



## CENTRE FOR THE STUDY OF THEORY AND CRITICISM

### GRADUATE HANDBOOK 2013-2014

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 encourages an interdisciplinary approach to theory and its histories. 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 most celebrated research intensive graduate programs.

## 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, N. Katherine Hayles, 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 'Aftermaths: Revolution and Recovery', 'The Artfulness of Play: Bridging Creative and Theoretical Discourses', 'Tactics of Resistance: Limitations & Possibilities' and 'Illusions of Identity: Resisting (beyond) Identity Politics'.

**The Pro Seminars** are a series of workshop-style presentations that provide students with guidance about practical and professional matters. With the assistance of faculty members from a variety of disciplines and faculties, and from current and former students who are keen to share their experiences, the seminars address topics such as preparing scholarship applications, choosing a supervisor and examining committee, writing proposals and papers for academic conferences, submitting manuscripts to academic journals, applying for teaching positions in universities and community colleges, and the challenges of looking for employment outside the university.

## **PROGRAM APPLICATION AND ADMISSION REQUIREMENTS**

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

To be considered for admission to the M.A. program, applicants must normally 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 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 Graduate Teaching Assistants (GTAs) should expect to be assigned as Graduate Research Assistants (GRAs), 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 GTAship or GRAship is included as part of, not in addition to, a student's total support package.

**Graduate Teaching and Research Assistantships** are assigned based on availability and a student's academic background. Placements cannot be guaranteed. Placements 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 GTA 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.

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:** GTAs and GRAs 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 **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 be considered for a range of funding packages. In the case of applicants to the Ph.D. these 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, although the amount of the award will depend on the number of applications. 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

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 GTA/GRA 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**. This applies only to students within the normal funding period.

## 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/copier/scanner. Students are required to provide their own paper for printing. In addition, there is a telephone for local calls. There is a separate graduate study work space in the lower level of Somerville House (Rm. 1335).

## GRADUATE STUDENT RESOURCES

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

All graduate students are automatically members 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 equivalent during their two years of study: four in the first year and two in the second. Since this distribution is intended to allow them to concentrate on the thesis during the second year, permission to do fewer than four courses in the first year must be sought from the Graduate Studies Committee (GSC). 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 Director 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 a 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 the 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, 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, Associate 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, January 15 – *Selection of Research Topic and Committee***

By January 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 the student's 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: Program must submit names of examiners to SGPS
- 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 defense 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, and will affect rankings for external scholarships.

### **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 of 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 take four courses in the first year and two in the second. 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 Director 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 a regular class and practice in speaking as well as reading should take option 2.

## QUALIFYING EXAMINATION and FIELD STUDY

Ph.D. candidates are required to pass the **Core Examination** and **Field Study** before proceeding to the doctoral dissertation. The Core Examination and Field Study are to be completed during the second year of study. Students must declare their intention to take the examination by **May 31** of their first year (Term 3).

The Core Examination consists of a written examination based on a reading list of approximately fifty books or equivalents (chapters/articles), and is to be completed during the second year of the Ph.D. Effective September 2013, there will be two annual sittings of the Core Examination: the first in late September or early October, and the second in early February. Students, especially those with sufficient theoretical preparation, are strongly encouraged to write the examination at the Fall sitting. 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 85% and over carry the designation "With Distinction", which will be recorded on the transcript. 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. A

candidate who fails the Core Examination a second time will be required to withdraw from the program.

The **Field Study** is an opportunity to define an area of interdisciplinary theory related to the student's dissertation project. It involves submission of a written text, followed by an oral hearing in which this text is discussed with the student by a three-person committee.

Candidates will first prepare and submit a 20-25 page text based on a list of 25 texts (over and above any texts drawn from the Core Examination list), and selected in consultation with the supervisor and second reader. In addition to this 20-25 page text, the student should include a Bibliography of 25 works, and a **2 page synopsis**. These three components (20-25 page text, bibliography and synopsis) must be submitted **no less than two weeks** prior to the oral hearing.

The text and bibliography will then be discussed with the student at a "field study hearing." The Field Study committee consists of the supervisor, second reader, and a third person chosen by the Director in consultation with the supervisor and student. The Field Study (written submission and oral discussion) is assigned a Pass/Fail. Candidates have until May 15 of their second year to submit the written components, with the oral hearing to occur within 2-3 weeks of submission. A candidate may fail and retake the Field Study once. A candidate who passes the Core Examination but fails the Field Study 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 Study Hearing. 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, May 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, late September (effective 2013)** – Core Examination to be taken during designated week

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

## SUMMARY OF SCHEDULE – FIELD STUDY AND THESIS PROPOSAL

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

**Year II: May 15** – Date by which candidate must submit the written components of the Field Study. The hearing date will be determined by the candidate, in consultation with the committee, and will normally be 2-3 weeks after submission. If a student submits the written components earlier than May 15<sup>th</sup>, an earlier examination may be arranged.

**Year II, June:** Two weeks after the Field Study hearing 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 the 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 Study, 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. Under new (May 2012) SGPS regulations the student is required to give a 45 minute Public Lecture on the material of his or her dissertation on the day of, or the day before, the defense. Alternatively this requirement can be satisfied by giving a

talk in the Theory Sessions **in the year of the defense**. If the second option is followed, the student must describe his or her research in a ten minute opening presentation at the defense.

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

7 Weeks to Examination: Program must submit names of examiners to SGPS  
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 or Graduate Chair. For the progress meeting the student must also submit a draft portion of the thesis. The Director or Graduate Chair will be present at the first part of the meeting, to offer advice on general professional matters. For the rest of the meeting, the student will discuss the draft material with his or her committee.

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 Examination and Field Study**

“Satisfactory progress” of the Qualifying examinations includes a) the completion of the Core Exam in the second year (Term 4 or 5) of study, and b) submission of the field study by May 15<sup>th</sup> of the 2<sup>nd</sup> year, followed by a discussion of this submission.

**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 (June 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)  
Dean 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 the Core Qualifying Examinations, in accordance with the current Examination Guidelines.

Membership:

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

**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'.

**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 – on sabbatical July 2013-June 2014) – 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. *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.dox Ford Studies: History & Representation in Ford M.A.dox 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 – on sabbatical July 2013-June 2014) – 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* (Duchesne 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 – on leave May 2013-June 2014) – 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).

**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) – 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 – on sabbatical January 2014 to December 2014)– 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) – BA, M.A., York; Ph.D., Queen's. Edward G. Pleva Award for Excellence in Teaching (2010-2011); Associate Director for Graduate Studies CSTC, 2012 – present. Research interests: the history of writing technologies; the future of the humanities; the discursive construction of gender, race, and sexual orientation, especially in the nineteenth century; the psychogeography of urban spaces; hypertext, virtual reality, and theories of the post human. His articles have appeared in numerous journals, including *Victorian Studies*, *Novel*, *Nineteenth-Century Contexts*, *English Studies in Canada*, and *Romanticism and Victorianism on the Net*, and in several essay collections, including *Postmodern Apocalypse: Cultural Theory and Practice at the End*, *Cyberspace Textuality: Computer Technology and Literary Theory*; *Being On Line: Net Subjectivity*, *Literary Couplings and the Construction of Authorship: Writing Couples and Collaborators in Historical Context*, and *Image, Sound, and Touch in the Nineteenth Century*. He has edited two special issues of the *Victorian Review*, one on imperial discourse analysis, and the other on disability studies, and was one of the founders of *The Electronic Labyrinth*, an online resource exploring the connections between theory and hypertext literature. His most recent work is concerned with the Society for Psychical Research, and the ways in which scientific inquiry into the paranormal and the occult contributed to the modern organization of knowledge.

**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, RoM.A.nian, 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); *Antropomorfină* (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 – on sabbatical July 2014 – July 2015)– 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 in Modernism. 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 Performance" *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) – 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; Director, CSTC – on sabbatical July 2013-September 2014) – 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 Reminders 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) – 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 Marriage; 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 Macmillan); "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 leave September – December 2014) – BA, George Mason; M.A., Ph.D., Toronto; Director CSTC, 2005 - 2011. 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 Tuidor, 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).

**Joshua Schuster** (English) – BA, BA, University of Pennsylvania; MA, Université de Paris; PhD, University of Pennsylvania. My research focuses on American Literature and environmental ideas. I am currently finishing a book on modernist American literature and music in relation to environmental problems of the era between 1900-1950. I am also beginning to work on a new book that discusses the literary, philosophical, and psychological implications of the extinction of animals. I teach courses that cover a range of American writing, as well as courses on environmental literature, contemporary philosophy, and poetry.

**Sharon Sliwinski** (Information and Media Studies – on sabbatical July 2013-June 2014) – 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

**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).

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Each year the Centre offers one full-year, or two one-semester, Visiting Fellowships (non-stipendiary) with a provision for 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 2013-2014** (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**

**9504A Anxiety** – This course will read a number of texts that attempt to formulate an understanding of anxiety as a, perhaps *the*, grounding mood or affect (*Grundstimmung*) of the subject. Our focus will be on the philosophical tradition of fear and trembling that emerges most prominently in Kierkegaard and Heidegger, but that can be traced back to Hegel and forward at least to Sartre. We also read psychoanalytic texts that attempt to distinguish fear from anxiety, from birth anxiety (Rank) to death drive (Freud), passing by way of the anxieties of language in Lacan. Throughout, our main focus will be a careful reading of the texts and with how they not only formulate but in fact seek to produce the effect of a certain anxiety in the effort to open up what Kierkegaard calls the possibility of possibility.

**Jan Plug**

**9507B “Charged by an Asymptotic Curve”: The Spaces of Love and the Event** - This course will explore some of the theoretical and political implications of two of the most recently constituted “symptoms” of contemporary thought: love and the event. Indeed, the objects of these concepts are themselves contested, often marked or made visible by their absence. In this sense, love and the event are linked in that both are coupled with what Lacan calls *jouissance*. The meaninglessness of *jouissance* is granted a kind of contingent, imaginary meaning through the gift of Love, a metaphoric gift, which, though not hateful, has been called “giving what you don’t have.” But what are the political and psychoanalytic implications of this formulation? What are the relations between and among Love, the Law, and the Death Drive? How do they structure one’s relation to the Other or the Object? We will consider how Lacan’s famous “return to Freud” championed a re-thinking both of love (and its objects, the gaze and the voice) and the death drive as crucial to understanding Freudian thought itself as an event, in Alain Badiou’s sense of the term. The final weeks of the course will be devoted to looking at how several contemporary theorists consider, in different ways, the problematics of Love as an “event” that occurs “the Two.” To this end, we will read the work of such diverse thinkers as Badiou, Roland Barthes, Julia Kristeva, Jean-Luc Nancy, and Alenka Zupančič.

**Allan Pero**

**9636B The Aesthetic Idea** - In his infamous condemnation of representational poetry in *Republic X*, Plato’s Socrates initiates a longstanding inquiry into the relationship between art and the Idea. However ironically meant, Socrates’ condemnation provides a paradigm for thinking the opposition of the Beautiful not only to the True but also the Good. Does art

introduce error into thought and dissension into the social body? Does its alliance to the sensible and the pleasurable in fact set it outside the domain of the Idea altogether? Can there only be rational and political Ideas? Or is there a properly aesthetic Idea? In this course we explore a number of attempts to formulate the relation between the Idea and art, ideation and artistic expression. The figures that we will study can be grouped loosely within three key epochs of the history of critical theory: Greek and Hellenic antiquity, the age of German Idealism, and modernity, the turning point between modernism and poststructuralism within which we ourselves still dwell. Of course, the manner in which these figures approach the complex relations between ideation and artistic expression depends on how they conceive of the Idea as such. Is the Idea an eternal entity (Platonism), a concept without a possible intuition (Kant), an objectification of the will (Schopenhauer), a constellation (Benjamin), a virtual multiplicity (Deleuze), or the subjectivation of an interplay between a truth procedure and a representation of History (Badiou)? Over which rift does artistic expression stretch: between the sensible and intelligible, the empirical and the transcendental, representation and will, the material and the formal, the actual and virtual, the animal and the immortal? If these questions direct us to a general investigation of the relationships between art, philosophy and politics, it will also lead us to historical and speculative investigations into the relationships between particular rational, political and aesthetic ideas. Did tragedy really introduce dissension into the Greek polis, or did it function conservatively in its maintenance? What role did the *Trauerspiel* play in the Prussian State, and in Reformation Europe? What kind of art would be the correlate of poststructuralist thought, or be adequate to the Idea of Communism?

**John Vanderheide**

## **GROUP B**

**9226A Beyond Incommensurability across Cultures and Languages** - This course will consider problems of translation and calibration across cultures and languages. Although the question of incommensurability often is posed in terms of linguistic relativity and the various inadequacies of translation, the mis-communications inherent in contrasts across larger cultural and semantic systems of thought or worldviews are, if anything, more insidious because often unrecognized. Oral tradition, still the basic mode of transmitting traditional knowledge across generations for much of the world, contrasts sharply with the European mainstream in the making and interpretation of meaning. Cross-cultural examples will be juxtaposed to theorists including Walter Benjamin, Roland Barthes, Johannes Fabian, Edward Sapir, Z. Todorov, and Michael Taussig to establish methods of social analysis that increase the possibility of adequate translation and effective cross-cultural communication.

**Regna Darnell**

**9634A Sovereign Laws of Movement, Politics, Life** - "Sovereign Laws of Movement, Politics, Life" will depart from a common quest in recent political theory to think a post-sovereign politics outside spaces of the rule of law, to where it is supposed that politics may be thought in its specificity and difference from acts of sovereignty. This course, rather, will begin with the argument that, while one can well transverse confines of the sovereign state and its

jurisdiction, in moving we bring along the twin problems of sovereignty and law. Sovereignty and law are made in movement, and, if anything, they are drained of vitality as they become institutions of the modern state. Having put forward and explored this line of contention, the course will, then, consider how sovereignty, law, and politics are fundamentally material in character. As problems that are generated in the movement of bodies in relation to other bodies, substances, things, and elements, we will consider ways in which renderings of sovereignty and law are most importantly political responses to the substantial vitality of being. In this regard, we will spend time examining how it is possible to conceive and think political ontology as an ephemeral and situating material being, taking up insights from theoretical scholarship in postcolonial, feminist, and queer studies, intertwined with our readings of theoretical work on bodies, movement, politics, space, and time. And we will give focus to how politics of movement are made sovereign and lawful in relation to a multiplicity of bodies normally conceived in relation to theories of animality. Ultimately, this course will then consider how it is possible to think politics, law, and sovereignty in terms of contemporary theories of life.

**Mark Franke**

**9578A War on Terror** - What happens when war and militarization extend out of the space of the battlefield and become integrated into the civilian space of everyday life? Just as we have witnessed the global integration of information, communication, and trade which are no longer confined by territorial boundaries, so too can 'war' be seen as no longer confined to its classic theatre of operation, the battlefield. Today, in combination with the technological and informational revolutions characteristic of the 21st century, the governance of terror in the name of security has effectively led to the tactical and indefinite extension of war into all spheres of life. This course seeks to investigate from a theoretical standpoint the changing nature of the concept of 'war' and proposes to study 'terror' both as an historical mode of warfare, as well as a new globalized phenomenon within the domain of what today is called the 'global war on terror'. The main issue to be examined concerns the extent to which the 'war on terror' (and the new security paradigm it propagates) entails re-articulations of both the 'agent of terror' and the political 'subject of terror'. The course material centers on a growing interdisciplinary field of scholarship that researches the problematization of politics, security and war from the perspective of international political theory, philosophies of information and bio-technology, continental philosophy, as well as postmodern and poststructuralist critiques of the political subject and political power.

**Nandita Biswas Mellamphy**

## **GROUP C**

**9513A Heidegger** - 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**

**9625A Eighteenth-Century Philosophy and Literature** - This course will explore the relationships between the intellectual drives of the British eighteenth century and works of literature. Rather than using the ideas associated with empiricism to interpret literary narrative, we will ask how writers engaged in a mutual elaboration of concepts that newly described internal and external experience in the era of the “new science.” Focusing on such fundamental ideas as identity, consciousness, cause, substance, and spirit, we will explore central figures in the history of philosophy and three major English literary authors, Alexander Pope, Daniel Defoe and Laurence Sterne, as well as the popular but lesser known fictional work of Ibn Tufayl.  
**Mary Helen McMurrin**

**9635B Letter, Trace, Archive: Freud, Lacan, and Derrida on the Signifier in Psychoanalysis** - At the center of this course will be the readings of Freud to be found in the work of Lacan and Derrida. From his work in the 1960’s on, Derrida was influenced by Lacan’s return to the letter of Freud’s text, but he also rapidly emerged as a forceful critic of the binary concept of sexual difference at the foundation of the Lacanian and Freudian analysis of culture and of the apparent logocentrism of psychoanalysis’ privileging of speech. In his late writing, Derrida incorporates into his critique of Lacan a deconstruction of the latter’s privileging of human speech by contrast to the animal trace.

With these concerns at its center, the course will read major works of Freud on language, the trace, and repetition, including selections from *The Interpretation of Dreams*, “The Uncanny,” *Beyond the Pleasure Principle* and “Note on the Mystic Writing Pad.” We will read important works of Lacan from the 1950’s and 60’s, including the “Seminar on the Purloined Letter” (and the story of Poe on which it comments), “The Instance of the Letter in the Unconscious,” “Speech and Language in Psychoanalysis,” and selections from *The Four Fundamental Concepts of Psychoanalysis*, and a selection of Derrida’s writing on Freud and Lacan including “Freud and the Scene of Writing,” “The Factor of Truth,” “Psyché,” *Archive Fever* and concluding with *The Animal that Therefore I am*.

The works we will cover remain foundational for the study of cultural memory, trauma, and repetition; gender; language and the unconscious; and the question of the animal. This course should be of value to students working in any of these fields.

**Matthew Rowlinson**

**9627B Adorno and Critical Theory** - “Die einzigen Werke heute, die zählen, sind die, welche keine Werke mehr sind.”

“[Neue Musik] verhallt ungehört, ohne Echo.... Sie ist die wahre Flaschenpost.”

These apothegms from “Schoenberg and Progress” present art in a state of crisis: Authentic works must forfeit their traditional foundations in order to survive. What remains possible under these conditions? Can art have it both ways—symbolic subject, free but running out of breath; determined object, bound but sheltered by convention? What is symptomized by “Flaschenpost” art? We must read Adorno.

Theodor W. Adorno was a principal member of the Frankfurt School and one of the founders of Critical Theory. Interdisciplinary in its scope, Adorno’s work encompasses sociology, philosophy,

literature, Marxism, psychoanalysis, mass culture, fascism, and the Enlightenment. Over half of his published writings treat aesthetics, particularly the aesthetics of musical modernism. Adorno theorized modernism as a philosopher and sociologist, but also as a trained musician. His work is the most sustained (and hence disputed) contribution to aesthetics in the twentieth century, and his ideas have broad relevance for contemporary criticism and cultural theory. This course will examine various strands of Adorno's critical project as they pertain to music. A running thread, as we move from topic to topic, will be a close reading of the essay "Schoenberg and Progress" from Adorno's *Philosophy of New Music* (1949).

**Kevin Mooney**

## **PAST COURSE OFFERINGS**

### **2012-2013**

- 9225A From Standpoint to Community [B] (Regna Darnell)
- 9503Y The Unfinished Project of Deconstruction [A] (Tilottama Rajan)
- 9607A Brecht in World Cinema [C] (Tobias Nagl)
- 9619A Chiaroscuro: the lights of theory [A] (Calin Mihailescu)
- 9621A Gilles Deleuze [C] (Joshua Schuster)
- 9622B Hauntings: Spirit and Matter in Contemporary Critical Theory [A] (Chris Keep)
- 9623A Bodies, Power, Sex and Species [C] (Matthew Rowlinson)
- 9624B The Social, The Ethical, and the Global [B] (Scott Schaffer)
- 9626B Dreaming and Thinking [B] (Sharon Sliwinski)
- 9630B Enlightenment Theories of Mind, Soul, Spirit [B] (Mary Helen McMurrin)
- 9633B Communist Hypotheses for the 21st Century [B] (Mireya Folch-Serra)

### **2011-2012**

- 9513 Heidegger: From Being and Time to poetically dwelling in the fourfold [A] (Stephen Lofts)
- 9593 Enlightenment and Contemporary Cosmopolitanisms [C] (Mary Helen McMurrin)
- 9605 Redemption Has No Inside: Aesthetics, Politics and The Real [B] (Allan Pero)
- 9613 Death and Desire in Western Philosophy [A] (Leonard Stan)
- 9614 Idealism and the Margins of Philosophy: (Inter)Disciplinarity in Kant, Hegel, Schelling [A] (Tilottama Rajan)
- 9615 Right to Be Political in Motion [B] (Mark Franke)
- 9616 Information Societies and Their Promises of 'Development' [C] (Ajit Pyati)
- 9617 Theorizing Indigeneity / Indigenizing Theory [C] (Pauline Wakeham)
- 9618 Advanced Theory: Face-to-Facedness and the Construction of Community [C] (Regna Darnell)
- 9620 Bakhtin and Social Thought [B] (Michael Gardiner)

## **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 Polizoes)
- 9675 The Psychoanalysis of Philosophy [A] (Joel Faflak)

## **INFORMATION**

For further Information please contact:

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