

IDST 2225-01: Civilization & Literature Fall 2014

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Office Hours: M & W 2:00-3:30, T 4:00-5:00, or by appointment

Days, Time, & Location: M/W/F 10:00-10:50 in KRI 150

Required Texts:

Shelley, Mary. *Frankenstein*. Norton Critical Edition. 2nd Ed. New York: W. W. Norton, 1996. Print. (ISBN: 978-0393927931)
Woolf, Virginia, and Bonnie Scott Kime. *Mrs. Dalloway*. Orlando: Harcourt, 2005. Print. (ISBN: 978-0156030359)

Course Description: This course provides a sampling of the major ideas that have led to Western civilization as we know it. Because this is an interdisciplinary course, our readings will vary from historical to philosophical to literary. This course is writing intensive, which means that it is designed to further strengthen your critical thinking and writing competencies.

Course Objectives: Throughout the semester, students will:

1. Identify some of the major ideas and developments that have shaped Western thought.
2. Examine the ways in which these ideas and developments have impacted the world.
3. Evaluate these ideas and movements within their cultural and historic contexts.
4. Practice writing critically about literary, philosophical, and historic texts.

Attendance & Class Participation: You will exchange your papers for peer review and post your peer review responses on Blackboard. I expect you to attend all classes. You are responsible for the information discussed in class even when absent. All written work must be completed on schedule; I will not accept work that is late. If I make an exception for you and accept your late work, there will be a penalty of five points per day for lateness (including the day it is due if class is missed as well as weekends and holidays). A late paper submitted by email will incur the same penalties as outlined above. You may send your essay as an attachment or within the body of your email, but it is due by the start of class.

After four unexcused absences, a student's final grade is lowered one letter for each additional unexcused absence. Three tardies will constitute one absence.

Excused absences include: (1) university-sponsored activities, for which the student has obtained an official excused absence form; (2) documented illness or accident; or (3) documented family emergency.

Grading:

Responses (Discussion Board): 20%

Paper # 1:	20%
Paper # 2:	20%
Midterm:	20%
Final:	20%

Responses (Discussion Board): These responses are NOT a summary of the material rather they are your opportunity to say what you think about the reading in no less than 250 words: What are these artists and/or authors trying to do? Do they succeed or fail? Do you agree or disagree with what they are saying? Are there any parts of the novel, play, poem, short story, chapter, or article that you found confusing, contradictory, annoying, and/or inspiring? These are the kinds of issues I would like you to discuss in your responses. You must complete 30 responses, you can submit your first on Wednesday, August 20 and the last opportunity is Friday, December 5. Your responses will be posted on the Discussion Board section of Blackboard. You are encouraged to respond to your classmates' posts too. If you turn in 20 or less, your grade will be either a D or an F.

What follows is an overall guide to help you formulate your responses:

- What do you think of the novel, play, poem, short story, chapter, or article? Give as much detail as you can as to why you feel the way you do. What does it remind you of? Quote specific lines or phrases that seem relevant. Being specific is the hardest part of this assignment and I almost always request descriptions of the novel, play, poem, short story, chapter, or article.
- Of the material for today, which is your favorite? Why? Which is the best? Why? Are your favorite and your best the same? Rank the material in your order of preference.
- Of the material read for today or this week, which did you like least? Why?
- Of the novels, plays, poems, short stories, chapters, or articles read for today or this week, which is the worst. Why? What are your criteria for deciding the quality of the material? Can the text(s) that you do not like or understand still be good?
- Rank all the texts so far in order of preference.
- Summarize and then discuss the issues discussed in yesterday's class.

Papers: I will read each paper carefully and write comments on them. I spend a lot of time on these comments and I will expect you to take time to read what I have written. If you find that I have written much on your paper, you should take this as a sign of love, not of desperation. It means I was interested, engaged. The best way to read my comments is to start at the beginning of your essay, reread what you have written, and stop to read my comments along the way. This is how I write the marginal comments, while I am reading. They show my reactions and suggestions at the moment. The final comment is where I will make a summary statement about your essay. Be warned: I tend to be blunt and to the point. If I sound angry, I am not. I want to get your attention, I want to be honest, and I see no reason to beat around the bush. If your work

seems thoughtless or quickly done, I will take notice. I have taught writing for enough years and I know when writers are working hard and when they are goofing off.

Work submitted for this course must be papers generated from this course. You cannot turn in papers that you have already written or hand in a paper that you intend to submit for another course that you are also enrolled in this semester.

Submitting Essays: In this class, you will submit your required papers electronically. Email them to me as a Microsoft Word (.doc or .docx) attachment. When you save your documents, use the following format: LastName_FirstName_AssignmentNameDraft. The final word in your document name should explain what phase of the writing process your paper is in (draft, peer review revision, revision, or final). For example, a draft of my Paper #2 would be saved like this:

Soprano_Tony_Paper2Draft

A revision of the assignment based on peer review or my feedback would look like this:

Soprano_Tony_Paper2PeerReviewRevision

Your papers should be emailed to me (agravano@shawnee.edu) by the beginning of class on the assignment's due date. Your email should observe basic netiquette rules by including a useful subject line, a salutation, a brief description of your email's purpose, and a closing.

Peer Review: I will divide the class into groups of three to peer review both papers outside of class. On Blackboard, you will find a Guideline for Peer Review for the two assignments as well as the handouts for each paper. You are responsible for creating two or three questions that you want your peer review group to consider; these questions can be typed or hand written. As a group you will exchange papers, each person's essay will be critiqued by two students.

Paper #1: The first paper will be 4-5 pages in length. Format for the paper must conform to the latest edition of MLA or APA. You must email me a copy of your thesis and/or introduction. You are invited to see me in my office if you have trouble arriving at a thesis. If you cannot make office hours, we can set up an appointment at another time.

Paper #2: The second paper will be 8-9 pages in length. Format for the paper must conform to the latest edition of MLA or APA. You must email me a copy of your thesis and/or introduction. You are invited to see me in my office if you have trouble arriving at a thesis. If you cannot make office hours, we can set up an appointment at another time.

Revisions: You will have the opportunity to revise your paper(s). The most effective way to revise is to come to my office to discuss the paper as you are working on it. The revision(s) must be completed by no later than Friday, December 5 and turned in at the beginning of class.

Midterm & Final: There will be two exams during the semester—an in-class midterm and a take-home final. Both will be a mixture of identification, short answer, and essay questions and will cover material from our texts and from class lectures. The final will cover material from the second half of the semester.

Plagiarism: Plagiarism is a complex topic. That said, students entering IDST 2225 are expected to remember, understand, and follow the plagiarism statement that was presented to them in English 1101 or 1102 and 1105:

- Plagiarism is the act of presenting another's words, ideas, or other material (such as images) as your own without acknowledging your debt to the original source. Plagiarism can include not only quoted material that is not cited and credited but also summaries or paraphrases of material that are not cited and credited. Plagiarism can also include submitting a paper that someone else wrote or one that was substantially revised by someone else. Plagiarism can be unintentional as well as intentional. To avoid plagiarism, submit your own work and be sure to credit and cite sources properly. If you have any questions about proper documentation, see your instructor.
- Plagiarism constitutes academic misconduct according to university policy. Any incidents of plagiarism, intentional or unintentional, may be reported to the Chair of the Department of English and Humanities or other university officials. The chair, in consultation with the faculty member, will then determine whether circumstances warrant a formal charge of academic misconduct as set forth in the SSU Student Handbook. A student who turns in plagiarized work will receive a failing grade for the assignment and may face dismissal from the course. In such a case, the student will receive an *F*—not a *W*—for the course.

The SSU Writing Center: The SSU Writing Center is a free tutoring service for all Shawnee students who want help with their writing; it is located in Room 120 of the Clark Memorial Library. The phone number is 740-351-3488; the hours are M-R 10:00-5:00 & F 10:00-2:00. For more information, please visit: <http://www.shawnee.edu/offices/writing-center/>

University ADA Statement: Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Disability Services, Student Success Center, Massie Hall, 740-351-3276 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then required to meet with their instructors to discuss the students' specific needs related to their disability. If a student does not make a timely request for disability accommodations and/or fails to meet with the Coordinator of Disability Services and the instructor, a reasonable accommodation might not be able to be provided.

Classroom Conduct: Students are expected to treat faculty and fellow students with respect. Any actions that purposefully and maliciously distract the class will not be allowed. Respect for the opinions of others is important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Regardless of the topic of discussion or the casual nature of the exchange, courteous behavior and responses are expected at all times.

A Word to the Wise: All your work for this course must be typed, double-spaced, Times New Roman 12. Leave only one space after periods or other punctuation marks. Set the margins of your document to 1 inch on all sides. Indent every paragraph using the tab key. Do not underline your title or put it in quotation marks. Write the title in Title Case, not in all capital letters. I will

expect you to consistently and successfully proofread all papers, including first drafts. You will use either MLA or APA format for all essays for specifics see *The Little Shawnee Handbook*. For more information about MLA format: <http://owl.english.purdue.edu/owl/resource/747/01/> For more information about APA format: <http://owl.english.purdue.edu/owl/section/2/10/>

Week 1

- Aug 18 Syllabus
Aug 20 Introductions
- Read Literature of the Middle Ages and the Renaissance (Handout) & Marie De France’s “Bisclavret” (Handout)
- Aug 22 Discuss readings
- For Monday: Read Julian of Norwich’s from *A Book of Showings to the Anchoress* (Handout) & Margery Kempe’s *The Book of Margery Kempe* (Handout)

Week 2

- Aug 25 Discuss Julian of Norwich
- For Wednesday: Read Margery Kempe’s *The Book of Margery Kempe*
- Aug 27 Discuss Margery Kempe
- For Friday: Read Aemilia Lanyer’s “To the Virtuous Reader” and “Eve’s Apology in Defense of Women”
- Aug 29 Discuss Aemilia Lanyer
- For Wednesday: Read Aphra Behn’s “The Willing Mistress,” “The Disappointment,” “On Her Loving Two Equally,” & “To the Fair Clarinda...”

Week 3

- Sept 1 **No Class—Labor Day Holiday**
Sept 3 Discuss Aphra Behn
- For Friday: Read Anna Letitia Barbauld’s “The Rights of Woman” & “Washing Day”
- Sept 5 Discuss Anna Letitia Barbauld
- For Monday: Read Mary Wollstonecraft’s From *A Vindication of the Rights of Woman*

Week 4

- Sept 8 Discuss Mary Wollstonecraft
- For Wednesday: Read Mary Shelley’s *Frankenstein* Preface & Volume I Letters I-IV & Chapters I-VII (5-58)
- Sept 10 Discuss Preface & Volume I Letters I-IV & Chapters I-VII
- No new reading
- Sept 12 Discuss Preface & Volume I Letters I-IV & Chapters I-VII
- For Monday: Read Mary Shelley’s *Frankenstein* Volume II Chapters I-IX (59-101)

Week 5

- Sept 15 Discuss Volume II Chapters I-IX
- No new reading
- Sept 17 Discuss Volume II Chapters I-IX

- For Friday: Read Mary Shelley's *Frankenstein* Volume III Chapters I-VII (103-156)
- Sept 19 Discuss Volume III Chapters I-VII
Week 6
- Sept 22 Discuss Volume III Chapters I-VII
- For Wednesday: Read Sandra Gilbert's & Susan Gubar's "Mary Shelley's Monstrous Eve" (225--40)
- Sept 24 Discuss Sandra Gilbert and Susan Gubar & *Frankenstein*
- For Friday: Anne K. Mellor "Possessing Nature: The Female in *Frankenstein*" (274-86)
- Sept 26 Discuss Anne K. Mellor & *Frankenstein*
- For Monday: Read Margaret Fuller From *Woman in the Nineteenth Century*
- Week 7**
- Sept 29 Discuss Margaret Fuller
- For Wednesday: Read Emily Dickinson
- Oct 1 Discuss Emily Dickinson
- For Friday: Read Christina Rossetti's "Goblin Market"
- Oct 3 Discuss Christina Rossetti
- Week 8**
- Oct 6 **Midterm**
- For Wednesday: Read Preface & Introduction to *Mrs. Dalloway*
- Oct 8 Discuss readings
- For Friday: Read *Mrs. Dalloway* (3-63)
- Oct 10 Discuss reading
- For Monday: Read *Mrs. Dalloway* (63-100)
 - From "It was awful, he cried, awful, awful!" to "Shredding and slicing, dividing and subdividing, the clocks of Harley Street..."
- Week 9**
- Oct 13 Discuss reading
- For Wednesday: Read *Mrs. Dalloway* (100-47)
 - From "Shredding and slicing, dividing and subdividing, the clocks of Harley Street..." to "One of the triumphs of civilization..."
- Oct 15 Discuss reading
- For Monday: Read *Mrs. Dalloway* (147-90)
 - From "One of the triumphs of civilization..." to the end
- Oct 17 **No Class—Italian American Studies Conference in Toronto**
- Week 10**
- Oct 20 Discuss reading
- For Wednesday: Read "Eileen Barrett's "Unmasking Lesbian Passion: The Inverted World of *Mrs. Dalloway*" & Christine W. Sizemore's "Overcoming Resistance to Lesbian Readings of *Mrs. Dalloway*"
- Oct 22 Discuss Eileen Barrett & Christine W. Sizemore
- For Friday & Monday: Watching *Mrs. Dalloway*
- Oct 24 Watch *Mrs. Dalloway*

Week 11

Oct 27 Watch *Mrs. Dalloway*
Oct 29 Finish watching *Mrs. Dalloway*
Oct 31 Discuss *Mrs. Dalloway*

Week 12

Nov 3 Lecture on Human Sexuality

- For Wednesday: Read Adrienne Rich's "Compulsory Heterosexuality and Lesbian Existence"

Nov 5 Discuss Adrienne Rich
Nov 7 Continue Rich discussion

Week 13

Nov 10 Discuss "Our Mommy Problem"

- For Wednesday: Read *Lean In* Chapters 1 & 2

Nov 12 Discuss *Lean In*

- For Friday: Read *Lean In* Chapters 10 & 11

Nov 14 Discuss *Lean In*

- For Monday: Read Nadine Gordimer's "The Moment before the Gun Went Off"

Week 14

Nov 17 Discuss Nadine Gordimer's "The Moment before the Gun Went Off"
Nov 19 Continue Gordimer discussion

- For Friday: Read Margaret Atwood's "Death by Landscape"

Nov 21 Discuss Margaret Atwood's "Death by Landscape"

Week 15

Nov 24 Continue Atwood discussion
Nov 26-Nov 28 **No Classes—Happy Thanksgiving**

Week 16

Dec 1 TBA
Dec 3 Review for final exam
Dec 5 **Last Class—Wrap-up**