

Ph.D. Colloquium

English 51000

Fall 2015

Tuesday 9 to 11:50 a.m.

Walker 403

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Office: Rosenwald 415a

Office hours: Wednesdays 2 to 3 pm
and Thursdays noon to 1 pm

This course introduces the advanced study of “English Language and Literature” through four traditions of intellectual inquiry, each of which has helped to produce our discipline as it currently exists: namely, *philology*, *criticism*, *aesthetics*, and *genealogy*. The course’s texts will engage those traditions in several ways; we’ll read, variously, historical and theoretical accounts of them, foundational examples, and recent scholarship that draws on their notions and methods. The archive instantiated by the syllabus is not comprehensive: it illustrates neither the range of present-day scholarly conversations nor the numerous schools of twentieth-century literary theory. Instead, it takes its cue from the disciplinary history of literary studies, especially the study of literature in English.

Most of what we’ll be doing for the class is reading and talking, with the aim of understanding the assigned texts as fully as possible, both on our own and collectively. So, please come to class punctually, ready to discuss. In conversation, we’ll strive to comprehend and summarize the arguments of individual readings, identify and define important terms, distill significant ideas, parse dense passages, and draw connections among texts.

You are responsible for facilitating class discussion twice during the quarter, together with a partner. Facilitation means that you and your partner ‘conduct’ class, an exercise that is at once pedagogical, intellectual, and social. Facilitation may or may not involve a presentation, a handout, or a pre-circulated set of questions for the class. You may focus collective attention on selected passages in one or two texts – or range more widely. The only requirement is that you nudge us into conversation, ideally with the aims of the course in mind (“comprehend and summarize the arguments of individual readings, identify and define important terms, distill significant ideas, parse dense passages, and draw connections among texts”). You and your partner are welcome to divide the task as you see fit, and you don’t have to address every assigned text. You’ll lead discussion until the break (say, about an hour and forty-five minutes into class, or 10:45 a.m.). I’ll facilitate the final part of class.

Collectively you will also produce an annotated bibliography. Each week you will find the bibliographic information for the week’s readings in a ‘googledoc’ online. The annotations will be divided among the members of the class who are not facilitating discussion, and those class members will post their annotations online prior to class. An annotation should first summarize the argument (or the most important parts of the argument) of the text under consideration. You may also include discussion of the evidence marshalled, how it relates to other texts, and your own evaluation of the text’s significance. Depending on the length and complexity of the reading under consideration, annotations will generally be between three and seven sentences. At the end of the quarter, I ask you to go through the perhaps otiose step of turning in your own copy of the collectively authored bibliography. My hope is that this will serve as a mnemonic and resource in future years, when you refer again to seminal texts and arguments in the discipline.

Texts

Available at the Seminary Co-op

Gerald Graff, *Professing Literature: An Institutional History* (U of Chicago P, [1987] 2007).

Terry Eagleton, *The Function of Criticism* (Verso, [1984] 2005).

Friedrich Nietzsche, *On the Genealogy of Morality*, trans. Carol Diethe, ed. Keith Ansell-Pearson (Cambridge UP, [1887] 1997).

These are also on reserve at Regenstein if you do not wish to purchase them. The remainder of the readings will be available online, either on the course website or in periodicals that can be accessed electronically through the library catalogue.

Responsibilities

Punctual attendance and active participation

Twice facilitating class discussion, together with a partner

Weekly annotated bibliography entries, culminating in a completed bibliography for all the readings in the course

Schedule

(An asterisk indicates readings electronically accessible through the library catalogue; all others are on the course website or appear within the required printed books.)

WEEK 1 (Sept 29) INTRODUCTION

Terry Eagleton, "The Rise of English," in *Literary Theory: An Introduction* 2nd ed. (Minnesota UP, [1983] 1996), 15-46.

Gerald Graff, "Introduction: The Humanist Myth," in *Professing Literature: An Institutional History* (U of Chicago P, [1987] 2007), 1-15.

Louis Menand, "The Humanities Revolution" and "Interdisciplinarity and Anxiety," in *The Marketplace of Ideas* (Norton, 2010), 61-125.

Stefan Collini, "The Character of the Humanities" in *What Are Universities for?* (Penguin, 2012), 61-85.

WEEK 2 (Oct 6) PHILOLOGY I

Gerald Graff, "The Classical College" and "The Investigators (2): The Origins of Literature Departments," in *Professing Literature*, 19-35 and 65-80.

John Guillory, "Literary Study and the Modern System of the Disciplines," *Disciplinary at the Fin de Siècle*, ed. Amanda Anderson and Joseph Valente (Princeton UP, 2002), 19-43.

Erich Auerbach, "Philology and *Weltliteratur* [1952]," trans. Marie and Edward Said, *The Centennial Review* 13 (1969): 1-17.

Sheldon Pollock, "Future Philology? The Fate of a Soft Science in a Hard World." In *The Fate of the Disciplines*, eds. J. Chandler and A. Davidson, *Critical Inquiry* 35 (2009): 931-961.*

Sheldon Pollock, "Philology in Three Dimensions," *postmedieval* 5 (2014): 398-413.*

WEEK 3 (Oct 13) PHILOLOGY II

Edward Said, "Redrawn Frontiers, Redefined Issues, Secularized Religion," and "Silvestre de Sacy and Ernest Renan: Rational Anthropology and Philological Laboratory," in *Orientalism* (Vintage, 1978), 113-148.

Edward Said, "The Return to Philology," in *Humanism and Democratic Criticism* (Columbia UP, 2004), 57-84.

Siraj Ahmed, "Notes from Babel: Toward a Colonial History of Comparative Literature" *Critical Inquiry* 39 (2013): 296-326.*

Franco Moretti, "Conjectures on World Literature," *New Left Review* 1 (2000): 54-68.*

Franco Moretti, "More Conjectures," *New Left Review* 20 (2003): 73-81.*

Frances Ferguson, "Planetary Literary History: The Place of the Text," *New Literary History* 39 (2008): 657-684.*

WEEK 4 (Oct 20) CRITICISM I

Gerald Graff, "The Generalist Opposition," "Groping for a Principle of Order: 1930-1950," and "History versus Criticism: 1940-1960," in *Professing Literature*, 81-97, 145-161, and 183-194.

T.S. Eliot, "Tradition and the Individual Talent [1919]," in *Selected Essays, 1917-1932* (Harcourt Brace, 1932), 3-11.

John Crowe Ransom, "Criticism, Inc.," in *The World's Body* (Scribner's Sons, 1938).

William K. Wimsatt and Monroe C. Beardsley, "The Intentional Fallacy [1946]," in *The Verbal Icon* (U of Kentucky P, 1954).

Northrop Frye, "Polemical Introduction," in *Anatomy of Criticism: Four Essays* (Princeton UP, 1957), 3-29.

WEEK 5 (Oct 27) CRITICISM II

Raymond Williams, "Criticism," in *Keywords* (Oxford, [1976] 1983), 84-86.

Terry Eagleton, chapters 1-3 of *The Function of Criticism* (Verso, [1984] 2005), 9-67.

All essays in *The Semipublic Intellectual: Academic, Criticism, and the Internet Age*, PMLA 130 (2015): 439-487.*

Mark Grieff, "All There Is to Use," in *The Critical Pulse*, ed. Jeffrey J. Williams and Heather Steffen (Columbia UP, 2012), 237-244.

Jordana Rosenberg, "Gender Trouble on Mother's Day," *Avidly*, May 9, 2014

<http://avidly.lareviewofbooks.org/2014/05/09/gender-trouble-on-mothers-day/>

Brian Droitcour, "Vernacular Criticism," *The New Inquiry*, July 25, 2014

<http://thenewinquiry.com/essays/vernacular-criticism/>

WEEK 6 AESTHETICS I

Raymond Williams, "Aesthetic," in *Keywords*, 31-33.

Immanuel Kant, selections from *Critique of the Power of Judgment* [1790], in *Philosophies of Art and Beauty*, ed. Albert Hofstadter and Richard Kuhns (U of Chicago P, 1964), 277-343.

Friedrich Schiller, Letters 3, 4, 9, 12, and 15, from *On the Aesthetic Education of Man in a Series of Letters* [1794], ed. and trans. Elizabeth M. Wilkinson and L. A. Willoughby (Oxford UP, 1983).

G.W.F. Hegel, selections from *Aesthetics. Lectures on Fine Art* [1818-1829; 1835], in *Philosophies of Art and Beauty*, 378-445.

WEEK 7 AESTHETICS II

Jacques Ranciere, "The Aesthetic Revolution and Its Outcomes," *New Left Review* 14 (2002): 133-151.*

Sianne Ngai, "Introduction," in *Our Aesthetic Categories: Zany, Cute, Interesting* (Harvard UP, 2012), 1-52 and 245-261 [notes].

Walter Benn Michaels, "Neoliberal Aesthetics," in *The Beauty of a Social Problem: Photography, Autonomy, Economy* (U of Chicago P, 2015), 43-70 and 188-196 [notes]. (This book is available electronically through the library catalogue.)*

WEEK 8 GENEALOGY I

Friedrich Nietzsche, *On the Genealogy of Morality*, trans. Carol Diethe, ed. Keith Ansell-Pearson (Cambridge UP, [1887] 1997).

Michel Foucault, "Nietzsche, Genealogy, History [1971]," in *The Foucault Reader*, ed. Paul Rabinow (Pantheon, 1984), 76-99.

Michel Foucault, "Introduction," in *The Archaeology of Knowledge*, trans. A. M. Sheridan Smith (Vintage, [1969] 1972), 3-17.

Mark Bevir, "What Is Genealogy?" *Journal of the Philosophy of History* 2 (2008): 263-275.*

WEEK 9 GENEALOGY II

Paul Ricoeur, "Interpretation as Exercise of Suspicion," in *Freud and Philosophy*, trans. Dennis Savage (Yale UP, [1965] 1970), 32-36.

Karl Marx, "The Fetishism of Commodities and the Secret Thereof," in *Capital* vol. 1 (1867) <http://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S4>

Sigmund Freud, selections from "The Dream-work," in *The Interpretation of Dreams*, trans. and ed. James Strachey, (Harper Collins, [1900-1930] 1953), 311-374.

Slavoj Žižek, "How Did Marx Invent the Symptom?," in *The Sublime Object of Ideology* (Verso, 1989), 11-53.

WEEK 10 GENEALOGY III

Fredric Jameson, "On Interpretation: Literature as a Socially Symbolic Act," in *The Political Unconscious* (Cornell UP, 1981), 17-102.

Eve Kosofsky Sedgwick, "Introduction: Axiomatic," in *The Epistemology of the Closet* (U of California P), 1-63.

Evening of Wed, December 2nd Party! (w/ UIC Ph.D. students; more details to follow)