



DEPARTMENT OF
**Languages,
Literatures
and Cultures**



**LLCU 316/ SPAN 406: Introduction to Contemporary
Literary Theory and Analysis / Introducción a la
teoría y el análisis literario**

Fall 2020

Instructor: Dr. Daniel Chamberlain

Email: CHAMBERL@queensu.ca

Chat Times: Wednesday 8:30 – 9:20am, Kingston, Ontario Time
(or corresponding time in other time zones)

Location: Remote Delivery

Arabic
Chinese
German
Hebrew
Italian
Japanese
Mohawk
Spanish
Linguistics
World
Language
Studies

LLCU 316 Course Description: An introduction to contemporary literary theories and the analysis of Hispanic texts from reader-, structural- and author-oriented perspectives. This course may not be applied toward a Spanish concentration. Taught in English together with SPAN-406*. Work and is carried out in English. Readings of Hispanic literary texts are in translation.

SPAN 406 Course Description: An introduction to contemporary literary theories and the analysis of Hispanic texts from reader-, structural- and author-oriented perspectives. Taught in English together with LLCU 316. Students concentrating in Spanish carry out work in Spanish. Normally they will read Hispanic texts in the original.

Intended Student Learning Outcomes: This seminar is an introductory examination of different contemporary theoretical approaches to literature. Each approach seeks to understand and explain literary phenomena from a different standpoint. Students are expected to explore and become familiar with the different standpoints and approaches to literatures in general and Hispanic Literature in particular. Students are expected to understand the primary differences between different theoretical positions studied as well as acquire a command of basic terminology relative to the field. Students are expected to become aware of the complex questions inherent in a literary text and of the questions literary texts prompt in human undertakings.

Focus: The seminar seeks to identify and question the basic theoretical questions that have become points of departure for recent theoretical debate. The focus is, therefore, synchronic rather than diachronic.

Text Books: Required Text: Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 5th edition. A photocopy edition can be ordered through the Queen's University bookstore to be delivered promptly to students' home address. It is also accessible online http://elibrary.bsu.az/books_400/N_7.pdf. I have also included page references to the 4th edition for students that may be able to obtain the earlier edition or consult it in a library. **Secondary non-required texts:** Mararyk, Irene R. *Encyclopedia of Contemporary Literary Theory*. Toronto: University of Toronto Press, 1993 and Macey, David. *The Penguin Dictionary of Critical Theory*. An eBook version of this text is available online through the Queen's University Library. Other on-line readings, and secondary texts will be recommended throughout the course.

Method: This course involves examining, comparing and questioning contemporary literary theories. Students are responsible for preparing each reading unit *carefully* and watching posted video lectures. Students can write down any questions relative to their readings or the lecture videos and consult the professor during regularly scheduled chat times. Consultation will be restricted to the posted chat times. The study of literature also involves a specialized terminology. Each week, students are asked to examine and carefully consider key terms used in the study and analysis of literature. Dictionary entries on terms under consideration have been posted to OnQ for easy access. Students will be asked to carry out research on a theoretic topic assigned by the professor and prepare a brief PowerPoint or written presentation for submission by **a firm** deadline. These presentations will be posted to OnQ for the benefit of all students in the course.

Several supplementary readings are included in the program to serve as possible examples of theoretic issues and positions as well as for the literary terms under study.

Course Evaluation:

There are three tests on the reading material assigned, video lectures, and on the terminology outlined in the course outline. Students will also be evaluated on their brief PowerPoint or written presentation.

Please note that these assignments ***must be submitted by the due date*** so do not leave them until the last minute. Prepare and submit them promptly.

- 1) Brief tests: 3 x 30= 90%
- 2) PowerPoint or written Presentation assignment submitted **by due date**: 10%

All course evaluation components will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to [Queen's Official Grade Conversion Scale](#):

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Please Note:

Statement on Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Disability Services

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this

commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>). Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Professor Daniel Chamberlain

Instructor/Coordinator email address: chamberl@queensu.ca

Copyright of Course Material

This material is copyrighted and is for the sole use of students registered in LLCU 316/SPAN 406. This material shall not be distributed or disseminated to anyone other than students registered in LLCU 316/SPAN 406. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

FLEXIBLE WORK PROGRAMME

This outline is *flexible* and can be adjusted to meet the needs of the group. Although we all strive to keep on schedule, this is a new teaching/learning context for many of us and there may be adjustments throughout the semester. Patience is recommended and appreciated. Pages indicate reading material first in the Selden 5th edition and then in the 4th edition for those who may have access to this earlier edition.

Unit 1 From the world to the text

Term: *Author*

Introductory lecture: Course outline, objectives, and requirements

Structure and Character of Literary Theory; Literary Theory vs. Analysis and Criticism

What is literature and what makes a text literary?

Supplementary Texts for consideration: Andre Gide:

<http://ronaldbrichardson.com/metafiction/the-mirror-in-the-text-part-ii-mise-en-abyme/>

Jorge Luis Borges:

<https://www.poemas-del-alma.com/arte-poetica.htm>

Unit 2 *New Criticism* p 15-26 (4th ed.: 15-26 as well)

Term: *Intentional Fallacies*

Supplementary Texts for consideration: Lewis Carol,

<https://sites.fas.harvard.edu/~cscie259/distribution/lectures/6/examples6/xsl/jabberwocky.pdf>

Unit 3 *Russian Formalism and The Bakhtin School* p 29-42 (4th ed.: 29-45)

Term: *Carnavalesque*

Supplementary Texts for consideration: Victor Schklovsky "Art as Technique"

<https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/first/en122/lecturelist-2015-16-2/shklovsky.pdf>

Unit 4 *Structuralism* p 62-72 (4th ed.: 66-81)

Term: *Sign*

TEST 1

From the text to the World

Unit 5 *Basic Marxist Theory* p 82-86, 91-95, 99-109 (4th ed.: 88-93; 99-103; 108-117)

Robert Weimann, *Structure and Society in Literary History*

Term: *Tropes*

Unit 6 *Reader-Oriented Theories* p 45-49 (4th ed.: 47-51);

The reader and the text 50 – 54 (4th ed.: 53-58)

Lecture on Paul Ricoeur's four moments of interpretation

Supplementary Texts for consideration Cortazar Hopsctotch: Table of Instructions*

<http://www.coldbacon.com/writing/borges-quixote.html>

Term: *Metaphor & Metonymy*

Unit 7 Listen to Northrop Frye lectures, Part 1, The Educated Imagination

<https://www.cbc.ca/radio/ideas/the-1962-cbc-massey-lectures-the-educated-imagination-1.2946799> OR Northrop Frye *Ideas* available in OnQ pages 1-8

Fall Break October 29-31, 2020

In Literary and "Other" Worlds

Unit 8 *Poststructuralism* p. 144-148, 164-171, 178-180 (4th ed.150-155; 170-175; 184-187)

Term: *Epistemology*

TEST 2

Unit 9 *Postmodernism* p. 197-206 (4th ed.: 200-210)

Supplementary Texts for consideration: Paul Ricoeur: Our Modernity

Term: *Deconstruction*

Unit 10 *Feminist theories* p. 115 – 123 (4th ed.: 121-130)

Supplementary Texts for consideration R. Castellanos and Virginia Woolf

Term: *Gender*

Unit 11 *Queer theory; Gay & Lesbian Theory* p. 243-259 (4th ed.:243-261)

Term: *Intertextuality*

Unit 12 *Counter Arguments. Authors against theory:*

Listen to: <https://www.cbc.ca/radio/ideas/think-books-make-you-smart-think-again-1.5567821>

TEST 3