Ron Strickland
Illinois State University

Fulbright Award Project Statement (Lecturing/Research)

I am applying for the 10-month Traditional Scholar Award in the "Lecturing/Research" category with placement at the University of Ghana—Legon, from August 16, 2009 to June 15, 2010. I have corresponded with Ms. Mary Keleve, the Head of the English Department at the University of Ghana—Legon, and I have received a letter of support from her.

Description of Proposed Lecturing Activities:
In my discussions with Ms Keleve, the Head of the English Department at the University of Ghana—Legon, I have suggested three courses that I could teach:

Early 20th Century American Literature, "Between the Wars": This course focuses on some of the major authors of the 1920s and 1930s considered in social and historical contexts, and will include Faulkner's *As I Lay Dying,* the focus of my research project. I have appended a syllabus for a similar course designed for upper-level English majors (undergraduates) that I taught recently at Illinois State University.

Twentieth-Century African American Literature: This course is a survey of major trends and authors. Some additional consideration will be given to African-American expatriates—including W. E. B. Du Bois and Myra Angelou, among others—who lived and worked in Ghana during the 1960s. I have appended a syllabus for a similar course designed for general education credit that I taught recently at Illinois State University.

Cultural Theory: This course is a survey of cultural theory for advanced undergraduate and graduate students. Topics covered will include Frank Kurnt's School critique, British Cultural Studies of the "Birmingham" school, feminist, gender and sexuality theories, critical race theory, postcolonial critique and issues of consumerism, neoliberalism and globalization. I have appended a syllabus for a similar course that enrolled advanced undergraduates and graduate students that I taught recently at Illinois State University.

Benefits to the Host Institution and to the Lecturer:
These courses will provide a representative sample of contemporary literary and cultural studies to U.S. universities for students at the University of Ghana. The experience I gain from teaching these topics to an audience of Ghanaian students will give me a fresh perspective on the material.
Qualifications for Lecturing, Thesis Advising, and Curriculum Development:
I have over twenty years of experience teaching courses on these and similar topics at Illinois State University, and I have been recognized by my university's Outstanding Teacher award. I have extensive experience as a director of theses and dissertations, and I have been especially active as a mentor to international students. I have directed dissertations on topics in African-American literature, West African literature, American literature, cultural theory and postcolonial literature and theory. I was centrally involved in a major revision of our undergraduate English curriculum in the early 1990s, and I have served on my college's curriculum committee. As Director of Graduate Studies in my department from 1999 to 2004, I chaired the department’s Graduate Curriculum Committee and wrote a five-year program review report that included an extensive assessment of the graduate curriculum. Finally, I have published several articles on issues of curriculum and pedagogy for literature, cultural studies, and humanities education.

I have some previous experience in Ghana; I spent six weeks there in the summer of 1996 as a participant in a National Endowment for the Humanities seminar on teaching African literature, and I visited Ghana again in December and January of 2007-8. In addition to these visits to Ghana, I have traveled extensively to present conference papers and represent my university’s graduate programs in southeast Asia and in Europe. In the summer of 2002 I taught a course similar to the Cultural Theory course as a visiting professor at Sriakhtornwiro University in Bangkok, Thailand. In that experience I found that my teaching strategy of using closely-linked clusters of readings, lectures and required reading responses from students was effective. The reading responses enable me to keep track of students’ comprehension and engagement, so that I can adjust the focus of my lectures and, if necessary, the pace and size of reading assignments.

For all of these reasons, I think I am well-prepared for a successful teaching experience at the University of Ghana. I am well-qualified to advise students on their theses and dissertations, and I have substantial expertise to offer on curriculum development.

Description of Research Project:
I will explore the thematic connection between William Faulkner’s novel, As I Lay Dying, and the Ghanian folklore traditions of stories about Ananse the Spider. In teaching As I Lay Dying after I had visited Ghana on an NEH Fellowship a decade ago, I noticed that Anse Bundren, one of the main characters of Faulkner’s novel, exhibited many characteristics commonly associated with the folkloric character Ananse. Like Ananse, Anse Bundren is a patriarch who does not always behave in the way a father should behave. He is selfish, greedy and lazy. He is clever, though he uses his cleverness to get his children and his neighbors to do his work for him. And, of course, Anse Bundren’s first name seems to acknowledge Faulkner’s debt to the “Ananse” tradition. I have no doubt that Faulkner modeled his character on Ananse, probably drawing upon folk tales he heard as he was growing up or perhaps from having read about the character in the scholarly research on African, African-American and Afro-Caribbean folklore that was beginning to appear in the early decades of the twentieth century. However, upon reading the available biographical materials on Faulkner and researching the published criticism of As I Lay Dying, I discovered that none of the previous scholars who have
written on the novel have noticed this connection; instead, most of them have found analogs in Greek mythology for the story. There is a substantial body of published scholarship on the Ananse folklore tradition available in university libraries in the United States, and I plan to do an exhaustive review of that material. But I am particularly interested to explore the holdings of the Balme Library at the University of Ghana and the library of the Institute of African Studies, and other archives in Ghana. And I am interested to see what kind of information might come from my Ghanaian students when I teach As I Lay Dying. I imagine that students who have grown up hearing the Ananse stories will notice things that I have missed in the novel.

Proposed Timeline for Research Activities:
During the spring and summer of 2009, before I leave for Ghana, I will review the previous scholarship on As I Lay Dying and the folklore scholarship related to the Ananse stories and Akan language and culture in general. I will prepare critical annotated bibliographies of this material for use in my research and in my teaching of As I Lay Dying (both in Ghana and in the US).

During my time in Ghana (from August 2009 to June 2010), I will gather information about the Ananse tradition by exploring the holdings of the Balme Library and the Institute of African Studies at the University of Ghana—Legon; I will interview colleagues and other local sources who have knowledge of the Ananse tradition.

During the summer and fall of 2010, after returning from Ghana, I will prepare a scholarly article presenting my findings on the relationship between the Ananse tradition and Faulkner’s As I Lay Dying. By January of 2011, I will submit a scholarly essay on this topic for publication.

Importance of Research Project:
My analysis of the Ananse tradition as a primary source for the character Anse Bundren in As I Lay Dying will enrich our understanding of the character and the novel; I will be establishing a folkloric and cultural context for Faulkner’s conception of the work that has been overlooked in previous scholarship. More significantly, my research will affirm that African as well as European influences informed Faulkner’s appreciation of Southern history, and his view of American history, as an alloy of multiple cultural traditions. This understanding of American culture as distinctively multicultural is orthodox now, but it wasn’t always recognized in the past. I’ve always felt that Faulkner had a deeper appreciation for the multicultural complexities of American society than most of his contemporaries, and a more nuanced understanding of multicultural reality than he is sometimes credited with. In any event, more work remains to be done to reflect the multicultural history as well as the contemporary multicultural reality of American culture in our literature courses and curricula. My proposed research will contribute to that effort.
Ron Strickland, Bibliography for Proposal for Lecturing/Research Award in Ghana

Selected Scholarship on Faulkner and As I Lay Dying:


Selected Scholarship on West African Folklore:


Ronald Strickland
Professor of English
Illinois State University
Ph. D.: Syracuse University, 1987

Area of Expertise:
Literary and Cultural Studies

Administrative Experience:
Graduate Director, English, 1999-2004

Publications (Refereed):
“The Decline of Privilege and the Rise of Privatization in Public Higher Education.” In De-

“Nothing that is Human is Alien to Me: Neoliberalism and the Ends of Bildung.” Revue des
Littératures de l'Union Européenne, September 2005, 1-12, 183-54.

“English Studies at Illinois State University: Growing Old, Growing New” (co-written with Jan
Neudeck and Ron Furtado). In Teaching, Research and Service in the Twenty-First Century

Growing Up Postmodern: Neoliberalism and the War on the Young (editor and introduction)

“Gender, Class and Vocationalism in the Corporate University.” Genders 35 (Spring 2002).

“Curriculum Mortis: A Manifesto for Structural Change.” In Beyond the Corporate University,
(reprint).

“Postmodern Pedagogy and the Death of Civic Humanism.” Social Epistemology 12 (Spring,

“Pedagogy and Public Accountability.” In Class Issues: Pedagogy, Cultural Studies and the

After Political Correctness: New Directions for the Humanities (co-edited with Christopher

“Going Public” (with Christopher Newfield). In After Political Correctness: New Directions for

“Curriculum Mortis: A Manifesto for Structural Change.” College Literature 21 (February
1994), 1-14. This essay was reprinted in After Political Correctness (1995), and again in Beyond


"Pageantry and Poetry as Ideological Discourse: The Production of Subjectivity in Sir Philip Sidney's Funeral." ELH (English Literary History) 57 (Spring, 1990), 19-36.

"Confrontational Pedagogy and Traditional Literary Studies." College English 52 (March, 1990), 291-306.

Publications (Not Referenced):


"Are We Being Political Yet!" Mediations 16 (Summer, 1992), 5-10.

"Review of Paul Smith, Discerning the Subject." Textual Practice 4 (Summer, 1990), 324-29.


Courses Taught at Illinois State University:
Twentieth Century American Literature
African-American Literature
Cultural Theory
Doctoral Seminar in Literary Theory and Pedagogy
Foundations of Inquiry (Freshman Introduction to Critical Thinking and Writing)
Studies in Poetry
Studies in Drama
The Bible as Literature
Gender in the Humanities
African Literature
Introduction to Graduate Studies
Introduction to English Major
Milton
Shakespeare

Other Teaching Experience:
Visiting Professor, Srinakharinwirot University, Bangkok, Summer 2002
Graduate Teaching Assistant, Syracuse University, 1983-1987
Instructor, Syracuse University London Centre, Spring 1985
Instructor, DeRuyter High School, DeRuyter, New York, 1989

Awards, Grants and Consulting:
National Endowment for the Humanities, "Text Variants and Teaching Shakespeare: An Institute for Secondary English Teachers." (Co-Director, with Ron Fortune) Summer, 2005 ($157,000)
Extended University Grant for On-line Course Development, 2001 ($6,000; to develop an on-line version of English 401: Introduction to Graduate Studies)
Extended University Grant for On-Line Course Development, 1999 ($6,800; to develop an on-line graduate course in Marxist Theory)
Illinois State University Team Leadership Initiative Award 1998 (with the Border Subjects Conference Committee)
David A. Strand Diversity Award, Illinois State University, 1997
Outstanding University Teacher Award, Illinois State University, 1996
"Literature and the Modern Experience in Africa," 1996, summer institute at the University of Ghana-Legon, funded by the National Endowment for the Humanities ($5,700)

"Cultural Diversity and Critical Pedagogy," consultant and seminar director, Bradley University Center for Teaching Excellence (Lilly Endowment Funded Workshop), 1993-4 ($6,000)

College of Arts and Sciences Distinguished Teacher Award, Illinois State University 1993

Newberry Literary Institute in English Archival Sciences, 1990: funded by the National Endowment for the Humanities ($3,000)

"Recovering the Discursive Contexts of Renaissance Funeral Poems," 1990; funded by the Newberry Library Center For Renaissance Studies ($1,500)

"The Ideological Functions of Renaissance Funeral Practices," 1990: funded by the American Council of Learned Societies ($3,000)

"Cultural Diversity and Critical Pedagogy II" Illinois State University Teaching Improvement Program Grant 1991 ($6,000)

"Cultural Diversity and Critical Pedagogy I" Illinois State University Teaching Improvement Program Grant 1990 ($6,000)

College of Arts and Sciences Research Initiative Award, 1989 ($250)

Journal Editing and Editorial Board Service:

Editor:
Mediations, the Journal of the Marxist Literary Group. 1991-2010

Member of Editorial Boards:
Early Modern Culture
Works and Days
Cultural Logic
Journal of Public Ethics
E-Server

Referee/Peer Reviewer for:
Nature and Society
PMLA
College Literature
National Council of Teachers of English
ARIEL
Westview Press
Selected University Service:
Extended University Advisory Committee, 2003-2006
President, Illinois State University Faculty Association, 1999-2002
Organizing Committee, Shakespeare in America Conference, 2001-2002
Extended University Grant Selection Committee, 2000-2001
David A. Strazi Diversity Award Selection Committee, 2000-2001
Chair, Budget and Finance Committee, Academic Senate 1998-2000
Academic Senate Ad Hoc Committee to Review Shared Governance, 1997-98
University Teaching Committee, 1995-97
Foundations of Inquiry Course Development Committee, 1995-1996
College of Arts and Sciences Faculty Status Committee, 1994-1995
University Minority Retention Committee, 1989-1992

Languages:
French: 9 hours graduate credit; functional conversational ability
Professor: Ron Strickland
Course Web Site: http://www.englishilstu.edu/strickland/121/
E-mail: rstrick@ilstu.edu
Phone: 309 438 3667
Office Hours: 10:00-11:00 T-TH

Introduction:
This course will focus on African American literature, primarily of the twentieth century, with particular attention to the context of African-American social experience in Illinois. Since this section of IDS 121 is designated for a cohort of students who are training to be teachers, the course will include a focus on Illinois State University’s role in the history of anti-racist struggle and the struggle for inclusion of African-Americans in public education in Illinois.

Assignments:
In this course there will be four writing assignments to be posted to a course "webboard", each consisting of one or more short essays totaling at least 1,000 words. Questions for the short essays will be posted on the "Course Schedule" page. Each of these writing assignments counts for 20% of the total course grade.

In addition, there will be one final, formal essay of approximately 1,500 words. This formal essay counts for 20% of the total course grade.

Grading Standards for the Short Essays:
The short essays are evaluated for their critical engagement with the content of the course, errors related to style and grammar are not considered as long as they don't interfere seriously with the communication of the writer’s ideas.

Grading Standards for the Formal Essay:
Complexity and range of analysis, significance of conclusions, logic and coherence of arguments, etc. are the focus of my grading. However, rhetorical development and writing style are inseparable from these features.

Formal essays should be free of spelling and grammatical errors. Use the spelling and grammar checker on Microsoft Word before you print your final draft of the essay. Note that the spelling checker will not catch homonyms used out of context. Also note that since the grammar checker is designed for business writing it will suggest that you change some sentences and phrases (because they are long, for instance) that are quite acceptable for academic analysis.
Course Schedule

8/21 Lecture: Race, ISU, and African-Americans in Illinois

8/23 Abolitionism and the Founding of Illinois State U
Charles Harper, Development of the Teachers' College, Ch. 3
Charles Harper, Development of the Teachers' College, Ch. 4
Charles Harper, Development of the Teachers' College, Ch. 7

8/28 History and Race Consciousness
F. Douglass, "What... is the Fourth of July?" (Cornerstones, 30-3)
Gregory Jay, "Not Born on the Fourth of July"

8/30 Lynching and Segregation
Charles Chesnutt, "The Sheriff's Children" (Cornerstones, 252-62)
James Crouthamel, The Springfield Race Riot of 1908
Ida B. Wells-Barnett, "Lynching Law..." (Cornerstones, 34-47)
Excerpt from Helen Marshall, The Grandest of Enterprise (193-6)
(Read the account of the "lynching" Gov. Altgeld)

Further Reading of Interest:
James W. Johnson, from The Autobiography of an Ex-Coloured Man
Landmark Cases: Plessy v. Ferguson

9/4 Education and Reconstruction
A Focused Study: W. E. B. DuBois (Cornerstones, 556)

First Reading Response Due: Questions

Further Reading of Interest:
Susan Katz, "Erosion and African American Culture"

9/6 Debates on African-American Education: Tuskegee vs Fisk

9/11 W. E. B. DuBois, "The Souls of White Folks" (Cornerstones, 578)
A Critical Perspective: Marcus Bruce, "Black and Blue: W. E. B. DuBois and the
Meaning of Blackness" (Cornerstones, 588)

9/13 Booker T. Washington, Up from Slavery:
Atlanta Convention Speech (Cornerstones, 632-48)
The Awakening of the Negro
W. E. B. DuBois "Of Mr. Booker T. Washington and Others"(Cornerstones, 558)
The Talented Tenth (Cornerstones, 566)
9/18 Misegregation and Passing
William W. Brown, *Cotelo, the President’s Daughter* (Cornerstones 246)
*Jefferson-Hernings Commission Report*
White McKeetie, *Wallenham Minority Report*
Lucia C. Stanton, *Response to Minority Report*
James Davis, *Who is Black?* Ch 1
James Davis, *Who is Black?* Ch 3
B. Staples, “Why Race Isn’t as ‘Black’ and ‘White’ as We Think”

*Frontline Report* on the Jefferson-Hernings Relationship

**Further Reading of Interest:**
Walter White, from *A Man Called White*, pp. 3-71
On Carter Harris: *The Grandest of Enterprises*

9/20 Literature, Culture, Theory
Powerpoint Excerpts from Davis, Chapter 1
Powerpoint Excerpts from Davis, Chapter 2

9/25 Nella Larsen, *Pasing*

9/27 Nella Larsen, *Pasing*

10/2 The Harlem Renaissance: Urban Black Culture

Second Reading Response Due: *Questions*

10/4 Richard Wright, *Native Son*

10/6 Richard Wright, *Native Son*

10/11 Malcolm X, from *The Autobiography* (Cornerstones)

10/16 Malcolm X, from *The Autobiography* (Cornerstones)

10/18 The Malcolm X Student Center at ISU (part I)
The Malcolm X Student Center at ISU (part II)

Amiri Baraka, “Malcolm as Ideology” (Cornerstones)

10/23 Lorraine Hansberry, *A Raisin in the Sun* (in-class video)
Sparknotes Guide to A Raisin in the Sun

10/25 Lorraine Hansberry, A Raisin in the Sun (in-class Video)

Information about October 26 Chicago Trip

10/30 Robert Sutherland, "Reminiscences of ISU"

11/1 A Focused Study: Gwendolyn Brooks (Cornerstones)
   The Mother
   The Children of the Poor
   The Bean-Eaters
   A Bronzeville Mother Loiters in Mississippi
   The Boy Died in My Alley

Third Reading Response Due: Questions

11/6 In-class video: Colors (African-American poets reading)

Ntozake Shange
Text of "What Does it Mean that Black People Could Dance?"

Amiri Baraka
Text of "Wadlers"

11/8 Black Arts and Black Power

Larry Neal, "The Black Arts Movement" (Cornerstones, 925-937)

Powerpoint on the Black Aesthetic

Kwame Ture (Stokely Carmichael) and Charles V. Hamilton
"Black Power: Its Need and Substance" (Cornerstones, pp. 782-795)
Angela Davis, We Do Not Consent: Violence against Women in a Racist Society
(Cornerstones, 795-805)

Powerpoint on the Black Power Movement

11/13 Toni Morrison, The Bluest Eye

Powerpoint on The Bluest Eye: Aftermet

Sparknotes on The Bluest Eye

Lilia Melani's commentary on The Bluest Eye
11/15 Toni Morrison, *The Bluest Eye*  

**Youtube Video of Shirley Temple**  

11/20-11/22 No Class—Thanksgiving Break  

11/27 Toni Morrison, *The Bluest Eye*  

**Powerpoint on The Bluest Eye: Winter**  

11/29 Toni Morrison, *The Bluest Eye*  

12/4 Toni Morrison, *The Bluest Eye*  

12/6 Toni Morrison, *The Bluest Eye*  

12/7 Fourth Reading Response Due: Questions
Syllabus: English 384—Cultural Theory
Professor: Ron Strickland
Course Web Site: http://www.englishilstu.edu/strickland/384/
E-mail: rstrick@ilstu.edu
Phone: 309 438 3667

In the 2008 Summer Session English 384 will be a completely on-line course. The course will officially begin on June 16, and will run for four weeks, ending July 10. Final papers for graduate students in the course will be due on July 24.

You'll need to acquire two books, Philip Smil's *Cultural Theory: An Introduction*, and Simon During's *Cultural Studies: A Critical Introduction*. You can find these at the ISU Bookstore, the Alzino, or from Amazon.com or other online book sellers. There will be other readings made available as online texts.

Assignments for English 384:
Students will write four sets of from 1-5 responses to the readings, to be posted to the course website. The questions will be posted by Friday of each week, and students should submit responses by the following Monday at 9:00 am.

The webboard responses should consist of about 1,200 words each week. Students can choose whether to write five short responses of 250 words each, or any combination of essays totaling 1,200 words.

There will also be a formal paper (8-10 pages for graduate students) on a topic of the student's choice related to the course readings.

The formal papers from grad students will be due on July 24.

Grading Standards for the Short Essays:
The short essays are evaluated for their critical engagement with the content of the course; errors related to style and grammar are not considered as long as they don't interfere seriously with the communication of the writer's ideas.

Grading Standards for the Formal Essays:
Complexity and range of analysis, significance of conclusions, logic and coherence of arguments, etc. are the focus of my grading. However, rhetorical development and writing style are inseparable from these features.

Formal essays should be free of spelling and grammatical errors. Use the spelling and grammar checker on Microsoft Word before you print your final draft of the essay. Note that the spelling checker will not catch homonyms used out of context. Also note that since the grammar checker is designed for business writing, it will suggest that you change some sentences and phrases (because they are long, for instance) that are quite acceptable for academic analysis.
English 384 Course Schedule:

Below I have provided a schedule of readings and written assignments. Some of these readings are from the required textbook; in other cases, I have included links to electronic versions of the texts we will read. For each reading, I will provide an introduction. You will be expected to read the assigned texts and to post micro-essay "responses" (critiques, comments and/or discussion questions) to the course WebBoard by 8:00 AM Central U. S. time on the following.

Subsequent responses to the initial positions can be posted throughout the week. I have retained the position responses from the 2007 version of this course for your examination; you may want to look at some of these responses from earlier students to get an idea of the typical style and conventions of the position response.

Note: Some of the readings and webcasts below are from books or videos that are in copyright. These will be made available to students through a password-protected system of "electronic reserve." Passwords will be sent to students through private email.

**Historical Background: Culture and Modernity**
- Economic Developments of Modernity (Youtube Version)
- Philosophical Paradigms of Modernity (Youtube Version)
- Political Systems of Modernity (Youtube Version)
- The Social Subject of Modernity (Youtube Version)
- Social Functions of Art in Modernity (Youtube Version)

David Harvey, from *The Condition of Postmodernity*

Powerpoints of Diagrams on History of Modernity

**The Concept of Culture: June 16**
- The Concept of Culture in Modernity (Youtube Version)
- bell hooks, "Cultural Criticism and Transformation, part I"
- bell hooks, "Cultural Criticism and Transformation, part II"
- Philip Smith, *Cultural Theory*, pp. 1-21
- Raymond Williams, "Culture" from *Keywords*

**Suggested Further Reading:**
- Simon During, *Cultural Studies*, pp. 5-44

**Historical Materialism: June 17**
- Intro to Historical Materialism (text)
- Intro to Historical Materialism (webcast) (Youtube Version)
From The German Ideology. (Materialist Conception of History)

Base and Superstructure: June 18  
Intro to Base and Superstructure (text)  
Intro to Base and Superstructure (webcast)  
Preface to A Contribution to a Critique of Political Economy  
From the German Ideology. (Preface)  
From The German Ideology. (Civil Society and History)

Suggested Further Reading:  
Raymond Williams, from Marxism and Literature, pp. 1-44

The Labor Theory of Value and Labor Power: June 19  
Intro to Labor Power and Surplus Value. - (Youtube Version)  
Intro to Labor Power and Surplus Value (text)  
From Capital, Vol I, Ch. 6 (Labor-Power)  
From Capital, Vol I, Ch. 7 (Surplus Value)

The Commodity Form and Commodity Fetishism: June 20  
Intro to the Commodity Form (webcast) (Youtube Version)  
Capital, Vol I, Ch. 1 Sec. 1 (Commodities: Use-Value and Value)  
Capital, Vol I, Ch. 1 Sec. 2 (Labor Embodied in Commodities)  
Capital, Vol I, Ch. 1 Sec. 4 (Fetishism of Commodities)

Questions for First Reading Response (due by 8 am June 23)

Frankfurt School Critical Theory  
Cultural as Ideology: June 22  
Intro to the Frankfurt School (webcast) (Youtube Version)  
Read Philip Smith, Cultural theory, pp. 37-57

Art and Culture in the Age of Mechanical Reproduction: June 24  
Walter Benjamin, The Work of Art in the Age of Mechanical Reproduction  
Max Horkheimer and Theodor Adorno from Dialectic of Enlightenment

Cultural Hegemony and Ideology  
Althusser's Structuralist Marxism: June 25  
Intro to Ideology (webcast) (Youtube Version)  
Intro to Ideology (text)  
From The German Ideology. "Ideology and Materialism"  
Louis Althusser, "Ideology and Ideological State Apparatuses"  

Suggested Further Reading:  
Dave Harris' Reading Guide to Althusser's FSA Essay  
Synopsis of "Ideology and Ideological State Apparatuses"
British Cultural Studies
British Cultural Studies: June 26
British Cultural Studies (w/lecture) (Youtube Version)
Philip Smith, Cultural Theory, pp. 151-60
Competing Paradigms: June 27
Stuart Hall, "Cultural Studies: Two Paradigms"
Stuart Hall: "Representation and the Media"

Questions for Second Reading Response (due by 8 am June 30)

Identity Politics and Theories of Social Subjectivity

Critical Race Theory: July 1
Stuart Hall: "Racism: the Floating Signifier"

Ted Allen, "Summary of ... The Invention of the White Race," Part I
Ted Allen, "Summary of ... The Invention of the White Race," Part II

Suggested Further Reading:
Gregory Meyerson, "Marxism, Psychoanalysis and Labor Competition"
Gregory Meyerson and Jonathan Scott, "An Interview with Theodore W. Allen"

Feminist Theory and Cultural Studies
Humanist and Materialist Feminism: July 2
Virginia Woolf, "A Room of One's Own"
Intro to Materialist Feminism (w/lecture) (Youtube Version)
Intro to Materialist Feminism (text)
Simone de Beauvoir, The Second Sex, "Introduction"
Simone de Beauvoir, The Second Sex: Ch. 1: "Biologic?"

Psychoanalysis and Feminism: July 3
Simone de Beauvoir, The Second Sex: Ch. 2: "Psychoanalysis"
Laura Mulvey, "Visual Pleasures and Narrative Cinema"
Philip Smith, Cultural Theory, pp. 202-213

Suggested Further Reading:
Simon During, Cultural Studies, pp. 171-189
Marc Fontana's Synopsis of Freud's Three Essays on Sexuality
Terry Eagleton, "Psychoanalysis" from Literary Theory
E. Faegala, The Origin of the Family, Private Property and the State
Mary Kligens, on Academic Feminism

July 4: No Class, and No Virtual Class
Questions for Third Reading Response (due by 8 am July 7)

Week Six: Postmodernism, Postmodernity and Globalization

Modernism/Postmodernism: July 7
Into to Modernism/Postmodernism
Philip Smith, *Cultural Theory*, pp. 214-32

The Cultural Logic of Late Capitalism: July 8
Fredric Jameson, "The Cultural Logic of Late Capitalism."

Suggested Further Reading:
Synopsis of "Postmodernism, or The Cultural Logic of Late Capitalism"

Postmodernism, Postmodernity and Globalization: July 9
Fredric Jameson, *What's Left of Theory?* (Part II)
Simon During, *Cultural Studies*, pp. 81-103

Globalisation and Neoliberalism: July 10
David Harvey, from *A Brief History of Neoliberalism*

Questions for Fourth Reading Response: (due by 8 am July 14)

Graduate Students: Formal Paper Due July 24