

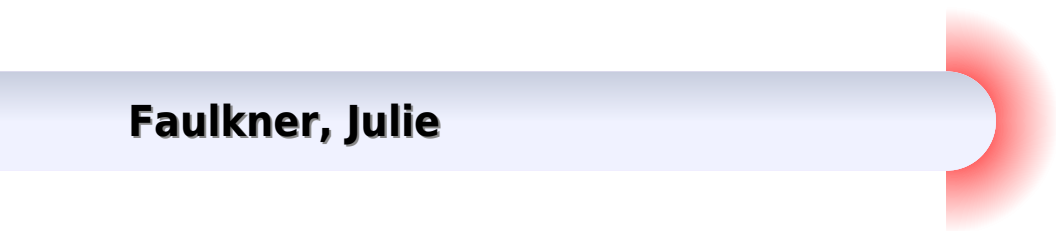
Changing the Subject in English Class

MARSHALL W. ALCORN JR.

*Discourse
and the
Constructions
of Desire*

Changing The Subject In English Class Discourse And The Constructions Of Desires

Faulkner, Julie



Changing The Subject In English Class Discourse And The Constructions Of Desires:

Changing the Subject in English Class Marshall W. Alcorn, 2002 Alcorn English and humanities George Washington U argues that the gradual shift in the teaching of composition from a curriculum that looked at literature as an attempt to represent reality to one that stresses the subjectivity of the student in decoding texts has incorporated an insufficiently complex understanding of subjectivity The current cultural studies programs stress political ideas over expressive writing but Alcorn argues that political ideas will never be right unless there is attention to self expression Basing his work in the conceptual world of psychoanalytic theory he outlines a cultural studies practice that develops anti ideological identity

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Changing the Subject in English Class Marshall W.

Alcorn, 2002-01-01 Drawing on the theoretical work of Jacques Lacan Marshall W Alcorn Jr formulates a systematic explanation of the function and value of desire in writing instruction Alcorn's study offers a clear explanation of Lacan's four discourses and evidence that Lacan's theories can help instructors be more responsible to the democratic goals of education Alcorn argues that in changing the subject matter of writing instruction in order to change student opinions composition instructors have come to adopt an insufficiently complex understanding of subjectivity This oversimplification hinders attempts to foster cultural change Alcorn proposes an alternative mode of instruction that makes effective use of students knowledge and desire The resulting freedom in expression personal as well as political engenders the recognition circulation and elaboration of desire necessary for both human communication and effective politics

Thinking Life with Luce Irigaray Gail M. Schwab, 2020-04-01 Featuring a highly accessible essay from Irigaray herself this volume explores her philosophy of life and living Life thinking an important contemporary trend in philosophy and in women's and gender studies stands in contrast to philosophy's traditional grounding in death exemplified in the work of philosophers such as Socrates Plato and Schopenhauer The contributors to *Thinking Life with Luce Irigaray* consider Irigaray's criticisms of the traditional Western philosophy of death including its either/or dualisms and binary logic as well as some of Irigaray's solutions for cultivating life The book is comprehensive in its analyses of Irigaray's relationship to classical and contemporary philosophers writers and artists and produces extremely fruitful intersections between Irigaray and figures as diverse as Homer and Plato Alexis Wright the First Nations novelist of Australia and twentieth century French philosophers like Sartre Badiou Deleuze and Guattari It also develops Irigaray's relationship to the arts with essays on theater poetry architecture sculpture and film

Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches

Faulkner, Julie, 2011-12-31 This book examines a range of disruptive approaches exploring how challenge dissonance and discomfort might be mobilized in educational contexts in order to shift taken-for-granted attitudes and beliefs held by both educators and learners Provided by publisher

Writing as a Way of Staying Human in a Time that Isn't Nate

Mickelson, 2019-01-30 The human element of our work has never been more important As Robert Yagelski explains in *Writing*

as a Way of Being 2011 the ideological and social pressures of our institutions put us under increasing pressure to sacrifice our humanity in the interest of efficiency These problems only grow when we artificially separate self world and mind body in our teaching and everyday experiences Following Yagelski and others Writing as a Way of Staying Human in a Time that Isn't proposes that intentional acts of writing can awaken us to our interconnectedness and to ways in which we as individuals and in writing communities might address the social and environmental challenges of our present and future world Featuring essays drawn from a range of contexts including college composition and developmental reading and writing professional and legal writing middle school English dissertation projects academic conferences and an online writing group the collection outlines three ways writing can help us stay human caring for ourselves and others honoring the times and spaces of writing and promoting justice Each essay describes specific strategies for using writing as a means for staying human in inhuman times The authors integrate personal stories descriptions of classroom assignments and activities and current research in writing studies Their work shows that writing can contribute to personal social and political transformation by nurturing vulnerability compassion and empathy among students and instructors alike Sensitive Rhetorics Kendall

Gerdes,2024-02-27 Claims that students are too sensitive are familiar on and around college campuses The ideas of cancel culture safe spaces and political correctness are used to shut down discussion and prevent students from being recognized as stakeholders in higher education and as advocates for their own interests Further universities can claim that student activists threaten academic freedom In Sensitive Rhetorics Kendall Gerdes puts these claims and common beliefs into conversation with rhetorical theory to argue that critiques of sensitivity reveal a deep societal discomfort with the idea that language is a form of action Gerdes poses important questions What kind of harm can language and representation actually do and how What responsibilities do college and university teachers bear toward their students Sensitive Rhetorics explores the answers by surfacing submerged assumptions about higher education the role of instructors and faculty and the needs of an increasingly diverse student body *Signifying Pain* Judith Harris,2012-02-01 A deeply personal yet universal work

Signifying Pain applies the principles of therapeutic writing to such painful life experiences as mental illness suicide racism domestic abuse and even genocide Probing deep into the bedrock of literary imagination Judith Harris traces the odyssey of a diverse group of writers John Keats Derek Walcott Jane Kenyon Michael S Harper Robert Lowell and Ai as well as student writers who have used their writing to work through and past such personal traumas Drawing on her own experience as a poet and teacher Harris shows how the process can be long and arduous but that when exercised within the spirit of one's own personal compassion the results can be limitless *Signifying Pain* will be of interest not only to teachers of creative and therapeutic writing but also to those with a critical interest in autobiographical or confessional writing more generally

Unknowning the 'War on Terror' Tina Managhan,2020-02-14 This book offers new insights into the excesses and uncanniness of the War on Terror via an engagement with the pleasures of risk Engaging with the unconscious the excess the

uncanny and the spectacular dimensions of the War on Terror as made evident for example in the 2012 London Olympic Games and the 2013 manhunt for the Boston Marathon bombers leads this book to probe the so called order of things that has made this war intelligible in both mainstream and critical approaches to Security Studies and International Relations Specifically this book brings to light and theorizes the obscene pleasures of the War on Terror and its supplementary precautionary risk logic Coming to grips with this i e the pleasures of risk ultimately via an engagement with critical psychoanalytic theory leads this book to argue that we may be other than we think we are within critical International Relations IR traditions Furthermore albeit without discounting the madness if not desolation of the present extending from the War on Terror to the politics of Brexit and Donald Trump it suggests there may be some relief in that yet This book will be of much interest to students of critical terrorism studies critical security studies political theory and International Relations broadly

Disavowed Knowledge Peter Maas Taubman, 2012-05-22 This is the first and only book to detail the history of the century long relationship between education and psychoanalysis It provides not only a historical context but also a psychoanalytically informed analysis

The Palgrave Handbook of Affect Studies and Textual Criticism Donald R. Wehrs, Thomas Blake, 2017-12-01 This volume provides a comprehensive account of how scholarship on affect and scholarship on texts have come to inform one another over the past few decades The result has been that explorations of how texts address elicit shape and dramatize affect have become central to contemporary work in literary film and art criticism as well as in critical theory rhetoric performance studies and aesthetics Guiding readers to the variety of topics themes interdisciplinary dialogues and sub disciplinary specialties that the study of interplay between affect and texts has either inaugurated or revitalized the handbook showcases and engages the diversity of scholarly topics approaches and projects that thinking of affect in relation to texts and related media open up or enable These include but are not limited to investigations of what attention to affect brings to established methods of studying texts in terms of period genre cultural contexts rhetoric and individual authorship

Embracing the Melody of Appearance: An Emotional Symphony within **Changing The Subject In English Class Discourse And The Constructions Of Desires**

In a world eaten by displays and the ceaseless chatter of instant conversation, the melodic splendor and mental symphony produced by the published term frequently fade in to the backdrop, eclipsed by the constant sound and interruptions that permeate our lives. However, set within the pages of **Changing The Subject In English Class Discourse And The Constructions Of Desires** an enchanting literary prize full of fresh feelings, lies an immersive symphony waiting to be embraced. Constructed by an outstanding musician of language, that interesting masterpiece conducts viewers on a mental trip, skillfully unraveling the concealed melodies and profound impact resonating within each carefully constructed phrase. Within the depths with this moving evaluation, we can explore the book's main harmonies, analyze its enthralling publishing style, and surrender ourselves to the profound resonance that echoes in the depths of readers' souls.

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