

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Arts and Humanities**  
**LITR 330**  
**Literary Theory**  
**Credit Hours: 3**  
**Length of Course: 8 weeks**  
**Prerequisite(s): ENGL 101**

## Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Description</a>	<a href="#">Grading Scale</a>
<a href="#">Course Scope</a>	<a href="#">Course Outline</a>
<a href="#">Course Objectives</a>	<a href="#">Policies</a>
<a href="#">Course Delivery Method</a>	<a href="#">Academic Services</a>
<a href="#">Course Resources</a>	<a href="#">Selected Bibliography</a>

## Instructor Information

## Course Description (Catalog)

This course is designed to expose students to literary theory and criticism. Students will read material that cover key components of literary analysis such as feminist theory, structuralism, and postcolonial theory, among many others. They will apply the theoretical premises and techniques to selected literary selections so as to understand more fully those techniques and to better understand the nature of literature in general and specific literary texts in particular. They will explore theorists and the interconnections of the theories.

[Table of Contents](#)

## Course Scope

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LITR330, Literary Theory, will allow students to encounter the critical theoretical thinking of major figures. Students will also read a number of literary texts from the major genre—short and long prose, poetry, and drama—and write critical responses to those works using the theoretical tools presented in the central textbook.

[Table of Contents](#)

## Course Objectives

### Course Objective(s)

Students who successfully complete this course will be able to:

1. Identify, describe and define a variety of literary theories from the New Criticism to the present day.
2. Identify critical responses to literature grounded in those theories.
3. Identify the elements of short prose fiction, poetry, longer narrative prose fiction, and dramatic literature.
4. Respond to works of literature using different critical and theoretical response techniques.
5. Apply literary theory in articulate and grammatically correct papers.
6. Identify the major theorists and thinkers of literary theory criticism.
7. Define literary theory and identify its function
8. Describe how literary theory is connected to various social and cultural movements and eras including women's rights, gay rights, and the political and social repercussions of colonialism, colonization and the postcolonial era in Africa and Asia.
9. Describe how structuralism and poststructuralist theories connect and build on one

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[Table of Contents](#)

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

[Table of Contents](#)

### Course Resources

#### Required Course Textbooks

Conrad, Joseph. *Heart of Darkness*. 4th ed. Ed. Paul Armstrong. New York: W. W. Norton, 2005. Print.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2<sup>nd</sup> ed. Oxford: [Oxford University Press](#), 2000. Print. ISBN: [9780199691340](#)

Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham. *A Handbook of Critical Approaches to Literature*. 6th ed. Oxford: Oxford University Press, 1999. Print. ISBN: [9780195394726](#)

#### Required Readings

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Faulkner, William. "A Rose for Emily"

<http://www.wwnorton.com/college/english/litweb05/workshops/fiction/faulkner1.asp>

**Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
Introduction to Modern Literary Theory	<a href="http://www.kristisiegel.com/theory.htm">http://www.kristisiegel.com/theory.htm</a>
Purdue Online Writing Lab	<a href="http://owl.english.purdue.edu/owl/resource/722/01/">http://owl.english.purdue.edu/owl/resource/722/01/</a>
Yale Video Course, Literary Theory	<a href="http://academicearth.org/courses/literary-theory">http://academicearth.org/courses/literary-theory</a>
Voice of the Shuttle (VOS): Database of multiple links to literary theory pages:	<a href="http://vos.ucsb.edu/browse.asp?id=2718">http://vos.ucsb.edu/browse.asp?id=2718</a>

[Table of Contents](#)

**Evaluation Procedures**

Your final grade will be based on the following course requirements:

Course Requirement	Points	Percentage
Discussion Forum # 1	30	2.88%
Discussion Forum # 2	30	2.88%
Discussion Forum # 3	30	2.88%
Discussion Forum # 4	30	2.88%
Discussion Forum # 5	30	2.88%
Discussion Forum # 6	30	2.88%
Discussion Forum # 7	30	2.88%
Discussion Forum # 8	30	2.88%

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Discussion Forum Introductions	10	2%
Journal # 1 (due week 1)	25	5%
Journal # 2 (due week 2)	25	5%
Journal # 3 (due week 4)	25	5%
Journal # 4 (due week 6)	25	5%
Journal # 5 (due week 7)	25	5%
Essay 1 (due week 3)	100	12.5
Midterm Project (due week 5)	100	12.5
Essay 2 (due week 8)	100	25%
<b>Total:</b>	<b>620</b>	<b>100%</b>

[Table of Contents](#)

## 8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

[Table of Contents](#)

### 8 Week Course

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1.	What is Theory?	<p><b>Weekly Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define literary theory and identify its function</li> </ol>	<p><b>Required Readings</b></p> <p>Read Culler, Chapter 1, What is Theory and Chapter 2, What is Literature and Does it Matter?</p> <p>Read Culler's Appendix starting on page 121 – Theoretical Schools</p>	<p><b>Journal 1.</b></p> <p><b>Forums</b></p> <p><b>Week 1: Introduction</b></p> <p><b>Week 1: What is literary theory?</b></p>

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		2. Respond to works of literature using different critical and theoretical response techniques.	and Movements. Read <i>Guerin</i> , Chapter 1: Pre-critical Response and the Epilogue starting on pg. 389. Read William Faulkner's "A Rose For Emily" <a href="http://www.ariyam.com/docs/lit/wf_rose.html">http://www.ariyam.com/docs/lit/wf_rose.html</a>	
<b>Week 2</b>	Formalism	<p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define formalism and apply this approach to the study of literature.</li> <li>2. Explain how the reader response approach challenged formalism</li> <li>3. Discuss the functions and definitions of literature.</li> </ol>	<p><b>Required Readings</b></p> <p>Read <i>Guerin</i>, Chapter 2: Traditional Approaches and Chapter 3, Formalist approaches. ReRead Culler, Chapter 2.</p>	<p><b>Journal 2</b></p> <p><b>Forums</b></p> <p><b>Week 2: Formalism</b></p>
<b>Week 3</b>	Structuralism	<p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and define the terms Structuralism</li> </ol>	<p><b>Required Readings</b></p> <p>Read <i>Guerin</i>, Chapter 5: "Literature and Linguistics." Read Culler, Chapter 4. "Language, Meaning and</p>	<p><b>Essay 1 Application:</b></p> <p><b>Forums:</b></p> <p><b>Week 3: Structuralism</b></p>

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		<p>and Post Structuralism. Interpretation.”</p> <p>2. Define systems of meaning referred to by Structuralists</p>		
<p><b>Week 4</b></p>	<p>Poststructuralism (Deconstruction)</p>	<p>3. Explain the impact of structuralism on the study of literature.</p> <p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define Deconstruction</li> <li>2. Explain how Deconstruction counters and refutes the ideas of the Structuralists.</li> </ol>	<p><b>Required Readings</b></p> <p><b>Guerin:</b> Pages 176-197 (chapter 5).</p> <p><b>Culler:</b> Chapter 8: Identity, Identification, and the Subject.</p> <p><b>Joseph Conrad:</b> Begin reading Conrad’s, novel <u>Heart of Darkness</u>. At least 25% of the book complete this week. You have an essay assignment on this novel due in Week 7.</p> <p>Plan and read ahead accordingly</p>	<p><b>Journal 3:</b></p> <p><b>Forums</b></p> <p><b>Week4: Understanding Deconstruction</b></p>
<p><b>Week 5</b></p>	<p>Cultural Studies.</p>	<p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define Cultural Studies</li> <li>2. Explain the impact of Cultural</li> </ol>	<p><b>Required Readings</b></p> <p>Read Culler, Chapter 3, Literature and Cultural Studies.</p> <p>Read <i>Guerin</i>, Chapter 9: Cultural Studies</p> <p>Continue reading Conrad’s, <u>Heart of</u></p>	<p><b>Midterm Project.</b></p> <p><b>Forums</b></p> <p><b>Week 5: Cultural Studies</b></p>

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		<p>Studies on literary studies.</p> <p>3. Define popular culture and its relationship to cultural studies.</p>	<p>Darkness</p>	
<b>Week 6</b>	Feminist Literary Theory	<p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the three waves of feminism.</li> <li>2. Explain how feminism was influenced by poststructuralist ideas.</li> <li>3. Identify the problems and limitations of Feminist Literary Theory.</li> </ol>	<p><b>Required Readings</b></p> <p>Read Culler, Chapters 7 and 8.</p> <p>Read Guerin, Chapter 8</p> <p>Complete Conrad's Heart of Darkness.</p> <p><b>Supplemental Readings</b></p> <p>Read – A Room of One's Own By V. Woolf – follow link. <a href="http://www.haverford.edu/psych/ddavis/psych214/woolf.room.html">http://www.haverford.edu/psych/ddavis/psych214/woolf.room.html</a></p>	<p><b>Journal 4. - Forums</b></p> <p><b>Week 6: Feminist Literary Theory</b></p>
<b>Week 7</b>	Postcolonial Theory	<p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define postcolonial theory</li> </ol>	<p><b>Required Readings</b></p> <p>Read <i>Guerin</i>, Chapter 10</p> <p>Read Culler Chapter 6 and reread Chapter 8</p>	<p><b>Journal 5 Forums</b></p> <p><b>Week 7: Postcolonial Theory</b></p>



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		<ol style="list-style-type: none"> <li>2. Apply postcolonial theory to a literary text.</li> <li>3. Articulate concepts of the subject, othering, and formation of minority identities.</li> </ol>	<p>Finish Conrad's <u>Heart of Darkness</u>.</p>	
<p><b>Week 8</b></p>	<p>Queer Theory</p>	<p><b>Lesson Objectives</b></p> <p>At the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define Queer theory</li> <li>2. Know the major thinkers in the field and his or her contribution.</li> <li>3. List the major thinkers in this area and the contribution made to literary criticism.</li> </ol>	<p><b>Required Readings</b></p> <p>Read Culler – Chapter 7 <a href="#">http://www.austlii.edu.au/au/other/australianhumanitiesreview/issue-December-1996/jagose.html</a></p> <p>Read Jagose “what is Queer Theory” <a href="http://www.austlii.edu.au/au/other/australianhumanitiesreview/issue-December-1996/jagose.html">http://www.austlii.edu.au/other/australianhumanitiesreview/issue-December-1996/jagose.html</a></p> <p>Explore this site: <a href="http://www.theory.org.uk/ctr-que1.htm">http://www.theory.org.uk/ctr-que1.htm</a></p> <p>View the lecture (see link below) but also explore additional lectures linked to this page. Fry is talking about sexuality as performativity. Chapter 7 of Culler will be helpful here. Do your best with this lecture and pull from it what you can.</p> <p><b>Look, explore, and review online what you can find about Judith Butler and Michel Foucault.</b> (Fry mentions both</p>	<p><b>Assignments</b></p> <p>Essay 2 – Queer Theory</p> <p><b>Forums</b></p> <p><b>Week 8: Queer Theory</b></p>

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theorists in his  
lecture: Both are  
instrumental into the  
development of  
Queer Theory).

<http://academicearth.org/lectures/queer-theory-gender-performativity>

**Supplemental  
Readings**

Doty, Alexander.  
Making Things  
Perfectly Queer:  
Interpreting Mass  
Culture. Minneapolis:  
Univ. of Minnesota  
Press, 1993.

[Table of Contents](#)

**Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

**Writing Expectations**

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All written submissions should be submitted in a font and page set-up that is readable and neat, following the MLA guidelines for student papers. It is recommended that students try to adhere to a consistent format, which is described below.

Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom, as an uploaded \*.doc or \*.rtf file (unless classroom access is not possible and other arrangements have been approved by the professor).

Times New Roman 12-point font.

Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

On the top left corner of your paper include your name, the professor's name, class number and assignment title, and date (in four lines).

Insert page number into the Header, aligned to the right; with your last name in front of the number.

### **Citation and Reference Style**

Attention Please: Students will follow MLA as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6<sup>th</sup> ed. New York: The Modern Language Association of America, 2003.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

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- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

## **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

[Table of Contents](#)

### Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

### Selected Bibliography

[Table of Contents](#)