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## WRITING & CRITICISM in Fall 2019 (EN2020M)

<b>Course Code</b>	EN2020M	<b>Professor(s)</b>	Lauren Lydic
<b>Prerequisites</b>	None	<b>Office Number</b>	G-116
<b>Class Schedule</b>	TF: 12:10-13:30 in G-L22	<b>Office Hours</b>	by appointment
<b>Credits</b>	4	<b>Email</b>	llydic@aup.edu
<b>Semester</b>	Fall 2019	<b>Office Tel. Ext.</b>	

## Course Description

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Who is disabled? How does a person become disabled? This course interrogates how normative fictions have shaped the social construction of disability across multiple historical periods, cultural locations, and genres. Approaching disability as an unstable category, we will explore its representations *through* gender, race, ethnicity, class, and sexuality. Intersectionality, or the interconnectedness of simultaneous identities and oppressions, will be of central concern. Our readings will consider visible and invisible disabilities, but will not pretend to address the full diversity of disability (which necessarily would include people belonging to sensory minorities, people with physical impairments, people with cognitive challenges, people with chronic or severe illness, people with emotional disabilities...). Beyond introducing intersectional disability studies, this course invites students to employ their own critical reading and writing in analyzing how all embodied experiences are connected—whether explicitly or implicitly—to cultural narratives of disability.

## Course Learning Outcomes

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To learn to read even better, through consolidation and development of critical reading skills.  
To analyze stylistic and generic differences.  
To recognize historical and cultural contexts.  
As part of the general-education program, to evaluate major texts of world literature.  
To craft an independent, well-informed critical argument.  
To write essays, both under time pressure and with research content, as well as to present arguments orally.

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## General Education

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The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present. This course fulfills four credits of the English section of the Speaking the World requirement.

For more information about this requirement, see:

<http://www.aup.edu/academics/undergraduate/general-education/speaking-world-language>

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## Course Outline

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### ***September***

#### ***Week 1 – 2nd – 6th***

#### **Tuesday, September 3rd**

- Introductions
- Presentation of the Syllabus
- Discussion of Course Objectives

#### **Friday, September 6th**

#### **\*\*\*1st response paper due\*\*\***

- Be My Brother* (In-class screening)
- Bell, Chris. "Introducing White Disability Studies: A Modest Proposal." 1-6 of the redacted version available on Blackboard.
- Davis, Lennard J. "Constructing Normalcy." 23-42 (end of 1st paragraph).
- Garland-Thomson, Rosemarie. "Becoming Disabled."

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**September 8th – last day to drop/add courses online**

***Week II – 9th – 13th***

**Tuesday, September 10th**

- Aristotle. "Politics" [excerpt from Book VII]. 50-1.
- Rose, Martha Lynn. "History of Disability: Ancient West." 852-4.
- Sophocles. "Oedipus the King."

**Friday, September 13th**

**\*\*\*2nd response paper due\*\*\***

- Freud, Sigmund. "Group Psychology and the Analysis of the Ego." 438-40.
- Rivkin, Julie and Michael Ryan. "Introduction. Strangers to Ourselves: Psychoanalysis." 389-92 (end of 1st paragraph).
- Sophocles. "Oedipus the King."

***Week III –16th – 20th***

**Tuesday, September 17th**

- Mitchell, David T. and Sharon L. Snyder. "Narrative Prosthesis and the Materiality of Metaphor." 1-6 of the redacted version available on Blackboard.
- Sophocles. "Oedipus the King."

**Friday, September 20th**

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**\*\*\*1st In-Class Essay\*\*\***

***Week IV –23th – 27th***

**Tuesday, September 24th**

**\*\*\*3rd response paper due\*\*\***

- Mitchell, David T. and Sharon L. Snyder. "Performing Deformity: The Making and Unmaking of Richard III." 1-6 of the redacted version on Blackboard.

-Shakespeare. *Richard III*.

**Friday, September 27th**

- Mitchell, David T. and Sharon L. Snyder. "Performing Deformity: The Making and Unmaking of Richard III." Finish reading the redacted version on Blackboard.

-Shakespeare. *Richard III*.

***Week V –30th – 4th***

***October***

**Tuesday, October 1st**

-Garland-Thomson, Rosemarie. "Theorizing Disability." 19-30 (end of the 1st paragraph).

-Shakespeare. *Richard III*.

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**Friday, October 4th**

**\*\*\*Rewrite of 1st In-Class Essay Due\*\*\***

-Shakespeare. *Richard III*.

**Week VI –7th – 11th**

**Tuesday, October 8th**

**\*\*\*4th response paper due\*\*\***

-Davis, Lennard J. "Visualizing the Disabled Body: The Classical Nude and the Fragmented Torso." 126-36.

-Shelley, Mary. *Frankenstein*.

**Friday, October 11th**

**\*\*\*Final Paper Topic Proposal Due\*\*\***

-Davis, Lennard J. "Visualizing the Disabled Body: The Classical Nude and the Fragmented Torso." 143 (2nd paragraph)-50 (end of the 1st paragraph).

-Shelley, Mary. *Frankenstein*.

**Week VII –14th – 18th**

**Tuesday, October 15th**

-Rodas, Julia Miele. "Frankenstein's 'Monster': Autism and Articulation in Mary Shelley's Novel and Beyond." 1-9.

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-Shelley, Mary. *Frankenstein*.

**October 16th, Mid-semester**

**October 18th, Mid-semester grades due**

**Friday, October 18th**

**\*\*\*2nd In-Class Essay\*\*\***

-Shelley, Mary. *Frankenstein*.

***Week VIII – 21st – 25th***

**Tuesday, October 22nd**

**\*\*\*5th response paper and one-paragraph reflection on first 4 responses due\*\*\***

-Clare, Eli. "Gawking, Gaping, Staring." 257-61.

-Gogol', Nikolai. "*The Nose*." 59-89.

**Friday, October 25th**

**\*\*\*6th response paper due\*\*\***

-Díaz, Junot. "Ysrael" and "No Face." 3-20, 153-60.

-Díaz, Junot and Hilton Als. "Junot Díaz and Hilton Als Talk Masculinity."

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**Week IX - 28th – (1st)**

**Friday, October 29th**

**\*\*\*Rewrite of 2nd In-Class Essay Due\*\*\***

-Danquah, Meri Nana-Ama. *Willow Weep for Me: A Black Woman's Journey Through Depression*. 15-48.

-Gilman, Charlotte Perkins. "The Yellow Wallpaper." 1-14.

**October 30th – November 3rd, fall break (no classes)**

**November**

**Week X - 4th – 8th**

**November 4th, last day to withdraw from a course /no credit option**

**Tuesday, November 5th**

**\*\*\*Final Paper Outline Due\*\*\***

-Dangarembga, Tsitsi. *Nervous Conditions*. New York: Avalon, 1988.

**Friday, November 8th**

-Dangarembga, Tsitsi. *Nervous Conditions*. New York: Avalon, 1988.

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-Gorman, Rachel and Onyinyechukwu Udegbe. "Disabled Woman/Nation." 309-16.

**Week XI – 11th – 15th**

**November 11th – 12th, Armistice Break (no classes)**

**Friday, November 15th**

**\*\*\*7th response paper due\*\*\***

-Dangarembga, Tsitsi. *Nervous Conditions*. New York: Avalon, 1988.

-Gorman, Rachel and Onyinyechukwu Udegbe. "Disabled Woman/Nation." 317-23.

**Week XII – 18th – 22nd**

**Tuesday, November 19th**

**\*\*\*3rd In-class Essay\*\*\***

-Dangarembga, Tsitsi. *Nervous Conditions*. New York: Avalon, 1988.

**Friday, November 22nd**

**\*\*\*8th response paper due\*\*\***

-Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory."  
73-88 (3rd paragraph).

-Johnson, Cyree Jarelle. "Disease is not a Metaphor." 1-2.



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-Lorde, Audre. *Cancer Journals*.

***Week XIII – 25th – 29th***

**Tuesday, November 26th**

**\*\*\*1st Draft of Final Paper Due\*\*\***

-Writing Workshop

-Presentations

**Friday, November 29th**

-Lorde, Audre. *Cancer Journals*.

-Presentations

***December***

***Week XIV – 2nd – 6th***

**Tuesday, December 3rd**

-Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory."  
88-100.

-Ugrešić, Dubravka. "Life is a Fairy Tale." 163-78.

-Presentations

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**Friday, December 6th**

**\*\*\*Research Paper Due\*\*\***

-Presentations

-General Discussion

**December 6th, last day of classes**

**December 7th - 11th, reading days**

**\*\*\*Friday, December 17th at 12:00 pm Final Exam\*\*\***

## **Textbooks**

Title	Author	Publisher	ISBN	Required
The Three Theban Plays	Sophocles - Trans. Robert Fagles	Penguin	9780140444254	No
Frankenstein	Shelley, Mary	Penguin	9780141439471	No
Nervous Conditions	Dangarembga, Tsitsi	Turnaround	9780954702335	No
King Richard III	Shakespeare	Arden	9781903436899	No

## **Attendance Policy**

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Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an

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absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

## Grading Policy

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### **Class participation (20%)**

- Analytical contributions to class discussion demonstrating critical reading of and close engagement with the assigned texts
- In-class freewrites and in-class peer reviews
- 8 at-home response papers (1-1.5 pages, each)
- Writing handouts

### **Three in-class essays (30% total)**

- 2 in-class essays with mandatory rewrites (10% total each [the average of the in-class and the rewrite/s])
- 1-in class essay (rewrite optional) (10%)

### **8-10 page research paper (30% total)**

- Topic proposal (required for approval of chosen topic, but not graded)
- Outline with preliminary bibliography in MLA format (5%)
- 5-minute presentation of approved final paper topic to the class (5%)
- 1st draft (required for in-class writing workshop, but not graded)
- Peer evaluation in writing workshop (required, but not graded)

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- 8-10 page research paper, with in-text citations and bibliography in MLA format (20%)

## Final exam (20%)

## Other

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### **General Policies and Expectations:**

- **Academic Honesty:** Plagiarism in any form will not be tolerated, and any student found to have committed plagiarism will face severe academic penalties. A grade of 0% will be assigned, and the student will be reported to the university administration to face further academic discipline.
- **Accessibility and Accommodations:** If you need any accommodations in the curriculum, instruction, or evaluation procedures in order to participate fully in the course—or if there are any external issues that may affect your work in this course—please contact me *as soon as possible* to discuss your specific needs.
- **Active Participation:** *Active participation means not only coming to class, but also reading the assigned material, reflecting upon it, and sharing your ideas and questions thoughtfully and respectfully.* Rigorous intellectual debate is encouraged, but any disagreements should be restricted in focus to the ideas being discussed.
- **Attendance:** Your attendance and participation are integral to the success of the course as well as your own personal achievement. Attendance will be taken in each class. As per AUP's attendance policy, two excused absences may be requested (but must be justified by appropriate documentation).? More than two unexcused absences will lower your final grade significantly. Any student who has more than four absences risks receiving a final grade of F.
- **Evaluation:** Rubrics for each assignment will be provided in advance (*see last page of syllabus*). Please feel free to use them as checklists while preparing your work; bring questions for clarification to class. I will be open to answering questions about

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assignments at the beginning and end of each class.

- **Phones:** All phones must be turned off and put away during class. Points will be deducted from your participation grade if you are observed using your phone during class (this includes texting).
- **Preparation:** Always bring the day's readings to class with you. I will state clearly what you should read prior to each class, which assignments you should hand in, and what else you must do or bring for a given day. Late assignments will be penalized by a reduction in grade for each 24 hours of lateness (e.g. 24 hours late=grade reduced from B+ to B, 48 hours late=grade reduced from B+ to B-, etc.). *If you anticipate that you will have difficulty completing an assignment on time, let me know **before** the deadline.*
- **Written Work:** All written work must be typed (double-spaced), spellchecked, and proofread. Multiple-page documents must be stapled. I will not accept assignments by email; you must hand in a hard copy of the assignment at the beginning of class on the due date in order to avoid a late penalty.