Essay 1: Psychoanalytic, Archetypal, and Marxist Criticism. Topics Unless otherwise noted, you are welcome to write on any assigned reading from our syllabus – Week #2 – Week #8 – except for the short story by Kate Chopin. Do not worry; you will have other opportunities to write on this work! Please choose one of the following options to address in a well-developed and thoroughly supported essay of 1800-2200 words: 1. Breaking Down Barriers: From a psychoanalytic perspective, compare and contrast the ways in which two characters (or speakers) from different works overcome (or strive to overcome) an internal barrier such as trauma, grief, immaturity, or a suppressed or previously unrealized aspect of their identity. What roles do secondary characters, the setting, and/or social expectations play in the characters’ journeys? Which conscious and/or unconscious decisions help and/or hinder the characters as they work toward a freer way of life? Which symbols reveal the characters’ struggles, successes, and/or motivation to change? 2. Re/Creating Communities: From a psychoanalytic perspective, compare and contrast the ways in which two characters (or speakers) from different works connect with or depart from the expectations and values of their communities: society as a whole, a family structure, a friend group, or an identity group. Why are (or aren’t) the characters’ decisions to connect to or depart from the community wise? What do the characters’ choices in this area reflect about the functions of their tripartite psyche in specific instances? How do the characters’ self-perceptions change, and what role does self-perception play in their connections to or departures from their communities? 3. Activating Archetypes: Select two archetypes from the archetypes document (or elsewhere, with discussion and approval by me before Thursday of Week #6) and compare and contrast their development in two works. Remember that the purpose of archetypal analysis is not only to identify archetypes but also to determine how the use of these archetypes in a particular work creates deeper meaning. How do the selected archetypes impact the themes? Note: For this option, you may write on up to one of the assigned works in Week #5. 4. Revolving Values: From a Marxist perspective, compare and contrast the depictions of two proletariat characters (or speakers) from different works. Consider the ways they are treated by the bourgeoisie, their motivations and values, and the means through which they are oppressed. If the characters attempt to rebel at any point, what does their success or failure show readers? In what ways do the characters’ experiences reinforce or reject specific Marxist concepts? Note: For this option, you may write on up to one of the assigned works in Week #7. ENGL 110, 2 5. Writer’s Choice: Expand a question or concept from a school of criticism (see your critical theory intro documents), from the “Questions to Consider” sections in your weekly modules, or from your research and interest in our readings and topics to create a more developed and personalized argument about a text from or related to the course schedule. If you choose this option, you are required to get your topic approved by me at least two weeks before the due date (so, for our purposes, that means we need to discuss your final topic by Thursday of Week #6). Sources Along with properly citing whichever works you choose to analyze or compare and contrast, you must include support from at least three additional scholarly sources. If you use the minimum number of sources and you analyze two pieces of literature, your Works Cited page will have at least five entries: three scholarly sources and two texts on which you are writing (though you may have more texts on which you are writing or more scholarly sources, in which case those should all be included on your Works Cited page, as you should definitely cite all of them in your analysis). Everything should be cited in proper MLA format. You will be graded on the quality and balanced use of your sources. Your scholarly sources should come from the GWC Library Databases, with few exceptions. To find links to literature-specific databases, see the “GWC Literature Databases” link on the Essay #1 page in Canvas. If you want to use a different kind of source, please consult with me well in advance of the due date. Be sure to use the documents and resources in Canvas on MLA format as well as Knight Cite and OWL Purdue for assistance with proper formatting and style. Minimum Requirements Checklist Be sure to follow all of these requirements for maximum success:  Submit a final draft of minimally 1800 words; your Works Cited page does not count toward the 1800-word minimum.  Include a properly constructed Works Cited page at the end of your essay (MLA 9 th edition).  Conform to MLA citation and formatting guidelines.  Have a clear, well-developed, thought-provoking thesis that you maintain and support consistently throughout the paper.  Offer your own original ideas; do not simply summarize.  Write in an appropriate, college-level tone (third person, no colloquial language, etcetera).  Utilize at least three scholarly sources to support your argument.  Provide textual evidence and direct examples from all of the texts you are analyzing. Remember that these texts must all be listed on your Works Cited page and cited parenthetically.  Clearly introduce and analyze all quoted or paraphrased material; show readers how your sources support and prove your points, so they do not have to forge connections.  Do not plagiarize! See me and/or your embedded tutors if you need help.  Submit your paper to Turnitin (through Canvas) to avoid a grade of “0.”  Submit your paper on time to avoid late deductions.