

**TEACHING DECONSTRUCTIVELY? (Spring 2008)**  
COLI 535P/480C, TRIP 580T, ENG 450T, GERM 481A, LING 439C, PIC 606U,  
RLIT 501D

**Wednesdays, 1:10-4:00, Comp. Lit. Conference Room (LT 1506)**

**Prof. Rosemary Arrojo** ([rarrojo@binghamton.edu](mailto:rarrojo@binghamton.edu))

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**Office Hours: Thursdays, 2-4 (by appointment only)**

**General Course Description**

This seminar will discuss some of the main implications of contemporary thought (deconstruction, poststructuralism, and psychoanalysis) for pedagogy. As students are invited to contrast such implications to mainstream, logocentric notions of knowledge and the subject, they will also be stimulated to reflect on the ways in which actual teaching could realistically incorporate non-essentialist perspectives.

**Required Texts**

We will be using a variety of texts, which will be available electronically, in the bookstore and on reserved reading (both on Blackboard and in the library).

**Grading and General Expectations**

All the students (both graduate and undergraduate) will be required to take two take-home exams. Graduate students will also be required to make at least one class presentation on the basis of the required reading.

Final grades will be based on the following:

For **undergraduates**: 30% (first take-home exam), 50% (2<sup>nd</sup> take-home exam), 20% (class participation).

For **graduates**: 30% (first take-home exam), 30% (2<sup>nd</sup> take-home exam), 20% (class presentation), 20% (class participation).

Students are expected to show that they are able to critically reflect on the readings discussed in class, and to write their exams in grammatically acceptable English. They will also be expected to show that they are familiar with the conventions of academic writing (i.e., citing references, bibliography, footnotes, etc.).

There will be no make up exams, and no incompletes will be given.

Attendance is mandatory. Students are expected to arrive on time, and to attend at least 75% of our seminars. Any student who misses more than 3 classes will not be eligible for a passing grade.

Mere attendance will not count as class participation. Students are expected to read all the assigned texts before each class, and to make informed contributions to class discussions.

**Academic Honesty**

Plagiarism and academic dishonesty are very serious matters and will not be tolerated to any degree. Students who plagiarize or take credit for any work that is not their own will fail the course, as well as be subject to further disciplinary action. For information on the University's policies on cheating, visit: <http://bulletin.binghamton.edu/integrity.htm>  
<http://sehd.binghamton.edu/students/currentstudents/academichonesty.htm>

## Calendar

### Jan 30: General Introduction

### Feb 6: Foucault on Discipline

Michel Foucault, "Discipline." *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1995, pp. 135-228. (HV8666. F6813) (On Reserve).

Roger Deacon, "Truth, Power and Pedagogy: M. Foucault on the Rise of the Disciplines." *Educational Philosophy and Theory*, vol. 34, issue 4, Nov. 2002. (Electronic access).

Jeffrey P. Cain, "Thinking Along with Foucault." *Pedagogy* (2001) 3:564-573. (Electronic access).

### Feb 13, 20, and 27: Deconstruction and the Institutionalization of Knowledge

Penelope Deutscher, *How to Read Derrida*. New York, and London: W. W. Norton & Company, 2005.

Michael Thomas, *The Reception of Derrida – Translation and Transformation*. Chapters: "The Task of the Translator: Translation as Transformation," and "The Deconstruction of a Pedagogical Institution: Derrida and the 'Principle of Reason'." New York & Hampshire: Palgrave MacMillan, 2006. (B2430.D484.T47). (On Reserve).

Tom Conley, "Institutionalizing Translation –On Florio's Montaigne." *Demarcating the Disciplines: Philosophy, Literature, Art*. Ed. Samuel Weber. Minneapolis, University of Minnesota Press, 1986, pp. 45-60. (PN59.D45). (On Reserve).

Denise Egea-Kuehne. "Deconstruction Revisited and Derrida's Call for Academic Responsibility." *Educational Theory*, Summer 1995, vol. 45, number 3, pp. 293-309. (On Blackboard).

Jacques Derrida, "The Principle of Reason: The University in the Eyes of Its Pupils." *Diacritics*, vol. 13, No. 3 (Autumn 1983), pp. 2-20. (JStor, Electronic access).

Jacques Derrida, "The Age of Hegel," trans. Susan Winnet. *Demarcating the Disciplines: Philosophy, Literature, Art*. Ed. Samuel Weber. Minneapolis, University of Minnesota Press, 1986, pp. 3-43 (PN59.D45). (On Reserve).

Jacques Derrida, "The Time of a Thesis: Punctuations," trans. Kathleen McLaughlin. *Philosophy in France Today*. Ed. Alan Montefiore. Cambridge: Cambridge University Press, 1983. (B29.P5248.193). (On Blackboard).

Jacques Derrida, "Mochlos: or The Conflict of the Faculties," trans. Richard Rand and Amy Wygant. *Logomachia: The Conflict of the Faculties*. Ed. Richard Rand. Lincoln: University of Nebraska Press, 1992, pp. 1-34. (LB 2322.2. L64. 1992). (On Blackboard).

Jacques Derrida, "Languages and Institutions of Philosophy," trans. Sylvia Soderlind, Rebecca Comay, Barbara Havercroft, and Joseph Adamson. *Recherches Semiotique/Semiotic Inquiry* 4, no. 2 (1984): 91-154. (On Blackboard).

Jacques Derrida, "Where a Teaching Body Begins and How It Ends," trans. Denise Egea-Kuehne. *Revolutionary Pedagogies*. Ed. Peter Trifonas. New York and London: Routledge, 2000, pp. 83-112. (LC196.R48.2000). (On Blackboard).

### **March 5: Deconstructive Pedagogy**

Leitch, Vincent B. "Deconstruction and Pedagogy." *Writing and Reading Differently – Deconstruction and the Teaching of Composition and Literature*. Ed. G. Douglas Atkins and Michael L. Johnson. Lawrence: University Press of Kansas: 1985, 16-26. (PE66.W74.1985). (On Reserve).

Kaufers, David and Gary Waller, "To Write Is to Read Is to Write, Right?" *Writing and Reading Differently – Deconstruction and the Teaching of Composition and Literature*. Ed. G. Douglas Atkins and Michael L. Johnson. Lawrence: University Press of Kansas: 1985, 66-92. (On Reserve).

Johnson, Barbara. "Teaching Deconstructively." *Writing and Reading Differently – Deconstruction and the Teaching of Composition and Literature*. Ed. G. Douglas Atkins and Michael L. Johnson. Lawrence: University Press of Kansas: 1985, 140-148. (On Reserve).

### **March 12: Poststructuralism and Pedagogy**

Zavarzadeh, Mas'ud and Donald Morton. "Theory/Pedagogy/Politics: The Crisis of 'The Subject' in the Humanities." *Texts for Change – Theory/Pedagogy/Politics*. Ed. Donald Morton and Mas'ud Zavarzadeh. Urbana and Chicago: University of Illinois Press: 1991, 1-32. (PN81. Z33. 1994). (On Reserve).

Radhakrishnan, R. "Canonicity and Theory: Toward a Poststructuralist Pedagogy." *Texts for Change – Theory/Pedagogy/Politics*. Ed. Donald Morton and Mas'ud Zavarzadeh. Urbana and Chicago: University of Illinois Press: 1991, 112-135. (On Reserve).

Giroux, Henry A. and Peter L. McLaren, "Radical Pedagogy as Cultural Politics: Beyond the Discourse of Critique and Anti-Utopianism." *Texts for Change – Theory/Pedagogy/Politics*. Ed. Donald Morton and Mas'ud Zavarzadeh. Urbana and Chicago: University of Illinois Press: 1991, 152-186. (On Reserve).

Murray, Heather, "Charisma and Authority in Literary Study and Theory Study." *Texts for Change – Theory/Pedagogy/Politics*. Ed. Donald Morton and Mas'ud Zavarzadeh. Urbana and Chicago: University of Illinois Press: 1991, 187-200. (On Reserve).

### **March 19, April 2<sup>nd</sup> , April 9: Psychoanalysis and Pedagogy**

**March 19:** First exam is given

**March 26:** Spring Recess

**April 2<sup>nd</sup>:** First exam is due

Josh Cohen, *How to Read Freud*. New York and London: W. W. Norton & Co., 2005.

Slavoj Žižek, *How to Read Lacan*. New York and London: W. W. Norton & Co, 2006.

Shoshana Felman, *Jacques Lacan and the Adventure of Insight – Psychoanalysis in Contemporary Culture*. Chapters 1, 3 and 4. Cambridge: Harvard University Press, 1987. (On Reserve).

Maria Paula Frota, “The Unconscious Inscribed in the Translated Text.” *Doletiana 1*  
<http://www.fti.uab.cat/doletiana/English/Doletiana1-e/Doletiana1e.html>

Rosemary Arrojo, “Translation, Transference and the Attraction to Otherness: Borges, Menard, Whitman.” *Diacritics* 34 (3/4), 2004, 31-53. (Electronic access).

Rosemary Arrojo, “Deconstruction, Psychoanalysis, and the Teaching of Translation,” trans. Ben Van Wyke. *Trans Scribe: The Teaching Translation Journal*, no.1. University of Nevada, Las Vegas, 2005. 25-35. (On Blackboard).

Robert Con Davis, “Freud’s Resistance to Reading and Teaching.” *College English*, vol. 49, no. 6, Psychoanalysis and Pedagogy I, Oct. 1987, pp. 621-627. (Jstor, Electronic access).

Patricia Donahue and E. Quandahl, “Freud and the Teaching of Interpretation.” *College English*, vol. 49, no. 6, Psychoanalysis and Pedagogy I, Oct. 1987, pp. 641-649. (Jstor).

Patrick McGee, “Truth and Resistance: Teaching as a Form of Analysis.” *College English*, vol. 49, no. 6, Psychoanalysis and Pedagogy I, Oct. 1987, pp. 667-678. (Jstor)

Robert Brooke, “Lacan, Transference, and Writing Instruction.” *College English*, vol. 49, no. 6, Psychoanalysis and Pedagogy I, Oct. 1987, pp. 679-691. (Jstor).

Robert Con Davis, “Pedagogy, Lacan, and the Freudian Subject.” *College English*, vol. 49, no. 7, Psychoanalysis and Pedagogy II, Nov. 1987, pp. 749-755. (Jstor).

Gregory S. Jay, “The Subject of Pedagogy: Lessons in Psychoanalysis and Politics.” *College English*, vol. 49, no. 7, Psychoanalysis and Pedagogy II, Nov. 1987, pp. 785-800. (Jstor).

Ronald Schleifer, “Lacan’s Enunciation and the Cure of Mortality: Teaching, Transference, and Desire.” *College English*, vol. 49, no. 7, Psychoanalysis and Pedagogy II, Nov. 1987, pp. 801-815. (Jstor).

#### **April 16: Pedagogy and Identification**

Roland Barthes, “Writers, Intellectuals, Teachers.” *Image Music Text*, trans. Stephen Heath. Fontana, 1977, pp. 190-216. (PN37.B29.1977b). (On Reserve).

Arthur W. Frank, “Lecturing and Transference: The Undercover Work of Pedagogy.” *Pedagogy—The Question of Impersonation*, ed. by Jane Gallop. Bloomington, Indiana University Press, 1995, pp. 28-35. (LB 1025.3.P436.1995). (On Reserve).

Chris Amirault, "The Good Teacher, the Good Student—Identifications of a Student Teacher." *Pedagogy—The Question of Impersonation*, ed. by Jane Gallop. Bloomington, Indiana University Press, 1995, pp. 64-78. (On Reserve).

Joseph Litvak, "Discipline, Spectacle, and Melancholia in and around the Gay Studies Classroom." *Pedagogy—The Question of Impersonation*, ed. by Jane Gallop. Bloomington, Indiana University Press, 1995, pp. 19-27. (On Reserve).

Indira Karamheti, "Caliban in the Classroom." *Pedagogy—The Question of Impersonation*, ed. by Jane Gallop. Bloomington, Indiana University Press, 1995, pp. 138-146. (On Reserve).

**April 23 ACLA Meeting (No Class)**

**April 30: Paulo Freire**

Paulo Freire, *The Paulo Freire Reader*, ed. by Ana Maria Araujo Freire and Donaldo Macedo. Part I. Pedagogy of the Oppressed, pp. 45- 79, Part 2. Education for Critical Consciousness, pp. 80- 110. New York, Continuum 1998. (LB 880. F73. S4513. 1998). (On Reserve).

**Final exam is given.**

**May 7: Final exam is due.**