

ENGL 6391

Fall 2021

M 6-8:50 Academic 005

Instructor: Dr. R. Mark Jackson
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Office Hours: MWF 1-3
(and by appointment)

Teaching: MWF 9-9:50, 10-10:50, 12:00-12:50
M 6-8:50 PM

Course Website: <http://blackboard.angelo.edu>

REQUIRED BOOKS

- Bertens, Hans. *Literary Theory: The Basics*. Third Edition. Routledge, 2014.
- Shakespeare, William. *Othello*. Norton, 2017.

[Note: Both books provided free by EML.]

Introduction to Graduate Studies

Description & Outcomes

Every time we read, we make assumptions about where meaning resides and how we obtain it if we can. Literary theory at its best is a philosophical study that asks us to uncover those assumptions and examine them. In this course, we'll wrestle with some of the major theories of literature to learn how they can help us to become better readers and researchers. We'll read some programmatic works of theory as well as examples of literary criticism that employ the principles of one theoretical school or another. We'll also practice using those theoretical tools ourselves with a few texts. Along the way, we'll discuss the history of the profession of English, the history of literary criticism, and the place of literature in the academy. The course will culminate with a research paper, for which we'll explore some of the research tools available to us at Porter Henderson Library, in online databases, and through national and international archives.

At the end of this course you should

- Understand the role of literature as an expression of values and interpretation of human experience.
- Understand and apply methods of responding to literature analytically.
- Understand the form, function, scope, and variety of literature, including specialized terminology.
- Understand the interactive relationship between history, culture, and literature.

ASSIGNMENTS AND GRADE CALCULATION

Your final grade for this course will be calculated according to this scheme:

Daily Participation:	15%
Responses (5):	20%
Exam I:	10%
Exam II:	10%
Annotated bibliography:	15%
Final paper:	30%

GRADING POLICY

- Assignments are graded A through F with pluses and minuses as necessary.
- Work that is not done or not turned in is recorded as a zero.

Letter grades will be converted to percentages as such:

A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.

Numeric grades will be converted to letter grades as such:

100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69-68=D+; 67-63=D; 62-60=D-; 59 and below=F.

ATTENDANCE POLICY

As a graduate student, you are expected to attend class every week. I know professors always tell students to attend class, but, really, at the grad level, professors tend to wonder about the dedication and seriousness of students who miss class. I am no different. If you want the highest possible score for participation, at the very least you will need to attend every class. Of course, sometimes life does intervene, and you can't help but miss. For that reason, I will try to turn a blind eye to a solitary absence as long as you notify me in advance with a legitimate excuse. More than one absence will damage your grade for this course, however, reducing it by a third of a letter grade for each occurrence after the first. **If you miss more than three classes, you automatically fail this course.**

DAILY PARTICIPATION

Your participation grade comprises much more than your attendance record. To receive a good score, you also must keep up with the reading, read actively, and talk about the day's reading in class.

- Your score for participation accounts for:
 - Attending class on time
 - Bringing the appropriate text in a readable format (printed, or on a laptop or tablet)
 - Taking notes
 - Asking questions about a text
 - Responding appropriately to the instructor or other students
 - Avoiding distractive behaviors
- The following is the baseline measure for a participation grade: a student who attends every class in a semester, brings the appropriate text every day, always looks to be paying attention to the instructor and fellow students, creates no distractions, yet does not ever speak receives a participation grade of a C.

CLASSROOM ENVIRONMENT

- When speaking, please show respect to your instructor, your classmates, and the process of learning as a whole: allow others time to talk, try not to interrupt, and refrain from rude, offensive, or belittling comments.
- When others are talking, pay attention and do not do anything distracting like speaking with neighbors.
- Do not use your cell phone, laptop, or other electronic device unless permitted by me.

- If you need to leave class early, please inform me before class begins and ask for permission.
- If you need to leave class temporarily (e.g., for the bathroom), please depart discreetly, and don't make bathroom breaks a daily occurrence.

GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

REQUIRED BOOKS AND ARTICLES

Please use the assigned editions. For each class I expect you to read and study the full assignment before class. The reading assignment also includes any related headnotes and footnotes. When a reading is due, you must bring a copy of it to class. If you prefer to read an electronic copy of an article, please have it downloaded prior to class and use a tablet or laptop, not a cell phone. If you do not bring a required text or other required materials, your participation score for the day drops to an F; if the problem persists, you will be asked to leave the classroom.

RECOMMENDED BOOKS

During the course, you should make use of the following electronic books available through Porter Henderson Library:

- *The Princeton Encyclopedia of Poetry and Poetics*
- *The Literary Theory Handbook* by Gregory Castle
- *A Dictionary of Literary Terms and Literary Theory* by Cuddon and Habib

I'll be using the last of these occasionally to elucidate some terms we come across in our own readings. Furthermore, it would benefit just about any graduate student in English to own a copy of the following books:

- *The MLA Handbook*, 8th Edition.
- *Graduate Study for the 21st Century* by Gregory Semenza
- *The Craft of Research*, 4th edition, by Booth, Colomb, Williams, Bizup, and Fitzgerald
- *A Handbook to Literature* by William Harmon, or another substantial glossary like it or those above
- An anthology of literary theory and criticism such as the *Norton Anthology of Theory and Criticism* or *Literary Theory: An Anthology* by Rivkin and Ryan
- *An Introduction to Biographical and Textual Studies*, 4th edition, by Williams and Abbott

DISCUSSION LEADERS

For most class periods, students will pair up to lead discussion about the day's readings. The two students will be responsible for engaging the class for about half an hour with explanation, analysis, and genuine questions about the assigned texts directed primarily at fellow students, not the professor. Discussions will concentrate on assignments from *Literary Theory: The Basics* and application of theoretical principles to literary works, usually through the accompanying articles. Each student will lead discussions at least twice. Performance constitutes a significant portion of one's participation score. Extra credit is rewarded to anyone who volunteers to lead more than twice.

RESPONSE PAPERS

By Week 11, you must submit at least five response papers about assigned readings, and no more than one per week. These must be done during a week you do not serve as a discussion leader. Otherwise, when you respond and to which text you respond is up to you. These are due prior to the start of class on the day a reading is due. Up to seven responses may be submitted during the semester, in which case only the five highest grades will be averaged and a small amount of extra credit assigned.

READING QUIZZES

I do not want to give these but will if you force me to by refusing to read well or talk in class.

EXAMS

You have two short exams. You will be tested on important terms related to literary theory and critical approaches and on the names of relevant critics and theorists. The exams are comprehensive.

RESEARCH PROJECT

This comprises an annotated bibliography of at least fifteen sources about a text selected from our department's reading list for the MA exam, plus a short scholarly paper about that text that incorporates multiple secondary sources. Please check the calendar for due dates. More guidelines are forthcoming.

PAPER CONFERENCE

Everyone is required to meet with me once one-on-one before turning in the final paper. We will discuss your experience researching the text you have selected and your progress on the final paper. Attendance is mandatory and counts for a class period.

PAPER FORMATTING

Your papers, including response papers, should adhere to the formatting and documentation conventions of MLA, with a word count added. More instructions can be found on Blackboard. You also should check Purdue OWL for examples.

WORD COUNT FOR PAPERS

A minimum word count is identified on the prompt. The main text of your paper, not including information in your header, bibliography, or notes, should reach at least that number of words. If your paper falls short of the minimum, it automatically receives an "F." If it falls short by more than 10% of the word minimum, it receives a "0."

MISSED WORK

For missed notes, you should watch class videos (when available) and seek help from classmates. If you miss a quiz or other online assignment, you should email me. A paper submitted after the deadline is penalized: your grade **drops one-**

third of a letter grade for each day (not just class day) that your paper is late, and after five days, it receives a grade of zero. More than likely, papers that are turned in late will be returned late and receive fewer comments than those turned in on time. I will offer a brief extension, without penalty, only in the cases of emergencies. **Any paper not turned after the last day of class automatically receives a score of "0."** Generally, because of timing, the final exam cannot be made up except under extraordinary circumstances.

INCOMPLETE GRADE POLICY

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

BLACKBOARD

This course relies heavily upon a Blackboard website, where you will find important announcements, slide shows, quizzes, exams, and more. You will take quizzes and exams through Blackboard. You should check Blackboard daily to stay abreast of new assignments, changes in the syllabus, and announcements.

TURNITIN

TurnItIn is plagiarism-checking software. By enrolling in this course, you grant the instructor the right to submit all course materials to TurnItIn, which detects textual similarities. Furthermore, assignments submitted to TurnItIn will be included in TurnItIn's database. Instructions for using TurnItIn are available on our Blackboard page.

STATEMENT ON ACADEMIC INTEGRITY

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the *Code of Student Conduct*. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for reading and understanding the Academic Honor Code, which is contained in both the print and web versions of the Student Handbook: <https://www.angelo.edu/student-handbook/>. By participating in ENG 2331, you agree to abide by the Academic Honor Code.

If you do not understand the rules regarding plagiarism, cheating, or other lapses in academic integrity as outlined in the Academic Honor Code, it is incumbent upon you to seek clarification from me prior to the first assignment. Students who violate the Academic Honor Code will receive a failing grade for the course and be referred to the Department head and the Academic Integrity Committee.

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

OFFICE HOURS

These are listed on the first page. During office hours I will be available to talk if you want to speak with me about any aspect of the class or your performance in it. I plan to be in my office during the hours listed, but we can meet virtually instead—via email or phone, or through Blackboard Collaborate or Zoom, if need be. It's always best to schedule an appointment. If my regular times do not work for you, please email me to arrange a different time.

WRITING CENTER

The ASU Writing Center is a wonderful resource for students of all levels. Tutors can help you with many aspects of your writing and can work remotely, through email or synchronous online chats. When you seek their help, please provide the assignment prompt and all work you've completed toward the assignment. The office is on the third floor of the Porter Henderson Library, Room C305. To set up an appointment, go to [http: www.angelo.edu/dept/writingcenter](http://www.angelo.edu/dept/writingcenter).

OBSERVANCES OF RELIGIOUS HOLY DAYS

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

COUNSELING SERVICES

Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including myself.

Campus Clinic and Counseling Services	325-942-2171
Campus Police	325-942-2071
San Angelo Police	911
Michelle Boone, Title IX Coordinator	325-486-6357

TITLE IX AT ANGELO STATE UNIVERSITY

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Miller, J.D.
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

STUDENTS WITH DISABILITIES

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

COURSE CALENDAR

The schedule below is subject to change.

Bertens=*Literary Theory: The Basics* (3rd ed)

PDFs are available on Blackboard

PHL = Porter Henderson Library (available through U-Search)

IMPORTANT DUE DATES:

Week 7	Exam I
Week 12	Exam II
Week 14	Annotated bibliography due
Dec. 6	Final draft of research paper

<p>WEEK 1 M 8/23</p> <p>Introductions Pre-critical Responses</p>	<p><u>Prep</u></p> <ul style="list-style-type: none">• Read:<ul style="list-style-type: none">○ Robert Scholes, <i>The Rise and Fall of English</i>, Chapter 1 (PDF) <p><u>In class:</u> Personal introductions, overview of course, class discussion</p>
<p>WEEK 2 M 8/30</p> <p>New Criticism</p>	<p><u>Prep</u></p> <ul style="list-style-type: none">• Read:<ul style="list-style-type: none">○ Bertens, Introduction and Chapter 1○ John Donne, "The Canonization" (PDF)○ Cleanth Brooks, "The Language of Paradox" (PDF)○ W.K. Wimsatt and Monroe Beardsley, "The Intentional Fallacy" (PDF)• Become familiar with Cuddon and Habib (electronic book at PH Library)• Begin reading <i>Othello</i> <p><u>In class:</u> Class discussion</p>
<p>WEEK 4 M 9/13</p> <p>Formalism, Structuralism, Narratology</p>	<p><u>Prep</u></p> <ul style="list-style-type: none">• Read:<ul style="list-style-type: none">○ Bertens, Chapters 2-3○ Ernest Hemingway, "A Very Short Story" (PDF)○ Robert Scholes, "Decoding Papa: 'A Very Short Story' as Work and Text" (PDF)○ Barthes, from <i>Mythologies</i> (PDF)• Refer to Cuddon and Habib or other reference work for terms• Continue reading <i>Othello</i>. <p><u>In class:</u> Class discussion</p>

<p>WEEK 5 M 9/20</p> <p>Political Readings & Reader-Response</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bertens, Chapter 4 ○ Louis Althusser, "Ideology and Ideological State Apparatuses" (PDF) ○ Stanley Cavell, "Epistemology and Tragedy: A Reading of <i>Othello</i>" (Norton Critical Edition) ○ James R. Siemon, "Othello V.ii in Performance, 1760-1900" (Norton Critical Edition) • Refer to Cuddon and Habib or other reference work for terms • Finish reading <i>Othello</i> + "Introduction," "A Note on the Text," and "The Text and Editorial Procedures" <p><u>In class</u>: Class discussion</p>
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<p>WEEK 6 M 9/27</p> <p>Poststructuralism / Deconstruction</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bertens, Chapters 5-6 ○ Roland Barthes, "The Death of the Author" (PDF) ○ Christopher Pye, "'To Throw out Our Eyes for Brave Othello': Shakespeare and Aesthetic Ideology" (PHL) ○ Giraldi Cinthio, "The Moor of Venice" (Norton Critical Edition) • Refer to Cuddon and Habib or other reference work for terms • Review <i>Othello</i> <p><u>In class</u>: Class discussion</p>
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<p>WEEK 7 M 10/4</p> <p>Exam I</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Review Bertens, Chapters 1-6 • Study the handout on terms • Consult Cuddon and Habib or other reference work <p><u>In class</u>: Exam</p>
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<p style="text-align: center;">WEEK 8 M 10/11</p> <p>Literature & Culture</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bertens, Chapter 7 ○ Stephen Greenblatt, "The Improvisation of Power" (PDF) ○ Hugh Grady, "Iago and the Dialectic of Enlightenment: Reason, Will, and Desire in <i>Othello</i>" (PHL) ○ Julia Reinhard Lupton, "Shakespeare's Citizen-Subject: Distracting the Gaze, Contracting the City—A Response to Christopher Pye" (PHL) ○ Hugh Grady, "Theory 'After Theory': Christopher Pye's Reading of '<i>Othello</i>'" (PHL) • Review <i>Othello</i>. • Begin research for final project if you haven't yet. <p><u>In class:</u> Class discussion</p>
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<p style="text-align: center;">WEEK 9 M 10/18</p> <p>Postcolonial Criticism</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bertens, Chapter 8 ○ Mary Floyd-Wilson, "Moors, Race, and the Study of English Renaissance Literature: A Brief Retrospective" (PHL) ○ G.K. Hunter, "Othello and Colour Prejudice" (Norton Critical Edition) ○ Ayanna Thompson, "Did the Concept of Race Exist for Shakespeare and His Contemporaries?: An Introduction" (PDF) ○ Farah Karim-Cooper, "The Materials of Race: Staging the Black and White Binary in the Early Modern Theater" (PDF) ○ Ambereen Dadabhoy, "Barbarian Moors: Documenting Racial Formation in Early Modern England" (PDF) • Review <i>Othello</i>. • Continue research for final project. <p><u>In class:</u> Class discussion</p>
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<p style="text-align: center;">WEEK 10 M 10/25</p> <p>Sexuality, Literature, & Culture</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bertens, Chapter 9 ○ Edward Snow, "Sexual Anxiety and the Male Order of Things in <i>Othello</i>" (PDF) ○ Karen Newman, "'And wash the Ethiop White': Femininity and the Monstrous in <i>Othello</i>" (PDF) ○ Lynda E. Boose, "'Let it be Hid': The Pornographic Aesthetic of Shakespeare's <i>Othello</i>" (PDF) • Continue research for final project. <p><u>In class:</u> Class discussion</p>
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<p>WEEK 11 M 11/1</p> <p>Posthumanism, Ecocriticism, & Animal Studies</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bertens, Chapter 10 + Conclusion ○ Pippa Marland, “Ecocriticism” (PDF) ○ Craig Dionne, “Shakespeare’s Cognitive Ethology: Bias as Plasticity” (PHL) ○ Tony Perello, “Old Black Rams and Mortal Engines: Transhumanist Discourse in <i>Othello</i>” (PHL) • Continue research for final project. <p><u>In class:</u> Class discussion</p>
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<p>WEEK 12 M 11/8</p> <p>Exam II</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Review Bertens, Chapters 7-10 • Study the handout on terms • Consult Cuddon and Habib or other reference work • Continue researching your final project. <p><u>In class:</u> Exam II</p>
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<p>WEEK 13 M 11/15</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Selections from <i>The Craft of Research</i> (PDF)? ○ Other <i>Othello</i>-related readings TBD • At least two annotations (emailed to me prior to class) <p><u>In class:</u> Class discussion, peer review, revision, research</p>
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<p>WEEK 14 M 11/22</p>	<p><u>Prep</u></p> <ul style="list-style-type: none"> • ANNOTATED BIBLIOGRAPHY DUE <p><u>In class:</u> One-on-one conferences</p>
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WEEK 15 M 11/29 Conferences	<u>Prep</u> <ul style="list-style-type: none">• Rough draft of research paper <u>In class</u> : Class discussion, peer review, course evaluations
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EXAM WEEK:

Final draft of essay due by Monday, December 6 at 6:00pm