

#	Date, Time	Session Topic	Contents, Primary Texts	Reading Assignments Theory [recommended], *Downloads
1	21 Feb	<i>Introduction</i>	Info Participants *Edgar Allan Poe "The Oval Portrait"	Shlomith Rimmon-Kenan "Narration: Levels and Voices" in <i>Narrative Fiction: Contemporary Poetics</i> (87–106; repetition)
2	28 Feb	<i>Frames: Introduction</i>	Literary Criticism Theoretical Frames, Frames of Reference *Nathaniel Hawthorne "Rappaccini's Daughter: From the Writings of Aubépine"	*Simone Heller-Andrist "Frameworks and Paratexts: From Typology to Function" (in <i>The Friction of the Frame</i>) *Joris Luyendik "Agreement on Terms"
3	7 Mar	<i>Frame Narratives I</i>	*Stephen Crane "An Illusion in Red and White"	*Werner Wolf <i>Framing Borders in Literature and Other Media</i> (introduction)
4	14 Mar	<i>Frame Narratives II</i>	Nathaniel Hawthorne <i>The Scarlet Letter</i>	
5	21 Mar	-	-	-
6	28 Mar	<i>The Parergon Cont'd and Paratext: Theoretical Background</i>	Power and Paratext	*Michel Foucault "The Subject and Power" *Gérard Genette <i>Paratexts</i> (introduction)
7	4 Apr	<i>The Parergon</i>	Derivation, Mechanism, <i>Energeia</i> , and Methodological Tool	Jacques Derrida "Parergon" (<i>The Truth in Painting</i>)
8	11 Apr	<i>Paratext: The Preface</i>	Horace Walpole <i>The Castle of Otranto</i>	*Handout Gothic, Uncanny, Sublime
	18 Apr	<i>Good Friday</i>		
	25 Apr	<i>Easter holidays</i>		
9	2 May	<i>Paratext: The Epilogue</i>	William Shakespeare <i>A Midsummer Night's Dream</i>	
10	9 May	<i>Paratext: The Appendix</i>	Forster, E. M. <i>A Room with a View</i> and "A View without a Room"	
11	16 May	<i>Paratext: Editorial Introduction and Footnotes</i>	William Shakespeare <i>A Midsummer Night's Dream</i>	*Margreta de Grazia and Peter Stallybrass "The Materiality of the Shakespearean Text" *J. Hillis Miller <i>The Ethics of Reading</i> (excerpt)
12	23 May	<i>Intertextuality: Theory</i>	*Genesis 3 and *John Milton <i>Paradise Lost</i> (excerpt Book IV)	*Gérard Genette <i>Palimpsests</i> (introduction) *Julia Kristeva <i>Desire in Language and Revolution in Poetic Language</i> (excerpts) *Harold Bloom <i>A Map of Misreading</i> (excerpt)
13	30 May	<i>Intertext: Adaptation versus Appropriation</i>	Discussion Short Course Evaluation *Everyman and Philip Roth <i>Everyman</i>	Julie Sanders <i>Adaptation and Appropriation</i> (excerpts)

Texts marked with an asterisk () will be made available on the OLAT platform. (<https://www.olat.uzh.ch>; instructor: heller).

Bibliography

Primary Sources

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- Hawthorne, Nathaniel. "Rappaccini's Daughter: From the Writings of Aubépine." *Mosses from an Old Manse*. Ed. William Charvat, Roy Harvey Pearce, and Claude M. Simpson. Centenary Edition of the Works of Nathaniel Hawthorne 10. Columbus: Ohio State UP, 1974. 91–128.
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Secondary Sources

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- Heller-Andrist, Simone. *The Friction of the Frame*. *Swiss Studies in English* 138. Tübingen: Francke, 2012.
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- Sanders, Julie. *Adaptation and Appropriation*. The New Critical Idiom. London: Routledge, 2006.
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Course Requirements:

- active participation in classroom discussion
- 3 KP: presentation with handout; arrange for an appointment 2 weeks prior to your presentation; your handout must be ready on Monday prior to your presentation
- 6 KP: paper, between 4000 and 5000 words in length (deadline 25 July, 2014); 3 KP Bachelor Thesis Seminar: outline 500 words +/-10% (deadline 16 May 2014)

Since the foundation of Thibeu in 1912 and Asselin in 1920, the companies' history has continued from sale of the first crosslapper and needleloom in the 1950s to acquisition by the ANDRITZ GROUP in 2011 and opening of a new technical center in Elbeuf in 2013. Read more. Contact us. ANDRITZ Asselin-Thibeu S.A.S. 41 Rue Camille Randoing 76504 Elbeuf sur Seine. +33 2 32 96 42 42 asselin-thibeu@andritz.com. Related links. Nonwoven (product search). (2012) design loss-framed incentives in which teachers receive bonus payments at the beginning of the year that they must pay back at the end of the year if their students do not improve sufficiently on a standardized test. They find that the impact of the loss-framed incentives on maths achievement is equivalent to improving teacher quality by a standard deviation.Â In this vein, Heller et al. (2013) test a non-cognitive intervention among US mid-dle and secondary students that are at risk for violence and dropping out of school. The intervention builds on techniques from cognitive behavioural therapy (CBT) to teach adolescents social-cognitive skills such as self-control and anger management.