

ENGL 3380 – History of Literary Thought

Time and Location: MW(F) 9:30-10:20am (Hybrid), Location: Bullock 205

Instructor: Dr. Ula Klein

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Office Hours: MW 10:30-11:25am
& 1-2:15pm and by appointment

Course Description: Why do we study literature? What is the function of literature? How do we understand its many critical resonances? This course focuses precisely on the many different philosophical and theoretical approaches to literature that are critical to understanding literary works and the world around us more generally. A study of the major philosophers and theorists of literature, from the ancients to the moderns, this course provides a solid foundation in many of the major schools of thought on the topic of literature. Students will read primary and secondary texts that introduce them to different approaches to studying literature, including but not limited to pre-twentieth century concepts of literary aesthetics and the didactic function of literature, as well as foundational twentieth-century theoretical movements, such as Marxist literary theory, psychoanalysis, feminist literary theory, queer studies, postcolonial theory, and many others. The course will use several primary texts, including Emily Brontë's *Wuthering Heights* and various poems and short stories, in order to illustrate how these theories apply to the study of literature.

What is needed for this course:

Required Texts:

1. Stevens, Anne H. *Literary Theory and Criticism: An Introduction*. Peterborough, ON [Canada]: Broadview, 2015. ISBN: 978-1554812370
2. Bronte, Emily. *Wuthering Heights*. (Case Studies in Contemporary Criticism) Ed. Linda H. Peterson. 2nd Ed. New York: Bedford St. Martin's, 2003. ISBN: 978-0312256869
3. Online PDFs
4. All students must have a working TAMIU e-mail address.
5. Access to a computer and the internet for writing essays and submitting assignments electronically.

Recommended Text:

1. Modern Language Association. *MLA Handbook for Writers of Research Papers*. 8th ed. New York: MLA, 2016. ISBN: 978-1603290241

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. identify major theoretical movements and authors who contributed to the development of contemporary literary studies
2. analyze a text by successfully applying different literary and theoretical approaches
3. explain the contributions to literary studies of the different theoretical approaches
4. make connections between literary periods and philosophers/theorists; and
5. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical style and visual style, correct use of Standard American Academic English (SAAE), and appropriate and ethical use of primary and secondary sources.)

Important Dates:

First Class Day: **1/18/17**

Mid-point of the Semester: **3/10/17**

Last Day to Drop Without Record: **2/2/17**

Last Day to Drop a Course or to Withdraw from the University: **4/13/17**

Last Class Day: **5/8/17**

Final Exam: **TBA**

Course Expectations and Policies:

The course will be run as a seminar-style class which functions best when students come to class having read and thought about the materials ahead of time. Students should be prepared to volunteer their thoughtful opinions about the texts, should ask questions about issues that arise that are unfamiliar or difficult to parse, and should participate actively throughout the class meetings, including by taking notes. In order to get the most out of our class meetings, please do all of the following:

- Attend class regularly and participate in discussions by asking and answering questions, and by sharing ideas;
- Complete all assigned reading and related homework before coming to class;
- Take notes during class;
- Seek individual help when you do not understand the material;
- Complete all writing assignments with utmost integrity and honesty.

All course readings and assignments are due in class on the date listed in the syllabus. If anything on the syllabus changes, I will announce the changes to you both in class and via class messages on Blackboard. **If you miss a class: you will need to get course notes from someone else in the class and you will need to provide me with a written excuse; otherwise, your absence will be considered unexcused. Work that is due that day can still be turned in via TurnItIn. If you have to miss more than one day of class in a row, it is recommended that make an appointment to see me in my office to cover the missed work.**

Evaluation: The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared and on time every day with all relevant texts. Grades will be calculated in this course as follows:

1. 10% – Paper #1
2. 20% – Paper #2
3. 25% – Final Paper Project (includes essay [20%] and presentation [5%] components)
4. 15% - Midterm Exam
5. 20% - Final Exam
6. 10% - In-Class & Online Participation and Homework (it will be extremely difficult to participate in class/online discussions if students do not do the readings or the homework)

****If any component of the required coursework is missing, it will be impossible for students to pass this course.****

Required Coursework:

- **Essays:** Students will write 2 short essays (3-4 pages) and one longer essay (8-10 pages) that demonstrate an understanding of course materials and objectives as well as original applications of ideas to texts and/or cultural objects of interest to the student.

Paper #1: This paper will explore the idea of “what is literature?” as well as the issues of the didactic function of literature vs aesthetic ideals and qualities, as discussed in class. Students will have several options/prompts from which to choose relating to these early issues in the course. They will address these issues in the first paper, using evidence from primary sources where appropriate.

Paper #2: This paper will apply specific literary theories and approaches to a text of the students’ choosing in a way that will demonstrate the student’s understanding of these approaches, as discussed in class.

Final Paper Project: The final paper project will demonstrate the student’s understanding of course issues and objectives through a sustained engagement with a text/object that the student will analyze using the theories and ideas best suited to the topic. There will be several different prompts for students to choose from to help generate ideas for the project, but the final product will be a longer treatment of a text or cultural object that engages with literary theory and multiple secondary sources. Students will first write a literature review (see prompt), then generate several drafts of a paper before finally presenting their findings in the last week of class and turning in a polished final paper.

- **Exams:** There will be a midterm and a final exam; exams will test student knowledge of texts, authors, time periods, movements, theories, and critical vocabulary in a mixture of short answer and essay formats.

- **Presentation:** Students will present their final paper in the form of a brief (5 minute) presentation to their classmates. Students will be grouped together into panels of 2-4 papers and the presentations will take place in a conference format. Student presentations should be polished and prepared; the grade for the presentation will be part of the final paper grade.

- **Participation:** Due to the seminar style of our meetings, students will be expected to make significant contributions to class discussions at each and every meeting. Students should come prepared (with laptop or pen and notebook for taking notes, relevant books/handouts/readings); should have read the assigned texts ahead of time, and should raise their hand and contribute actively to course discussions. Coming to class on time, being present for class, not leaving early, and participating actively and enthusiastically in any in-class group work, in-class writing, or in-class research will count positively towards your grade. Failure to do these things will affect your grade negatively. **Participation in class discussions is a requirement of the course.**

- **Hybrid Course Component:** This course has an online hybrid component that takes the place of Friday class meetings (and sometimes other days of the week as well). The hybrid part of the course will vary, but will often contain a mixture of video/audio, student responses online (either through TurnItIn or via online Blackboard discussion), and possibly other out-of-classroom work. The hybrid component of the course is REQUIRED. Any student who does not complete

the hybrid component of the course each week and/or misses a significant portion of hybrid meetings/assignments will be ineligible to pass the course.

- **Homework:** Students will be expected to complete homework assignments each week in the form of answering questions and/or writing short responses to the assigned texts. Homework is an essential part of the class as it helps prepare students for in-class participation (see above) as well as written assignments and exams. Homework will be collected at regular intervals. No late homework will be accepted.

Please read all assignments sheets carefully for further instructions about the hybrid/online portion of the course, as well as homework assignments and paper instructions.

Other Policies:

Office Hours: You are welcome and encouraged to visit me as frequently as you wish during office hours. Appointments generally last 15 minutes. I expect students to come with all class notes, relevant paper/books, as well as a pen/pencil/laptop and notebook for taking notes during our meeting. If you cannot see me during office hours, email me to set up a time that is more convenient for you.

Email: Our primary way of communicating out of class will be via Blackboard messages. That said, I strongly encourage students to see me in my office in person for questions regarding the text, clarifications about homework, absences, grades & grading methods, and papers. You may also come to my office during regularly-scheduled office hours. Note: I do not respond to emails with questions that can be answered by reading the syllabus. I check my email/messages once a day M-F and usually once on the weekend.

Email should be used in the following instances: 1) to make an appointment; 2) to communicate an impending, legitimate absence and to make a makeup appointment; 3) to communicate a technological issue in Blackboard or TurnItIn relating to dropboxes or missing assignments/readings. If you are having trouble with your account in general, please SEE OIT; 4) I have asked you to email me.

When you email a professor, please make sure to use proper spelling, punctuation, grammar, and capitalization. Use a formal form of address. Start the email with “Dear Professor Klein” or “Dear Dr. Klein,” and finish the email with, “Sincerely, Your Name” or “Best, Your Name.”

In case of an emergency situation, you should use my TAMIU email:
ursula.klein@tamiu.edu.

Help with Papers: You are strongly encouraged to go to the Writing Center for extra help with papers AND to meet with me before papers are due AND after you receive your graded papers. I expect improvement with each assignment, so if you are unclear on how to improve, do not wait—please see me.

Paper Formatting: All papers should use proper MLA formatting. Use the Purdue OWL website, the Hacker handbook, and/or the MLA Handbook for formatting rules.

Phones: I do not allow the use of cellphones in my class for any reason whatsoever. I do not wish to see a phone on your desk, in your hand, etc. You will get one warning if I see your phone out during class. After that, I will ask you to leave class and you will be marked as absent, unexcused. If you have an emergency situation that requires you to have access to your phone, please speak to me before class. You may not use your phone in order to access PDF files or other classroom materials.

Food: Please, no food in class unless you have enough to share with everyone. You may have a drink with you as long as it is in a container that has a cap or a lid in order to prevent spills.

A Word on Paper Grades & Expectations:

In a hard-working class, most papers will receive the perfectly respectable grade of a “B.” “B” papers will engage the text(s) and make a clear claim about it/them. The paper will make a case from the text(s) to support that claim and demonstrate careful reading. “B” papers will be neatly typed and relatively free of mechanical errors.

“C” papers may be judged below par in one or more of many different categories (see also rubrics). Mostly likely, “C” papers will not have a sufficiently clear main idea, will have used too little textual reasoning, or will not have been written in a collegiate level of clarity or mechanical competence. The latter is often the case. Please discuss any writing issues you have with me during office hours.

“D” papers have serious structural issues, an unclear thesis, or other serious issues that demonstrate a student’s lack of understanding of the texts or the assignment, though the paper may still be on topic and shows an attempt to complete the assignment.

“F” papers demonstrate little effort or do not meet the page length requirement.

“A” papers are really something special. They meet the requirements of “B” entries but are markedly excellent in some area or areas (they need not and should not be longer than “B” papers). Possibly they will be written beautifully. Or they may discern some especially telling nuance of the text, thus demonstrating a particularly careful or original reading or analysis. Or they may excel at integrating bits of the text into the argument as convincing proofs. Suffice it to say that “A” entries will be relatively rare.

An “A” paper usually contains all of the following:

- Clear focus throughout
- Fresh insight
- Compelling reasons for the reader to care about your analysis
- Quotations that have been woven in expertly with your own language, demonstrating your control over the ideas you present
- Clarification after each quotation of how each idea in the quotation supports your claims
- Clear sentence structure, spelling, grammar, etc.
- Perfect MLA formatting

Evaluation: The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because 1) a person’s literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to have achieved

control of Standard American Academic English. If a student has too many major grammatical errors (more than 4 errors per page), it will be difficult to earn a grade higher than a C.

- **Final Grades:** Grades in this class are based upon the usual A, B, C, D, or F scale. The final exam will be worth 20% of the grade. Essays will be evaluated holistically; however, a rubric which will give you a good idea of what I am looking for in an “A” paper is available on Blackboard, under “Content.”

- **Late Papers:** Regardless of the assignment, deadlines are deadlines. NOTE: It is better for a student to turn-in an assignment late than not at all, for a missing assignment at the end of the semester will result in failure to complete the course requirements. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found.

A student may request an extension by communicating with the instructor, in person or via e-mail, **a MINIMUM of 24 hours in advance**, but the granting of an extension is dependent upon the circumstances. If an essay is turned in late without prior, approved negotiation, the essay will be lowered a letter grade for each weekday’s delay, and a student has up to three (3) days (including weekends) to present the late work. **Regardless of the reason, students MUST be in touch with the professor with regards to late papers.**

***The instructor reserves the right to add additional assignments as needed and to modify all assignments and the reading schedule as needed.**

Attendance and Tardiness: If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time, the student should communicate with the instructor so that a solution to the problem can be found.

Tardiness: Tardiness is extremely disruptive to the flow of class. You will be allowed one tardy—with a warning. The next time you are tardy, you will be asked to leave the class.

Absences: If students have excessive, unexcused absences from class, they will fail this course. “Excessive unexcused absences” are determined as follows: four (4) or more in a MW or TR course, **five (5) or more in a MWF course**, and three (3) or more in a MTWR summer course. **For the purposes of our hybrid course, Friday activities count as “class meetings.” Not completing a required online activity counts as an absence.**

If students have missed the respective number of classes before the final date of withdrawing from courses, then they must initiate their own withdrawal from the course in the Registrar’s Office to avoid earning an “F” in the course. Instructors do not drop students. NOTE: By Texas

law, students may not withdraw from (or receive a “W” in) more than 6 total courses unless they qualify for certain exemptions to the law.

All absences are considered unexcused until and unless the student persuades the instructor that the absence merits being excused. Instructors may require documentation. Acceptable excuses include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student’s immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student’s presence;
5. Religious holy days;
6. Required participation in military duties;
7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
8. Doctor visits that cannot be rescheduled or that require travel.

If a student misses class, it is the student’s responsibility to meet with the instructor to discuss anything that was missed. If a student misses class when an assignment is due, the student must still submit the work (see “Late Papers” policy above).

Attendance Policy for Students Involved in University Events: Often students who participate in sporting events, musical programs, or other university sanctioned activities miss class more than the required number of absences allowed for other students. These students must produce written documentation prior to leaving class for such events. All assignments are still due on the dates assigned in the syllabus. Students with documented “excused” absences due to university sanctioned events must notify and negotiate due dates for any other writing assignments done in-class. This policy is in effect to maintain equity among students.

Early Alert: The “Early Alert” system allows faculty members to notify the Advising and Mentoring Center when students miss an excessive number of classes or assignments, exhibit unusual or disruptive behavior, or are failing to meet the course requirements. Students should know that this system is in place to help them through difficulties and is a confidential means of communication between the faculty member, the student, and the advisors.

**Policies of the College of Arts and Sciences
(Required on all COAS Syllabi / Last Revised: January 17, 2017)**

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally

abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

- 1) **Borrow** someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
- 2) **Borrow** someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
- 3) **Present** someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an

unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

- ***Caution:*** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- ***Caution:*** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- ***Penalties for Cheating:*** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
- ***Student Right of Appeal:*** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student. The *Student Handbook* provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU’s UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and no other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an

excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for *Dusty Alert* (see www.tamiau.edu). *Dusty Alert* is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact:

Student Counseling and Disability Services for Students

Location: University Success Center 138

Office Hours: 8:00 am-5:00 pm M-F

Phone #: (956) 326-2230

<http://www.tamiau.edu/wellness/disability.shtml>

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml>).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant or parenting status, please contact the TAMIU Title IX Coordinator (Lauren A. Jones, J.D., 5201 University Boulevard, KL 159B, Laredo, TX 78045, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600).

The University advises a pregnant or parenting student to notify his or her professor once he or she is aware that accommodations for such will be necessary. It is first recommended that the student and professor attempt to work out the reasonable accommodations with each other. The Office of Student Conduct and Community Engagement (Mayra Hernandez, MGHernandez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. In the event that a student will need a leave of absence for a substantial period of time from the University, the University urges the student to consider a Leave of Absence as outlined in the Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<http://www.tamiu.edu/scce/studenthandbook.shtml>).

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

- 1) The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
- 2) The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
- 3) The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
- 4) The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

WIN Contracts are offered only under exceptional circumstances and are limited to seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

ENGLISH 3380 – History of Literary Thought

Tentative Reading Schedule

Note: The following is our schedule of activities and due dates for this course; however, we will consider it “tentative,” which means that we may have to make some adjustments to it depending upon our progress throughout the semester. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

Week 1: Introduction: What is Literature?

M 1/16 **MLK Day – NO CLASS**

W 1/18 **First day of classes:** What is literature?

F 1/20 Online: Syllabus & course overview

Week 2: Beginnings

M 1/23 Stevens, Chapters 1 & 2 (Introduction & Ancient)

W 1/25 Plato & Aristotle

F 1/27 Online

Week 3: Didactic and Aesthetic Approaches

M 1/30 Stevens, Ch. 3 & 4 (Medieval/Renaissance & Enlightenment)

W 2/1 Stevens, Ch. 5 (Nineteenth Century)

F 2/3 Online

***Th 2/2 – End of Drop/Add

Week 4: Structuralism and Poststructuralism/Historicist Approaches

M 2/6 Stevens, Ch. 6 & 7 (Formalist & Historicist Approaches); **Paper #1 Due**

W 2/8 Foucault & Barthes

F 2/10 Online

Week 5: Psychoanalytical & Reader Response Theories

M 2/13 Stevens, Ch. 9 (Psychoanalytic approaches)

W 2/15 Freud

F 2/17 Online

Week 6: Political Approaches: Feminist Literary Studies & Queer Theory

M 2/20 Stevens, Ch. 8 (Political approaches)

W 2/22 Denise Riley; Elaine Showalter; Judith Butler

F 2/24 Online

Week 7: Race, Empire Studies & Postcolonialism

M 2/27 bell hooks; Henry Louis Gates, Jr.

W 3/1 Edward Said; Gayatri Spivak

F 3/3 Online

Week 8: Midterm

M 3/6 **Paper #2 Due; Exam Review**

W 3/8 Midterm Exam

F 3/10 Online

*** 3/10 Marks Midterm

Week 9 – No class – SPRING BREAK

M 3/13

W 3/15

F 3/17

Week 10: Marxist Literary Studies & Cultural Studies

M 3/20 Karl Marx and Raymond Williams

W 3/22 Stuart Hall

F 3/24 Online

Week 11: Case Study: *Wuthering Heights*

M 3/27

W 3/29

F 3/31 Online

Week 12: *Wuthering Heights*

M 4/3

W 4/5

F 4/6 Online

Week 13: Case Studies in Popular Culture

M 4/10 TV Episode analysis

W 4/12 Music Video analysis

F 4/14 – **Easter Holiday; No classes**

*** TH 4/13 – Last day to drop with a W

Week 14: Literary Research (Course Evaluations Week)

M 4/17 **Paper #3, Part 1 Due: Literature Review**; MLA Review

W 4/19 Using outside sources

F 4/21 Online

Week 15: What is Literature? Why Do We Read? What is the Point of Theory?

M 4/24 Jonathan Culler

W 4/26 Toni Morrison

F 4/28 Online

Week 16: Final Presentations/Videos

M 5/1 Presentations

W 5/3 Presentations

F 5/5 Presentations

Week 17

M 5/8 **Last Day of Classes**; Paper #3, Part 2 Due: Object Analysis

Final Exam: TBD