



## **CENTRE FOR THE STUDY OF THEORY AND CRITICISM**

### **GRADUATE HANDBOOK 2011-2012**

The Graduate Handbook is printed once a year. Interim revisions may be viewed on the Theory Centre's web site at [www.uwo.ca/theory](http://www.uwo.ca/theory).

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## GENERAL INFORMATION

The Centre for the Study of Theory and Criticism is an established forum for interdisciplinary research and advanced study in theory, as well as for theoretical problems that cross major fields and sub-disciplines in the Humanities and social sciences. The Centre was created in 1986 as Canada's only centre for interdisciplinary theoretical research, in response to both the growing recognition of theory as an area with its own body of texts, and to the sense that departmental boundaries can limit intellectual efforts in areas where scholars from different disciplines find themselves dealing with similar issues. These include broad philosophical and methodological questions about art, culture, politics, and society not usually addressed except as an annex of disciplinary inquiry.

Research at the Centre focuses on the work of such movements as deconstruction, post-structuralism, semiotics, hermeneutics, phenomenology, the Frankfurt School, psychoanalysis, Marxism, and gender theory, as well as on areas such as continental philosophy and the history of thought that are part of the genealogy of contemporary theory. More broadly, it is concerned with the questions raised by these movements, and with constructing a dialogue both between theory and its history and between the disciplines or discourses that have contributed to contemporary theory. Courses at the Centre differ from theoretically oriented courses offered by other departments in focusing on theory as an object of enquiry in itself rather than on its application to a particular discipline. The distinction has proved itself important in ensuring that work at the Centre does not duplicate work that can be, or is, done in graduate programs in other departments.

Housed between the Faculties of Arts and Humanities, Information & Media Studies, and Social Sciences, the Centre has come to be internationally recognized for its approach to "theory" as a distinct object of inquiry with its own intellectual genealogies and discursive history. This focus makes it unique in Canada and places it in the company of a very select group of North American and European centres of research and advanced study. Since the inception of its M.A. program in 1990, the Centre has been the preferred destination for high caliber students from Canada and from abroad, and this tradition has continued at the doctoral level since the launching of the Ph.D. program in 2002. Through its programs and the work of its accomplished Core Faculty, the Centre has successfully established itself as one of Western's well recognized and celebrated research intensive graduate programs, one that has been successfully guided by the strength of cross-disciplinary collaboration.

## EVENTS

The Centre sponsors a variety of seminars, conferences, publications and an active program of lectures and colloquia by both internal and external faculty, including the Centre's own Interdisciplinary *Graduate Student Conference*.

In addition to the many **books** published by individual faculty members, collaborative projects include *The Johns Hopkins Guide to Literary Theory and Criticism* (eds. Groden, Kreiswirth and Szeman), and **proceedings** of two of our international conferences: *Constructive Criticism: The Human Sciences in the Age of Theory* (eds. Kreiswirth and Carmichael, University of Toronto Press, 1995) and *After Poststructuralism: Writing the Intellectual History of Theory* (eds. Rajan and O'Driscoll, University of Toronto Press, 2002).

As part of its **Interdisciplinary Speaker Series**, the Centre brings in visiting lecturers from Canada and abroad. Speakers over the years have included Jean-Marie Apostolides, Jean Baudrillard, Peter Brooks, Wendy Brown, Norman Bryson, David Carroll, Anthony Cascardi, Jean-Joseph Goux, Elizabeth Grosz, Agnes Heller, Linda Hutcheon, Michael Hardt, Martin Jay, Barbara Johnson, David Farrell Krell, Murray Krieger, Arthur Kroker, Dominick LaCapra, Judith Butler, Jerome McGann, Eduardo Mendieta, J. Hillis Miller, Chantal Mouffe, Christopher Norris, Dorothea Olkowski, Mark Poster, Richard Rorty, Charles Scott, Thomas Sebeok, Kaja Silverman, Gayatri Spivak, Bernard Stiegler, Samuel Weber, Hayden White, Slavoj Žižek, and many others.

Other relevant **lecture series and colloquia** organized by Centre faculty members include the *Nietzsche Workshop @ Western* (N. Biswas Mellamphy), *Romanticism at Western* (J. Faflak and T. Rajan), and the annual lecture program of the *Centre for Advanced Research in European Philosophy* at King's University College (A. Calcagno and S. Lofts).

The **Theory Sessions**, a student initiative, serves as a forum for the exchange of ideas to promote interdisciplinary research in theory at the Centre and across campus. Students and faculty present their papers and engage in spirited discussions, with contributions from interested Centre scholars as well as faculty and students from other fields and disciplines at Western including Anthropology, Business, Comparative Literature, English, French, Media Studies, Philosophy, Political Science, and Visual Arts.

Each year the Centre sponsors an Interdisciplinary **Graduate Student Conference**, organized by graduate students from the Theory Centre and contributing to the Centre's stimulating intellectual and interdisciplinary atmosphere. Previous conferences have included '*The Artfulness of Play: Bridging Creative and Theoretical Discourses*', '*Tactics of Resistance: Limitations & Possibilities*' and '*Illusions of Identity: Resisting (beyond) Identity Politics*'.

The **Workshop on Professional Matters** offers a series of seminars geared toward

helping students prepare for an academic career. Seminars are open to all students, and aimed primarily at those completing their Ph.D.. Faculty members provide students with guidance about practical and professional matters such as preparing for the qualifying examinations, building a professional/academic profile, applying for jobs, preparing a *curriculum vitae*, drafting paper proposals for conferences, and writing scholarly articles for publication.

## **PROGRAM APPLICATION AND ADMISSION REQUIREMENTS**

### **M.A. PROGRAM**

To be considered for admission to the M.A. program, applicants must possess a four-year degree from an accredited university with a minimum B+ (78%) average across courses taken in the last two full-time years of study. It is expected that most applicants will have their B.A. in a field in the Humanities or Social Sciences, however, students holding other Honours degrees will also be considered. Some demonstration of theoretical and/or interdisciplinary study at the undergraduate level is helpful, though the Committee may also consider candidates with a more general interest in and aptitude for theoretical enquiry (as indicated through grades, essays and letters of reference).

### **Ph.D. PROGRAM**

For admission to the Doctoral program, applicants must possess a Master's degree or equivalent with a minimum A- (83%) average, as well as provide evidence of research potential. Normally, an M.A. in a Humanities or Social Science subject and significant evidence of previous theoretical work, indicated by the applicant's course record and in writing samples, are submitted as part of the application.

Applications to the program are accepted once per year, for Fall admission. Online applications are to be submitted electronically through the School of Graduate and Postdoctoral Studies at <http://grad.uwo.ca> **The deadline to apply is January 15<sup>th</sup>**; applications may be considered after this date only if spaces remain.

Applicants are required to submit the following documentation by the deadline:

- Online Application Form**
- Contact Information for two (2) Academic Referees**
- Statement of Interest in the program**
- Academic Transcript from each post-secondary institution attended**
- Two (2) essays or appropriate writing samples**
- Official proof of proficiency in English (if required)**
- Application fee (paid at time of online application)**

The statement of interest in the program (no more than 2 pp.) should indicate the range of

the applicant's interests and preparation in theory, outline the kind of work s/he is interested in doing at the Centre, and may indicate a possible area of interest for the thesis.

## **FINANCIAL ASSISTANCE**

If accepted into the program, the Offer of Admission letter will provide the recipient with specific details of their total support package for the duration of the program.

All Canadian students accepted into the program are automatically considered for a **Western Graduate Research Scholarship (WGRS)**, designed to cover a substantial portion of tuition fees during the eligible period of funding. These scholarships are available to both domestic and International graduate students. To be eligible, students must be registered full-time and meet the program conditions for progression towards their degree. The WGRS is automatically applied to the recipient's Student Centre account and applied towards any outstanding tuition fees. The funding package normally includes an assignment as a **Graduate Teaching or Research Assistant**. In other words, students who are not placed as Teaching Assistants should expect to be assigned as Graduate Research Assistants, though the program guarantees Ph.D. students at least one year without TA or RA duties if they so wish. Please note that funding received from a GTA-ship or GRAShip is included as part of, not in addition to, students' total support package.

Graduate student funding comes from a variety of sources, and sometimes this results in different levels of financial support in the Fall and Winter terms. **Note:** Graduate Teaching Assistantships are paid in equal monthly installments on the second-last working day of each month. This means that students may need to cover their tuition fees up front. Prospective applicants are also strongly urged to apply for external scholarships for which they are eligible, and continuing students are required to apply for these awards (see below under **External Scholarships**).

M.A. students are funded for a maximum of two years and Ph.D. students for a maximum of four years. Ph.D. students transferring from another doctoral program at Western may have their period of funding eligibility reduced.

The Centre welcomes applications from International students. International students are required by the provincial government to pay higher fees than domestic students. However all international students will automatically be considered for a range of funding packages which will, at the minimum, offset the difference in fees.

The **Graduate Student Conference Travel Fund** is available to Theory Centre students to help support costs directly related to their participation in a conference, including registration, travel, accommodation and other related expenses. To be eligible, a student must be

presenting a paper at a recognized scholarly peer-reviewed conference. Students who meet the criteria are eligible to receive up to \$350 per fiscal year (May 1-April 30). Approval must be given by the program and all original receipts for expenses claimed must be provided. Please contact the Program Coordinator for details.

**The Graduate Thesis Research Fund (GTRF)** is available to full-time graduate students at Western to help support costs of research directly related to the successful completion of their thesis/dissertation. Funds for this award are provided jointly by the Office of the Vice-President and the School of Graduate and Postdoctoral Studies' (SGPS), up to \$1500 each. Applications should be submitted to the Theory Centre in early November.

## TUITION AND FEES

Graduate student registration runs on three cycles (Fall, Winter, Summer) and consists of two separate procedures: 1) **tuition and fee payment** per term, and 2) **course enrolment** per term.

Fall tuition fees include a full year's coverage under the student health plan. This means that your fees in the Fall term will be slightly higher than those in the Winter and Summer terms. To view the current term's tuition and ancillary fees, please visit the Office of the Registrar: [www.registrar.uwo.ca](http://www.registrar.uwo.ca)

**Internal Funding:** Most graduate students will see their fall tuition fees appear on the Student Center by mid-August of each year. If you are receiving a WGRS in that term, you will see this amount appear as "Anticipated Aid". The WGRS will be applied directly towards any outstanding tuition fees. The balance of your WGRS, if any, will be paid to you by cheque or direct deposit in mid-September. The same process takes place in the Winter and Summer terms (January and May).

## EXTERNAL SCHOLARSHIPS AND GRADUATE TEACHING ASSISTANTSHIPS

As noted above, applicants to the program are strongly urged to apply for external support in the form of an Ontario Graduate Scholarship (OGS), Canadian Graduate Scholarship (CGS), and Social Sciences and Humanities Research Council scholarship (SSHRC). During their period of fundability, continuing M.A. and **Ph.D. students must apply for any external awards for which they are eligible**. The program reserves the right to adjust the amount of WGRS and/or RA or TA support awarded to recipients of external scholarships, which may therefore vary between terms.

The program's goal is to ensure that all students receive adequate funding, while at the same time recognizing and rewarding those who receive external awards. Thus, although major award holders receive less support from the program, they are recognized with a **Centre Excellence Award of \$7,000**.

As already noted, the normal funding package includes an assignment as a Teaching or Research Assistant. M.A. students are normally assigned as Research Assistants. Ph.D. students may be assigned as TAs, but as part of their four-year support package Ph.D. students are entitled to at least one year of support without the requirement of a TAship or RAship, thus leaving them free to concentrate on their research.

**Graduate Teaching Assistantships** are assigned based on availability and a student's academic background. Placements cannot be guaranteed. Placements of GTAs are made in departments affiliated with the Centre, and every attempt is made to match teaching assistants with the most suitable course and/or instructor.

Each Graduate Teaching Assistant is provided with a **GTA contract** from the Theory Centre. The host program (where the GTA is placed) provides a **Duties Specification Letter (DSL)**. The GTA contract indicates the amount of money, the duration and the assignment of the GTA. The DSL is a list of hours per duty, and is prepared and signed by the course instructor and signed by the GTA.

## **CENTRE FACILITIES**

**Student Mailboxes** are provided in the Theory Centre lounge. Any documentation arriving from the Registrar's Office, the SGPS, or the program will be deposited to your mailbox. A mailbox key is assigned at the start of your studies for a small deposit.

**Computer facilities** are made available in the Centre's lab. The computer lab houses twelve locking work stations. All computers are connected to a network printer. Students are required to provide their own paper for printing. In addition, there is a telephone for local calls. There is also a graduate study work space in the lower level of Somerville House.

## **GRADUATE STUDENT RESOURCES**

### **Society of Graduate Students (SOGS)**

All graduate students are automatically a member of SOGS, dedicated to providing the information, assistance, and services necessary to help graduate students successfully complete their goals while at Western. SOGS provides many benefits to its members, and plays a key role in advocacy work. In addition, SOGS provides **Bursary, Scholarship, Travel awards, Subsidy and Emergency Loans** to graduate students. If you are interested in becoming a councillor for the Centre, contact SOGS directly.

### **Graduate Teaching Assistant's Union (GTA Union)**

The GTA Union is composed solely of Graduate Teaching Assistants (GTAs) at Western. Through periodic negotiations with the University, the Union establishes a Collective Agreement which

defines GTA working conditions, compensation, and benefits. The Union provides extended health benefits, bursaries, and scholarships.

### **The Student Centre**

The Student Centre is your online resource for updating your current address, viewing your academic record, course information, and your tuition and fee statement of account. Visit the student centre at [www.student.uwo.ca/](http://www.student.uwo.ca/)

### **The Graduate Calendar**

The School of Graduate and Postdoctoral Studies (SGPS) provides the graduate calendar online. This is the best place to look for deadline dates and registration information: [www.grad.uwo.ca](http://www.grad.uwo.ca)

### **Western Graduate Student Services Portal**

The Western Graduate Student Services Portal allows students to apply online for a Change of Status (ie: Leave of Absence, Thesis Only Status, Request for Part-Time Status, Voluntary Withdrawal). [www.grad.uwo.ca/student/index.cfm](http://www.grad.uwo.ca/student/index.cfm)

### **The Office of the Registrar**

Provides general information about course timetables, tuition and fees, convocation information, T2202s (tuition tax form), etc. [www.registrar.uwo.ca](http://www.registrar.uwo.ca)

## PROGRAM REQUIREMENTS AND REGULATIONS – M.A. PROGRAM

The M.A. program takes two years to complete and involves course work, a language requirement, and a thesis.

### **COURSE REQUIREMENTS: Groups A, B and C.**

Students are required to take six half courses or their equivalent: four half courses or equivalent in their first year and two half courses or equivalent in their second year. Since this distribution is intended to allow students to concentrate on their thesis during the second year, permission to do fewer than four courses in the first year must be sought from the Graduate Studies Committee. Students are required to fulfill a “breadth requirement” by taking at least one half course from each of Group A (aesthetics, philosophy, psychoanalysis, language theory) and Group B (social, cultural and political theory). In contrast to the more specialized courses in Group C, these courses have a topical focus but are also designed to cover a variety of theorists from the above areas, and to introduce students to nineteenth-century and modern, as well as to contemporary theory. The breadth requirement can be fulfilled over two years.

With some exceptions, graduate courses in Theory and Criticism are limited to no more than twelve (12) students. Pre-registering in a course does not guarantee that you will be able to take the course. During the summer incoming M.A. students will be asked to list six courses in which they would like to enrol. Every attempt will be made to give students their first four choices, but this may not always be possible. Students will nevertheless be guaranteed their first choice of an A and B course. Continuing M.A. students will be asked to list four courses in which they would like to enrol and are guaranteed their first choice.

Students may also enroll in graduate courses in other programs that take up theory and criticism, subject to the approval of the Director and Graduate Studies Committee. Students may take up to two such half-courses, provided that they are relevant to the program of study. They should submit a formal request, including the course syllabus, outlining how the course is relevant to their research at the Theory Centre. Requests should be submitted no later than the start of term (September 1/January 1/May 1). In order to ensure a place in the course, students must also submit a **Request to Enrol in Graduate Course Outside Home Program** form.

In exceptional circumstances students may fulfill one of their six course requirements by taking a **Directed Reading course**. Students should, however, be aware that instructors receive no credit for teaching reading courses. Reading courses are given on a Pass/Fail basis, must meet for the same number of hours as a regular course, cannot be specifically oriented to the student’s thesis, and will not be approved if there is a regular course that covers approximately the same material. Requests for directed reading courses (including syllabus, letter of consent

from the instructor, etc.) must be submitted no later than six weeks before the beginning of the semester in which the course is to be taken. Please consult the Centre for further details.

## LANGUAGE REQUIREMENT

In order to graduate with a degree in Theory and Criticism, students must demonstrate a reading knowledge of one language other than English that is relevant to their research. Students are strongly encouraged to complete this requirement in their first year. Students who have already satisfied this requirement through previous post-secondary studies should consult with the Director at the start of the program.

There are three ways of satisfying the language requirement:

1. **Placement Test** - For those who are fairly fluent but whose proficiency is not reflected in formal course preparation. The language department administers a test to determine students' proficiency. The test is computerised and takes approximately one hour. Once completed, the results should be printed and returned to the Director of the Centre for evaluation.
2. **Undergraduate Course work** - A grade of 75% or higher in a full year undergraduate course that is above the level of senior matriculation. \*Note\* registration in an undergraduate course requires the submission of an **Add Undergraduate Course** form.
3. **French 9005** - A non-credit course to help graduate students attain a reading knowledge of French. The course provides basic tools to understand French texts and to translate them. It is not meant to help students speak French, nor does it focus on French writing. This is an independent reading course for students who are willing to work independently. Those who want the structure of regular class and practice in speaking as well as reading should take option 2.

## THESIS REQUIREMENTS

Each M.A. student is required to write a thesis. The thesis is a formal statement of the theory, source materials, methodology, and findings of a student's major research project. It should be between 20,000 and 30,000 words, excluding bibliography and non-substantive appendices. All program requirements (including language requirement) must be completed before submission of a thesis for oral examination.

Each student writing a thesis must have a Thesis Supervisory Committee consisting of:

**A Supervisor:** This individual plays a key role in the direction of the student's research, providing advice and criticism on the planning and writing of the thesis. The chief supervisor **must** be a member of the Centre's Core Faculty. This designation ensures that the faculty member has the appropriate level of supervisory membership and primary responsibility for

overseeing the Master's thesis research. Although every effort will be made to accommodate student's research preferences, the program cannot guarantee a particular supervisor.

**A Second Reader:** An additional core faculty member, preferably representing a different discipline from that of the supervisor, who provides another perspective on the formulation and direction of the thesis. The second reader assists in the development of the candidate's research plan and thesis proposal, and provides another perspective on the formulation and direction of the thesis, but does not read the thesis in its entirety. S/he also serves on the "hearing committee" [see below], as well as on the examining committee.

## **STAGES AND DEADLINES**

All deadlines listed below are absolute and affect grading and progress in the program.

### **Year I, September – Preparation**

Through meetings with the Director, instructors and/or faculty mentors, the student should begin thinking about a suitable thesis topic, a supervisor, and a second reader. Begin by browsing through the faculty listings in this Handbook, and discussing possible thesis topics informally with faculty who specialize in your area of interest. Approach any faculty of interest and ask whether or not they will supervise your thesis. If so, then you and/or the supervisor should approach another core faculty member about acting as second reader for the thesis. The selection of a topic and a second reader that is satisfactory to the student as well as the supervisor may require a considerable amount of exploration.

### **Year I, November 15 – Selection of Research Topic and Committee**

By November 15 of the first year, the student must submit to the GSC for approval the names of a potential supervisor and second reader and a provisional title or research area for the thesis. Please note that an individual faculty member is not allowed to be chief supervisor for more than two Centre M.A. students from any given year.

### **Year I, April 1 – Submission of Proposal**

Working with the supervisor, the student must submit:

- (a) a 10-12 page draft proposal, incorporating within it a rationale for its interdisciplinary and theoretical nature, and a preliminary bibliography (2-3 pp.)
- (b) a 2-3 page abstract of the proposal (and the preliminary bibliography)

### **Year I, April 15-30 – Proposal Hearing**

The student will attend a "thesis hearing" at which s/he will discuss the proposal with a committee chosen for this purpose by the GSC. The hearing committee will consist of the supervisor, the second reader, and a member of the GSC, all of whom will have read the draft proposal in advance. The purpose of the hearing is to provide feedback on the proposal and examine its merits, as well as its feasibility. The GSC member will provide a short report on the hearing to the GSC. The 2-3 page abstract will also be circulated to the GSC for possible

feedback and final approval. The thesis hearing appears on student transcript, and a grade of “PASS” is necessary for completion of the first year of the program.

### **Year I, June 15 – Revisions**

If the proposal requires revisions, the student will submit a final proposal to the members of the hearing committee and a further meeting may be required. The student will have revised the proposal, taking into account feedback from the hearing committee and the GSC.

### **Year II, September 15 – Thesis Draft**

The student will submit to the supervisor and second reader a draft of a portion of the thesis (approx. 25 pp.; not the revised proposal). The supervisor and second reader will submit assessments of this draft to the Director. If appropriate (in terms of the second reader’s expertise), the student may submit a later section of the thesis to the second reader instead of the chapter/section submitted in September.

### **Year II, December to April – Thesis Preparation**

The student continues to work with the supervisor, submitting drafts of individual chapters for feedback. Students must keep their supervisor closely apprized of their progress. However, ultimate responsibility for the quality of the thesis rests with the student. The supervisors are expected to provide intellectual advice and guidance but not to “edit” the thesis.

As you approach the completion of the dissertation, you **must** build in enough time for your supervisor to review your final **complete draft**, as well as sufficient time for you to make necessary revisions. Very often this means submitting the final complete draft of the dissertation to your committee at the beginning of the term in which you plan to defend (usually the 6<sup>th</sup> term of enrolment). When the supervisor is satisfied that the thesis is ready, it will be submitted for examination as outlined below.

### **Year II, May to August – Final Thesis Submission**

M.A. examinations are scheduled through the program using the following timeline:

4 Weeks to Examination: Supervisor submits names of examiners to the Director

3 Weeks to Examination: Candidate submits **\*approved\*** thesis to the program

### **Thesis Examining Committee and Defense**

The thesis will be examined by three faculty members, consisting of the second reader, a further examiner from the program, and a faculty member from another department who is not a member of the Core Faculty of the Centre. The committee is chosen by the Director in consultation with the supervisor. The student should not approach potential examiners on his or her own. At the defence itself students should be prepared to describe their research in a 10 minute opening presentation. Thesis submission guidelines are posted on the School of Graduate and Postdoctoral Studies (SGPS) web site at [www.uwo.ca/grad](http://www.uwo.ca/grad).

## **SATISFACTORY PROGRESS, INCOMPLETES AND FINANCIAL SUPPORT**

In order to continue receiving funding, students must make satisfactory progress in the program. The term “satisfactory progress” pertains to completion of the language requirement, completion of course work, and progress on work for the thesis. All cases of “unsatisfactory progress” will be considered by the Graduate Studies Committee, and can result in withdrawal of funding as well as withdrawal from the program.

### **a) Language requirement**

All entering students should discuss their schedule for completing the language requirement with the Director. Please note that a student cannot defend his or her thesis or graduate if the language requirement has not been fulfilled.

### **b) Course work**

“Satisfactory progress” constitutes the timely completion of each course with a grade of 78% or above.

A student may request an incomplete (INC) without penalty on compassionate or medical grounds. In such cases, the student must Make a written request to the instructor and the Director **no later than the last day of classes**, and must include a) the date by which the remaining work will be completed, and b) (where relevant) a certificate from a physician. This request will be forwarded to the GSC for approval. Permission from the instructor is not a guarantee that the INC request will be granted. Unless there are extenuating circumstances, the student will not be allowed to carry more than one INC in a semester.

The INC will be changed to a grade only if the work is completed by the grade submission deadline. The student must notify the Centre that the work has been submitted. If a grade is not submitted by this deadline, the INC becomes a Failure. An 'F' grade resulting from an INC is final. Failure to comply with this regulation will constitute “unsatisfactory” progress according to the Centre’s regulations and will jeopardize funding.

### **c) Thesis**

“Satisfactory” progress in thesis work consists of a) completion of the thesis hearing and final version of the thesis prospectus by June 15th of Year 1; b) completion of the first thesis chapter by September 15<sup>th</sup> of year 2.

## **APPEALS**

Procedures for making an appeal are available in the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/appeals/appealsgrad.pdf>. Appeals may result in the raising or lowering of an original grade.

## PROGRAM REQUIREMENTS AND REGULATIONS – Ph.D. PROGRAM

The Ph.D. program requires the completion course work, two qualifying examinations, a language requirement, and a dissertation. Normal time to completion is four years.

### COURSE REQUIREMENTS

Students are required to take six half-courses or equivalent, chosen from groups A, B or C (see 'Courses'), at least four of which must be taken at the Centre to ensure that there is an adequate coverage of theoretical figures and issues. Students will normally complete their course work by the end of the first term of their second year of residency, taking four half courses or equivalent in the first year and two half courses or equivalent in the second year. Since this distribution is intended to ensure that all course work and qualifying examinations are completed during the first two years of the program, permission to do fewer than four courses in the first year must be sought from the Graduate Studies Committee.

With some exceptions, graduate courses in Theory and Criticism are limited to no more than twelve (12) students. Pre-registering in a course does not guarantee that you will be able to take the course. During the summer incoming Ph.D. students will be asked to list six courses in which they would like to enrol. Students are guaranteed their first choice course and every attempt will be made to give them their other top choices, but this may not always be possible. Continuing Ph.D. students will be asked to list four courses in which they would like to enrol and are guaranteed their first choice.

Students may enroll in graduate courses in other programs concerned with theory and criticism, with the approval of the Director and GSC. They may take up to two such half-courses, provided that they are relevant to the program of study. Students should submit a formal request, including the course syllabus, outlining how the course is relevant to their research at the Theory Centre. Requests should be submitted no later than the start of term (September 1/January 1/May 1). In order to ensure a place in the course, students must also submit a **Request to Enrol in Graduate Course Outside Home Program** form.

In exceptional circumstances students may fulfill one of their six course requirements by taking a **Directed Reading course**. Students should, however, be aware that instructors receive no credit for teaching reading courses. Reading courses are given on a Pass/Fail basis, must meet for the same number of hours as a regular course, cannot be specifically oriented to the student's thesis, and will not be approved if there is a regular course that covers approximately the same material. Requests for directed reading courses (including syllabus, letter of consent from the instructor, etc.) must be submitted no later than six weeks before the beginning of the semester in which the course is to be taken. Please consult the Centre for further details.

## LANGUAGE REQUIREMENT

In order to graduate with a degree in Theory and Criticism, students must demonstrate a reading knowledge of one language other than English that is relevant to their research. Students who have already satisfied this requirement through previous post-secondary studies should consult with the Director at the start of the program.

There are three ways of satisfying the language requirement:

1. **Placement Test** – For those who are fairly fluent but whose proficiency is not reflected in formal course preparation. The language department administers a test to determine students' proficiency. The test is computerised and takes approximately one hour. Once completed, the results should be printed and returned to the Director of the Centre for evaluation.
2. **Undergraduate Course work** – Satisfactory completion in an undergraduate language course beyond the level of senior matriculation (numbered 1900 - 4999), with a grade of 75% or above  
\*Note\* registration in an undergraduate course requires the submission of an **Add Undergraduate Course** form.
3. **French 9005** – A non-credit course to help graduate students attain a reading knowledge of French. The course provides basic tools to understand French texts and to translate them. It is not meant to help students speak French, nor does it focus on French writing. This is an independent reading course for students who are willing to work independently. Those who want the structure of regular class and practice in speaking as well as reading should take option 2.

## QUALIFYING EXAMINATIONS

Ph.D. candidates are required to pass two qualifying examinations before proceeding to the doctoral dissertation. One of these is a written examination (**Core Examination**) in interdisciplinary theory. The second is an oral examination (**Field Examination**) based on a written text (of 20-25 pages), a 2-page synopsis, and a bibliography assembled by the candidate in an area of interdisciplinary theory defined in consultation with the supervisor and the second reader.

Qualifying examinations are to be completed during the second year of study. Students must declare their intention to take the examination by **August 31** of their first year (Term 3).

The **Core Examination** is to be taken during a designated week in early February. This consists of a written examination based on a reading list of 50 books or equivalents (chapters/articles). The exam is assigned both a Pass/Fail and a numeric grade, the latter to be recorded only internally within CSTC. At the Centre, 70% is considered a passing grade, and grades of 86% and over carry the designation "With Distinction." The student is notified of the results of the exam by the Chair of the examining committee. A candidate may fail and retake the Core Examination

once (at the next opportunity, one term later). A candidate who fails the Core Examination a second time will be required to withdraw from the program.

The **Field Examination** is a qualifying examination in an area of interdisciplinary theory that is individually tailored. The examining committee consists of the supervisor, second reader, and a third person chosen by the Director in consultation with the supervisor and student. The examination consists of an oral examination of the Ph.D. candidate. As part of this examination, candidates prepare and submit a 20-25 page text called the "Field Study," based on a list of 25 texts (over and above any texts drawn from the Core Examination list), selected in consultation with the supervisor and second reader. The written component of this examination consists of the Field Study, its Bibliography of 25 works, and a **2 page synopsis**. The written component of this examination must be submitted **no less than two weeks** prior to the oral examination. The examination is assigned a Pass/Fail. Candidates have until May 15 of their second year to submit the Field Study, with the oral examination to occur within 2-3 weeks of submission. A candidate may fail and retake this examination once. A candidate who passes the Core Examination but fails the Field Examination twice will be required to withdraw from the Program.

The Field Study bears a close relationship to the dissertation and can be thought of as something like a potential introduction to it, though it may in practice be significantly modified in the process of writing the dissertation. A short, 4-5 page **Thesis Proposal** will be due 2 weeks after the Field Examination. This document may incorporate the 2-page synopsis, appropriately modified in the light of discussion, but must also contain a chapter or section outline. The student must discuss the proposal with his/her committee prior to submitting it to the Graduate Studies Committee. Final approval of the Thesis Proposal by the Graduate Studies Committee will be understood as the Program's approval for the candidate to proceed with the proposed dissertation project.

#### SUMMARY OF SCHEDULE – CORE EXAM

**Year I, August 31** – Date by which candidate must declare intention to take examination

**Year II, November 15** – Date by which the candidate must meet with chair of examining committee

**Year II, early February** – Core Examination to be taken during designated week

#### SUMMARY OF SCHEDULE – FIELD EXAM AND THESIS PROPOSAL

**Year I, August 31** – Date by which candidate must declare intention to take examination

**Year II: May 15** – Date by which candidate must submit Field Study. The examination date will be determined by the candidate, in consultation with the examining committee, and will normally be 2-3 weeks after submission. If a student submits the field study earlier than

May 15<sup>th</sup>, an earlier examination may be arranged.

**Year II, June:** 2 weeks after the Field Examination the Thesis Proposal must be submitted to and discussed with the supervisory committee prior to being submitted to the Graduate Studies Committee for final approval.

Detailed Information on the Qualifying Examinations, including the Reading List, can be found online at <http://www.uwo.ca/theory/Current/Ph.D..html>

## **DISSERTATION REQUIREMENTS**

Each Ph.D. student is required to write a dissertation, which is expected to be an original contribution to knowledge. The dissertation should be no less than 60,000 words excluding bibliography and appendices. It is inadvisable for the dissertation to exceed 100,000 words, as this makes finding examiners difficult. All program requirements (including language requirement) must be completed before submission of a thesis for oral examination.

Each student must have a Thesis Supervisory Committee consisting of:

**A Supervisor:** This individual plays a key role in the direction of the student's research, providing advice and criticism on the planning and writing of the thesis. The chief supervisor **must** be a member of the Centre's Core Faculty. This designation ensures that the faculty member has the appropriate level of supervisory membership and primary responsibility for overseeing the Doctoral dissertation research. Although every effort will be made to accommodate student's research preferences, the program cannot guarantee a particular supervisor.

**A Second Reader:** An additional core faculty member, preferably representing a different discipline from that of the supervisor, who provides another perspective on the formulation and direction of the thesis. The second reader assists in the development of the candidate's research plan and thesis proposal and generally reads and advises on the entire dissertation. In rare cases where the second reader has not read the entire dissertation, s/he may serve as an examiner.

### **1. Year II, Fall term**

During the first term of the second year of the program, the student, with the help of the Director, must choose an area of study for dissertation research and an appropriate supervisor. Selection must be made and submitted for approval no later than December 20<sup>th</sup> of the second year.

### **2. Year II, February & May**

Qualifying examinations are to be completed in the second year of study.

### 3. Year II, June

Working with his/her supervisor and any other potential members of the advisory committee, the student must submit a dissertation proposal, including bibliography, by the middle of the 6<sup>th</sup> term of study. This proposal will be due 2 weeks after the Field Examination, and will be the subject of a meeting between the candidate, his/her supervisor, and second reader.

### 4. Dissertation

As described above, each student will write a dissertation on an approved topic, based upon original research conducted while registered in the Ph.D. program, which will be presented in appropriate dissertation form for examination. Please remember that the dissertation **must** be submitted to SGPS **six** weeks prior to the defence date. As you approach the completion of the dissertation, you **must** build in enough time for your committee to review your final **complete draft**, as well as sufficient time for you to make necessary revisions. Very often this means submitting the final complete draft of the dissertation to your committee in the term preceding the one in which you plan to defend. When the supervisory committee is satisfied that the thesis is ready, it will be examined by a thesis examination board, chosen according to the guidelines for Ph.D. theses set by the School of Graduate and Postdoctoral Studies (SGPS).

Ultimate responsibility for the quality of the dissertation lies with the student. Please note that the committee is there to provide intellectual advice and guidance, but cannot “edit” the dissertation. Work on the dissertation begins after the student has passed the Core Examination in February of Year 2, since the Field Examination is closely related to the dissertation and is meant to kickstart the writing process. Students thus have roughly 7 terms to complete the dissertation during their funding period.

### DISSERTATION EVALUATION PROCEDURES

The dissertation will be examined by four faculty members, including an external examiner, an examiner from another department, and two program examiners. In rare cases, if the second reader has not read the entire thesis, s/he may serve as a program examiner. The committee is chosen by the Director in consultation with the supervisor. The student should not approach potential examiners on his or her own. At the defence itself students should be prepared to describe their research in a 10 minute opening presentation.

Ph.D. examinations are scheduled through SGPS using the following timeline:

7 Weeks to Examination: Supervisor submits names of examiners to the Director  
6 Weeks to Examination: Candidate submits the **\*approved\*** thesis to SGPS

Thesis submission guidelines are posted on the SGPS web site at [www.uwo.ca/grad](http://www.uwo.ca/grad).

### SATISFACTORY PROGRESS, INCOMPLETES and FINANCIAL SUPPORT

In order to continue receiving funding, students must make satisfactory progress in the program. The term “satisfactory progress” pertains to completion of the language requirement, completion of course work, completion of qualifying examinations, and progress on work for the thesis. All students beyond Year 2 must attend an **annual “progress meeting”** with their supervisor, second reader, and the Director. All cases of “unsatisfactory progress” will be considered by the Graduate Studies Committee and may result in withdrawal of funding as well as withdrawal from the program.

#### **a) Language Requirement**

All entering students should discuss their schedule for completing the language requirement with the Director. Please note that a student cannot defend his or her thesis or graduate if the language requirement has not been fulfilled.

#### **b) Course work**

“Satisfactory progress” constitutes the timely completion of each course with a grade of 78% or above.

A student may request an incomplete (INC) without penalty on compassionate or medical grounds. In such cases, the student must make a written request to the instructor and the Director **no later than the last day of classes**, and must include a) the date by which the remaining work will be completed, and b) (where relevant) a certificate from a physician. This request will be forwarded to the GSC for approval. Permission from the instructor is not a guarantee that the INC request will be granted. Unless there are extenuating circumstances, the student will not be allowed to carry more than one INC in a semester.

The INC will be changed to a grade only if the work is completed by the grade submission deadline for the term following. The student must notify the Centre that the work has been submitted. If a grade is not submitted by this deadline, the INC becomes a Failure. An 'F' grade resulting from an INC is final. The SGPS will not consider a revision of the grade except on documented medical or compassionate grounds. Failure to comply with this regulation will constitute “unsatisfactory” progress according to the Centre’s regulations and will jeopardize funding.

#### **c) Qualifying Examinations**

“Satisfactory progress” of the Qualifying examinations includes a) the completion of the Core Exam in the second year (Term 5) of study, and b) submission of the thesis proposal two weeks after the Field Examination.

#### **d) Dissertation**

“Satisfactory progress” in thesis work consists of a) choosing an area of study for dissertation research and a supervisor by the end of the 4<sup>th</sup> term of registration (December 20<sup>th</sup> of Year II); and b) submission of a dissertation proposal, including bibliography, by the beginning of the 6<sup>th</sup> term of registration (May 1 of Year II)

## **APPEALS**

Procedures for making an appeal are available in the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/appeals/appealsgrad.pdf>. Appeals may result in the raising or lowering of an original grade.

## **MAJOR CENTRE COMMITTEES**

Membership of all committees is by election for fixed, staggered terms.

### **Graduate Studies Committee (GSC)**

The GSC is the Centre's most active committee. It deals with all policy and practical issues pertaining to the graduate program: admissions, student progress, ranking of scholarship applications, approval of M.A. and Ph.D. thesis proposals, selection of courses to be offered, and more general policy matters relevant to the graduate program. The GSC also approves requests for reading courses, courses taken in other departments, and Incompletes etc.

Membership:

Director of the Centre (Chair)  
Four (4) Core Faculty members  
One (1) Ph.D. rep  
One (1) M.A. rep

### **Steering Advisory Committee (SAC)**

The SAC consists of three faculty members, two student representatives, and the Deans of the three faculties in which the Centre is housed. The faculty members thus form a liaison between the Centre and the Deans. Responsibilities of this committee are to promote the continued success of the Centre, and to provide advice on administrative matters and issues relating to the direction and management of both the Centre's research and graduate programs.

Membership:

Dean of Social Science (Chair)  
Deans of Arts & Humanities  
Dean of Information & Media Studies  
Director of the Centre  
Three (3) Core Faculty members  
One (1) Ph.D. rep  
One (1) M.A. rep

### **Qualifying Examination Committee (QEC)**

The Qualifying Exam Committee is responsible for the administration of program requirements unique to the Doctoral degree, such as Core Qualifying Examinations.

Membership:

Three (3) Core Faculty members, one of whom shall serve as Chair

One (1) Ph.D. rep

### **Nominating Committee**

The Nominating Committee draws up an annual slate of new committee members which is submitted to the Core Faculty, who can make further nominations if they so wish.. The purpose of this committee is to ensure a reasonable balance on other committees between members representing different intellectual strands in the program.

More information about current membership can be found on our web site at <http://www.uwo.ca/theory/People/Committees.html>

## CORE FACULTY

Members of the Centre's Core Faculty are appointed from their respective academic units within the university, including the departments of Anthropology, English, Film Studies, French, Information & Media Studies, Modern Languages and Literature, Philosophy, Political Science, Sociology, Women's Studies, Philosophy & Religion at Kings' University College, and Global Studies at Huron University College. Core membership is required in order to supervise Master's and Doctoral theses within the Centre.

**Nandita Biswas Mellamphy** (Political Science) – B.A., Manitoba; M.A., Western; Ph.D., Toronto. Research Interests: situated at the intersection of Political Theory, Post-Humanism, and Continental Philosophy within the context of contemporary complexifying international societies. She is author of *The Three Stigmata of Friedrich Nietzsche: Political Physiology in the Age of Nihilism* (Palgrave Macmillan, 2010) and her work can be found in journals such as *Contre-Attaques*; *Foucault Studies*; *Deleuze Studies*; *Symposium: International Journal of Continental Philosophy*; *Paideusis: International Journal in the Philosophy of Education*; *PhaenEx: Journal of Existential and Phenomenological Theory and Culture*; *Collapse: Journal of Philosophical Research and Development*; and *Janus Head: Journal of Interdisciplinary Studies in Literature, Continental Philosophy, Phenomenological Psychology, and the Arts*, as well as anthologies such as Horst Hutter's anthology *Becoming Loyal to the Earth: Ecology and Life-Affirmation in Nietzsche's Vision -- Nietzsche's Teaching as a Therapy for Political Culture* (forthcoming from Continuum Books); Keith Ansell-Pearson's anthology *Nietzsche and Political Thought* (also forthcoming from Continuum Books); and the Siemens-Roodt anthology *Nietzsche, Power and Politics* (Walter de Gruyter, 2008). Professor Biswas Mellamphy's research interests include Nietzschean political thought, Zoontotechnology, and Post-Humanism (especially in the work of Gilbert Simondon, Bernard Stiegler, and René Schwaller). Her current research focuses on 'larval terrorism', the militarization of the contemporary political subject, and the changing nature of war under the regime of the 'war on terror'. In the past four years she has been invited to present her work at international institutions such as Diego Portales University (Santiago Chile), Cardiff University (Cardiff Wales), The American University of Paris, Villanova University (Pennsylvania USA), University of Massachusetts (Amherst USA), Leiden University (Netherlands), and *Ars Industrialis* in Épineuil-le-Fleuriel (France). She is the co-founder of the annual international conference *The Nietzsche Workshop @ Western*, and has also organized two international interdisciplinary conferences devoted to the study of war and the politics of globalization -- *Cultural Diplomacy: Bridging Theory and Practice in the Age of Globalization* (UWO 2008) and *Rethinking War in the 21<sup>st</sup> Century* (UWO 2010). She has served on the editorial review boards of *The Intergenerational Justice Review* (Germany), *The Canadian Journal of Political Science*, *The Canadian Journal of Continental Philosophy*, and *PhaenEx: Journal of Existential and Phenomenological Theory and Culture*. She is co-founder and co-ordinator of *The Critical Politics Group*, a collaborative research group established in 2009 at The University of Western Ontario.

**Tim Blackmore** (Information and Media Studies) – BA, M.A., Ph.D., York. Research interests: war and technology, the body, self, popular culture, art; trauma and crisis in narrative structures and memory; graphic novels, comics of all kinds; theorizing technology; science fiction and the Machinic Imagination. Books: *War X: Human Extensions in Battlespace* (Toronto: U of T Press, 2005).

**Janelle Blankenship** (Film Studies) – BA, Truman State; M.A. Texas-Arlington; Ph.D. Duke, Postdoctoral Fellowship, Pembroke Center for Teaching and Research on Women, Brown University (2004-2005), Faculty Fellow, New York University (2005-2007). Research interests: Frankfurt School; media history and film; phenomenology of perception; theories of temporality, nature and utopia; literacy/critical theory; 19th-20th century German literature. Edited volume: *Holes, Burrows, Lines of Flight: Media and Spatiality in Deleuze and Guattari* (Polygraph 2003). Translations, reviews and articles on Georg Lukács, literary modernism, film theory and early cinema published in *Cinema & Cie*, *KINtop*, *Modernist Cultures*, *New Formations*, *New German Critique*, *Polygraph*.

**Jonathan Boulter** (English) – BA, M.A., McMaster; Ph.D., Western. Research interests: psychoanalysis, poststructuralism, literary theory, Beckett, digital culture, gaming. Selected recent publications: *Samuel Beckett: A Guide for the Perplexed*. London: Continuum, 2008. *Interpreting Narrative in the Novels of Samuel Beckett*. Gainesville: University Press of Florida, 2001. *Cultural Subjects: A Popular Culture Reader*. Toronto: Thomson Nelson, 2005. Co-Edited with Allan Gedalof, Joel Faflak, and Cameron McFarlane. Articles/chapters: "PostHuman Melancholy: Digital Games and Cyberpunk." In *Beyond Cyberpunk: New Critical Perspectives*. Eds. Sherryl Vint and Graham Murphy. New York: Routledge, 2010. 135-54. "Archives of the End: Embodied History in Beckett's Plays." In *Samuel Beckett: History Memory Archive*. Eds. Sean Kennedy and Katherine Weis. New York: Palgrave Macmillan, 2009. 129-49. "Borges and the Trauma of PostHuman History." In *Cy-Borges: Memories of the Posthumanism in the Work of Jorge Luis Borges*. Ed. Ivan Callus and Stefan Herbrechter. New York: Bucknell UP, 2009. 179-215. "Writing Guilt: Haruki Murakami and the Archives of National Mourning." *English Studies in Canada*. 32.1: (2006): 125-45. "The Melancholy Archive: Jose Saramago's *All the Names*." *Genre*. 36 3-4 (2005): 115-43. "Virtual Bodies; or, Cyborgs are People Too." In *Digital Gameplay: Essays on the Nexus of Game and Gamer*. Ed. Nathan C. Garrelts. Jefferson: McFarland, 2005. 52-68. "After...Armageddon": Trauma and History in Ford Madox Ford's *No Enemy*." *International Ford M.A.doxx Ford Studies: History & Representation in Ford M.A.doxx Ford's Writings*. 3 (2004): 77-90. "Does Mourning Require a Subject? Samuel Beckett's *Texts for Nothing*." *Modern Fiction Studies*. 50 (Summer 2004): 332-50.

**Steven Bruhm** (English) - BA Honours, Mount St. Vincent; MA, Dalhousie; PhD McGill. Robert and Ruth Lumsden Professor of English, Winner of Graham and Gale Wright Award for 2011-2012 (UWO), and the Alumnae Award for Teaching Excellence, Mount St. Vincent University (2005). Selected publications include *Curiouser: On the Queerness of Children* (co-edited with Natasha Hurley) (University of Minnesota Press, 2004), *Reflecting Narcissus: A Queer Aesthetic* (University of Minnesota Press, 2000), *Gothic Bodies: The Politics of Pain in Romantic Fiction*

(University of Pennsylvania Press, 1994), and numerous articles on the gothic, queer theory, and dance, including "Still Here: Choreography, Temporality, AIDS," *Queer Times, Queer Becomings*, eds. E.L. McCallum and Mikko Tukhanen, Albany, NY (2011): SUNY Press: 317-34; "Gothic Oklahoma!: The Dream Ballet," ELN: *English Language Notes* Special Issue on Affect and Genre, ed. Kelly Hurley, 48:1 (2010): 101-12; "Cell Phones from Hell," *South Atlantic Quarterly*, Special Issue on "Digital Desire," ed. Ellis Hanson, 110:3 (2011): 601-20; "The Unbearable Sex of Henry VIII", *Shakespeareer*, ed. Madhavi Menon. Durham, NC: Duke UP, 2011, 28-38; "Michael Jackson: Queer Funk," *Queering the Gothic*, eds. Andrew Smith and William Hughes. Manchester: Manchester UP, 2009, 158-76; "Byron and the Choreography of Queer Desire," *Palgrave Advances in Byron Studies*, ed. Jane Stabler. Basingstoke, UK: Palgrave, 2007, 16-33; "Nightmare on Sesame Street; or The Self-Possessed Child," *Gothic Studies* 8.2 (2006): 98-113. I research things that go bump in the night: ghosts, gay men, sexual children, and gothic dancers. I currently divide my time between two projects: "Only the Dead Can Dance: Choreographies of Mortality," which considers the role of the *danse macabre* in gothic choreographic production; and "The Counterfeit Child," which investigates the hordes of creepy beings who pretend to be children but aren't, or the hordes of creepy children who pretend to be something other than what they are. Finally, I am the managing editor *Horror Studies*, an interdisciplinary, international journal dedicated to the study of horror in any media, and am always on the look out for fresh critical blood.

**Antonio Calcagno** (Philosophy and Religious Studies, King's University College) – BA, University of Toronto; M.A., University of Louvain; Ph.D, University of Guelph. Research interests: I have special interests in 20<sup>th</sup> and 21<sup>st</sup> century continental European thought as well as medieval and Renaissance thought. I work on questions of community and intersubjectivity, statehood, interiority, consciousness, humanism and post-humanism. Publications include: *Giordano Bruno and the Logic of Coincidence* (Peter Lang, 1998), *The Philosophy of Edith Stein* (Duquesne University Press, 2007), *Badiou and Derrida: Politics, Events and their Time* (Continuum, 2007). I have edited Thomas Langan's latest volume, *Human Being* (University of Missouri Press, 2009.) I am also Editor of *Symposium: Canadian Journal of Continental Philosophy / Revue canadienne de philosophie continentale*.

**Thomas Carmichael** (English) – BA, Guelph; M.A., Carleton; Ph.D., Toronto (English Dept.; Assoc. Dean [Research], Faculty of Arts 2001-2007; Acting Director, CSTC, 2001-2002; Dean , Faculty of Information and Media Studies 2007-- ). Research interests: literary theory, cultural theory, Marxism and left critique, postmodernism, American studies. Books: co-editor, *Postmodern Times: A Critical Guide to the Contemporary* (Northern Illinois, 2000), *Constructive Criticism: The Human Sciences in the Age of Theory* (Toronto, 1995).

**Regna Darnell** (Anthropology)– BA, Bryn Mawr; M.A., Ph.D., Pennsylvania, DLitt, Waterloo, FRSC and Director, Centre for Research and Teaching of Canadian Native Languages; adjunct professor, McMaster University; Chair of the American Anthropological Association's Centennial Commission, 1997-2002); Distinguished University Professor, University of Western Ontario. Killam Research Fellow (2006-2008), President of the Canadian Anthropology Society

(2009-10). Research interests: history of anthropology; epistemology and politics of First Nations languages and cultures; ethnographic theory, especially narrative and poetic genres. Books: *Edward Sapir: Linguist, Anthropologist, Humanist* (Nebraska 2010, original California, 1990); *Daniel Garrison Brinton: The "Fearless Critic" of Philadelphia* (U. of Penn. Museum, 1988); co-editor: *Celebrating a Century of the American Anthropological Association* (Nebraska, 2002), *American Anthropology 1971-90: Selected Papers from American Anthropology* (Nebraska, 2002), *Invisible Genealogies: Americanist Persistences in Contemporary Anthropology* (Nebraska, 2001), *Culture, Society and the Individual* Vol. 3 (Mouton de Gruyter, 1999), *Theorizing the Americanist Tradition* (Toronto, 1999), *And Along Came Boas: Continuity and Revolution in Americanist Anthropology* (John Benjamins, 1998); *Collected Works of Edward Sapir* Vol. 4 *Ethnology* (Mouton de Gruyter, 1994), *Native North American Interaction Patterns* (Can. Museum of Civilization, 1988), *Ed. with Julia Harrison, Historicizing Canadian Anthropology*, UBC Press (2006), Founding editor: *Critical Studies in the History of Anthropology and Histories of Anthropology Annual* (v. 6 in press). Founding editor: *Critical Studies in the History of Anthropology*. Lead editor of Franz Boas and University of Nebraska Press); conference on Boas in London December 2010.

**Laurence de Looze** (Modern Languages, Comparative Literature) – BA, M.A., Oregon; M.A., Ph.D., Toronto. Research interests: medieval and Renaissance culture/literature, theories of autobiography and textuality, film, role of the poet, transatlantic studies, the letter and literacy, metaphor and analogy. Books: *The Pseudo-Autobiography of the Fourteenth Century* (1997); *M.A.nuscript Diversity, Meaning, and Variance in Juan M.A.nuel's El Conde Lucanor* (2006); editor and trans., *Jean Froissart, La prison amoureuse* (1994); articles on autobiography and subjectivity, film, Gustav M.A.hler, medieval literature and medievalism, Racine, Wallace Stevens, 16th-century Humanism; Conquest and Colonial period in Mexico. Fiction in: *The Antioch Review*, *Glimmer Train*, *The Ontario Review*, etc.

**Nicholas Dyer-Witheford** (Information and Media Studies) – BA, M.A., Ph.D., Simon Fraser. Theoretical research interests include autonomist counter-power, hydra-headed resistance, general intellect, species being and exterminism. Books: *Cyber-Marx: Cycles and Circuits of Struggle in High Technology Capitalism* (Illinois, 1999); in progress, co-author, *Sim Capital: On the Inter-Play of Technology, Markets and Culture in the Making of the Video Game*.

**Joel Faflak** (English) – BA, M.A., Ph.D., UWO; Awards: John Charles Polanyi Prize, 2001; SSHRC Standard Research Grants: 2003-06; 2006-10; 2010-13; Governor General's Gold Medal for Research Excellence. Research interests: Psychoanalysis and its histories; psychoanalysis and philosophy; 18<sup>th</sup>- and 19<sup>th</sup>-century philosophy; Romanticism; organizations of knowledge. Books: (author) *Romantic Psychoanalysis: The Burden of the Mystery* (SUNY, 2007; softcover 2009); (co-author) *Revelation and Knowledge: Romanticism and Religious Faith* (U of Toronto Press, 2011); (co-editor) *Nervous Reactions: Victorian Recollections of Romanticism* (SUNY, 2004; softcover 2009); (co-editor) *Cultural Subjects: A Popular Culture Reader* (Thomson-Nelson, 2005); (editor) *Sanity, Madness, Transformation: The Psyche in Romanticism* (Toronto, 2005; softcover 2009); (editor), *Confessions of An English Opium- Eater*, by Thomas De Quincey

(Broadview, 2009); (co-editor) *The Romanticism Handbook* (Continuum 2011); (co-editor) *The Handbook to Romanticism Studies* (Blackwell 2011). Journal Issues: "Romantic Psyche and Psychoanalysis" (*Praxis* 2009); "Romanticism and History" (*European Romantic Review* 2003); "Deviance and Defiance" (*European Romantic Review* 2006); "Guilt" (*English Studies in Canada* 2006).

**Helen Fielding** (Philosophy & Women's Studies - on sabbatical July 2011-12) – BA, Carleton; M.A., Ph.D., York. Research interests: phenomenology, feminist philosophy, embodiment, technology and art; philosophers include Merleau-Ponty, Heidegger, Irigaray, Arendt, Nancy. Publications: Book in progress: *The Cultivation of Perception*. Co-editor of *Time in Feminist Phenomenology* (Indiana University Press, forthcoming 2011), of *The Other: Feminist reflections in Ethics* (Palgrave, 2007) and of vol. 7 (2006) *Chiasmi International*. Various articles on above philosophers and themes.

**Mark Franke** (Centre for Global Studies, Huron Univ. College) - Mark F. N. Franke, BA, M.A. U.Vic.; Ph.D. Johns Hopkins. Research interests: subjectivity; relations of space, place, time, movement, and change; political ontology; postcolonial theory; sexual difference and production of gender; feminist theory; responsibility, ethics, and rights; refugee studies; cultural encounter and the formation of identity; political judgement; and citizenship, law, and sovereignty. Publications: Book: *Global Limits: Immanuel Kant, International Relations, and Critique of World Politics* (SUNY Press, 2001). Articles: published on issues and debates in international ethics and the grounding of modern human rights discourse in colonial interests. Works in progress: a series of interconnecting articles engaging: the spatial limits of international human rights discourse and the inability of this discourse to address human displacement; efforts within international humanitarianism to territorialise refugees; and theorizing rights and ethics in terms of the norms of human movement.

**Michael Gardiner** (Sociology)– BA, M.A., Calgary; D.Phil, York (UK) Research interests: Bakhtin and dialogical theory; European social theory and social philosophy including poststructuralism, phenomenology, hermeneutics and critical theory; history of social thought; cultural studies, especially the culture of cities; utopianism in theory and practice; social ecology; sociology of the body; ethics; theories of everyday life. Books: *Critiques of Everyday Life* (Routledge, 2000), *The Dialogics of Critique: M.M. Bakhtin and the Theory of Ideology* (Routledge, 1992); editor, *Mikhail Bakhtin, Masters of Modern Social Thought* series, four vols. (Sage, 2003), *Bakhtin and the Human Sciences: No Last Words* (Sage, 1998); co-editor, *Rethinking Everyday Life: And Nothing Turned Itself Inside Out*, special double issue of *Cultural Studies*, 18, 2/3 (Routledge, 2004), coeditor, *Rethinking Everyday Life: And Nothing Turned Itself Inside Out*, special double issue of *Cultural Studies*, 18 (2-3), March-May, 2004, 139-159.

**Christopher Keep** (English - on sabbatical July 2011-12) – BA, M.A., York; Ph.D., Queen's. Research interests: the history of writing technologies; the discursive construction of gender, race, and sexual orientation, especially in the nineteenth century; hypertext, virtual reality, and theories of electronic textuality. Publications: articles and conference presentations on the idea

of the human in the Humanities; situationism, aestheticism and the psycho geography of the city; early cinema and the gambles of modernity; postmodern apocalypticism; and theories of the body in hypertext fiction.

**Stephen G. Lofts** (Philosophy, King's College) – BA, Toronto; M.A. Leuven; Ph.D., Leuven, Belgium. Research interests: German and French continental philosophy and theories of subjectivity and culture. Books: *Cassirer: A "Repetition" of Modernity* (SUNY, 2000), *La Vie de l'esprit* (Peeters Vrin, Leuven/Paris, 1997); co-editor, *La pensée de Jacques Lacan* (1994); trans., Ernst Cassirer, *The Logic of the Cultural Sciences* (Yale, 2001); in progress, *Le Style c'est l'homme même. Essay on Individual Identity and Cultural Praxis*; trans. in progress, *Language, Art and Science: Essays by Ernst Cassirer* (Yale, forthcoming).

**Mary Helen McMurrin** (English) – BA, St. John's College; M.A., New York University; Ph.D., New York University. Research Interests: cosmopolitanism, origins of comparative religion and spiritualities, Enlightenment intellectual history. Her book, *The Spread of Novels*, addresses the mobility of prose fiction in Europe and the Atlantic arena in the eighteenth century. It shows that the novel emerges as a modern transnational genre because of radical changes in the landscape of translation in the eighteenth century. She has also written articles on *The Female American*, Aphra Behn, abbé Desfontaines, transnationalism and the novel, and translation practices.

**Călin-Andrei Mihăilescu** (Modern Languages, Comparative Literature) - BA, Bucharest; M.A., Ph.D., Toronto, (former Director CSTC). Research interests: continental philosophy, postmodern trends, 17th-century philosophy and theology, French thought (20th century). Publications in English, French, Romanian, and Spanish on Pascal, St. John of the Cross, St. Teresa, Plato, Aristotle, Baltasar Gracián, Shakespeare, Montaigne, Cervantes, Kant, Kafka, Benjamin, Borges, Heidegger, Adorno, Huxley, T. Mann, Deleuze, García Márquez, Nancy; Renaissance, Mannerist and Baroque literature and philosophy, eu- and dystopian discourses, semiotics of folklore and myth, taste and kitsch, exile, prosthetic thought, drugs and experience, surrealism, economic aspects of narrative, Central and Eastern European cultural and political issues, creative writing. Books: editor, *Fiction Updated: Theories of Fictionality in Contemporary Criticism* (Toronto, 1996); *Ars Rhetorica* (Ottawa, 1996); editor, *This Craft of Verse*, by J.L. Borges (Harvard, 2000); 16~17. *Renastere, M.A.nierism, baroc* (16~17. Renaissance, Mannerism, Baroque; Bucharest, 2002; 2nd ed. 2005); *Tara europsita* (A Europressed country; Bucharest, 2002); (in collab.) *Calendarul dupa Caragiale* (The calendar according to Caragiale; Bucharest, 2002; (in collab.) *Don Global suit pe cal* (The coming of Don Global; Bucharest, 2003); *Antropomorfina* (Anthropomorphine; Bucharest, 2005); (ed.) *Cum era? Cam așa... Amintiri din anii comunismului [românesc]* (What was it like? Something like that... Memories from the years of (Romanian) communism; Bucharest, 2006); Editor-in-Chief, *Literary Research/Recherche littéraire* (1997-2005).

**Allan Pero** (English)– BA (Theatre), BA (Linguistics) M.A. Ottawa; Ph.D., Toronto. Research interests: modernism, critical theory, psychoanalysis, aesthetics, spatial theory, film, drama,

visual art, Wyndham Lewis. My current research is taking several paths: I am working on a book-length project exploring the cultural, historical and philosophical underpinnings of Camp (as in “How campy, dahling!”) in Modernism, an essay collection on The Sitwells (with Gyllian Phillips), and an essay collection on South Asian Violence and Visual Culture (with Summer Pervez). I am also working on articles on the work of thinkers like Alain Badiou, Jacques Lacan, and Jacques Rancière. Recent Publications: Introduction: Wyndham Lewis’ *Self Condemned* Toronto: Dundurn Press, 2010; ““Look for one thing and you find another”: The Voice and Deduction in Muriel Spark’s *Memento Mori*,” in *Muriel Spark: Twenty-First-Century Perspectives*, Ed. David Herman. Baltimore: Johns Hopkins University Press, 2010; Guest Editor: “Listening Rooms: A Special Issue of *Modern Drama* on Voice and Perform.A.nce” *Modern Drama*, 52.4 (Winter 2009); “The Barest Fraction of Real Life”: Henry Arthur Jones, Anti-Realism, and the Scene of Truth, in *Origins of English Dramatic Modernism: 1870-1914* Eds. Daniel Meyer-Dinkgrafe and Gregory F. Tague. London, Dublin: Academica Press, 2010; “The Chiasm of Revolution: Badiou, Lacan, and Lefebvre,” *The Symptom* 10 (2009).

**Jan Plug** (English - on sabbatical July 2011-12) – BA, M.A., UWO; M.A., Ph.D., SUNY, Buffalo. Research interests: Enlightenment and Idealist philosophy, Romanticism, aesthetics, contemporary theory, including deconstruction and theory of community. Books: *Borders of a Lip: Romanticism, Language, History, Politics* (SUNY, 2003); trans. Jacques Derrida, *Eyes of the University: Right to Philosophy 2* (Stanford, 2004), trans., Jacques Derrida, *Who's Afraid of Philosophy?: Right to Philosophy 1* (Stanford, 2002), trans. Marc Froment-Meurice, *That is to Say: Heidegger's Poetics* (Stanford, 1998).

**Anthony Purdy** (French) – BA, M.A., Cambridge; M.A., UWO; Ph.D., Queen’s. Research interests: Collecting; cultural memory; heterotopia; museums, archives, interarts; migration of concepts across disciplines. Books: *A Certain Difficulty of Being: Essays on the Quebec Novel* (McGill-Queen’s, 1990); co-author, *Peter Greenaway: Architecture and Allegory* (Academy, 1997); editor, *Literature and Science* (Rodopi, 1994), *Literature and Money* (Rodopi, 1993), *Literature and the Body* (Rodopi, 1992), *Prefaces and Literary Manifestoes* (Alberta, 1990), *Writing Quebec* (Alberta, 1988), *Problems of Literary Reception* (Alberta, 1988). In progress, *In Praise of Dirt: Michel Tournier and the Critique of Modernity*; *Time's Shipwreck: Negotiating Material Memory*.

**Tilottama Rajan** (English) – BA, M.A., Ph.D., Toronto, FRSC (Canada Research Chair and Distinguished University Professor; Director CSTC, 1995-2001; Interim Director, 2011-12). Guggenheim Fellow, 1987-88. Founder, North American Society for the Study of Romanticism. Research interests: phenomenology, deconstruction, post-structuralism; narrative theory, Romantic literature and theory; Romantic science; aesthetics and pathology in Romanticism; 19<sup>th</sup>-century German philosophy and its connections to contemporary theory; disciplinarity and organizations of knowledge from the Enlightenment to the twentieth century, Books: *Romantic Narrative: Shelley, Hays, Godwin, Wollstonecraft* (Johns Hopkins UP, 2010), *Deconstruction and the Remains of Phenomenology: Sartre, Derrida, Foucault, Baudrillard* (Stanford, 2002), *The Supplement of Reading: Figures of Understanding in Romantic Theory and Practice* (Cornell, 1990), *Dark Interpreter: The Discourse of Romanticism* (Cornell, 1980); editor, *Mary Shelley*,

*Valperga: or, The Life and Adventures of Castruccio, Prince of Lucca* (Broadview, 1998), *Nietzsche and Romanticism* (special issue of *Studies in Romanticism*, 1990); co-editor, *Transforming Tragedy, Identity and Community* (Routledge, 2011), *Idealism Without Absolutes: Philosophy and Romantic Culture* (SUNY, 2004), *Imagining History Before 1900* (Special issue of *PMLA*, 2003), *After Poststructuralism: Writing the Intellectual History of Theory* (Toronto, 2002), *Romanticism, History, and the Possibilities of Genre* (Cambridge, 1998), *Intersections: Nineteenth Century Philosophy and Contemporary Theory* (SUNY, 1995). In progress, *Reading Hegel Reading Schelling; Encyclopedic Thinking From Idealism to Deconstruction*;

**Chris Roulston** (French and Women's Studies - on sabbatical July 2011-12) – BA, Southampton; Ph.D., Toronto; Research interests: Feminist Theory; Queer Theory; Deconstruction; Eighteenth-Century Women Writers; The Epistolary Novel; Eighteenth-Century French and British Novel; Eighteenth-Century Constructions of Women's Friendship and Sexuality; Discourses on M.A.riage; Jean-Jacques Rousseau. Publications: *Virtue, Gender and the Authentic Self in Eighteenth-Century Fiction* (Florida, 1998); translations of Derrida's work, "*Mallarmé*," and "*Before the Law*," (Routledge, 1992) Articles published on Rousseau, Mme de Graffigny, Mme de Lafayette, Jane Austen, Charlotte Lennox, Female Friendship, Marriage. Her most recent book is *Narrating Marriage in Eighteenth Century England and France* (Ashgate Press, 2010).

**Matthew Rowlinson** (English) – BA, M.A. Toronto; M.A., Ph.D. Cornell. Research Interests: Psychoanalysis, Material culture, symbolic and economic exchange, rhetoric, nineteenth century poetry and poetics. Publications: *Tennyson's Fixations: Psychoanalysis and the Topics of the Early Poetry* (Virginia: 1994); *Real Money and Romanticism* (Cambridge: 2010); articles on national identity and money, Derrida's legacies, interdisciplinarity, as well as Many topics in nineteenth-century literature and culture.

**Scott Schaffer** (Sociology) - BA, M.A., University of California; Ph.D., York. Research Interests: Contemporary French social theory; post-colonial and non-western social theory; social ethics; resistance and revolution; globalization and development. Key thinkers include Sartre, Merleau-Ponty, Bourdieu, Fanon, Mbembe. Publications: *Resisting Ethics* (2004, Palgrave M.A.cmillan); "The engagement of social theory: The relationship between critical social theory and everyday life," forthcoming (2008) in *American Behavioral Scientist*; "In-Between Days: Intellectual Work and Intelligent Life at the Crossroads," in Joel Schalit and Megan Shaw Prelinger (eds.), *Collective Action: Bad Subjects 1997-2003* (2004, Pluto Books); "From Bunny Rabbits to Barricades: Strategies of Anti-Capitalist Resistance," in Joel Schalit (ed.), *The Anti-Capitalism Reader: Imagining a Geography of Opposition* (2002, Akashic Books); "Ordinary Atrocities: Toward a Politics of Outrage," in *Journal of Mundane Behavior* 3.3 (2002). Current Projects: The ethics of sacrifice in contemporary North American social theory and current military engagements; a study of social theory produced outside North America and Western Europe; an examination of traces of the "Protestant ethic" in international social development policies and programs.

**Veronica Schild** (Political Science - on sabbatical January 2012-13) – BA, George Mason; M.A., Ph.D., Toronto; Director CSTC, 2005 - present. Research brings contemporary critical theories to bear on topics like citizenship, social movements, and culture and state formation, with a geographical focus on Chile and the southern cone of Latin America. Articles on social programs in Chile, women's movements and citizenship in new democracies. Two of her more recent essays are: "Die Freiheit der Frauen und gesellschaftlicher Fortschritt. Feministinnen, der Staat und die Armen bei der Schaffung neoliberaler Gouvernementalität." In Olaf Kaltmeier, Jens Kastner, Elisabeth Tüder, eds. *Neoliberalismus, Autonomie, Widerstand: Soziale Bewegungen in Lateinamerika*. Münster: Verlag Westfälisches Dampfboot, 2004. "Empowering Consumer Citizens or Governing Poor Female Subjects? The Institutionalization of "Self-Development" in the Chilean Social Policy Field." *Journal of Consumer Culture* 7, 2 (2007). Work in progress: *Contradictions of EM.A.ncipation: The Women's Movement, Culture and the State in Contemporary Chile* (Duke, forthcoming).

**Peter Schwenger** (Resident Fellow) – BA, Carleton College; MA, Cornell; PhD, Yale. Emeritus Professor of English, Mount St. Vincent University. Research Interests: theories of reading and of writing; asemic writing; interdisciplinary studies; visual arts. Books: *Phallic Critiques: Masculinity and Twentieth-century Literature* (Routledge 1964); *Letter Bomb: Nuclear Holocaust and the Exploding Word* (Johns Hopkins, 1991); *Fantasm and Fiction: On Textual Envisioning* (Stanford, 1999); *The Tears of Things: Melancholy and Physical Objects* (Minnesota, 2006); *At the Borders of Sleep: On Liminal Literature* (Minnesota, forthcoming).

**Sharon Sliwinski** (Information and Media Studies) – MA, PhD, York (SPT). Research interests include the Critical Theory of the Frankfurt School, psychoanalysis and psychoanalytic theory, but also visual studies (especially photography) and the broad history of ideas that fall under the term human rights (humanitarianism, crimes against humanity, genocide, etc.). I am currently working on a book called *Dream Matters* which is about the social and political significance of dream-life. Recent publications include: *Human Rights In Camera* (University of Chicago Press, 2011), and "Air War and Dream" in *American Imago* (2011), and "The Gaze Called Animal" in *The New Centennial Review* (2011).

**Daniel Vaillancourt** (French) - M.A., Ph.D., Université du Québec à Montréal. Research interests: theories of reading, mystical writings, travel narratives, birth of urbanism and urbanity in 17th century France, philosophy and aesthetics of Deleuze, semiotics. Books: co-author, *Le Roi dans la ville; Anthologie des entrées royales [The King in the City, Anthology of Relations of Royal Entrées (1615-1660)]* (Paris, 2001); guest editor of journal: (in coll. With M.F. Wagner XVIIe siècle), "Les entrées royales: urbanité et société au XVIIe siècle" [*Royal Entries: urbanity and society in Early Modern France*], Vol.53, No 3, Aut. 2001; (in coll with M. Randall) *Voix et Images, "Généalogie de la figure du Patriote, 1837-1838" [Genealogy of the figure of the Patriot; 1837-1838]*, No 78, Printemps 2001; in coll. With C. Lavoie, « *Sport et Sémiotique* » [*Sports and Semiotics*], *Recherches sémiotiques/Semiotic Inquiries*, Vol 22, Nos 1-2-3, 2002 in progress, *L'Invention d'une capitale: urbanité parisienne et société au XVIIe siècle [The Invention of a Capital: Parisian urbanity and society in Early Modern France]*; as an editor, *La*

*cérémonie: entre le protocolaire et l'intime.*

## **POST-DOCTORAL and VISITING FELLOWS**

Each year the Centre offers one full-year, or two one-semester, Visiting Fellowships (non-stipendiary) with a provision for office space and library privileges. Visiting Fellows contribute to the intellectual life of the Centre community. Accordingly, they are encouraged to offer a public lecture or reading course on their research projects, and to participate in the activities of the Centre. These fellowships are intended primarily for individuals currently teaching or affiliated with an academic institution, though independent scholars may also apply. Faculty Fellowships are awarded at the Assistant, Associate and full Professor ranks. Applications for Visiting Fellowships, including a brief description of a research project and its relevance for the Centre (not more than 1,000 words), an optional project bibliography (up to 2 pages), and a curriculum vitae (C.V.) with the name of two academic referees, should be submitted to the Centre by **April 1st** of each year.

**COURSES 2011-2012** (detailed descriptions at <http://www.uwo.ca/theory>)

**GROUP A** = Courses that meet the breadth requirement in aesthetics, psychoanalysis, philosophy, language theory

**GROUP B** = Courses that meet the breadth requirement in social, political and cultural theory

**GROUP C** = Specialized theory courses

**GROUP A**

**9513 Heidegger: From *Being and Time* to poetically dwelling in the fourfold [Fall]** – This seminar will undertake an intense reading of *Being and Time* followed by a critical study of a number of Heidegger's later essays on language, art, and technology. The goal of the seminar is to trace Heidegger's thinking of being from the project of fundamental ontology to poetically dwelling in the fourfold.

**Stephen Lofts**

**9613 Death and Desire in Western Philosophy [Fall]** – Arthur Schopenhauer, arguably the major Western thinker who consecrated and gave systematic expression to the idea that the universe and everything that originates in a blind, irrational, capricious, and ungodly will to life, is the one who realized that, although the will to exist is fully manifest in and through desire, the latter, however, is indicative of an ongoing discord, want, and lack, in short, of a paradoxical longing for extinction. The present course will attempt to reconstruct the complex intellectual history of the *tension* and *link* between desire and death, between the affirmation of existence and the melancholy allurements of self-annihilation. We will start very early on, namely in the ancient Greek culture, and explore the intricate dialectic between *eros* and *thanatos* in two of Plato's most famous dialogues. We will then take a vast temporal leap, seeing how the abovementioned tension is tackled in the works of Hegel, Kierkegaard, and Nietzsche. Next, while shortly changing the disciplinary perspective, albeit without losing sight of the philosophical ground, we will discuss the ordeals and contradictions of emotional attachments vis-à-vis the experience of loss in Freud's "Mourning and Melancholia." The remaining part of the course will be dedicated to Heidegger's phenomenological-existential analysis of mortality in the context of the world's finitude; and to George Bataille's elaboration of the unfathomable interdependence between common human interrelations (economic or otherwise) and transgressive impulses, gratuitous collective acts, or sacred rites.

**Leonard Stan**

**9614 Idealism and the Margins of Philosophy: (Inter)Disciplinarity in Kant, Hegel, Schelling [Fall]** – This course will take up German Idealism's attempt to elevate philosophy to a metadiscipline that provides the organizing principle for all other "philosophical sciences" (as Hegel calls them). It will explore the way in which this imperialism of philosophy ends by exposing it to what Derrida calls "the margins of philosophy," reconfiguring the very identity of philosophy and its writing, and thus creating a place for the emergence of theory. While there is no time in the course to do case studies of the way Kant, Hegel and Schelling have been appropriated by contemporary theorists such as Derrida, Deleuze, Foucault, Žižek, Habermas,

Adorno, Nancy etc., these later thinkers will orient the way Idealism is approached in terms of its interdisciplinarity, and not as “pure” philosophy. An organizing premise of the course is Derrida’s notion of “autoimmunity,” wherein systems have a tendency to compromise themselves by destroying their “own immunitary protections.” We begin with Kant’s view of the relation between faculties and disciplines, and his attempts to delimit the place of philosophy. Though Kant may want to establish the grounds of reason and the boundaries between faculties, the problems of the empirical vs. the transcendental that Foucault sees as surfacing in his work place Kant at the origins of “Theory.” We will similarly study Hegel in terms of an interdisciplinarity that constantly exposes the philosophical cogito to its unthought. We will thus look at how Hegel’s philosophical project is disrupted by his work in the life sciences and aesthetics; how this work (for instance on bodies and organisms) unsettles his theories of civil society and the state; how the history of art is the history of the subject’s failing to become a classically bounded ego; and how the increasingly powerful discipline of “history” impacts philosophy. Finally we will take up these and similar issues in the work of Schelling, focusing on the way his early transcendental idealism is compromised by his work on chemistry and medicine, on his radical theorization of “freedom,” and on the consequences of this work for his theory of history.

**Tilottama Rajan**

## **GROUP B**

**9615 Right to Be Political in Motion [Fall]** – Modern traditions of political theory largely begin with the revival of an observation made already in classical Greek philosophy: that things are in motion. Things move and change, allowing for differentiation, multiplication, and deletion. Some of the most influential early–modern political theorists accept this point and read it pronouncedly into the conditions of being human. The fundamental motion of human beings, understood in material, intellectual, and linguistic terms, becomes centred as the first problem of politics. Human being is theorised as rightfully at liberty. And the question of politics becomes one of respecting and protecting human rights to the liberty of motion. Yet, paradoxically, the central work of early–modern political theory is repeatedly formed as a set of practices whereby this most elementary problem of politics—the implications of being at liberty and having rights to be in motion—is subject to limits, containment, and governance. Political theory since this period has amounted to little more than reiterations of this act. The differences with which motion and change can confront us—the way in which being human provokes problems of politics—are rendered thinkable in modern political theory through call to another element of classical philosophy: arrangement of particulars in wholes. Modern political theory seeks description of a universe in which the particulars of human liberty may be appropriately understood and ordered with geometric clarity. Thus, modern political theory is most respectful of the motion of human being as rightfully subject to universalisable discipline and boundaries. And, rather than a unity, a contradiction arises between a human right to liberty and the political conditions under which liberty is celebrated. What is first recognised as a fundamental right to move is formulated, politically, as a geopolitics of being human in which the liberty of movement is cast as a threat to human rights.

"Rights to Being Political in Motion" begins by tracing the ways in which this contradiction arises and how it amounts to a displacement of politics. The course, then, concentrates to a large degree on critically examining the difficulties of overcoming this contradiction. The central challenge of this course is to find effective ways in which we may be able to bring back political theory to its fundamental problem, that of human movement. And, the course asks us to consider how it might be possible to think politics in terms of rights to movement, where the liberty that is implied is not ordered as something that the human may or may not enjoy but, rather, as a manner of being. In this regard, engaging in a reconsideration of early–modern observations, the course proposes to face the challenge of accepting the human itself as something that is in motion. Overall, "Rights to Being Political in Motion" presents a challenge to the geometric ethics that centres human being within universalisable spheres of experience, planes of responsibility, and circles of freedom. Accordingly, this course seeks inspiration on how we might respond politically and ethically to the universality of human motion without fixing motion to a necessary space–time. This course pursues ways of thinking human motion as the practices by which the space–times of possible universes are made, and it ponders the universal rights to liberty that are expressed in this motion.

**Mark Franke**

**9605 Redemption Has No Inside: Aesthetics, Politics and the Real [Winter]** – This course will consider the knotty question of how aesthetics has been strangely abstracted from ethical and political motivation, and have, in effect, become outlawed or utterly commodified; in Modernity, aesthetics and the art object have, in being condemned to turn necessarily against themselves, against the possibilities for truth, are, as Adorno reminds us in *Aesthetic Theory*, still nevertheless charged with the task of tending towards some kind of affirmation. For Adorno, "every work of art is an uncommitted crime" insofar as it lives poised, on the precipice of creating the illusion that representation speaks or reveals the truth, that art is potentially a criminal act because of its now sullied relationship to notions of originality, authenticity, and truth. On the other hand, Modern art resists the blandishments of truth and originality through its self-mutilation, by refusing to commit the crime of pretending that art is a reliable witness for truth. Art is also an uncommitted crime in another sense; it only becomes a crime because of our unconscious relationship to it. It is our desire for truth and authenticity that make us kill and steal in the name of possessing the art object. In other words, we frame art for the crimes we commit. One of the primary means by which we will interrogate these problems will be to situate aesthetics, ethics, and politics in the return to/of the Lacanian "Real," that crucial nexus which binds it together with the Symbolic and the Imaginary to form the Borromean knot. This triad will be deployed as a figure to think through how aesthetics (or, in Rancière's terms, the "distribution of the sensible") is a necessary feature of developing a political consciousness that does not simply replicate the status quo, but instead implicates the subject in the production of an aesthetics of agency and dissent. We will then finally turn to Alain Badiou's recasting of Art as one of the four conditions or truth procedures which might allow us to re-imagine its role in contemporary ethics and politics.

**Allan Pero**

**9620 Bakhtin and Social Thought [Winter]** – This course will serve as an introduction to the work of the Russian philosopher and cultural theorist, Mikhail M. Bakhtin (1895-1975) along with the so-called 'Bakhtin Circle' (N. N. Voloshinov in particular), and their influence on twentieth- and twenty-first century social and cultural theory. The course will be divided roughly into three parts: i) an examination of the central writings of Bakhtin and the Circle and the broader intellectual and sociohistorical trends that shaped his ideas; ii) an analysis of the core concepts and debates associated with him and the Circle, including carnival, dialogism, polyphony, and an 'ethics of otherness'; and iii) a look at the diverse (and often conflicting) appropriations of his work in such traditions as Marxism, phenomenology, feminism, poststructuralism, and so forth, and such disciplines as cultural studies, linguistics, philosophy and sociology.

**Michael Gardiner**

## **GROUP C**

**9616 Information Societies and Their Promises of 'Development' [Fall]** – The discourse and concept of an 'information society' has acquired salience as one of the major framing tools for understanding the state of the world today. A 'common sense' approach would validate this perception due to the preponderance and undeniable importance of information and communication technologies (ICTs), the increased economic importance of information, and worldwide growth in information intensive and service related professions. Despite these realities, however, the information society remains a contested concept, particularly as a tool for envisioning global social and collective futures.

This course interrogates the information society from the standpoint of critical development studies, a set of theoretical frameworks for analyzing the power dynamics of the modernist project of international development. Understanding the information society through this lens is particularly important given the increasing reliance of states in both the Global North and South on the information society as an ideology and paradigm for development and socio-economic planning. In addition, the course explores prominent theories of the information society, building on Castells' globalized network society thesis and working towards a consideration of contributions of information society theories and critiques from the Global South. A major goal of the course is to expose the contradictions, tensions, and emancipatory potentials of this concept within the uneven terrain of global power dynamics. Implicit in this exploration are issues regarding the future of the nation-state, potentially new democratic formations, and alternative critiques from the Global South.

**Ajit Pyati**

**9617 Theorizing Indigeneity/Indigenizing Theory [Fall]** – In her groundbreaking work, *Decolonizing Methodologies: Research and Indigenous Peoples*, Maori scholar Linda Tuhiwai Smith considers the historical forces and power asymmetries that have created a global academia founded upon a "text world in which the centre of [...] knowledge is either in Britain, the United States, or Western Europe" (Smith 35) and, moreover, where theory is naturalized as the invention and provenance of the West. Ironically, at the core of much Western thought,

Indigeneity constitutes the sometimes repressed and sometimes overt catalyst for theorization—the figure of radical alterity, the bearer of “the gift,” the carrier of “secrets” to be colonized for the West’s own self-reinvention. However, this graduate seminar is premised upon the urgent need to do more than re-trace the spectres of Indigeneity in Western thought or even examine the West’s unacknowledged debt to Indigenous intellectual culture. This graduate course will, instead, challenge the limits of theory’s traditional “text world” by engaging with the heterogeneous, transdisciplinary field of contemporary Indigenous thought, a field in which Indigenous peoples are the agents, instead of the objects, of theory. In this context, the course will grapple with the following questions: What might it mean to read Indigenous and Western theory dialectically—rather than dichotomously—while still acknowledging the radically uneven structures of power that have shaped both systems of thought? What might be some of the surprising intimacies between Western and Indigenous epistemologies and theories and what might be their points of divergence? How might we engage with Indigenous theories beyond paradigms of “writing back” or “theorizing back” against Empire? Moreover, how might we dismantle the West as a reference point altogether and read Indigenous theory on its own terms? In exploring these and other questions, the course will consider in detail how both thinking Indigeneity and Indigenous thinking enable important critical reappraisals of questions of identity, subjectivity, temporality, sovereignty, citizenship, and power.

**Pauline Wakeham**

**9593 Enlightenment and Contemporary Cosmopolitanisms [Winter]** – Enlightenment ideals have been subject to stringent critique as a universalist fantasy founded on strategic exclusions. Yet the recent revival of cosmopolitanism in the wake of globalization reveals that it is fundamentally indebted to the eighteenth-century.

If the contemporary economic, political, and cultural climate forces us to think and feel beyond the nation, it is crucial to investigate this new cosmopolitanism in light of its origins in the Enlightenment. Our course begins with eighteenth-century philosophical and literary elaborations of cosmopolitan ideals, foregrounding liberal democratic thought as articulated by Kant and his idea of a world polity in an age of nationalism, and investigating the figure of the “citizen of the world” as both a moral ideal and an estranged observer in narratives of wandering, homelessness, and cultural exchanges. We then turn to current revisions of Enlightenment cosmopolitanism. The segue from eighteenth-century to contemporary cosmopolitanisms is facilitated by current assessments of Kantian cosmopolitics and the legacy of his work in theorizing new global communities. Analogies between topoi such as travel between the metropolitan center and periphery, or constructions of alterity will also allow us to connect the two periods, encouraging us to read stereoscopically.

**M. H. McMurrin**

**9618 Advanced Theory: Face-to-Facedness and the Construction of Community [Winter]** – Community is generally theorized in terms of how community and group/national identity are forged in the imaginations of citizens who will never meet (Benedict Anderson). Much of humankind, however, lives in communities where people expect to know or at least know

about their fellow citizens. We will examine how society might be understood in terms of creating and extending person-to-person links and relationships (Bourdieu on habitus, Goffman on interaction). This examination will lead us to reformulate conventional social science qualitative discourse-based methods for getting at community (ethnographic method and theory in various guises) plus some thoughts on ethics and political engagement.

**Regna Darnell**

## **PAST COURSE OFFERINGS**

### **2010-2011**

- 9597 Theories of Spatial and Dialogical Memory [B] (Mireya Folch-Serra)
- 9202 A Discourse of Violence, Narratives of Trauma [B] (Regna Darnell)
- 9606 Archive [A] (Tony Purdy)
- 9607 Brecht in World Cinema [A] (Tobias Nagl)
- 9608 PostHuman, all too post [B] (Calin Mihailescu)
- 9609 The Globalization of Terror: Life as Insecurity [B] (Nandita Biswas Mellamphy)
- 9610 Queer Theory and Its Aftermaths [B] (Wendy Pearson)
- 9611 Representing the Human [A] (Sharon Sliwinski)
- 9612 Theatres of Operation: Conflagrations of Contemporary Theory and Criticism [A] (Dan Mellamphy)
- 9628 Allegory [A] (Elias Polizoos)
- 9675 The Psychoanalysis of Philosophy [A] (Joel Faflak)

### **2009-2010**

- 9543 The Art of Being Political in Theory [B] (Mark Franke)
- 9552 Psychoanalysis and the Image [A] (Sharon Sliwinski)
- 9599 Queer and Feminist Pedagogies [B] (Christine Roulston)
- 9600 Deconstructions [C] (Jan Plug)
- 9601 After Biopolitics [B] (Joshua Schuster)
- 9602 Classical Sociological Theory [B] (Scott Schaffer)
- 9603 Modernity and the Work of Art [A] (Elias Polizoos)
- 9604 The Imaginary and Its Use [B] (Daniel Vaillancourt)
- 9605 The Byzantine Omelette: Aesthetics, Politics and the Real [A] (Allan Pero)
- 9684 Scandals of Temporality [A] (Calin Mihailescu)

## **INFORMATION**

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