "Recent and Emerging Developments." pp. 379-410.56 <p>from <i>Norton Introduction to Literature</i></p> <ul style="list-style-type: none"> Ray Bradbury, "The Veldt." pp. 323-33. Wilfred Owen, "Disabled." pp. 807-08. Maxine Kumin, "Woodchucks." p. 858. Wallace Stevens, "Anecdote of the Jar." p. 1224. Quiara Alegría Hudes, <i>Water by the Spoonful</i>. pp. 1340-87. 	
	RESEARCH PAPER	
F 07/29	Due by 11:59 pm	Research Paper