

RECONSTRUCTING AMERICAN LITERATURE

Courses, Syllabi, Issues

as well
the work of
Frederick Douglass, Mary William Freeman,
Agnes Smedley, Zora Neale Hurston
and others

as well with the work of
Nathaniel Hawthorne, Henry James,
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and others

Paul Lauter, Editor

Reconstructing American Literature Courses Syllabi Issues

Merle Froschl, Barbara Sprung



Reconstructing American Literature Courses Syllabi Issues:

Reconstructing American Literature Paul Lauter, 1983-01-01 *Canons and Contexts* Paul Lauter, 1991-03-28 This collection of essays places issues central to literary study particularly the question of the canon in the context of institutional practices in American colleges and universities Lauter addresses such crucial concerns as what students should read and study how standards of quality are defined and changed the limits of theoretical discourse and the ways race gender and class shape not only teaching curricula and research priorities but collegiate personnel actions as well The book examines critically the variety of recent proposals for reforming higher education and it calls into question many practices like employing large numbers of part timers now popular with college managers Offering concrete examples of a comparative method for teaching literary texts and specific instances about integrating curricula *Canons and Contexts* proposes realistic ideas for creating varied spirited and democratic classrooms and colleges

American Literature in Transition, 1980-1990 D. Quentin Miller, 2017-12-28 History has not been kind to the 1980s The decade is often associated with absurd fashion choices neo Conservatism in the Reagan Bush years the AIDS crisis Wall Street ethics and uninspired television film and music Yet the literature of the 1980s is undeniably rich and lasting *American Literature in Transition 1980 1990* seeks to frame some of the decade s greatest achievements such as Toni Morrison s monumental novel *Beloved* and to consider some of the trends that began in the 1980s and developed thereafter including the origins of the graphic novel prison literature and the opening of multiculturalism vis vis the canon wars This volume argues not only for the importance of 1980s American literature but also for its centrality in understanding trends and trajectories in all contemporary literature against the broader background of culture This volume serves as both an introduction and a deep consideration of the literary culture of our most maligned decade

Handbook of Native American Literature Andrew Wiget, 2013-06-17 The *Handbook of Native American Literature* is a unique comprehensive and authoritative guide to the oral and written literatures of Native Americans It lays the perfect foundation for understanding the works of Native American writers Divided into three major sections Native American Oral Literatures The Historical Emergence of Native American Writing and A Native American Renaissance 1667 to the Present it includes 22 lengthy essays written by scholars of the Association for the Study of American Indian Literatures The book features reports on the oral traditions of various tribes and topics such as the relation of the Bible dreams oratory humor autobiography and federal land policies to Native American literature Eight additional essays cover teaching Native American literature new fiction new theater and other important topics and there are bio critical essays on more than 40 writers ranging from William Apes who in the early 19th century denounced white society s treatment of his people to contemporary poet Ray Young Bear Packed with information that was once scattered and scarce the *Handbook of Native American Literature* a valuable one volume resource is sure to appeal to everyone interested in Native American history culture and literature Previously published in cloth as *The Dictionary of Native American Literature*

American Literature in Transition, 1990-2000 Stephen J. Burn, 2017-12-28 Written in the shadow of the approaching millennium American literature in the 1990s was beset by bleak announcements of the end of books the end of postmodernism and even the end of literature Yet as conservative critics marked the century's twilight hours by launching elegies for the conventional canon American writers proved the continuing vitality of their literature by reinvigorating inherited forms by adopting and adapting emerging technologies to narrative ends and by finding new voices that had remained outside that canon for too long By reading 1990s literature in a sequence of shifting contexts from independent presses to the AIDS crisis and from angelology to virtual reality *American Literature in Transition 1990-2000* provides the fullest map yet of the changing shape of a rich and diverse decade's literary production It offers new perspectives on the period's well known landmarks Toni Morrison Thomas Pynchon David Foster Wallace but also overdue recognition to writers such as Ana Castillo Evan Dara Steve Erickson and Carole Maso

Reading World Literature Sarah Lawall, 2010-01-01 As teachers and readers expand the canon of world literature to include writers whose voices traditionally have been silenced by the dominant culture fundamental questions arise What do we mean by world What constitutes literature Who should decide *Reading World Literature* is a cumulative study of the concept and evolving practices of world literature Sarah Lawall opens the book with a substantial introduction to the overall topic Twelve original essays by distinguished specialists run the gamut from close readings of specific texts to problems of translation theory and reader response The sequence of essays develops from re-examinations of traditional canonical pieces through explorations of less familiar works to discussions of reading itself as a literacy dependent on worldview *Reading World Literature* will open challenging new vistas for a wide audience in the humanities from traditionalists to avant garde specialists in literary theory cultural studies and area studies

A Life in Motion Florence Howe, 2011-03-15 A sharp and compelling memoir of a feminist icon who forged positive change for herself for women everywhere and for the world Rosemary G Feal executive director of the Modern Language Association Florence Howe has led an audacious life she created a freedom school during the civil rights movement refused to bow to academic heavyweights who were opposed to sharing power with women established women's studies programs across the country during the early years of the second wave of the feminist movement and founded a feminist publishing house at a time when books for and about women were a rarity Sustained by her relationships with iconic writers like Grace Paley Tillie Olsen and Marilyn French Howe traveled the world as an emissary for women's empowerment never ceasing in her personal struggle for parity and absolute freedom for all women Howe's long awaited memoir spans her ninety years of personal struggle and professional triumphs in a tale told with startling honesty by one of the founding figures of the US feminist movement giving us the treasures of a history that might otherwise have been lost Meena Alexander author of *Fault Lines*

Feminist Criticism and Social Change (RLE Feminist Theory) Deborah Rosenfelt, Judith Newton, 2013-05-20 This lively and controversial collection of essays sets out to theorize and practice a materialist feminist criticism of literature and culture

Such a criticism is based on the view that the material conditions in which men and women live are central to an understanding of culture and society. It emphasises the relation of gender to other categories of analysis such as class and race and considers the connection between ideology and cultural practice and the ways in which all relations of power change with changing social and economic conditions. By presenting a wide range of work by major feminist scholars this anthology in effect defines as well as illustrates the materialist feminist tendency in current literary criticism. The essays in the first part of the book examine race ideology and the literary canon and explore the ways in which other critical discourse such as those of deconstruction and French feminism might be useful to a feminist and materialist criticism. The second part of the book contains examples of such criticism in practice with studies of individual works, writers and ideas. An introduction by the editors situates the collected essays in relation both to one another and to a shared materialist feminist project. *Feminist Criticism and Social Change* demonstrates the important contribution of materialist feminist criticism to our understanding of literature and society and fulfils a crucial need among those concerned with gender and its relation to criticism.

Multiculturalism in the College Curriculum Marilyn Lutzker, 1995-03-18. Emphasizing that diversity in the curriculum is as much about a way of thinking as it is about specific information, Lutzker presents a compendium of innovative and practical classroom strategies and widely available information resources which will enable faculty to increase the multicultural content of their courses without necessarily making major changes in their accustomed methods of teaching. This is a handbook for college faculty in all disciplines who would like to increase the multicultural content of their courses but have been reluctant to do so for a variety of reasons including an already overloaded syllabus, a lack of background in the subject, uncertainty about student reactions or lack of time to make substantial changes in an existing syllabus. Administrators anxious to increase diversity in the curriculum of their institutions but unable to fund large scale curriculum revision projects will also find this volume useful. Part I is concerned with classroom strategies and with student research projects. Starting with discussions of objectives and priorities, the underlying role of critical thinking and the importance of language sensitivity, the book then describes specific classroom strategies useful for increasing diversity. The subsequent chapters are devoted to discussions of general guidelines for developing student projects with a multicultural perspective, innovative alternatives to the traditional term paper and suggestions for multicultural student projects which do not require library research. Part I concludes with a discussion of possible student reactions to increased multiculturalism and suggested approaches to those reactions. Part II is concerned with information resources which will be useful to instructors and to students. Fully annotated lists are provided in a variety of areas including widely available primary sources, specialized biographical directories, sources for sample syllabi in all disciplines, guides to ethnic and foreign press, to films and videos and to electronic resources. Part II concludes with a discussion designed to increase efficiency in using the library catalog to locate information in multicultural subject areas. Appendices provide sample research worksheets, a list of small publishers and distributors of multicultural

books and an annotated bibliography **Routledge Library Editions: Feminist Theory** Various, 2021-08-07 Routledge Library Editions Feminist Theory brings together as one set or individual volumes a series of previously out of print classics from a variety of academic imprints With titles ranging from *The Liberation of Women* to *Feminists and State Welfare* from *Married to the Job* to *Julia Kristeva* this set provides in one place a wealth of important reference sources from the diverse field of gender studies **Methodology of the Oppressed** Chela Sandoval, 2013-11-30 In a work with far reaching implications Chela Sandoval does no less than revise the genealogy of theory over the past thirty years inserting what she terms U S Third World feminism into the narrative in a way that thoroughly alters our perspective on contemporary culture and subjectivity What Sandoval has identified is a language a rhetoric of resistance to postmodern cultural conditions U S liberation movements of the post World War II era generated specific modes of oppositional consciousness Out of these emerged a new activity of consciousness and language Sandoval calls the methodology of the oppressed This methodology born of the strains of the cultural and identity struggles that currently mark global exchange holds out the possibility of a new historical moment a new citizen subject and a new form of alliance consciousness and politics Utilizing semiotics and U S Third World feminist criticism Sandoval demonstrates how this methodology mobilizes love as a category of critical analysis Rendering this approach in all its specifics *Methodology of the Oppressed* gives rise to an alternative mode of criticism opening new perspectives on any theoretical literary aesthetic social movement or psychic expression [Transforming the Curriculum](#) Johnnella E. Butler, John C. Walter, 1991-09-27 Some 20 essays discuss the interrelation of ethnic and women s studies and some of the innovative theories and programs that have succeeded or failed recently Many of them draw on the author s experience and include such topics as the pattern of foundation grants integrating women of color into literature and history courses and Jewish invisibility in women s studies Annotation copyrighted by Book News Inc Portland OR

American Studies in Dialogue Matthias Oppermann, 2010-10-04 Seit seiner Entstehung in den 1930er Jahren hat sich das Fach American Studies in den USA radikal ver ndert Als Motor dieses Prozesses galt bislang die wissenschaftliche Forschung Matthias Oppermann beleuchtet nun erstmals die Rolle der Lehre und zeigt dass das Fach von Beginn an durch Kurse und Lehrpl ne nicht nur didaktisch sondern auch theoretisch kontinuierlich neu konstituiert wurde Mit dieser Neubewertung liefert er ein revidiertes Verstd ndnis der American Studies als interdisziplin re Kulturwissenschaft im Spannungsfeld unterschiedlicher Theorien Methoden und Forschungsgegenst nde **Resources for Educational Equity** Merle Froschl, Barbara Sprung, 2017-04-28 This title first published in 1988 provides a comprehensive compilation of resources to help teachers and policy makers locate the materials they need to create equitable curriculum and classroom environments While its primary focus is on girls and women *Resources for Educational Equity* takes a comprehensive approach to equity encompassing concerns of gender race and disability This title will be of interest to both students of education and to educators **Ideology and Classic American Literature** Sacvan Bercovitch, Myra Jehlen, 1986 The

essays by Americanists concerned with the problem of ideology and its bearing upon American literature and culture

Versions of the Past — Visions of the Future Lars Ole Sauerberg, 2016-07-27 With the canon debate prominent in literary criticism since the early 1970s as the sounding board the study aims at investigating and discussing in critical perspective the function of considerations to do with canon for literary criticism at the formation stage It focuses on the interaction between a critic's canonical preferences versions of the past and his desire for improved cultural and or aesthetic conditions visions of the future in the criticism of Eliot Leavis Frye and Bloom *Teaching American Literature in Spanish Universities* Carme Manuel Cuenca, 2002 Uno de los aspectos más valiosos de este libro es que comienza enlazando a través de los dos primeros artículos la educación universitaria con su nivel inmediatamente anterior la escuela de secundaria una conexión que a menudo se olvida con serios resultados para ambos En este sentido Benito Camacho Martín el autor de uno de los artículos realiza un análisis lícito y en cierto modo dogmático sobre el declive de la enseñanza de literatura en las escuelas de secundaria tanto en horas dedicadas como en conocimientos adquiridos Los otros artículos algunos en inglés y otros en castellano tratan distintos aspectos de la enseñanza de literatura norteamericana con un énfasis manifiesto en materiales del siglo XX y sobre todo en la literatura afroamericana de hecho el libro resultará particularmente útil para los profesores de esto último *Thriving in the Multicultural Classroom* Mary Dilg, 2003-08-29 In this practical resource Mary Dilg helps teachers understand and enjoy working with students from different cultural backgrounds Focusing on the special needs of adolescents and drawing on over 25 years of experience teaching in urban schools across the U S Dilg recommends ways of thinking about curriculum and pedagogy that will enable both teachers and students to thrive in the multicultural classroom

The Canonical Debate Today Liviu Papadima, David Damrosch David Damrosch, Theo D'haen Theo D'haen, 2011-03-10 *The Canonical Debate Today Crossing Disciplinary and Cultural Boundaries* re-enacts the canonical issues current in the 90s from a new perspective triggered by the changes that occurred worldwide in understanding the concepts and the status of theory in the legacy of literary studies within the field of humanities and in cultural production and reception During the last decade discussions of globalization mostly took into account its impact on the status of academic disciplines such as comparative literature or cultural studies or the reconfiguration of national literary fields These debates do not dispense with canonicity altogether but make it more urgent and necessary Canons seen as sets of norms or regulatory practices are central to the formation of disciplines to the recognition and transmission of values even to the articulation of discourses on identity on various levels The three sections of the volume deal with three interrelated subjects theories and applicable contexts of the canon Canons and Contexts recent transformations in the area of literary studies in response to the task of canon formation Reshaping Literary Studies and the challenges brought to the understanding of the canon's by the current process of re-defining literary and cultural boundaries Transgressing Literary and Cultural Boundaries This volume will appeal to researchers teachers and students of cultural studies comparative literature and literary theory **On**

Anthologies Jeffrey R. Di Leo, 2004-01-01 Over the course of the past twenty five years anthologies have shifted from playing a relatively minor role in academic culture to a position of dominance The essays in this collection explore the significant intellectual economic political pedagogical and creative resonance of anthologies through all levels of academic life They show that anthologies have consequences and are grounded in commitments Striving to articulate these consequences and commitments is a priority in higher education today Most of the contributors to this volume are editors of anthologies and they draw on personal experiences to provide a rare glimpse into the economics and logic of anthology publication Their essays illustrate the ways in which editing an anthology involves negotiation and compromise between intellectual ideal and realistic practice On Anthologies includes discussion of a wide range of anthologies used and produced by teachers and scholars Though the emphasis is on literature and theory anthologies the insights in this volume speak to professionals in all areas of academic life Collectively these essays establish the foundation for continuing critical analysis of anthology production and consumption in all disciplines

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