ENG 320: Introduction to English Studies
Fall 2013
http://laulima.hawaii.edu
John David Zuern
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TR 9:00 - 10:15 (001)
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Office Hours: TR 1:30 - 3:00 and by appointment

Objectives

This course is designed to introduce you to the multifaceted discipline of English studies and provide you with a solid foundation for future coursework in the discipline. We will focus on the methods and theories that are used in the production, analysis, interpretation, and assessment of a variety of texts, including works of fiction, poetry, drama, non-fiction, life writing, films, and other media. The course also includes a general introduction to key themes in composition studies and devotes time to an exploration of the basic concepts and methods in rhetoric. We will also spend some time on the theories and methods associated with cultural studies.

One of our goals will be to understand the aesthetic and social dimensions of written communication in a number of historical periods. Throughout the semester, we will be placing "classic" texts into dialogue with one another and with present-day critical perspectives, emphasizing significant continuities throughout the history of scholarship in literature and rhetoric and at the same time examining the critiques and transformations that basic critical concepts and approaches have undergone in the course of their development.

Our particular focus will be on the complex problem of interpretation. What critical procedures allow us to grasp and to convey the meaning of what we read? How do we know that our interpretations are valid? What are the social and political consequences of our interpretations? In addition to providing you with a background in English studies, this class is designed to build skills in careful reading, critical thinking, and lucid argumentative writing.

Required Primary Texts

The print texts are available at Revolution Books in Puck’s Alley: 2626 South King Street, 944-3106.

- Alani Apio, Kāmau and Kāmau A’e (dramas)
- Brandy Nālani McDougall, The Salt-Wind: Ka Makani Paʻakai (poetry)
- Toni Morrison, A Mercy (novel)
- Kimberley Peirce, Boys Don’t Cry (film)
- Kate Pullinger and Chris Joseph, Inanimate Alice (hypertext fiction/game)
- William Shakespeare, Sonnets (poetry)
- Sophocles, Oedipus the King (drama)

Student Learning Outcomes

Upon successful completion of this course you should be able to

- examine literary texts, films, orations, advertisements, and other forms of artistic and persuasive discourse critically, attending to details such as genre, narrative and poetic structure, style, figurative language, allusions, and logic
• situate texts in their historical and social contexts, accounting for formal, stylistic, thematic, and other relevant features in relation to these contexts

• identify and accurately employ key concepts in literary, rhetorical, and cultural theory

• write clear, coherent analyses of literature, film, oratory, or other forms of discourse for an academic audience

• use available resources, physical and online, to conduct thorough and responsible research

• demonstrate sound argumentation in your writing

• document sources accurately and responsibly in your writing in compliance with a standard academic style

**Policy**

**Assignments**

Your grade will be based on your performance in the following assignments:

A Mid-Term Examination and Final Examination (100 points each)

The exams will have 4 sections:

1. A short-answer section (10 questions) that ask you to identify characters, events, and historical contexts related to the assigned texts, as well as terms from the study guides. (You will answer all the questions.)

2. A section in which you relate two terms from literary and rhetorical theory and describe their relationship

3. A passage identification and commentary. You will be given a short passage of text and will have to identify the text and author to which it belongs. You will also have to provide a short commentary on the significance of the passage to the work as a whole. (You will have a choice of questions to answer.)

4. An essay question that will connect one or more texts with one or more of the readings in ethics. (You will have a choice of questions to answer.)

Précis (20 points)

You will get a model for this assignment, which asks you to analyze the argument of a critical text, identifying its central claim, mapping its logic, and evaluating its utility.

Introduction to a Research Paper (20 points)

You will compose the first 3-4 paragraphs of a formal research paper on an assigned topic. The goal will be to frame your essay with a clear thesis statement, to develop effective topic sentences and transitions between your opening paragraphs, and to incorporate at least one scholarly source (which you will locate on your own) and one theoretical text covered in class. You must document your sources according to the conventions of MLA style.
Close Reading for a Research Paper
(20 points)

For this assignment you will conduct a close reading of a primary text, pointing out those poetic, rhetorical, and thematic features that are important for the argument you wish to make about the text. The emphasis will be on your precise use of critical terminology and your ability to integrate quotations from the text with your own prose.

Creative Treatment or Scene for the Kāmau trilogy
(20 points)

This creative writing assignment challenges you to imagine the plot of the third play in Alani Apio’s Kāmau trilogy (which has not yet appeared) or to write a scene from this proposed play.

Five Quizzes
(10 points each)

The quizzes are announced in the syllabus by week; the specific day will be determined and announced in advance. Quizzes cover the text we are currently discussing. The format will vary; sometimes the quiz will be made up of short-answer questions, and at other times you will be given a short passage of text and will have to identify the text and author to which it belongs. You will also have to provide a short commentary on the significance of the passage to the work as a whole.

Quizzes cannot be made up. Either you’re there on the day of the quiz or you’re not. I will offer limited extra-credit opportunities that will allow you to make up the difference if you miss a quiz.

Extra-Credit Activities
(2 points each, maximum 10 points)

You can earn extra credit by attending an event associated with literature, language, culture, or the arts and writing up a short (1 paragraph) description of the experience. Check with me if you’re not sure an event with qualify for extra credit. You can earn no more than 10 extra credit points.

Grading
All assignments are due by class time on the day on which they appear in the schedule. I will lower grades for late assignments by one letter grade for every day past the due date.

You must complete all assignments to receive a passing grade in this class.

I will assign grades based on the +/-system. I will use the following minimum percentages:

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I adhere to the university’s policy on Incomplete (I) grades: “A grade of I is given to a student who has not completed a small but important part of a semester's work if the instructor believes that the incomplete
was caused by conditions beyond the student's control. Each student receiving a grade of I should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of I to a final grade."

**Attendance**
You are required to attend class regularly and to arrive promptly. All absences are treated equally; missing more than 4 classes will lower your grade by one letter grade. If you miss 6 or more, you will fail the class. If circumstances arise that make it difficult for you to attend class or complete the assigned, please speak with me immediately. As time passes, it becomes harder to come up with a solution that is fair to you and to the rest of the students in the class. Don’t wait until the end of the semester, when it will be impossible to make accommodations.

**Conduct**
Your relationships with your classmates and with me are governed by the Student Conduct Code, which also applies in any the online environments we might be using this semester. I expect you to act in a professional and respectful manner in all of these settings. I also expect you to adhere to the UH Executive Policy on the Use and Management of Information Technology Resources. See the Laulima web site for this class for links to these documents.

If you feel that the conduct of another student in the class is interfering with your ability to work productively, please speak with me about the problem immediately. If you feel that my behavior is impairing your learning, speak with the Associate Chair of the Department of English in KUY 402.

**Scholastic Dishonesty**
The University of Hawai‘i regulations strictly forbid plagiarism and collusion. Submitting someone else’s work as your own, arranging for someone else to do your writing for you, or purchasing a paper will earn you a failing grade for the assignment. A second infraction will result in a failing grade in the class.

**Access**
If you have or think that you may have a disability and therefore need some support, you are encouraged to contact the KOKUA Program for students with all disabilities including learning, mental health, and physical disabilities. Contact KOKUA at 808-956-7511 (V/T), email KOKUA at kokua@hawaii.edu, visit KOKUA in Room 013 Queen Lili‘oukalani Center for Student Services, or visit the KOKUA web site at <www.hawaii.edu/kokua> for further information. KOKUA services are confidential and there is no charge to students.
Schedule
(subject to change)

You can find all the online/downloadable materials in the folders for each week in the Laulima Resources. If I don’t give page numbers after the title of a text, you’re expected to read the whole thing for that week.

Reading Guides for most of the theoretical texts will also be available in the weekly folders in Laulima Resources. Refer to these guides as you read and bring them to class—they contain terms and other information that may appear in quizzes and exams.

WEEK ONE
August 27
Introduction to the class

August 29
Aristotle, *Rhetoric*, Book I, Chapters 1-4
Video of Secretary of State John Kerry’s Remarks on Alleged Syria Chemical Attack
Transcript of Secretary of State John Kerry’s Remarks on Alleged Syria Chemical Attack. *The Washington Post* 26 Aug 2013 (watch the video and read the transcript)

WEEK TWO
September 3
Plato, *Republic*, Book X
Last day to drop courses/switch sections without "W" grade

September 5
Shelley, from *A Defense of Poetry* (start from the line “But poets have been challenged to resign the civic crown to reasoners and mechanists, on another plea.”)
MacLeish, “Ars Poetica”
Glück, “Gretel in Darkness”
Forché, “The Colonel”
Osorio, “Kumulipo”

WEEK THREE
September 10
Quiz 1
Aristotle, *Poetics*, Books 1-10
Sophocles, *Oedipus the King* (11-47)

September 12
Sophocles, *Oedipus the King* (48-76)

WEEK FOUR
September 17
Freud, from *The Interpretation of Dreams*

September 19
Quiz 2
Shakespeare, *Sonnets* (pages TBA)
WEEK FIVE
September 24
Shakespeare, Sonnets (pages TBA)
Saussure, from Course in General Linguistics

September 26
McDougall, The Salt-Wind/Ka Makani Pa’akai (pages TBA)

WEEK SIX
October 1
McDougall, The Salt-Wind/Ka Makani Pa’akai (pages TBA)

October 3
Quiz 3
Research Methods

WEEK SEVEN
October 8
review for midterm

October 10
Midterm

WEEK EIGHT
October 15
Morrison, A Mercy (pages TBA)

October 17
Morrison, A Mercy (pages TBA)
Bakhtin, from “Discourse in the Novel”
Selections from The Living Encyclopedia of Narratology

Due: Introduction to Research Paper on Shakespeare and McDougall

WEEK NINE
October 22
Morrison, A Mercy (pages TBA)
Marx, “Wage Labor and Capital”

October 24
Morrison, A Mercy (pages TBA)
Althusser, from “Ideology and the Ideological State Apparatuses”

Friday, October 25
Last day for in-person restricted withdrawals (with "W" grade)
WEEK TEN
October 29
Quiz 4
Apio, Kāmau
essays by Apio, Lyons, and ho'omanawanui

October 31
Apio, Kāmau
Ngugi, “Literature and Society”

WEEK ELEVEN
November 5
Apio, Kāmau A’e
Anzaldúa, from Borderlands/La Fontera: The New Mestiza

Due: Close Reading Exercise

November 7
Apio, Kāmau A’e
Wendt, “Towards a New Oceania”

WEEK TWELVE
November 12
Peirce, Boys Don’t Cry (film—view on your own)
Mulvey, “Visual Pleasure and Narrative Cinema”

November 14
Butler, “Imitation and Gender Insubordination”

WEEK THIRTEEN
November 19
Halberstam, “The Transgender Look” (read pages 76-79 and 83-92)

November 21
Creative Writing Workshop

WEEK FOURTEEN
November 26
Creative Writing Workshop

DUE: Précis on Halberstam

November 28
Thanksgiving Holiday

WEEK FIFTEEN
December 3
Quiz 5
Pullinger and Joseph, Inanimate Alice, Episodes 1-4
Sicart, from The Ethics of Computer Games
December 5
  Nelson, *Game, Game, Game and Again Game*
  Hayles, “Electronic Literature: What is It?”

**WEEK SIXTEEN**

December 10
  review for final exam

**DUE: Creative Piece**

December 12
  review for final exam

**FINAL EXAM**

Tuesday, December 17, 9:45 -11:45 am