

OCT 21 2008

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		08-399	AP-3/10/09	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit English	Phone 7-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☒ Course Number and/or Title Change ☒ Catalog Description Change	
ENGL 401: Advanced Literary Theory and Criticism	ENGL 308 Critical Theory
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
Department Chair(s)	
College Curriculum Committee Chair	
College Dean	
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	

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* where applicable

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NOV 13 2008

JAN 26 2009

FEB 20 2009

OCT 22 2008

Liberal Studies

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Part II. Description of the Curriculum Change

I. New syllabus of record

I. Catalog description

ENGL 308 Critical Theory

3c-01-3cr

Prerequisites: ENGL 122 minimum grade C

Explores the major writings, writers, issues, technical vocabulary, and critical methods in literary, textual, and cultural studies theory; acquaints students with how such theoretical methods affect the way literary and cultural texts are read, studied, and taught; and enables the students to recognize and engage in theoretical praxis of various kinds.

II. Course objectives

At the end of the course students will be able to:

1. Recognize some of the significant and relevant trends in literary, textual, and cultural studies theory and compare and contrast their assumptions, methods, and key questions.
2. Understand the history and relevance of literary, textual, and cultural studies theory to English Studies.
3. Use the technical vocabulary of literary, textual, and cultural studies theory.
4. Apply theory to literary, textual, and cultural objects in a fashion that is relevant both to the discipline of English Studies and to their lives, both in the field of English Studies and in their communities.
5. Reflect on the role of literary, textual, and cultural theory in English Studies.
6. Recognize the variety of forms that theoretical praxis can take in literary, textual, and cultural studies.
7. Design, develop, and execute an original project that focuses on a single theorist, theory, or theoretical issue.
8. Improve reading, writing, discussion, and critical thinking skills.

III. Course outline

Why theory?

(3 hours)

--David Richter, "Falling Into Theory" and "Why We Read: The University, the Humanities, and the Province of Literature" (in Richter)

--Richard Ohmann, "The Function of English at the Present Time" (in Richter)

Defining the object of literary, textual, and cultural studies

(3 hours)

--Michael Bérubé, "Aesthetics and the Literal Imagination"; Martha Nussbaum, "the Literary Imagination"; Simon During, "Teaching Culture" (in Richter)

--Edgar Allan Poe, "The Purloined Letter"

Theory 1: Formalism --Boris Eichenbaum, from <i>The Theory of the 'Formal Method'</i>; Cleanth Brooks, "The Well Wrought Urn" and "The Formalist Critics"; Terry Eagleton, "Terry Eagleton, from <i>Literary Theory: An Introduction</i>" (Norton)	(3 hours)
Theory 2: Feminism --Lillian S. Robinson, "Treason Our Text: Feminist Challenges to the Literary Canon"; Toril Moi, from <i>Sexual/Textual Politics</i>; Annette Kolodny, "Dancing Through the Minefield: Some Observations on the Theory, Practice, and Politics, of a Feminist Literary Criticism" (in Richter) --Team projects: Comparative feminist analyses of "The Purloined Letter" and other cultural texts.	(4 ½ hours)
Theory 3: Structuralism and Semiotics --Donald D. Palmer, <i>Structuralism and Poststructuralism for Beginners</i> --Ferdinand De Saussure, from <i>Course in General Linguistics</i>; Roman Jakobson, from <i>Linguistics and Poetics</i> (Norton) --Roland Barthes, from <i>Mythologies</i>; Dick Hebdige, from <i>Subculture: the Meaning of Style</i> (Norton) --Team projects: The semiotics of the Indiana Mall	(6 hours)
Theory 4: Psychoanalysis --Sigmund Freud, from <i>The Interpretation of Dreams</i> and "Fetishism" (Norton) --Jacques Lacan, "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience" and "The Agency of the Letter in the Unconscious"; review Poe, "The Purloined Letter"	(6 hours)
Theory 5: Marxism --Karl Marx and Frederick Engels, from <i>The Communist Manifesto</i>; Marx, from <i>The German Ideology</i>; Antonio Gramsci, "The Formation of the Intellectuals" (Norton) --John Guillory, "The Canon as Cultural Capital" (Richter)	(4 ½ hours)
Theory 6: Postcolonial Theory --Review Eagleton, "The Rise of English" (in Richter) --Chinua Achebe, "An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i>"; Ngugi Wā Thiong'o et al., "On the Abolition of the English Department"; Edward Said, from <i>Orientalism</i> (Norton)	(6 hours)
Theory in Praxis project presentations and final activity	(6 hours)
Final Exam	(2 hours)

IV. Evaluation methods

Short assignments (quizzes, response writings, critical questions)	10%
2 x team projects (proposal, presentation, reflection essay)	40%
Theoretical praxis project (proposal, praxis, reflection essay)	30%
Final exam	20%

V. Grading scale

A = 90-100% B = 80-89.9% C = 70-79.9% D = 60-69.9% F < 60%

VI. Attendance policy

The attendance policy will conform to IUP's undergraduate course attendance policy.

VII. Required textbooks, supplemental books, and readings

David Richter, *Falling Into Theory: Conflicting Views on Reading Literature* (Bedford/St. Martin's, 2000)
The Norton Anthology of Theory and Criticism, ed. Vincent B. Leitch et al. (W.W. Norton and Co., 2001)

VIII. Special resource requirements

There are no special resource requirements for this course

IX. Bibliography

Michael Bérubé, ed. *The Aesthetics of Cultural Studies* (Wiley-Blackwell, 2004)
 -----, *Public Access: Literary Theory and American Cultural Politics* (Verso, 1994).
 Ann B. Dobie, *Theory Into Practice: An Introduction to Literary Criticism* (Wadsworth, 2001)
 David Downing, *The Knowledge Contract: Politics and Paradigms in the Academic Workplace* (University of Nebraska, 2007).
 Terry Eagleton, *The Ideology of the Aesthetic* (1990)
 Gerald Graff, *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education* (1993)
 -----, *Professing Literature: An Institutional History* (2007)
 Robert E. Scholes, *Textual Power: Literary Theory and the Teaching of English* (Yale University Press, 1986)
 -----, Nancy Comley, and Gregory L. Ulmer, *Text Book: Writing Through Literature*, 3rd ed. (Bedford/St. Martin's, 2001)
 Lois Tyson, *Critical Theory Today: A User-Friendly Guide* (Routledge, 2006)

2. A summary of the proposed revisions.

Unlike ENGL 401: Advanced Literary Theory, 308: Introduction to Literary, Textual, and Cultural Theory includes emphasis on the disciplinary history and structures of English Studies and consideration of how those in English Studies define their objects of study. The course has been changed from 400- to 300-level. Prerequisites have been changed: Rather than require 202 Research Writing (there is no research involved) and the four survey courses—ENGL 210, 211,

212, and 213—which are not all required in the B.A. Program revision, the course requires 122: Introduction to Literary Analysis (proposed revision: 122: Introduction to English Studies); this

3. Justification/rationale for the revision.

The proposed revision of the English BA curriculum emphasizes the subfields of English Studies, each defined as a distinctive track: Literary, Textual, and Cultural Studies; Film Studies; Language Studies; Pre-Law English; Writing Studies; and English Education. ENGL 308 will now serve as the gateway course for the Literary, Textual, and Cultural Studies track and is mandatory for students in that track. For this reason, students in the course will be asked to reflect on the field of English Studies itself as an historical disciplinary formation in which distinct kinds of questions and objects of study have significantly impacted the way that work is done in the field. In addition, the key question of how those in the field define their object of study has been introduced, allowing students to compare and contrast the methods of literary, textual, and cultural studies with that of the other subfields of English Studies.

However, 308 will still function as an elective course in the revised curriculum that students from all tracks can take (and it is recommended for students in the Writing and English Pre-Law tracks). Therefore, the course's primary emphasis continues to fall on surveying the major trends in literary, textual, and cultural theory that are relevant across the subfields of English Studies and on assignments that ask the students to engage in effective, relevant, and self-reflective praxis that are valuable to all English Majors.

The number of the course has been changed from 400- to 300-level to reflect existing practice. ENGL 401 has always served as an introductory survey of theory and has emphasized aspects of Bloom's Taxonomy that fall lower on the pyramid than a 400-level course should (i.e., comprehension, application, and analysis). The number change also reflects the course's new function as a gateway course for students in the Literary, Textual, and Cultural Studies track; most of the students will be sophomore and junior-level English majors.

Pre-requisites have been changed to reflect existing practice (students are regularly waived into the class who have not taken 202 Research Writing and the four historical surveys [210, 211, 212, and 213]) and the nature of the course. A student's ability to recognize, discuss, define theoretical problems and map solutions, compare and contrast theories, and propose, plan, develop and compose projects in the field of literary, textual, and cultural studies theory is not dependent on their knowledge of research methods and writing nor their knowledge of the history of British and U.S. literature. On the contrary, introductory-level knowledge of the field of English Studies and the history and use of theory is vital; thus, the requirement that they take 122: Introduction

Course Syllabus

I. CATALOG DESCRIPTION

EN 401 Advanced Literary Theory and Criticism

3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)

Prerequisite: 101, 122, 202, 210, 211, 212, 213

Acquaints students with major issues and problems in literary theory. Rather than survey the history of criticism and theory, this course focuses on twentieth century critical schools and methods. The purpose is to introduce students to a select group of influential theories and theorists and how such theories impact the way we read, study, and teach literature and cultural studies.

II. COURSE OBJECTIVES

1. Students will be immersed in a set of key theoretical movements and schools of the 20th century, emerging from the course with a strong sense of how these theories have altered our understanding of literature.
2. Students will gain not only an understanding of the theories, but also will explore their practical applications to the reading and study of selected literary texts.
3. Students will come to recognize that the study of female and multicultural issues are an important part of both the theoretical and practical work for the course.
4. Students will come to understand how the changing relations of composition/writing and literary/cultural study is an important and recurring issue in the theoretical material considered for this course.

III. COURSE OUTLINE

- | | |
|---|----|
| A. Introduction: Overview of 20th Century Schools and Movements | 4% |
| B. Modernism and Formalism | 8% |
| C. New Criticism | 8% |
| D. Structuralism and Semiotics | 8% |

90

E. Deconstruction	8%
F. Poststructuralism	8%
G. Psychology and Psychoanalysis	8%
H. Marxism	8%
I. New Historicism	8%
J. Feminism	8%
K. Multiculturalism/Postcolonialism	8%
L. Ethics and the Profession	8%
M. The Canon Debates	8%

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Completion of assigned readings in textbooks.

Participation in class discussion and activities.

Midterm and final examinations, both a combination of essay and short answer questions.

A shorter (5-8 page), original critical/theoretical essay, due at midterm, on one of the texts, schools, or methods studied in the course.

A longer (9-15 page) research paper, due at the end of the course, on a topic to be negotiated with the instructor.

V. EVALUATION METHODS

The final grade for the course will be determined as follows:

10%	class participation
20%	midterm examination
20%	shorter critical essay due around midterm
20%	final examination
30%	longer critical research paper due at semester's end

Grading scale: A 92-100 total points

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B 83-91 total points
C 74-82 total points
D 65-73 total points
F 0-64 total points

VI. REQUIRED TEXTBOOKS

Davis, Robert Con, and Ronald Schleifer, eds. Contemporary Literary Criticism: Literary and Cultural Studies. 2nd ed. New York: Longman, 1989.

Selden, Raman. A Reader's Guide to Contemporary Literary Theory. 2nd ed. Lexington: U of Kentucky P, 1989.

Lentricchia, Frank, and Thomas McLaughlin, eds. Critical Theory for Literary Study. Chicago: U of Chicago P, 1990.

VII. SPECIAL RESOURCE REQUIREMENTS

Only the listed texts and materials for writing/note taking are required. No special resources will be needed.

VIII. BIBLIOGRAPHY

Adams, Hazard, ed. Critical Theory Since Plato. New York: Harcourt, Brace, Jovanovich, 1971.

Adams, Hazard, and Leroy Searle, eds. Critical Theory Since 1965. Tallahassee: U of Florida P, 1986.

Atkins, G. Douglas, and Laura Morrow, eds. Contemporary Literary Theory. Amherst: U of Massachusetts P, 1989.

Cahalan, James M., and David B. Downing, eds. Practicing Theory in Introductory College Literature Courses. Urbana: NCTE, 1991.

Downing, David B., ed. Changing Classroom Practices: Resources for Literary and Cultural Studies. Urbana: NCTE, 1994.

Hawkes, Terence. Structuralism and Semiotics. Berkeley: U of California P, 1977.

Hurlbert, Mark, and Samuel Totten. Social Issues in the English Classroom. Urbana: NCTE, 1993.

Lodge, David, ed. Twentieth Century Criticism: A Reader. New York: Longman, 1972.

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Morton, Donald, and Mas'ud Zavarzadeh, eds.
Theory/Pedagogy/Politics. Urbana: U of Illinois P,
1990.

Natoli, Joseph. Tracing Literary Theory. Urbana: U of
Illinois P, 1985.

Nelson, Cary. Theory in the Classroom. Urbana: U of
Illinois P, 1986.

Selden, Raman. Practicing Theory and Reading Literature.
Lexington: U of Kentucky P, 1989.