

Springboard English Textual Power Senior

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this companion volume reflects current scholarship and draws together essays that were published during the past decade or written for this collection back cover

in this path breaking book a major critic and theoretician of literature considers the impact of post structuralist theory upon teaching with particular attention to the textual issues raised by jaceuques derrida frederic jameson and stanley fish

in this lucid book an eminent scholar teacher and author takes a critical look at the nature and direction of english studies in america robert scholes offers a thoughtful and witty intervention in current debates about educational and cultural values and goals showing how english came to occupy its present place in our educational system diagnosing the educational illness he perceives in today s english departments and recommending theoretical and practical changes in the field of english studies scholes s position defies neat labels it is a deeply conservative expression of the wish to preserve the best in the english tradition of verbal and textual studies yet it is a radical argument for reconstruction of the discipline of english the book begins by examining the history of the rapid rise of english at two american universities yale and brown at the end of the nineteenth and beginning of the twentieth century scholes argues that the subsequent fall of english discernible today in college english departments across the united states is the result of both cultural shifts and changes within the field of english itself he calls for a fundamental reorientation of the discipline away from political or highly theoretical issues away from a specific canon of texts and toward a canon of methods to be used in the process of learning how to situate compose and read a text he offers an eloquent proposal for a discipline based on rhetoric and the teaching of reading and writing over a broad range of literatures a discipline that includes literariness but is not limited to it

this book addresses the shape of english studies beyond the center by analyzing how the discipline has developed and by considering how lessons from this analysis relate to the discipline as a whole the book aims to open a cross disciplinary conversation about the nature of the english major in both non anglophone and anglophone countries by addressing the tensions between language and literature pedagogy the relevance of a focus on hyper canonical anglophone literature in a world of global englishes world literature and multilingual students and by reflecting on the necessary contingency and cross purposes of blended literature and language classrooms many of the book s points of discussion arise from the author s experience as an english professor in japan where the particularities of english language and literature pedagogy raise significant challenges to anglo centric critical and pedagogical assumptions english studies beyond the center teaching literature and the future of global english therefore argues that english literature must make a case for itself by understanding its place in a newly configured discipline issues discussed in the book include english language and literature pedagogy in japan the modes through which efl and english literary studies converge and diverge globalized english beyond the anglo american perspective english classroom practices particularly in japan

within early modern scholarship ecocriticism has steadily gained footing and early modern literary studies looks increasingly green yet the field lacks an accessible collection on reading and teaching early modern texts ecocritically filling this gap in the literature this book includes a diverse selection of chapters that engage the complex issues that arise when reading and teaching early modern texts from a green perspective

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