

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

Marshall W. Alcorn



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 Annotation copyrighted by Book News Inc Portland OR

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

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

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.

Naming What We Know Linda Adler-Kassner, Elizabeth Wardle, 2015-06-15. *Naming What We Know* examines the core principles of knowledge in the discipline of writing studies using the lens of threshold concepts—concepts that are critical for epistemological participation in a discipline. The first part of the book defines and describes thirty-seven threshold concepts of the discipline in entries written by some of the field's most active researchers and teachers, all of whom participated in a collaborative wiki discussion guided by the editors. These entries are clear and accessible, written for an audience of writing scholars, students, and colleagues in other disciplines, and policy makers outside the academy. Contributors describe the conceptual background of the field and the principles that run throughout practice, whether in research, teaching, assessment, or public work around writing. Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites: first-year writing programs, WAC/WID programs, writing centers, writing majors, and for professional development to present this framework in action. *Naming What We Know* opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field.

Fanon, Psychoanalysis, and Critical Decolonial Psychology Derek Hook, 2025-04-04. This groundbreaking book examines the psychological dimension of decolonial thought in reference to foundational texts. Previously published as *A Critical Psychology of the Postcolonial*, this new edition foregrounds the central role of Fanon's psychology. Highlighting the contributions of anti-colonial authors to the theorization of racism and oppression, the book demonstrates the pertinence of postcolonial and decolonial thought for critical social psychology and psychoanalysis via an investigation of a series of key topics. It explores the psychology of embodiment and racialization, resistance strategies to oppression, extra-discursive facets of racism, the phobic and sexual dimensions of anti-Blackness, and the roles of desire, fantasy, and unconscious in ideologies of racism. The book makes a distinctive contribution through discussing the work of authors drawn from anti-apartheid, psychoanalytic, and critical social theory traditions, including Steve Biko, J. M. Coetzee, Frantz Fanon, Julia Kristeva, Chabani Manganyi, and Slavoj Žižek. This second edition continues to showcase a crucial set of critical resources for an anti-racist decolonial agenda and is fully updated with new discussion, references, and images, with a new chapter on desire, fantasy, and apartheid ideology to strengthen the book's engagement with apartheid racism. This is an invaluable text, not only for students of critical social psychology, psychoanalysis, and sociology, but for students enrolled in courses on race, racism, or decolonial studies. It will also appeal to postgraduates, academics, and anyone interested in psychoanalysis in relation to societal and political issues.

Understanding the Complexities of Self-Image in an EFL Rural Setting Bertha Ramos

Holguín, Jahir Aguirre Morales, Adrián Mauricio Pita Pabón, 2021-03-02 In this book we looked at self image from a humanistic perspective We see it as a dynamic and complex process that compromises self respect and self confidence The protagonists of this story come from a rural area They were a group of eleventh graders from a high school in Samac one of the 123 towns in the state of Boyac Colombia As narrators of the story we wanted to explore analyze and interpret how these adolescents perceived their self image through their life stories under a narrative inquiry method By telling their narratives the students could reconstruct and re signify their reality while showing us who they are in relation to other people and their contexts Therefore life stories offered us the possibility to explore students inner and social worlds This research study helped us increase our sensitivity to how the adolescents saw themselves as part of their rural contexts as well as how this might affect their futures

Resumen En este libro comprendimos la auto imagen desde una perspectiva humana Es decir como un proceso dinámico y complejo que se relaciona con el auto respeto y la auto confianza Los protagonistas de esta historia provienen de una zona rural Ellos son un grupo de estudiantes de grado once de un colegio localizado en Samac uno de los 123 municipios que conforman el departamento de Boyac en Colombia Como narradores de esta historia quisimos explorar analizar e interpretar como estos adolescentes perciben su auto imagen a través de sus historias de vida enmarcadas en un mundo narrativo Al narrar sus historias los estudiantes reconstruyeron y resignificaron su realidad mientras nos mostraban su relación con otras personas y su propio contexto Estas historias de vida nos dieron la posibilidad de explorar su mundo interno y social Incrementamos nuestra sensibilidad como investigadores y entendimos como los adolescentes se perciben en un contexto rural y las implicaciones que esto tiene para sus vidas futuras

Grieving as a Teacher's Curriculum Edward Podsiadlik III, 2019-12-16 Teachers are not automatons An educator's personal values concerns and aspirations cannot be cleaved from one's professional life without impacting the quality and relevance of the teaching experience This book examines spaces where the personal and professional intersect thereby deepening our understanding of the nuances and complexities of a teacher's work It draws readers into places of vulnerability moments of grieving As a teacher's curriculum as a curriculum of life grief has much to teach about sympathy compassion and resilience Educational philosophy literary analysis and reflective practice are used to explore ways grief can help us better ascertain the scope and depth of the educators we are and have the potential to become Pieces of literature used include works by Pat Conroy Charles Dickens Stephen King Rabindranath Tagore Virgil Franz Wedekind and Virginia Woolf Also included are ideas from a diverse set of educational philosophers social and cultural commentators poets and more Chapters conclude with Topics for Reflection for further individual and or collective reflection and discourse Educators at all stages of their careers will benefit from this study that demonstrates the impact personal grieving can have on remembering recovering and reidentifying with one's mission and vision As a resource for pre service or veteran teachers the text celebrates the power of introspection to transform our work our lives and the lives of our students It is equally relevant for parents coaches mentors and anyone who

takes on the kinds of teacher roles that impact nourish and inspire the lives of others See inside the book *Fictions of Integration* Naomi Lesley, 2017-03-03 This book examines how children's and young adult literature addresses and interrogates the legacies of American school desegregation Such literature narrates not only the famous battles to implement desegregation in the South in places like Little Rock Arkansas but also more insidious and less visible legacies such as re-segregation within schools through the mechanism of disability diagnosis Novelizations of children's experiences with school desegregation comment upon the politics of getting African American children access to white schools but more than this as school stories they also comment upon how structural racism operates in the classroom and mutates over the course of decades through the pedagogical practices depicted in literature for young readers Lesley combines approaches from critical race theory disability studies and educational philosophy in order to investigate how the educational market simultaneously constrains how racism in schools can be presented to young readers and also provides channels for radical critiques of pedagogy and visions of alternative systems The volume examines a range of titles from novels that directly engage the Brown v Board of Education decision such as Sharon Draper's *Fire From the Rock* and Dorothy Sterling's *Mary Jane* to novels that engage less obvious legacies of desegregation such as Cynthia Voigt's *Dacey's Song* Sharon Flake's *Pinned* Virginia Hamilton's *The Planet of Junior Brown* and Louis Sachar's *Holes* This book will be of interest to scholars of American studies children's literature and educational philosophy and history

Race, Trauma, and Home in the Novels of Toni Morrison

Evelyn Jaffe Schreiber, 2010-12-01 In this first interdisciplinary study of all nine of Nobel Laureate Toni Morrison's novels Evelyn Jaffe Schreiber investigates how the communal and personal trauma of slavery embedded in the bodies and minds of its victims lives on through successive generations of African Americans Approaching trauma from several cutting edge theoretical perspectives psychoanalytic neurobiological and cultural and social theories Schreiber analyzes the lasting effects of slavery as depicted in Morrison's work and considers the almost insurmountable task of recovering from trauma to gain subjectivity With an innovative application of neuroscience to literary criticism Schreiber explains how trauma whether initiated by physical abuse dehumanization discrimination exclusion or abandonment becomes embedded in both psychic and bodily circuits Slavery and its legacy of cultural rejection create trauma on individual familial and community levels and parents unwittingly transmit their trauma to their children through repetition of their bodily stored experiences Concepts of home whether a physical place community or relationship are reconstructed through memory to provide a positive self and serve as a healing space for Morrison's characters Remembering and retelling trauma within a supportive community enables trauma victims to move forward and attain a meaningful subjectivity and selfhood Through careful analysis of each novel Schreiber traces the success or failure of Morrison's characters to build or rebuild a cohesive self starting with slavery and the initial postslavery generation and continuing through the twentieth century with a special focus on the effects of inherited trauma on children When characters attempt to escape trauma through physical relocation or to project their pain

onto others through aggressive behavior or scapegoating the development of selfhood falters Only when trauma is confronted through verbalization and challenged with reparative images of home can memories of a positive self overcome the pain of past experiences and cultural rejection While the cultural trauma of slavery can never truly disappear Schreiber argues that memories that reconstruct a positive self whether created by people relationships a physical place or a concept help Morrison s characters to establish subjectivity A groundbreaking interdisciplinary work Schreiber s book unites psychoanalytic neurobiological and social theories into a full and richly textured analysis of trauma and the possibility of healing in Morrison s novels

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 Relying on primary and secondary sources it provides not only a historical context but also a psychoanalytically informed analysis In considering what it means to think about teaching from a psychoanalytic perspective and in reviewing the various approaches to and theories about teaching and curriculum that have been informed by psychoanalysis in the twentieth century Taubman uses the concept of disavowal and focuses on the effects of disavowed knowledge within both psychoanalysis and education and on the relationship between them Tracing three historical periods of the waxing and waning of the medical therapeutic and emancipatory projects of psychoanalysis and education the thrust of the book is for psychoanalysis and education to come together as an emancipatory project Supplementing the recent work of educational scholars using psychoanalytic concepts to understand teaching education and schooling it works to articulate the stranded histories the history of what could have been and might

still be in the relationship between psychoanalysis and education **Desire of the Analysts** Greg Forter, Paul Allen Miller, 2008-01-10 Why do we continue to desire psychoanalysis What can this desire contribute to a vital cultural criticism In *Desire of the Analysts* these and other questions are addressed by leading contributors from a variety of fields including Sharon Nell Deneen Senasi Kaja Silverman Henry Sussman Domietta Torlasco Pierre Zoberman and Slavoj Žižek They argue for the urgency of a psychoanalytic criticism that is at once intellectually vibrant politically engaged and uniquely able to illuminate the psychic motivations and gratifications underlying a range of contemporary cultural phenomena These phenomena include nationalistic violence the formation of normative masculinity the psychic appeal of domination and submission and the place of the queer desire in counterhegemonic practices The contributors explore the role of psychoanalysis in shaping the future of cultural criticism elaborate on innovative ways to approach group dynamics from a psychoanalytic perspective rethink psychoanalytic understandings of authorship and offer original interpretations of the intersections between gender sexuality and domination *Desire of the Analysts* demonstrates that psychoanalysis remains an indispensable resource for critiquing our contemporary condition *Writing and Desire* Jonathan Alexander, 2023-06-06 *Writing and Desire* is a sustained multimovement exploration of how writers particularly queer writers think and feel through desire as central to their writing practice In a time of political social global and ecological unrest how might we understand desire the desire for things to be different the desire for a better world as a crucial dimension of contemporary human experience What might such a recentering of desire offer us personally and politically And how is writing itself as one of the primary ways through which we express and explore ourselves central to the expression and exploration of desire Drawing on recent theoretical work in queer theory and the new materialism Jonathan Alexander studies a range of queer and trans writers and artists who center desire in their practice and argues that conceptualizing writing as desire allows us to reexperience both writing and our world as saturated with our dreams and wishes for change In a book both elegant and unsettling and by turns personal analytic and experimental Alexander challenges us and himself to think about desire and writing as the deepest manifestation of our hopes for the future *The Ashgate Research Companion to Critical Geopolitics* Merje Kuus, 2016-04-01 Since the late 1980s critical geopolitics has gone from being a radical critical perspective on the disciplines of political geography and international relations theory to becoming a recognised area of research in its own right Influenced by poststructuralist concerns with the politics of representation critical geopolitics considers the ways in which the use of particular discourses shape political practices Initially critical geopolitics analysed the practical geopolitical language of the elites and intellectuals of statecraft Subsequent iterations have considered the role that popular representations of the international political world play As critical geopolitics has become a more established part of political geography it has attracted ever more critique from feminists for its apparent blindness to the embodied effects of geopolitical praxis and from those who have been uncomfortable about its textual focus while others have challenged critical geopolitics

to address alternative resistant forms of geopolitical practice Again critical geopolitics has been reworked to incorporate these challenges and the latest iterations have encompassed normative agendas non representational theory emotional geographies and affect It is against the vibrant backdrop of this intellectual development of critical geopolitics as a subdiscipline that this Companion is set Bringing together leading researchers associated with the different forms of critical geopolitics this volume produces an overview of its achievements limitations and areas of new and potential future development The Companion is designed to serve as a key resource for an interdisciplinary group of scholars and practitioners interested in the spatiality of politics

Social Identity in Question Parisa Dashtipour, 2012-07-26 Social identity theory is one of the most influential approaches to identity group processes intergroup relations and social change This book draws on Lacanian psychoanalysis and Lacanian social theorists to investigate and rework the predominant concepts in the social identity framework Social Identity in Question begins by reviewing the ways in which the social identity tradition has previously been critiqued by social psychologists who view human relations as conditioned by historical context culture and language The author offers an alternative perspective based upon psychoanalytic notions of subjectivity The chapters go on to develop these discussions and they cover topics such as self categorisation theory group attachment and conformity the minimal group paradigm intergroup conflict social change and resistance Each chapter seeks to disrupt the image of the subject as rational and unitary and to question whether human relations are predictable It is a book which will be of great interest to lecturers researchers and students in critical psychology social psychology social sciences and cultural studies

Reviewing **Changing The Subject In English Class Discourse And The Constructions Of Desires**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Changing The Subject In English Class Discourse And The Constructions Of Desires**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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