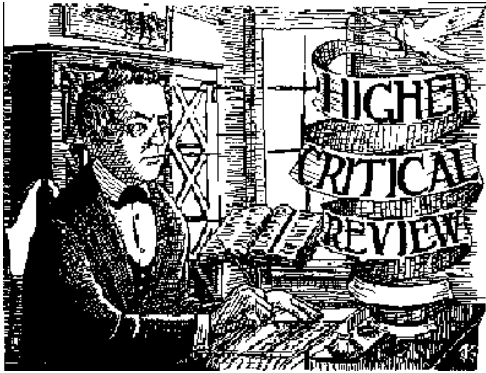


# Re-Reading Literature Critical Review

engl 242 / sec. A / spring quarter 2008-09 / chang



This class takes up as its central preoccupation: Why read literature? What does literature do? Reveal? Critique? How might we read literature (or any other text really) as “complexly coded cultural artifacts?” (Lister & Wells 457). What does literature tell about our selves, our lives, our communities, our cultures, and our worlds? What makes literature (compared to other kinds of art or cultural production) important? If the answers to the above questions provide a way to engage, analyze, and politicize literature, then how might we think about these further questions: Why re-read literature? How do we revisit, refresh, and re-engage literatures deemed too old, too boring, too irrelevant, too difficult, too new, too radical, or too canonical?

## Review of a Text

For this assignment, you must select a text **outside** the course texts, one that we have **not** covered in class. Do a little research into the texts commonly taught in secondary school curricula. The text could be a short story, a novel, a poem, even a film or video. Select a text that you believe fits the theme and goals of the course, a text that you must argue belongs in a class called “Not Your Average High School Novel: Re-Reading as Critical Practice.” An **outstanding text** will engage the inquiries and grinding edges of the course in multiple ways and will speak to the other texts included in the syllabus. When picking a text, avoid the obvious, the superficial, or the easy answer; a **creative risk** or **interpretative leap** might be to choose a text that engages the questions, perhaps in an against the grain way, of the class.

You must read or watch the text. Consider the theoretical and interpretative questions we have been asking and trying to answer all quarter. Then write a short **600-700 word** critical review of the text explicating and expressing why the text would make a strong addition to the course syllabus. Use the following questions as guidelines and jumping off points:

- What kind of text do you want to review? What kind of text would fit well within the scope of the course?
- Who is the text by? Is it someone already included in the syllabus? Would your text replace a current text?
- What makes the text worth re-reading? What features and qualities make it ideal for the class?
- Most importantly, what does the text tell us about the importance of literature? About our culture? About our world? What are the critical questions the text asks, complicates, and answers?

Your critical review must be more than just a descriptive ‘book report.’ Plot, characters, setting, themes, and summary will be a necessary portion of your review, but the majority of your writing will be **analyzing** and **articulating** why the text befits the course. You might want to take a look at book reviews in a scholarly journal (for English), in the *New Yorker* magazine, or the *Washington Post* or *The New York Times*. Your critical review should offer specific arguments and concrete details drawn from the text itself.

## Guidelines and Due Dates

**Format:** 600 to 700 words, typed, no title page, single-spaced, block format, proper heading posted to the class blog, a Critical Review Turn-In thread will be available later in the quarter

**Due:** by the end of the quarter  
no later than Monday, June 8