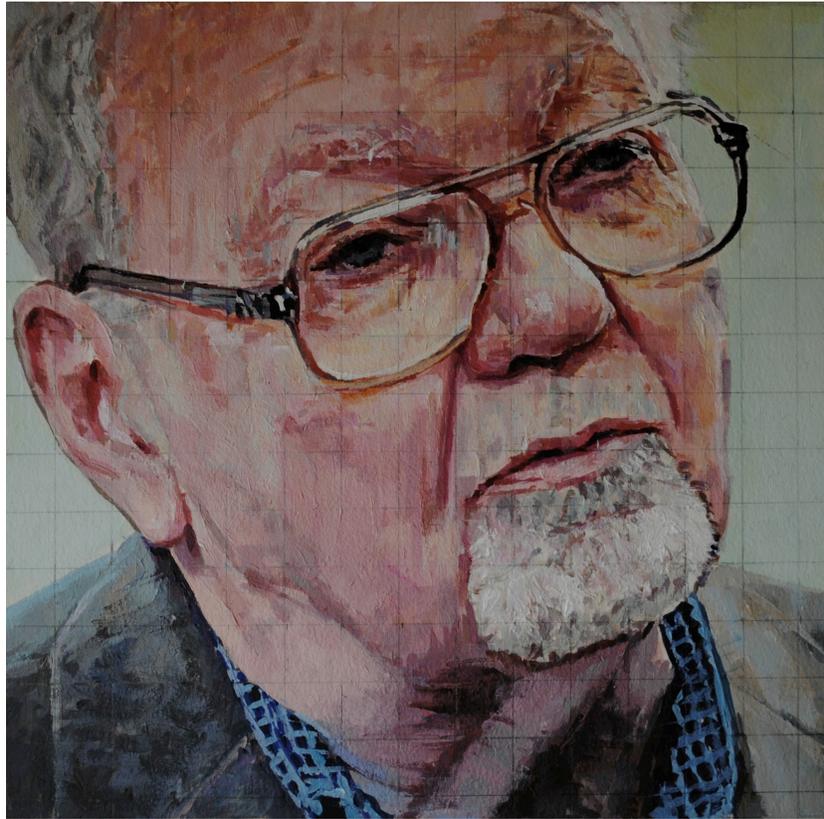


**ENG 6075
LITERARY THEORY**

THE LEGACIES OF FREDRIC JAMESON



Professor Phillip Wegner
Tuesday 3-5 (9:35 a.m. -12:35 p.m.)
Zoom Conference meetings

Office: Turlington 4115 (not available this term)
Office Hours: Thursdays, 1-3 p.m.; and by appointment
All meetings will be on Zoom; appointments required

Phone: 294-2813 (office: not available this term)
Email: pwegner@ufl.edu
Website: <https://phillipwegner.org>

In this seminar, we will undertake an examination of the work of Fredric Jameson, one of the most prolific and influential U.S. literary and cultural critics and great creative readers of the second half of the twentieth and first part of the twenty-first centuries. We will read Jameson's works with the aim of not only appreciating their insights into an incredible range of literary, cultural, and theoretical phenomena, but also using his striking (re)formulation of the dialectic as a model for our own intellectual practices. The year 2021 is a special one in Jameson's intellectual trajectory in that it marks the 50th anniversary of his first major and deeply influential study, *Marxism and Form: Twentieth Century Dialectical Theories of Literature* (1971). It is also the 40th anniversary of *The Political Unconscious: Narrative as a Socially Symbolic Act* (1981) and the 30th anniversary of *Postmodernism, or, the Cultural Logic of Late Capitalism* (1991). In addition to these three path-forging texts, we will also be delving into various dimensions of Jameson's major ongoing project, "The Poetics of Social Forms." Five of the six volumes of the *Poetics* have now been released, most recently, volume 2, *Allegory and Ideology* (2019). The project also includes *The Antinomies of Realism* (2013); *A Singular Modernity: Essay on the Ontology of the Present* (2002) and *The Modernist Papers* (2007); *Postmodernism* and its attendant volumes, *Late Marxism: Adorno, or the Persistence of the Dialectic* (1990) and *Signatures of the Visible* (1990); and *Archaeologies of the Future: The Desire Called Utopia and Other Science Fictions* (2005). Professor Jameson previously visited UF in 2000, 2007, and 2014, and I hope that he will be able to engage directly in some form with our seminar, through a visit or by way of a Zoom conference.

Texts

Marxism and Form: Twentieth Century Dialectical Theories of Literature (1971)
The Political Unconscious: Narrative as a Socially Symbolic Act (1981)
Postmodernism, or, the Cultural Logic of Late Capitalism (1991)
A Singular Modernity: Essay on the Ontology of the Present (2002)
The Modernist Papers (2007)
Archaeologies of the Future: The Desire Called Utopia and Other Science Fictions (2005)
The Antinomies of Realism (2013)
Allegory and Ideology (2019)

Students will be responsible for procuring copies of all the readily available readings for the semester. Harder to find, out-of-print, and shorter texts will be made available on our Canvas site as the semester progresses.

A complete downloadable digital copy of my book, *Periodizing Jameson: Dialectics, the University, and the Desire for Narrative* (2014) is available on our Canvas page and at <https://escholarship.org/uc/item/4b96m8bf>

Aims and Methods

1. Zoom and Canvas Policies:

You are required to have access to Canvas for accessing course materials and turning in assignments and Zoom for participating in class discussions and meeting your instructor in office hours. There is a link to Zoom Conferences on the navigation menu of the Canvas course page.

You will get the most out of Zoom discussions if you have a good internet connection that allows you to participate in class using both video and audio. If you are having trouble with your connection, you can log into the session using your phone, for the audio portion, and internet for the video. [Click here for tips on how to manage Zoom settings and communicate effectively on the platform. \(Links to an external site.\)](#)

Our class sessions may be audio-visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

For help with Canvas or Zoom, contact the UF Computing Help Desk:

Web: <http://helpdesk.ufl.edu> (Links to an external site.).

Phone: (352) 392-HELP (4357)

Email: helpdesk@ufl.edu

Walk-in: HUB 132

Any requests for accommodations (e.g. credit for overdue work) due to technical issues must be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem.

2. Given the unique conditions we are facing this spring, I invite (i.e. require) each of you to set up an appointment for a one-on-one Zoom meeting in the first three weeks of the semester. After that, please feel free and encouraged to set up future appointments to talk over issues raised in our discussion or other professional and vocational matters.

3. Full presence in every spatial, ontological, existential, and intellectual sense of the word, as well as active and engaged participation in the seminar discussions. Given your enrollment in this course, I assume that all of you are looking forward as much

as I am to having the opportunity for a serious and careful engagement with these texts. Thus, the most general expectation that I have for this semester is that all of you intend to read these works, and to do so in a responsible and rigorous fashion, and in a spirit of good faith, generosity, and intellectual camaraderie. I would ask then that you make every effort to engage in, to use a much abused term, a *dialogue* with these works, being attentive to their respective voices, acknowledging their particular historical and otherwise contingent beings in the world, and finally working to imagine how we today might best retool the insights and modes of analysis of their various “unfinished projects.” In this way, I hope that we will develop a much more complex and profitable understanding of both the power and originality of these arguments and traditions.

4. In order to facilitate and enrich our discussion of these works, I want to ask each of you to be responsible for introducing and situating some of our readings. As I imagine all of our work fundamentally to be a collective project, you will do this in pairs, with each group being responsible for the readings on two different occasions. Each group will be asked both to provide a brief introduction to the material and to serve as general “experts” on the readings for that week. Your group can take a variety of approaches to this task: you may want to highlight some of the central issues the readings address; briefly outline their main arguments; note the ways they engage with what has come before; place them in historical, intellectual, and political contexts; note connections to other models and practices; give overviews of some of the secondary readings on these works; offer some questions for discussion; provide creative illustrations and applications of the thesis; and so forth. I only ask that you keep the opening comments brief (15 minutes maximum total) so that we can begin our general discussion as soon as possible. I also hope that your groups will continue to work together throughout the semester, sharing ideas, giving support, discussing research projects, and other important tasks. I will be very happy to meet with your group beforehand to suggest some secondary readings and discuss approaches and tactics.

5. There will also be a number of other important scholarly events throughout the semester, including the Marxist Reading Group annual spring conference and events organized through the Working Group for the Study of Critical Theory, and I will notify you of them and encourage you to attend as many as possible.

6. For the major written component of the course, I will ask each of you to develop an independent research program, which will take one of two forms: either a) two shorter essays of 10-15 pages in length examining the questions or issues raised by the material in more depth, or drawing connections between these works and other areas of interest; *or*, b) a major critical research project of some 25-30 pages in length. The aim of the longer project will be to produce: 1) a sustained engagement with some of the works we discuss in class; 2) a further independent examination of the issues raised by the work we have looked at; 3) a discussion drawing upon some of the recommended secondary or additional readings; or 4) an original reading of another other work, deploying the concepts and models we elaborate during the

course of the semester. I would also like to ask that all Ph.D students plan to pursue option b, with the goal of producing an essay that will serve either as the basis of a dissertation chapter or a publishable essay (or even both). I ask each of you who choose this second option to turn in a detailed paper proposal, complete with bibliography, about a month before the paper is due. If you require additional time to work on this project, I am happy to allow you to do so. However, in order to avoid extending the course indefinitely, I expect that the project will be completed by the end of the summer term; work turned in after that time should not expect to receive extensive comments.

Grading Criteria

Attendance and Participation: 25%

Group presentations: 25%

Seminar paper: 50%

UF Policy Statements

Accommodations for Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor. Students needing accommodations should follow this procedure as early as possible in the semester.

Academic Honesty Policy

Students are required to review the Student Honor Code and Student Conduct Code <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> Plagiarism or any other violation of the Student Honor and Conduct Code will result in an automatic failure of the assignment. A report will be filed with the Student Conduct and Conflict Resolution Office.

According to the Student Conduct Code, "Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend are in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu / <https://lss.at.ufl.edu/help.shtml>

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/> (Links to an external site.)

Library Support: <http://cms.uflib.ufl.edu/ask>

Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help with brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>

Tentative Discussion Schedule

1. January 12 – Introduction

2. January 19 –

Readings: *Marxism and Form: Twentieth Century Dialectical Theories of Literature*

3. January 26 –

Readings: *The Political Unconscious: Narrative as a Socially Symbolic Act*, Chs. 1-2

4. February 2 –

Readings: *The Political Unconscious*, Chs. 3-6

5. February 9 –

Readings: *Postmodernism, or, the Cultural Logic of Late Capitalism*, Chs. 1-7

6. February 16 –

Readings: *Postmodernism*, Chs. 8-10

7. February 23 –

Readings: *A Singular Modernity: Essay on the Ontology of the Present*

8. March 2 –

Readings: *The Modernist Papers*, Chs. 1-8

9. March 9 –

Readings: *The Modernist Papers*, Chs. 9-20

Optional 10-12 page paper #1 due March 12

10. March 16 -

Readings: *Archaeologies of the Future: The Desire Called Utopia and Other Science Fictions*, Part 1

11. March 23 -

Readings: *Archaeologies of the Future*, Part 2

12. March 30 -

Readings: *The Antinomies of Realism*, Part 1 Chs. 1-7

Final Project Proposals Due April 2

13. April 6 -

Readings: *The Antinomies of Realism*, Part 1 Chs. 8-9 and Part 2

14. April 13 -

Readings: *Allegory and Ideology*, Chs. 1-5

15. April 20 -

Readings: *Allegory and Ideology*, Chs. 6-9 and Appendixes

16. April 26 - FINAL PROJECTS DUE by 5 p.m.
in order to receive spring grade